

POWERS, WENDY A., Ph.D. *Credible Leadership: Exploring Differences in Perception of the Credibility of the Senior Student Affairs Officer among CIC College Presidents and their Senior Leadership Teams.* (2014)
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Modern higher education institutions face tremendous challenges, including dwindling financial resources, waning public support, demands for greater accountability, and daunting student needs and expectations. Campus presidents simply cannot face these challenges as isolated or solitary leaders. High functioning, inclusive, collaborative, and synergistic senior leadership teams are needed to not only ensure day-to-day campus operations, but also to respond, strategize and make the necessary changes for long term institutional success and viability. Two consistent themes emerge across many leadership theories—team leadership is quite valuable and *credible* leadership is crucial. This research project employed a source credibility lens (competence, goodwill/caring, and trustworthiness) through which to gather college and university presidents' and their cabinet members' perceptions of senior student affairs officer (SSAO) credibility as well as senior administrator credibility in general. The study revealed that CIC cabinet members, with the exception of campus presidents, perceive their SSAOs' credibility quite similarly—the presidents rated their SSAOs' credibility significantly higher. In addition, trustworthiness was unanimously perceived to be the SSAOs' strongest of the three credibility dimensions, and the dimensions of general senior administrator credibility were prioritized trustworthiness (first), competence (second) and goodwill/caring (third). Understanding differences in perceptions of credibility among senior leaders will assist SSAO's in developing stronger partnerships

with colleagues, thus improving their administrative effectiveness, and will assist presidents striving to build stronger leadership teams.

CREDIBLE LEADERSHIP: EXPLORING DIFFERENCES IN PERCEPTION OF THE
CREDIBILITY OF THE SENIOR STUDENT AFFAIRS OFFICER AMONG CIC
COLLEGE PRESIDENTS AND THEIR SENIOR LEADERSHIP TEAMS

by

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To my nieces and nephews: Emma, Madison, Hunter, Chris, Sami, and Cameron.

I hope you find a higher education experience that inspires, challenges, and excites you as much as this one did for me.

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Colleges and universities are complex organizations, and there are a multitude of paradigms from which to study them. From loosely coupled systems to professional bureaucracies to clans, organized anarchies and much more, scholars have theorized about academic organizations with the goal of understanding and leading them in the most effective and authentically educational manner. “In the last decade, organizational researchers have shown considerable interest in the interpretive aspects of organizational life. Rather than viewing an organization as rational and objective, theorists have used the perspective that organizations are socially constructed and subjective entities” (Tierney, 1989, p. 153). Although the theories and terminology differ widely, most scholars agree that higher education involves dual systems of governance, which makes higher education leadership even more challenging than in other enterprises (Bensimon, Neumann, & Birnbaum, 1989).

Just as organizational theorizing runs the gamut, so does hypothesizing about college and university leadership. Again, the leadership terminology is diverse: transformational, authentic, charismatic, hierarchical, transactional, collaborative, and many others. Several consistent themes emerge across many leadership theories—the need for *credible* leaders, the goal of making a difference in the organization, and the importance of the president’s senior leadership team or cabinet. Hesburgh (1980), a

former university president, recalled distinctly the advice he received from the president he succeeded:

[d]on't think you can do very much all by yourself. There are too many of them and only one of you. Leadership may appear to be a man on a white horse ahead of the multitude, but you'll do a lot better if you get off the horse and entice the best of the multitude to join you up front. (p. 4)

The introduction to this dissertation (Chapter I) will demonstrate the complexity of leading modern higher education institutions, which has intensified the need for strong senior leadership teams working synergistically with their presidents. Next, the problem statement will be introduced followed by the theoretical and conceptual frameworks and the purpose of the study. Finally, the guiding research questions and significance of the study will be presented.

Colleges and Universities—Complex and Challenging Organizations to Lead

Modern theories about higher education organizations began to surface in the 1970s and typically hail from one of three ontological perspectives: positivism, social constructionism, and postmodernism (Bess & Dee, 2008; Leslie, 1996). Whether focused on controlling and predicting organizational activity, attending to members' perceptions and meaning making, or critiquing systems of power and oppression, these theories strive to illuminate the complicated nature of higher education organizations and differentiate the academy from business and manufacturing. "These theorists portrayed colleges and universities as organizations that behave in something other than mechanistic fashion, defying normal logic or rational thinking" (Leslie, 1996, p. 1). Weick's (1976) notion of campuses as "loosely coupled systems," Mintzberg's (1979) view of "professional

bureaucracies,” Cohen and March’s (1986) concept of colleges and universities as “organized anarchies,” and Birnbaum’s (1988) model of “cybernetic institutions” are but a few of the seminal theories attempting to capture the complex organizational dynamics of higher education.

Structural vs. Human Perspective

The unique nature of colleges and universities has been described as dual yet interdependent systems of control—academic and administrative (Bess & Dee, 2008; Birnbaum, 1988). “The concept that best reflects the ways in which institutions of higher education differ from other organizations is governance [which] refers to the structures and processes through which institutional participants interact with and influence each other and communicate with the larger environment” (Birnbaum, 1988, p. 4). Shared governance, a hallmark of American higher education, is intended to promote academic freedom as well as the pursuit and creation of knowledge; however, it also presents structural challenges for leaders. Bess and Dee (2008) differentiated the layers of the academy as: academic affairs, student affairs, and administration/finance. In addition, they noted that academic affairs is subdivided into highly specialized, often autonomous, schools or colleges. Governing boards (trustees) add yet another layer to the complex system of leadership and control. Although this structure tends to yield productivity, Bess and Dee acknowledged it “produces many centrifugal forces in the organization that can make coordination of the separated units more difficult” (Bess & Dee, 2008, p. 4).

With a slightly different twist on the structural complexity of higher education, Birnbaum (1988) described the organizational levels as: technical (faculty research, teaching, and service), institutional (president and trustees attending to external pressures), and managerial (day-to-day campus administration); and he explained that the managerial level mediates between the technical and institutional. He also described four models of organization and governance—bureaucracy, collegiums, political, and organized anarchy—and suggested that colleges are in fact a conglomeration of subunits representing each model. Birnbaum posited the idea that interactions and communication between the subunits are quite fluid and dynamic, so much so that “cybernetic controls . . . self-correcting mechanisms that monitor organizational functions . . . detect and correct errors so that when something happens . . . something else automatically happens to bring it back on course” (p. 179). Thus, he coined the term “cybernetic institution” to describe the organizational structure of the modern college or university.

Contrasting the focus on structure as the primary lens through which to view higher education’s complexity, Kezar and Eckel (2004) argued for a human relations perspective: “Ironically, studies examining structure find that people, interpersonal dynamics, and culture affect governance processes most and can be related to efficiency, responsiveness, and participation—the very three issues that many campuses currently struggle with” (p. 381). The authors acknowledged that the academy is facing tremendous environmental pressures (e.g., accountability, competition), is experiencing reduced faculty engagement and voice in shared governance, and is becoming vulnerable to reform efforts involving business management paradigms in the quest for improved,

faster or more innovative leadership. Rather than simply highlighting the structural differences in higher education as part of the defense strategy, Kezar and Eckel focused on the human beings represented within the complex organizational charts. They encouraged research that explores such things as trust, accountability, collaboration, *credibility*, and other informal interactions among people outside the hierarchy in order to develop an even better understanding of colleges and universities as unique and noble organizations.

Educational Leadership

Regardless of one's perspective about the nature of higher education as a complex and unique organization, most scholars agree it poses a daunting challenge for leadership (Bensimon et al., 1989). "These factors do not make a university a bad organization or a disorganized one; but they do make it a problem to describe, understand, and lead" (Cohen & March, 1986, p. 3). Although it is beyond the scope of this study to explore the vast array of research regarding effective leadership styles, the multiplicity of definitions should provide some insight. In their 1985 book, *Leaders: The Strategies for Taking Charge*, Bennis and Nanus (1985) noted that there were 350 definitions of leadership at the time and thousands of empirical studies had been conducted, but there was no clear, agreed upon definition of leadership. "Like love, leadership continued to be something everyone knew existed but nobody could define" (Bennis & Nanus, 1985, p. 5). Or, as Burns (1978) noted, "Leadership is one of the most observed and least understood phenomena on earth" (p. 2). With the expansive definitions come various models of leadership, which range along a continuum from empirically substantive to

commercial fad: servant-leadership, charismatic leadership, transactional leadership, relational leadership, participatory leadership, authentic leadership, zen leadership, collaborative leadership, postindustrial leadership, and many others. Despite the divergent labels and foci, a common theme throughout these models is the modern understanding that leadership is a relational *process* between leaders and followers committed to a common goal.

In terms of college and university leadership specifically, scholarly opinions vary widely as well. For example, Bensimon et al. (1989) advocated for transactional leadership in most sectors of higher education, as they believe it is more inclusive and respectful of faculty members' expertise. Kezar, Carducci, and Contreras-McGavin (2006) seemed to most strongly support relational and team leadership orientations given the intensely human dimensions of leadership and higher education. Attending to the various external pressures facing colleges and universities, Morrill (2010) advocated for strategic leadership through strategy councils. Although consensus regarding the most successful leadership style for higher education is lacking, several studies have explored the college presidency and highlighted the value of campus presidents employing administrative leadership teams as part of their overall leadership strategy (Bensimon & Neumann, 1993; Birnbaum, 1989; Dean, 2008; Gaval, 2009; Kezar et al., 2006; Mangano, 2007; Neumann, 1991, 1995; Nicolet, 2011; Tierney, 1989).

Problem Statement

Given the complexity of leading today's colleges and universities, institutional leadership is no longer perceived as or expected to be a solitary endeavor (Bensimon &

Neumann, 1993; Birnbaum, Bensimon, & Neuman, 1989; Kezar et al., 2006). “It is high time that the myth of solo leadership, as applied to the presidency and to other leadership roles, be shattered. The presidency is lodged not in one person but in a team” (Bensimon & Neumann, 1993, p. xv). The president’s cabinet or senior leadership group must, therefore, operate collaboratively and synergistically not only to ensure day-to-day campus operations, but also to respond, strategize and make the necessary changes for long term institutional success and viability. In order for these administrators to work effectively as a team, they must perceive each other as credible colleagues (Larson & LaFasto, 1989). The literature regarding the importance of credibility to a leader’s success is unequivocal and spans the history of leadership research (Bennis & Nanus, 1985; Hoffman, 2008; Kouzes & Posner, 1993; McCroskey, Richmond, Johnson, & Smith, 2004). Thus, it is fair to expect members’ perceptions of each other’s credibility to be a vital element of building a strong senior leadership team.

Among the challenges presidents face as the chief architects of their administrative teams is the troublesome disconnect between academic affairs and student affairs. Cultural differences between these two significant areas of academe are well-documented and likely influence these colleagues’ perceived credibility (Arcelus, 2008; Kezar, 2002a, 2003). Although there is a great deal of research exploring the construct of leader credibility (Kouzes & Posner, 1993; McCroskey, Holdridge, & Toomb, 1974; McCroskey & Teven, 1999; McCroskey & Young, 1981; Posner & Kouzes, 1988), the research regarding senior college administrators’ credibility, teamwork, and presidential leadership group effectiveness is quite limited. “Although college presidents and other

campus leaders often espouse a teamwork ideology . . . their usefulness is taken for granted and thus left unexamined” (Bensimon & Neumann, 1993, p. x). This study addressed the research gap between our understanding of the importance of leader credibility and the role this credibility plays in his/her membership on the increasingly essential senior leadership team. The importance of strong cabinet teams, the lack of research about these teams, the cultural differences between academic and student affairs, and the well documented understanding of what leadership credibility is about begs the question “how do perceptions of credibility differ among senior leaders?” The answer may prove helpful to presidents assembling their teams, members developing working relationships with one another, and institutions needing stronger senior leadership.

This study focused on small private colleges and universities—members of the Council for Independent Colleges (CIC)—and explored cabinet members’ perceptions of credibility in general and in relation to the senior student affairs officer (SSAO) specifically. This research project was grounded in McCroskey and Teven’s (1999) findings that source credibility is comprised of trustworthiness, competence, and goodwill/caring. The McCroskey and Teven (1999) source credibility measure was used to uncover any differences in perceptions of the SSAO between cabinet roles, differences in how the senior leaders prioritize the components of credibility, and whether or not the SSAO serving on the cabinet makes a difference in perception of an SSAO’s credibility.

Theoretical and Conceptual Frameworks

“Leadership is the process of persuasion or example by which an individual [or leadership team] induces a group to pursue objectives held by the leader or shared by the

leader and his or her followers” (Gardner, 1990, p. 1). Leadership and credibility are united by the concept of persuasion, a construct heavily studied by communications scholars. To frame this study exploring perceptions of credibility, the research on source credibility from the communications field was examined. Although there are several scholars who have studied this construct, James McCroskey from the University of Alabama at Birmingham (formerly of West Virginia University) is one of the most frequently cited scholars. McCroskey began his career with an interest in rhetoric heavily influenced by Aristotle’s theorizing about “ethos” or character as the primary means of persuasion. Seeing the obvious connection between a speaker striving to persuade and the receiver’s perception of the speaker’s credibility, McCroskey began attempting to measure the perceived credibility of classroom teachers. Over the years, his credibility research expanded beyond the classroom to include business leaders, public figures, non-profit leaders, and more.

McCroskey and colleagues have researched the source credibility construct and honed its measurement through factor analytic studies for more than 30 years (McCroskey et al., 1974; McCroskey, Jensen, & Todd, 1972; McCroskey, Jensen, & Valencia, 1973; McCroskey & Teven, 1999; McCroskey & Young, 1981). Based on this extensive research, source credibility is now understood to include three components or dimensions—competence, trustworthiness, and goodwill/caring (see Figure 1)—and it is measured with an 18-item source credibility scale (McCroskey & Teven, 1999). McCroskey and Teven explicate that competence involves qualification, expertness, intelligence, and authoritativeness; perceived trustworthiness includes character, sagacity,

safety, and honesty; and, goodwill/caring requires understanding, empathy, and responsiveness. Ascertaining perceptions of these three components about a particular leader tells the researcher how credible that leader is perceived to be by others.

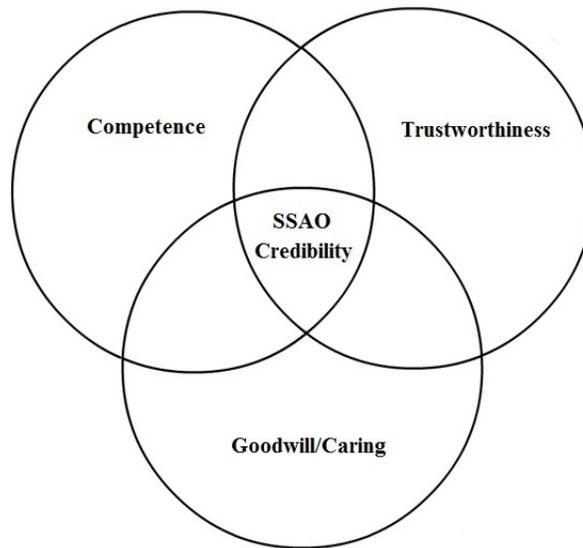


Figure 1. Theoretical Framework.

This study employed McCroskey’s theoretical framework to explore small, private, liberal arts college presidents’ and their cabinet members’ perceptions of their current SSAOs’ credibility (see Figure 2). The institution type was selected for several reasons. First, student affairs administration at small colleges is qualitatively different from said work at large universities and is rarely examined or discussed in the literature (Hirt, 2006; Tederman, 1997; Young, 1986). Focusing on the community characteristics of synergy and “personalism,” Young (1986) explained that the intimate nature of the small campus and the multiple hats worn by small college administrators typically lead them to develop “more intense” relationships with students and staff. Tederman (1997)

took this one step farther and argued that human relationships are so vital on these campuses, the ability to persuade and influence others is the only “real power” any small college SSAO has.

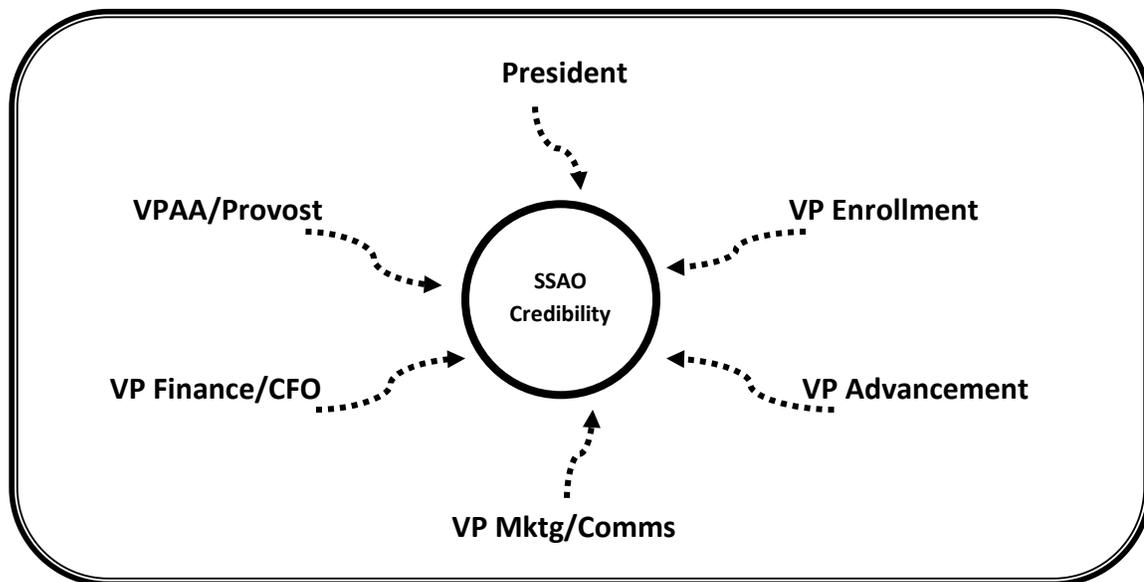


Figure 2. Conceptual Framework.

Finally, Hirt (2006) characterized student affairs administrators at liberal arts colleges as the “standard bearers,” focused on holistic student development and establishing close relationships with colleagues for the betterment of the students’ educational experience. Presidential cabinets at CIC institutions lend themselves quite nicely to the study of perceived credibility among colleagues given the importance of strong professional relationships and the likelihood of increased familiarity at small colleges. In addition, the researcher’s curiosity about senior administrators’ perceptions of SSAOs’ credibility was triggered by her professional experience as an SSAO at a CIC

institution, serving on two very different presidential cabinets due to a presidential transition.

Despite their shared small college identity, senior leaders hail from very different internal campus cultures and no doubt view their work through different lenses (Bergquist, 1992; Bergquist & Pawlak, 2008; Kuh & Whitt, 1988). Thus, the researcher anticipated significant differences in perception of SSAO credibility and in the prioritization of the three credibility dimensions. The McCroskey and Teven (1999) source credibility measure was used to gather this insight and explore differences between cabinet roles. It should be noted that this scale is predominately used with supervisor-subordinate colleagues, thus the use of it to gauge peer perceptions was somewhat uncharted territory. This scale and the full instrument will be discussed in greater detail in Chapter III.

Purpose of the Study

The purpose of this study was to explore CIC college and university senior leaders' perceptions of credibility, as both a general construct and in relation to their SSAO specifically. This was explored from a variety of angles: within institutions, across institutions, by administrative role, whether the SSAO served on the cabinet or not, and in terms of cabinet member longevity.

Research Questions

The following research questions guided this study:

1. Within each campus, do perceptions of SSAO credibility (goodwill, competence, trustworthiness) differ significantly among cabinet roles?

2. Within each campus, do presidents' and senior academic affairs officers' perceptions of SSAO credibility differ from the other cabinet members?
3. Do perceptions of SSAO credibility differ depending on whether or not the SSAO sits on the cabinet?
4. Do cabinet members across participating institutions agree about which of the three components of their current SSAO's credibility is the strongest?
5. Do the various cabinet roles rank the components of senior administrator credibility differently? If so, what is most important to whom?
6. Are there differences in priority rankings of the three credibility components between cabinet members who have served longer compared to newer cabinet members?

Significance of the Study

In a recent historical review of the leadership literature of the twentieth century, Hoffman (2008) found that "America's past and present leadership needs share one common characteristic, credibility. Credible leadership is at the heart of defining an effective leader in America" (p. 1). Additionally, the importance of college and university senior leadership teams is well-documented and will be discussed in greater detail in chapter two. A president's leadership team "makes key strategic decisions and sets the tone for what the institution represents and how it functions . . . [cabinet members] have significant influence on institutional strategy and are seen . . . as the leaders of the institution" (Nicolet, 2011, p. 1). On the other hand, the key ingredients to successful teams and how they function together has been studied far less. In their

seminal work, *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*, Bensimon and Neumann (1993) urged presidents to “interpret and understand their [senior leadership] group’s themes (including its mood), the nature of intragroup relations, and the norms that guide decision making and action” (p. 30).

This study provides important insights about how senior administrators and presidents perceive and prioritize one of the key ingredients to their team dynamics—credibility. Uncovering how senior administrators perceive their SSAO’s credibility benefits SSAO’s as they strive to strengthen administrative partnerships critical for successfully accomplishing goals and objectives. Identifying the strongest dimension of current SSAO’s credibility highlights strengths to build on and opportunities for improvement. Determining whether SSAO cabinet membership or senior administrator career longevity makes a difference in perceptions and prioritization of credibility might assist presidents as they build or strengthen their senior leadership teams. Finally, revealing how the various administrative roles prioritize the three dimensions of credibility not only demonstrates important commonalities and differences between members, but provides invaluable insight informing group dynamics, dialogue, and team building. This study shines a light on previously unexplored differences between small, private college senior administrators and presidents in order to provide a perspective that might be used to strengthen these critical teams.

Definition of Terms

Cabinet—circle of top-level administrators selected by the president to provide collective leadership for the college or university (Neumann, 1991); president and chief

administrative officers of the institution (Sandeen, 1991); president's inner circle of trusted allies upon whom he or she relies for decision-making (Snyder, 2011); synonymous in this study with senior leadership team.

Credibility—the quality or power of inspiring belief (credibility, 2012); synonymous in this study with source credibility; comprised of competence, trustworthiness, and goodwill/caring; measured for this study with the McCroskey and Teven (1999) source credibility scale.

Competence—the quality or state of being competent (competence, 2012); one of three components of source credibility measured in this study. Synonyms include qualification, expertness, intelligence, and authoritativeness (McCroskey & Teven, 1999).

Competent—having requisite or adequate ability or qualities (competent, 2012).

Goodwill/Caring—a kindly feeling of approval and support; benevolent interest or concern; regard coming from desire or esteem (caring, 2012; goodwill, 2012); one of three components of source credibility measured in this study. Synonyms include understanding, empathy and responsiveness (McCroskey & Teven, 1999).

Trustworthiness—worthy of confidence (trustworthiness, 2012); one of three components of source credibility measured in this study. Synonyms include character, sagacity, safety, and honesty (McCroskey & Teven, 1999).

Senior Leadership Team—the senior administrative group selected by the president to provide collective leadership for the college or university; synonymous in this study with cabinet.

Source Credibility—image of a source in the receiver’s mind; attitude of a receiver toward a source; arose from Aristotle’s “ethos” or key to persuasion; comprised of competence, trustworthiness, and goodwill/caring (McCroskey & Teven, 1999).

CHAPTER II

REVIEW OF THE LITERATURE

This literature review will, first, demonstrate the significance of the college or university president's cabinet. After making the case for synergistic and high functioning senior leadership teams, the construct of leader credibility will be thoroughly examined and the role of the SSAO as a cabinet member will be described in order to prepare for a long overdue research project exploring perceptions of credibility among cabinet members. "[M]ost subunit studies of governance focus on governing boards or student government, there is virtually no scholarship on academic councils, campus committees, faculty subcommittees, presidential cabinets, dean's councils and the like" (Kezar & Eckel, 2004, p. 184). Because there is little empirical research related to this topic, this review will incorporate insights from a variety of scholar practitioners with longevity in the field of student affairs and higher education.

Presidents and Their Leadership Teams

Reverend Theodore Hesburgh (1980), president of Notre Dame University for 35 years, pointed to the complex job that is the modern college presidency when he quoted Clark Kerr's 1963 Godkin Lecture at Harvard:

The university president in the United States is expected to be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the trustees, a good speaker with the public, an astute bargainer with the foundations and the federal agencies, a politician with the state legislature, a friend of industry, labor, and agriculture, a persuasive diplomat with

donors, a champion of education generally, a support of the professions (particularly law and medicine), a spokesman to the press, a scholar in his own right, a public servant at the state and national levels, a devotee of opera and football equally, a decent human being, a good husband and father, an active member of a church. Above all, he must enjoy traveling in airplanes, eating his meals in public, and attending public ceremonies. No one can be all of these things. Some succeed at being none. (p. 2)

Shortly thereafter, Cohen and March (1986) published a seminal book, *Leadership and Ambiguity: The American College Presidency*, in which they described the eight roles presidents play at various times throughout their tenure: entrepreneur, manager, mediator, politician, chairman, catalyst, judge, and philosopher-king. Given the tremendous responsibility facing college and university presidents, most surround themselves with accomplished senior leaders who form a team or cabinet through which collective institutional leadership occurs.

Making the Case for the Senior Leadership Team

Perhaps the most significant and comprehensive study about leadership in higher education is the Institutional Leadership Project (ILP), a five-year longitudinal study conducted as part of the National Center for Postsecondary Governance and Finance. This qualitative study involved more than 350 interviews with leaders (presidents, trustees, senior administrators, faculty leaders, and student leaders) at 32 diverse and representative colleges and universities around the country in order to explore how leaders establish goals, transmit values, communicate, develop agendas, and assess their effectiveness (Birnbaum et al., 1989). Several studies resulted from the presidents' interviews specifically, in order to understand their leadership styles, philosophies, and meaning making. Despite the varied theoretical underpinnings, their findings

consistently stress the importance of not only a strong presidential leader but also a well-rounded senior leadership team with diverse skills, perspectives and contributions.

Birnbaum (1989) explored the presidents' leadership styles within five theoretical frameworks—trait, power and influence, behavioral, contingency, and symbolic—and found that most presidents perceived and enacted leadership from the power and influence or behavioral perspectives. Specific to the behavioral focus, two-thirds perceived the communication exchange between people as one-way and highly directive, whereas a third of the participants understood the exchange as two-way or mutual. “The important point is not whether one theoretical approach is more correct than another, rather that presidents and other leaders live in complex and turbulent worlds. The more restricted their view of leadership, the more limited their repertoire of behavior” (p. 135). In other words, given the changing nature of organizations and the increasing focus on engaging rather than simply directing followers, particularly in the academy, a president and senior leadership team representing multiple theoretical frameworks might be wise.

Neumann (1989) took a different approach, and compared new and experienced presidents' strategic behaviors—linear, adaptive, and interpretive—within the organizational context. Not only were newer presidents more likely to employ multiple strategies, but they were also more likely to use adaptive and interpretive strategies. The more experienced presidents admitted to a more simplistic and linear strategic approach when they first became presidents many years earlier; however, they had grown more complex in their strategic approaches to their responsibilities and had become far less linear. This study reinforces the increasing complexity of the American college

presidency, and “raises the question of how cognitive and behavioral complexity might be built into college administration—whether this kind of complexity should be represented in only one leader, or . . . shared and balanced among the members of a carefully selected leadership team” (Neumann, 1989, p. 149).

Bensimon (1989) reviewed the “lenses” through which the presidents’ understood the campus, its problems, and day-to-day activities. She employed Bolman and Deal’s (1991) bureaucratic, collegial, political, and symbolic frames when analyzing the presidents’ definitions of “good” presidential leadership. In general, Bensimon found that two-thirds of the presidents espoused the use of one or two frames—bureaucratic and collegial were the most common single frames and collegial/symbolic and collegial/political were the most common dualistic frames. Presidents with lengthier tenures tended to employ multiple leadership frames, and community college presidents tended to use single frames a bit more heavily than their peers. Bensimon’s point was that if Bolman and Deal (1991) were correct in their argument that higher education leadership is too complex to use just one or two leadership frames, then this study’s findings supported the need to create diverse senior leadership teams including members who employ each of the frames.

Finally, Tierney (1989) employed yet another approach when reviewing the ILP presidents’ interviews. He traced the symbols—metaphorical, physical, communicative, structural, personal and ideational—evident throughout their definitions of leadership. Although he noted many symbolic aspects to the presidents’ leadership behaviors, he specifically explored the creation of executive or senior leadership teams as a structural

symbol of change for new presidents. Tierney noted one participant who stated, “[w]hen I came in, I developed the traditional vice presidential offices. The first thing I did was to create a traditional administrative structure, an administrative team” (p. 161). Clearly, these four unique approaches to the study of college and university presidents not only add to our understanding of the complexity involved, but they also highlight the priority presidents place on the cabinet and the critical role senior leadership teams play in higher education leadership.

Characteristics of the Senior Leadership Team

Perhaps Reverend Hesburgh explained this phenomenon best when discussing his first days as a new president. He selected the five best people to serve as vice presidents. Although they were all older than he and had more experience, he admitted “[i]t was not always easy working with them, but it would have been impossible to work effectively without them. They saved my life more times than I like to remember” (Hesburgh, 1980, p. 4). John Gardner (1990), former Secretary of Health, Education, and Welfare and past President of the Carnegie Foundation, concurred with the importance of team leadership:

Most of the conversation and writing about leadership deals with The Leader, splendidly along. But even a cursory glance at the real world reveals that most leadership involves a number of individuals acting in a team relationship. Team leadership enhances the possibility that different styles of leadership—and different skills—can be brought to bear simultaneously. The best leader is one who ensures that the appropriate talent and skill are built into the team. Leaders at every level can have access to sound and honest counselors if they want them. (p. 151)

To explore what makes some teams more successful than others, Larson and LaFasto (1989) conducted a three-year study, interviewing a wide range of high-profile

government and business related teams. Their book, *Teamwork*, introduced their findings that include eight properties of successful teams: a clear, elevating goal; a results-driven structure; competent team members; unified commitment; collaborative climate; standards of excellence; external support and recognition; and principled leadership. In addition, the authors described two kinds of team member competence (technical and personal), as well as three kinds of teams (problem-resolution, creative, and tactical). They explained that executive management teams tend to be problem-resolution oriented, which requires a high level of trust and integrity among members. Finally, they described team oriented members as having essential skills and abilities, a strong desire to contribute, and the capability of collaborating effectively. In other words, Larson and LaFasto explained, team members need to feel that they “work well together,” which requires a perception of trust and *credibility* of each member.

Focusing specifically on college and university senior leadership teams, yet another research project stemming from the aforementioned ILP serves as a foundational study. Bensimon and Neumann (1993), employing a cultural paradigm for viewing and studying campus leadership teams as cognitive systems, visited 15 ILP campuses and interviewed 70 senior leaders (15 presidents and four members of each senior leadership group) to explore the teams’ collective functioning. Although they found that no two teams looked alike or elicited the same combinations of member roles, they found eight prototypical roles among presidents and their team members: definer, analyst, interpreter, critic, synthesizer, disparity monitor, task monitor, and emotional monitor. In addition, they identified three functional domains in which administrative teams operate with their

presidents: utilitarian (information, coordination, decisions and accountability), cognitive (support, loyalty and providing counsel), and expressive (feedback, multiple perspectives, questioning). Those cabinets whose presidents empowered and inspired them to function in all three domains simultaneously were labeled “real” teams and were perceived as useful, whereas those who employed just one or two domains were labeled “illusory” teams and were often perceived to be less useful.

In this study, seven of the 15 senior leadership groups were identified as “real” teams demonstrating greater depth and cognition regarding their collective work, and eight groups were “illusory” and much more focused on the various divisions they represented and functions they fulfilled. In addition, the real teams were far more likely to be found at small private colleges and the illusory teams at larger public universities. Generally, the illusory groups were more anxious about change, were territorial by nature, were less tolerant of differences, and usually operated from a defensive posture. The real groups shared roles as needed, capitalized on each member’s strengths, respected and invited different perspectives, enjoyed their teamwork, and attended to big picture needs of the campus. Essentially, this study reinforced the researchers’ original premise that team leadership makes sense, particularly in higher education, because cognitive complexity is not only desired but required.

The ideal leader will be someone who knows how to find and bring together diverse minds—minds that reflect variety in their points of view, in their thinking processes, and in their question-asking and problem-solving strategies; minds that differ in their unique capacities as well as in their unique limitations. (Bensimon & Neumann, 1993, p. 1)

Unfortunately, this study, nearly 20 years old now, is one of very few efforts to empirically explore the issue of presidential leadership teams; however, interest in the topic is growing, as evidenced by several doctoral research projects in the past six years. For instance, Mangano (2007) studied the executive teams at three women's colleges experiencing financial crises and reinforced Bensimon and Neumann's (1993) premise that operating in all three functional domains (utilitarian, creative, and expressive) is critical to team and organizational success. Dean (2008) explored boundary spanning by members of one president's leadership team and identified gaps between presidential expectations, team culture, and administrator performance. Gaval (2009) interviewed 12 new presidents about building their senior leadership teams and determined three key criteria for both new and inherited cabinet members: chemistry or fit, investment in the culture and values of the institution, and shared understanding of the issues and necessity of institution-wide perspective. Nicolet (2011) examined the value of the chief information officer (CIO) serving on the senior leadership team and discovered several compelling reasons why this administrator should be included given today's focus on technology. Finally, Smerek (2013) interviewed 18 new college presidents and discovered that the cabinet was crucial to new presidents' sense-making process during their first year of transition.

Explicit throughout the aforementioned leadership team research is the need for a positive working relationship among senior leadership members. Whether expressly stated or subtly implied, credibility is a key ingredient of a productive and synergistic team. The next section of this literature review will explore the construct of credibility, a

brief historical review of its identification and measurement, and the impact of leader credibility on performance outcomes.

Credibility and Leadership

In his 1989 book, *Power to Follow, Grace to Lead: Strategy for the Future of Christian Leadership*, David McKenna quite clearly articulated the importance of credible leadership.

If the foundation for the legitimacy of leadership crumbled in the 1960's, the structure for credibility disintegrated in the 1970's. Whether in government, business, education or religion, to serve as a leader is to be under the microscopic scrutiny of the public eye. Credibility of leadership is no longer taken for granted. Position no longer assures respect. Leaders of the twenty-first century will have to overcome the lengthening shadows and the lingering doubts which now follow prominent people in every sector of our society. "Integrity" is the standard, "accountability" is the demand and "credibility" is the judgment. None will be taken for granted. (pp. 11–12)

Merriam-Webster's Dictionary defines credibility as "the quality or power of inspiring belief" (credibility, 2012). And, the root word *credo*, meaning "I trust or believe" is the origin of both credit and credibility (Kouzes & Posner, 1993). Discussions of credibility can be traced back to Aristotle who explained that persuasion requires ethos (credibility), which includes intelligence, character, and goodwill. A group of communications scholars from Yale echoed this in the 1950's when they coined the term "source credibility" and identified expertness, trustworthiness, and intention toward receiver as its components (McCroskey & Teven, 1999). An important yet often illusive concept, credibility is a thread woven through many different leadership theories and models (Bennis & Nanus, 1985; Farling, Stone, & Winston, 1999; Hoffman, 2008; Kezar et al.,

2006; Komives, Mainella, Longersbeam, Osteen, & Owen, 2006; Leavy, 2003; Rost, 1991; Stone, Russell, & Patterson, 2004; Worden, 2003) and is a variable in many different leadership studies (Clune, 2009; Gabris, Golembiewski, & Ihrke, 2001; Gabris & Ihrke, 1996, 2007; Kouzes & Posner, 1993; McCroskey, Richmond, et al., 2004; McCroskey & Teven, 1999; McCroskey, Valencic, & Richmond, 2004; McCroskey & Young, 1981; L. McCroskey, McCroskey, & Richmond, 2005; Posner & Kouzes, 1988; Tibbles, Richmond, McCroskey, & Weber, 2008).

Source Credibility in Mass Communications

Although credibility has been explored in many different disciplines, the communications and business fields have made the connection to the broader concept of leadership effectiveness. James McCroskey and several colleagues from the mass communications field are the most well known scholars of “source credibility,” which became a hot topic in the 1950s as studies shifted focus from the receiver of communication to the source of communication in order to examine credibility and persuasion (McCroskey & Young, 1981). McCroskey began studying source credibility in the 1960s with the goal of creating an instrument to measure perceptions of credibility. Employing factor analysis with a wide variety of subjects and wide ranging scales, McCroskey initially identified five dimensions; however, additional research over the next 30 years revealed three familiar dimensions: competence, caring or goodwill, and trustworthiness (McCroskey et al., 1974; McCroskey & Teven, 1999; McCroskey & Young, 1981). McCroskey and Teven’s 18-item source credibility measure, finalized

and tested for reliability with nearly 800 college students in 1999, is now one of the most frequently used instruments to assess credibility.

Credibility and Business

Scholars and nationally known authors James Kouzes and Barry Posner have studied credibility from a business perspective. Their 1988 study demonstrated the link between credibility and effective leadership. Using their own Leadership Practices Inventory (LPI) and a Credibility Index similar to McCroskey and Teven's (gauging trustworthiness, expertise and dynamism), they surveyed 998 subordinates of 146 senior managers participating in a residential management workshop (Posner & Kouzes, 1988). Correlations between the five dimensions of the LPI and the three separate dimensions of credibility were each positive and significant as was the mean correlation between leadership and the overall credibility index, $r = .59, p < .001$. In a regression analysis, more than 50% of the variability in the credibility index was explained by the five dimensions of the LPI. "These results support the hypothesized relationship between leadership and credibility. While the data are correlational, they clearly show that subordinates' assessments of their managers' (leaders') credibility are directly related to their perceptions about how this person behaves as a leader" (Posner & Kouzes, 1988, p. 530).

In the nearly 25 years since the aforementioned study, Kouzes and Posner's (1988) research has continually reinforced the source credibility characteristics of honesty, competence, and caring/inspiring. However, the scholars have gone deeper with their research and identified not only a credibility strengthening process but also six

disciplines of credibility to assist leaders in developing reputational capital. *Credibility: How Leaders Gain and Lose It, Why People Demand It*, first published in 1993 and revised in 2011, documents studies employing surveys, focus groups, essays, and in-depth interviews with more than 75,000 people across the world. Based on their extensive research, they believe

[c]redibility is about how leaders earn the trust and confidence of their constituents. It's about what people demand of their leaders as a prerequisite to willingly contributing their hearts and minds to a common cause, and it's about the actions leaders must take in order to intensify their constituents' commitment. (Kouzes & Posner, 2011, p. xi)

The six disciplines of credibility—discovering your self, appreciating constituents, affirming shared values, developing capacity, serving a purpose, and sustaining hope – help leaders build their own credibility and enable colleagues to see them as honest, inspiring and competent. As one might expect, McCroskey and Kouzes and Posner have conducted studies examining followers' *performance* as it relates to leaders' credibility.

Credibility and Performance Outcomes

Studies involving or informed by Kouzes and Posner. Kouzes and Posner (1993) utilized full-time professionals enrolled in a part-time MBA program for some of their studies. One study, with 186 MBA students, assessed perceptions of supervisor credibility and employee work attitudes (sense of teamwork, pride in the company, organizational commitment, and alignment of personal and organizational goals). T-test comparisons between high and low managerial credibility were conducted, and statistically significant results indicated that the employees who perceived their managers

as highly credible were much more positive about their jobs ($p < .001$). A second study, with 113 colleagues (53% response) of the MBA students, used a more in-depth credibility scale, and t -tests were run between high/low credibility across each of the three characteristics (honest, competent, and inspiring) and the job satisfaction variables. Once again, the results demonstrated statistically significant differences in employee motivation and satisfaction between the low and high credibility supervisors ($p < .001$). “Respondents who felt that their manager was honest, competent, and inspiring were significantly more likely to feel a strong sense of teamwork, organizational values alignment, and organizational commitment . . .” (pp. 282–283).

Shifting to the public sector, Gabris et al. (2001) explored perceptions of city administrators’ credibility by their elected board members. They hypothesized that administrators perceived as highly credible would experience better working relationships with their boards thus positively impacting strategic planning and administrative innovation. Using Kouzes and Posner’s six disciplines of credibility as the theoretical framework, Gabris and Ihrke (1996) previously developed their own leadership credibility index, which yielded very strong reliability coefficients (.91 and above). For the 2001 city administrator study, they surveyed nearly 200 employees in eleven local governments throughout the Chicago metro area, and conducted product-moment correlations between leadership credibility and several strategic planning and receptivity to change variables. Not surprisingly, 14 of the 16 Pearson correlations between leadership credibility and adoption of strategic planning were moderately associated or stronger, and 15 of the 16 product-moment correlations between receptivity

to change and leadership credibility were moderately associated or stronger. This study once again demonstrates that leader credibility is associated with several positive organizational conditions.

Several years later, Gabris and Ihrke (2007) explored the role of supervisory relationships when they surveyed 1,182 employees at four different employment levels of the Natural Resource Conservation Service (NRCS) to determine, among other things, whether employees' position in the organizational hierarchy made a difference in perception of leader credibility. Using the same leadership credibility index and conducting a multiple regression analysis using ordinary least squares regression, the authors' hypothesis that hierarchical position matters was supported. Their findings indicated, ". . . the degree of perceived leadership credibility is strongly associated with supervisor proximity to an employee. Those supervisors closest to an employee . . . exhibit significantly higher levels of leadership credibility for each specific indicator in the leadership credibility index" (p. 119).

Studies involving or informed by McCroskey. In a 2004 article in *Communication Quarterly*, McCroskey, Richmond, et al. described a study demonstrating the connection between perceptions of supervisor credibility, employee organizational orientations (upward mobile, ambivalent, and indifferent), and job satisfaction (McCroskey, Richmond, et al., 2004). Although the canonical correlations between the credibility variables and the canonical variate were strong and indicated substantial associations, a limitation of this study was that it employed a convenience sample of 354 undergraduate communications students. Given this concern, McCroskey

and colleagues replicated the study a year later with 264 full-time employees in both profit and nonprofit organizations (L. McCroskey et al., 2005). Although this sample had significantly lower ambivalence and indifference means than the college student sample, the association between perceptions of supervisor's credibility and job satisfaction and motivation were quite similar.

Focusing on teachers as leaders, several studies have been conducted examining students' perceptions of teacher credibility. For instance, Clune (2009) employed the McCroskey and Young (1981) teacher credibility measure (a modified version of the McCroskey and Teven source credibility measure) with 461 undergraduates at seven diverse institutions and found that students have "gendered expectations" for their instructors. In other words, male professors were considered credible and assertive more often than female professors who were typically perceived as caring and responsive. Tibbles et al. (2008) surveyed 413 undergraduates to explore student orientation (upward mobile, ambivalent, indifferent) and the impact on perception of teacher credibility as well as several other independent variables. As anticipated, the "upward mobile" student was most likely to view their teacher as credible, smart and encouraging of the student's success, whereas the ambivalent and indifferent students perceived their teachers as less credible. This study, of course, implies that the follower's motivation or orientation is contributing as much if not more to the perception of credibility than the leader's characteristics and behaviors.

McCroskey, Valencic, et al. (2004) used the source credibility scale in a complex study exploring the relationship between students' perceptions of teacher credibility and

teacher's self-reported temperament, teacher's communication behaviors, student learning outcomes, and teacher evaluations. Employing "split class" design and "by class" analysis, 93 teachers and more than 2,200 undergraduate communications students completed multiple scales addressing the multiplicity of variables over two semesters. Canonical correlations revealed strong associations between teacher temperament and goodwill/caring, substantial associations with trustworthiness, and modest associations with competence. In addition, higher scores on the credibility measures were predicted by high extroversion and low psychoticism, several targeted teacher communications behaviors were associated with source credibility, and one group's reports of teacher behaviors and credibility were predictive of reduced learning loss, higher teacher evaluation, and higher affective learning for the second group. Not only did this study support the authors' proposed model of instructional communication, but it once again highlighted the importance of source credibility on performance (learning) outcomes.

Following up on this temperament—credibility study but in a different organizational setting, Porter, Wrench, and Hoskinson (2007) explored similar variables in the supervisor-subordinate relationship. Nearly 200 subordinates and 42 supervisors in the service industry throughout the Ohio valley completed several measures, including the McCroskey and Teven (1999) source credibility scale. Once again, canonical correlations revealed a positive relationship (36%–71% of the variance accounted for) between the supervisor's self-reported temperament and the subordinate's perception of the supervisor's credibility.

Continuing to explore perceptions of educator credibility, Banfield, Richmond, and McCroskey (2006) explored teacher misbehaviors and the impact on credibility by employing the McCroskey and Teven source credibility scale with participants who read various scenarios involving teaching behaviors and misbehaviors. Two hundred twenty-eight undergraduate participants rated the teachers on the credibility scale, and analysis of variance statistics revealed significant impacts of teacher misbehavior on all three credibility components. Myers and Huebner (2011) also studied perceptions of instructor credibility but in relation to undergraduate students' motives to communicate. One hundred fifty participants completed several instruments, including the McCroskey and Teven source credibility scale, and canonical correlations revealed a nearly nonexistent relationship between students' motivation to communicate with their instructors and the perception of said instructor's credibility. This is one of very few studies unable to link perception of credibility to the independent variable(s) being studied (e.g., teacher misbehavior, employee motivation). The authors surmised this surprising outcome may have been a result of students expecting their instructors to be credible by the very nature of the position rather than having to earn this valued perception.

Finally, Ramirez (2002) used the McCroskey and Teven source credibility measure to connect humor, gender, and message content to leadership and credibility. More than 400 undergraduates read random scenarios, from a pool of twelve different versions (humor levels differed, supervisor's gender differed, and message content differed), in which leaders informed their employees about annual bonuses. The student participants then assessed the supervisor's credibility, and a 3x2x2 ANOVA was

conducted to explore group differences. Despite the researcher's thoroughly grounded hypothesis that infusing humor would positively influence the perception of supervisor credibility, the statistical analysis clearly revealed lower credibility scores for those who used humor. In addition, female leaders scored slightly higher in credibility than male supervisors; and, the bad news messages yielded the lowest credibility scores.

The aforementioned research studies demonstrate not only that perceived credibility can be measured, but also that credibility and leadership are intimately related. "What we found quite unexpectedly in our initial research and have reaffirmed ever since is that, above all else, people want leaders who are credible. Credibility is the foundation of leadership. Without credibility, visions will fade and relationships will wither" (Kouzes & Posner, 1993, p. 22). Study after study, in business, communications, and education, continues to demonstrate that leader credibility is comprised of honesty, ability to inspire, and competence. In addition, credible leadership is strongly related to positive organizational, employee, and student outcomes. On the other hand, perceptions of credibility have only been measured from the subordinate's perspective. Studying the perception of credibility from an administrative peer perspective could be quite interesting, particularly if those peers serve as the senior leadership team for a college or university. The diverse perspectives brought to the table by administrators representing divergent specialties (e.g., academic affairs, administrative affairs, student affairs) might influence the perception of credibility.

The Senior Student Affairs Officer

As noted previously, this study not only explores perceptions of small private college cabinet member credibility in general, but also in terms of the SSAO specifically. The reason for this focus stems from the historical divide between academic affairs and student affairs, the two divisions with the greatest student contact and the greatest responsibility for student learning. “As the student affairs profession developed, expanded, and specialized over the last century, a disconnect occurred between student affairs professionals and academics” (Frost, Strom, Downey, Schultz, & Holland, 2010, p. 37). Modern higher education scholars frequently explain this rift as resulting from the disparate cultures that have taken shape within these two spheres of higher education (Bergquist & Pawlak, 2008; Engstrom & Tinto, 2000; Kuh & Whitt, 1988; Schroeder, 1999). Although the need for collaboration and stronger ties between faculty and student affairs were topics of discussion as far back as the 1949 *Student Personnel Point of View* (American Council on Education, 1994), more recent calls for bridging the gap between academic and student affairs have focused on the paradigm shift in higher education from an “instructional paradigm” to a “learning paradigm” (ACPA, NASPA, & ACHE, 1998; Arcelus, 2008; Barr & Tagg, 1995; Bourassa & Kruger, 2002; Engstrom & Tinto, 2000; Freire, 2000; Frost et al., 2010; Schroeder, 1999).

Cultural Differences between Academic Affairs and Student Affairs

One of the seminal works exploring the various cultures and subcultures within the academy, *The Invisible Tapestry: Culture in American Colleges and Universities* by Kuh and Whitt (1988), defined culture as

persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus . . . [culture] reflects interactions among history, traditions, organizational structures, and the behavior of current students, faculty, and staff. (p. iv)

The authors explained that academic affairs is comprised of many subcultures, often defined by the disciplines, but is generally grounded in a commitment to academic freedom within a community of scholars, shared governance and autonomy, truth seeking and scrutiny of accepted wisdom, and, finally, the education of young people. Kuh and Whitt noted that administrative culture is decidedly different and is becoming more subdivided as administrations become more complex, but, at the time (1988), had been studied far less than the collegial culture of the faculty.

Shortly thereafter, Bergquist (1992) published a pivotal text, *The Four Cultures of the Academy*, which he later expanded in *Engaging the Six Cultures of the Academy* (Bergquist & Pawlak, 2008). Bergquist refined our understanding of higher education institutional culture when he identified the collegial, managerial, developmental, negotiating, and, later, virtual and tangible cultures. Although he did not specify that most faculty fall within the collegial culture and most student affairs staff live within the developmental culture, this is implied, and the tensions between the cultures are obvious. “Given the strength of the six academic cultures we analyze in this book and the contentious relationships that often exist among them, both an appreciative and an ironic perspective seem appropriate and necessary” (Bergquist & Pawlak, 2008, p. xv).

Schroeder (1999) argued that student affairs staff straddle the managerial and collegial cultures and, thus, are in a good position to lead what he proposed as the “collaborative culture” of the future. This collaborative culture is learning-centered, interdependent, bicultural, pro-active, systemically-oriented, and generative of vast communication. Engstrom and Tinto (2000) pointed out that academic affairs and student affairs have developed different value systems, ways of knowing, norms of behavior, roles and responsibilities, customs, language, and styles that are actualized in disparate organizational structures, reward systems, goals, and priorities.

”[C]onsequently, relationships between faculty and student affairs are often characterized by misunderstanding, mistrust, disrespect, conflict, disdain, and antagonism” (p. 428).

Sousa-Peoples (2001), in a study about the professionalization of student affairs, discovered that whereas faculty and other administrators understand higher education to be an “academic enterprise,” student affairs professionals view it as an “educational process.”

More recently, Arcelus (2008) conducted an ethnographic study of academic affairs and student affairs cultures at a selective residential liberal arts institution and uncovered a “perfect storm” brewing. He discovered that academic affairs staff were influenced by concerns about the intellectual climate and a focus on academic primacy, whereas student affairs staff were influenced by a concern with being undervalued and a focus on their roles as educators. He identified the primary tension as twofold: academic affairs believing student affairs should not distract students from the academic mission; and, student affairs believing academic affairs should play a larger role in influencing

student life outside the classroom. Both Schroeder and Arcelus tied their pleas for educators to bridge cultural differences to the need for everyone involved to intensify their focus on student learning wherever it occurs, in the classroom and beyond.

Transitioning to a learning paradigm catalyzes collaboration. Perhaps one of the most compelling arguments for shifting the spotlight from teaching to learning was Paulo Freire's *Pedagogy of the Oppressed* (1970). Freire urged educators to relinquish the "banking" approach to education in which faculty simply fill students' empty brains with knowledge and encouraged them to adopt the perspective that faculty and students mutually construct knowledge (authentic or problem-posing education). Freire argued that this is not only more educational but also transformative and liberating. "They [teachers and students] become jointly responsible for a process in which all grow [learn] . . . the students—no longer docile listeners—are now critical co-investigators in dialogue with the teacher" (p. 80). Another seminal work echoing this call to focus on student learning rather than faculty instruction is Barr and Tagg's (1995) *Change* article, "From Teaching to Learning: A New Paradigm for Undergraduate Education." The authors proposed a "learning paradigm" for higher education in which "all staff are educators who produce student learning and success" (p. 17) and "[t]eamwork and shared governance over time replace the line governance and independent work of the Instruction Paradigm's hierarchical and competitive organization" (p. 24).

The intensified focus on student learning gained steam throughout the 1990s as evidenced by several reports published by student affairs and academic affairs professional associations (Bourassa & Kruger, 2002). Perhaps the most significant of

these was *Powerful Partnerships: A Shared Responsibility for Learning* (1998), which was coauthored by the two international student affairs associations (ACPA and NASPA) and the American Association for Higher Education (AAHE), an academic affairs association. Not only was the report scientifically grounded on ten tenets of student learning and advocating for collaboration in order to help college students experience all ten learning “best practices,” but it also modeled the fruitful collaboration possible between academic and student affairs.

By applying these principles to the practice of teaching, the development of curricula, the design of learning environments, and the assessment of learning, we will achieve more powerful learning. Realizing the full benefit of these applications depends upon collaborative efforts between academic and student affairs professionals—and beyond. (p. 17)

Finally, the report called on administrative leaders to reorganize campus infrastructure creatively to integrate academic and student affairs for the purpose of the learning paradigm shift.

Clearly, many scholars and professional organizations have stressed the importance of academic affairs and student affairs collaborating as a means of recognizing, valuing, and improving the student learning that takes place all across the campus. Several national studies have been conducted to determine whether or not academic and student affairs collaborations have increased in the last decade, and each has contributed to the growing body of evidence that partnerships are not only on the rise but also yielding meaningful student learning outcomes (Bourassa & Kruger, 2002; Kezar, 2002a, 2002b; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). Examples

include service-learning opportunities, living-learning communities, and first-year experience programs. Although this doctoral research project is not directly exploring the issues of divergent academic cultures and the challenges of collaborating across the gap, this brief overview demonstrates the need to focus on the credibility of the SSAO as a member of the president's cabinet. Several other issues contribute to this particular role being somewhat unique, in terms of its credibility as a senior leader on any given campus.

Reporting Lines or Relationships—Which Matter More?

Administrative reporting lines are related to the issue of senior leadership team membership, because the cabinet is typically comprised of those who directly report to the campus president. Given the increasing external pressures on presidents and the growing complexity of campus organizational charts, some presidents are choosing a more corporate leadership model. This involves presidents positioning themselves as the chief executive officer (CEO) with a focus on the external environment and their chief academic officer (CAO) as the chief operating officer (COO) focusing on internal day-to-day campus operations (Ambler, 2000; Sandeen & Barr, 2006; Tederman, 1997; Weingartner, 1996). The resulting shift of direct reports from the president to the CAO leads to questions about the best political position for the SSAO.

Although it is beyond the scope of this paper to explore the history of the student affairs profession, suffice it to say it has not always been perceived as central to the mission of higher education (Sandeen & Barr, 2006). The field has expanded and professionalized since its creation in 1890, from simply providing support services to

playing an integral role in student learning and campus infrastructure (Barr & Desler, 2000; Dalton & McClinton, 2002; Diamond & Adam, 2002; Dungy & Ellis, 2011; Tederman, 1997; Weingartner, 1996). A seminal, albeit dated, study about presidents' perceptions of their chief student affairs officers revealed this evolution. Kinnick and Bollheimer (1984) surveyed nearly 500 college and university presidents (25% of all four-year public and private institutions) and found that the top three issues that presidents wanted their SSAOs to address were enrollment, retention, and financial aid. In terms of specific skills, presidents wanted SSAOs to effectively represent student affairs within the institution, build positive relationships with faculty, and demonstrate effective human relations skills. Despite college and university presidents increasingly recognizing the tremendous contributions made by SSAOs, their quest to be perceived as a full partner in the educational enterprise with academic affairs is ongoing. The current shift in reporting lines from the president to the chief academic officer (CAO) may be helpful to this endeavor.

In his chapter of the *Field Guide to Academic Leadership*, Leo Lambert (2002), longtime academician and president of Elon University, cautioned presidents and their CAO's about reporting lines:

[t]he president and CAO should think carefully together about an arrangement of reporting relationships and regular channels of communication that make sense for the institution. . . . for example, the vice president for student life reporting directly to the provost . . . ensures that the academic affairs - student affairs connections are as seamless as possible, because this coordination is essential to improving student retention and fostering an environment that educationally engages students both in and out of the classroom. Yet, the vice president for student life attends the president's weekly senior staff meeting, ensuring that his critical perspective is offered directly at the table. (pp. 426-427)

President Lambert quite succinctly highlighted one of the benefits to the SSAO reporting to the CAO—bridging the gap between the curricular and co-curricular. Stressing the importance of the partnership between academic and student affairs, despite their distinctly different approaches and responsibilities for student learning and success, Weingartner (1996) strongly recommended the SSAO report to the CAO. He argued the two dimensions of the campus experience truly complement one another.

This batch of functions [student affairs functions] seems to be *sui generis*; different from anything else on campus; the people carrying out these functions require their own kind of training and skills. . . . student life purveys what has aptly been named a hidden curriculum. In any case, it is easy to conclude that student affairs are properly regarded as *parallel* to academic affairs, to be so treated in a similar way organizationally. Two cultures, after all, can and should live side by side. (p. 64)

This perspective was echoed in a study of SSAO titles conducted a few years ago. Tull and Freeman (2008) examined 2,621 SSAO titles across the spectrum of higher education and found a new wave of “Associate Provost for Student Affairs” titles reflecting the modern shift in reporting lines to the CAO.

Sandeen and Barr (2006) discussed the pros and cons for several SSAO reporting options on campuses, including the newest model in which student affairs professionals are decentralized and connected to various academic units across campus. However, the main point in their book *Critical Issues for Student Affairs: Challenges and Opportunities* is that what really matters are the relationships SSAOs form with administrative and faculty colleagues. They encouraged a shift in focus from reporting lines to more important issues such as: gaining access to institutional resources; staying committed to

student learning; persuading, advocating and producing successful results for the students and the institution; and, educating oneself about the most important issues at the institution.

Rogers's chapter on leadership in *Student Services: A Handbook for the Profession* (1996) stresses the importance of relational power and influence over position power. She cautioned SSAO's not to fight the political system (e.g., reporting lines), but encouraged them to learn the system and nurture relationships and group processes as a means of influencing others. Echoing this sentiment, Lovell and Kosten (2000) analyzed 30 years of student affairs research and discovered that "working cooperatively" has consistently appeared as one of the keys to success. Finally, Roper (2002) argued more fiercely for the importance of relationships. "I would argue that our success as student affairs professionals is more closely tied to our ability to construct and manage essential relationships during our career than any other activity" (p. 11).

Relationships with Senior Leadership Team Colleagues

Whether the chief student affairs officer reports directly to the president or to the chief academic officer, most scholar practitioners agree membership on the senior leadership team is crucial (Ambler, 2000; Barr & Desler, 2000; Dungy & Ellis, 2011; Kinnick & Bollheimer, 1984; Komives & Woodard, 1996; Sandeen & Barr, 2006; Tederman, 1997; Westfall, 2006). Jim Tederman (1997), a longtime SSAO who preferred reporting to the president but understands the rationale for reporting to the CAO, explained:

It is extremely important, if not crucial, for the dean of students [SSAO] to be a member of this group [cabinet]. As a senior officer in the institution and one who regularly has to explain and defend institutional actions to students and parents, it is essential to have first-hand knowledge and understanding of the basis for the college's decisions. Further, a key part of the dean of students' role is to represent student needs to the primary decision-makers of the college, a difficult achievement when working through an intermediary. (p. 89)

Dungy and Ellis (2011) stressed the importance of cabinet membership and relationships with senior colleagues even if teamwork is not an institutional priority. "Even if your president does not lead through teamwork, identify your senior colleagues and create lines of communication and acts of mutual support that will be the foundation for a teamwork approach to achieving things" (p. 107).

Barbara Hancock Snyder (2011), with more than 24 years as a SSAO at a research institution listed her cabinet participation as one of her top three most important responsibilities. Big decisions are made at the senior administrative level, and she believes it is critical that the SSAO be sitting at the table for those deliberations. She also stressed the importance of doing what it takes to ensure one's position as a trusted cabinet member. With a slightly different perspective on this responsibility, another longtime SSAO explained some of the nuances involved with senior leadership group membership:

A senior professional must reflect confidence in the president and board, in other members of the senior team, and in the mission and direction of the institution to all constituencies at all times . . . [senior] Leaders possess a breadth of institutional vision, an understanding of the issues and challenges faced by their senior colleagues, and a grasp of key institutional issues and metrics. (Heffernan, 2011, p. 118)

Finally, Larry Roper (2011) once again weighed in with his experience as a longtime SSAO by connecting the issue of one's reputation to the dynamics of one's relationships with senior leadership team members. Acknowledging the skills and knowledge SSAO's bring to the table, Roper cautioned, "if we do not pay attention to cultivating our reputation in a way that allows others to have respect for us and faith in our leadership, our professional impact and the campus will suffer" (p. 125). Clearly, these seasoned SSAOs and scholar practitioners agree about the importance of cabinet membership and the significance of those collegial relationships; however, this needs to be more fully examined through systematic research.

Conclusion

This review of the literature has demonstrated not only the complexity of higher education organizations but also the challenge that complexity poses for strong effective leadership. College and university presidents have a demanding job to do in a very tumultuous environment, thus the effectiveness of senior leadership teams is all the more crucial. The author has also articulated the dimensions of credibility and the intimate relationship between credibility and leadership effectiveness, particularly through the eyes of subordinate employees. The gaps the literature suggests, however, include a lack of attention to the perceptions of credibility among administrative peers and limited studies regarding presidents' cabinets—their composition, the relationships among members, and how they do or should function to best serve their institutions. Though the notion of team leadership may be a given outside of higher education, there is further exploratory work to be done within the academy. The limited research that does exist is

dated and employs just one methodology (qualitative interviews). A quantitative study exploring senior leadership team members' working relationships and perceptions of colleagues' credibility would go a long way toward helping presidents and their cabinets better lead their campuses for success.

CHAPTER III

METHODOLOGY

Introduction and Research Questions

This chapter introduces the research questions, research design, population and sampling method, and analyses that served as the foundation for this study. The purpose of this study was to explore CIC senior administrators' perceptions of credibility generally and SSAO credibility specifically in order to identify any differences in perception between administrative roles. In addition, this study sought to uncover any disparities in the importance cabinet members place on the three components of credibility described by McCroskey. A secondary purpose was to determine whether the positioning of the SSAO on the cabinet makes a difference in perceptions of credibility.

The following research questions and hypotheses guided this study:

RQ1: Within each campus, do perceptions of SSAO credibility (goodwill, competence, trustworthiness) differ among cabinet roles?

H₀: Perceptions of SSAO credibility do not differ across roles.

H₁: Perceptions of SSAO do differ across roles.

RQ2: Within each campus, do presidents' and senior academic affairs officers' perceptions of SSAO credibility differ from the other cabinet members?

H₀: Presidents' and senior academic affairs officers' perceptions of SSAO credibility do not differ from the other cabinet members.

H₁: Presidents' and senior academic affairs officers' perceptions of SSAO credibility do differ from the other cabinet members.

RQ3: Do perceptions of SSAO credibility differ depending on whether or not the SSAO sits on the cabinet?

H₀: There is no difference in perception of SSAO credibility based on cabinet membership.

H₁: There is a difference in perception of SSAO credibility based on cabinet membership.

RQ4: Do cabinet members across participating institutions agree about which of the three components of their current SSAO's credibility is the strongest?

H₀: Cabinet members agree about which of the three components of their current SSAO's credibility is the strongest.

H₁: Cabinet members do not agree about which of the three components of their current SSAO's credibility is the strongest.

RQ5: Do the different cabinet roles rank the components of senior administrator credibility differently? If so, what is most important to whom?

H₀: The components of credibility are prioritized similarly across cabinet roles.

H₁: The components of credibility are prioritized differently across cabinet roles.

RQ6: Are there differences in priority rankings of the three credibility components between cabinet members who have served longer compared to newer cabinet members?

H₀: Longevity does not make a difference in the prioritization of the credibility dimensions.

H₁: Longevity does make a difference in the prioritization of the credibility dimensions.

It was this researcher's premise that most, if not all, of the null hypotheses would be rejected. The operational lenses through which these diverse administrators view their work lend themselves to differing notions of credibility generally and as it relates to the SSAO specifically.

Research Design

Data for this cross-sectional study were collected from 644 senior administrators representing 314 Council of Independent Colleges (CIC) member institutions. The CIC serves 618 "small and mid-sized, non-profit, independent liberal arts colleges and universities," most of whom enroll fewer than 5,000 students and are listed publically on the organization's website (www.cic.edu). This study employed a survey (see Appendix A) including a series of demographic questions, the McCroskey and Teven (1999) source credibility measure, one question asking for an overall intuitive perception of SSAO credibility, and one question measuring the importance of the three source credibility

components. This design not only assisted the researcher in identifying differences in credibility perceptions and priorities among administrative roles, but also illuminated the relationship between intuitive perceptions of credibility and the source credibility components.

Study Population

Participants were recruited from 409 of the 618 CIC member institutions (66.2% of CIC institutions), as these were the institutions whose cabinet members' names and email addresses were readily available on the campus websites. Forty-four of the fifty states are home to CIC institutions, and contact information for CIC senior administrators was available in all 44 of those states.

According to an *a priori* G*Power analysis for a study with alpha (α) at .05, anticipating a moderate effect size of .25, and involving 4 measures (3 credibility component sub scores and the overall credibility rating), at least 76 institutions' cabinet members were needed for this study. In addition, internet surveys typically yield a 20% - 30% response rate, thus the convenience sample of 409 institutions was expected to provide more than enough completed responses for this study (Dillman, 2007; University of Texas at Austin, 2007).

Data Collection Procedures

The investigator scanned all 618 CIC member institutions' websites to identify cabinet members' names and email addresses, created a spreadsheet with the contact information for 2,393 senior administrators, and emailed each an invitation to participate in the study. The invitation explained the purpose of the study, contained the web

address for the online survey, and was co-signed by a CIC president and former employer of the investigator. The introduction to the electronic survey included the informed consent document (Appendix C), as the study was previously approved by the Institutional Review Board (Appendix D). Participants consented by clicking out of the introduction and in to the first question of the survey. The survey was powered by *Qualtrics*, in which responses were anonymized and securely stored. No personal information other than demographics was collected and no incentives for completing the survey were offered.

The study achieved a 27.8% response rate with 644 senior administrators responding. These 644 participants represented 314 campuses or 76.8% of the 409 institutions contacted. More specifically, the SSAO response rate was 42.9% and the non-SSAO response was 24.8%. Of course, not all email addresses were accurate or deliverable, thus Table 1 highlights the number of invitations, the number of undeliverables, and the response rates for SSAOs and non-SSAOs based on the “deliverable” invitations. Table 2 further differentiates the study invitations and response rates by administrative role. Five of the seven administrative areas were similarly represented in the sample, with deliverable invitations ranging from 333 to 392 for each. The marketing and enrollment areas involved fewer people, with deliverable invitations of 184 and 288 respectively. Senior Student Affairs Officers (SSAOs) responded most frequently (25.7%), followed by chief academic affairs officers (18.6%) and presidents (15.1%). The marketing area yielded the lowest response rate (8%), thus this area is quite minimally represented in the analyses ($N = 27$). The responses were reviewed for

outliers, but there were none. There were, however, nine duplicate survey submissions, which were omitted from the analyses.

Table 1

Response Rate

Area/Role	Invitations	Undeliverables	Deliverable	Responded	Response Rate
SSAOs	400	8	392	168	42.9%
Non-SSAO's	1993	72	1921	476	24.8%
Total	2393	80	2313	644	27.8%

Table 2

Deliverable Invitations & Response Rate by Area/Role

Area/Role	Deliverable Invitations	Percentage of Total Invitations	Responses	Percentage of Total Response
Academic Affairs	383	16.5%	120	18.6%
Advancement/Development	333	14.4%	84	13.0%
Business/Finance	367	15.9%	67	10.4%
Enrollment	288	12.5%	81	12.6%
Marketing/Communications	184	8.0%	27	4.1%
President	366	15.8%	97	15.1%
Student Affairs	392	16.9%	168	25.7%
Total Deliverable Invitations	2313	100.0%	644	27.8%

As previously mentioned, not every campus included all seven areas on the senior leadership team. In addition, many cabinets were comprised of less than seven members. Based on the campus websites mined for this study, the average number of cabinet members representing the administrative areas upon which this study focused was 5.7. Senior administrators in the areas of enrollment and marketing/communications were found serving on presidents' cabinets less often, thus their representation in the sample is smaller (288 and 184 respectively; see Table 2).

Participants

Three hundred eighty men (59%) and 249 women (38.7%) completed the survey. One participant identified as gender non-conforming and 14 preferred not to indicate their gender. Table 3 further specifies the gender balance across administrative roles. Although the numbers of male and female administrators were quite close in three areas—academic affairs, student affairs, and marketing—males far outnumbered females in each of the others.

Table 3

Response by Gender and Area/Role

Area/Role	Female	Male	Gender Non-Conforming
Academic Affairs	53	63	0
Advancement/Development	30	53	0
Business/Finance	15	51	0
Enrollment	25	54	0
Marketing/Communications	11	13	0
President	33	60	0
Student Affairs	82	86	1
Total Respondents	249	380	1

The majority of participants were White (89.3%), with just over 10% being people of color. Although the participants were predominately White, those administrative areas with the most people of color were student affairs ($n = 21$), academic affairs ($n = 14$), and advancement ($n = 9$; see Table 4).

Table 4

Response by Race and Area/Role

Area/Role	American Indian or Alaskan	Hawaiian or Pacific Islander	Asian or Asian American	Black or African American	Hispanic or Latino	White
Academic Affairs	3	0	1	7	3	105
Advancement/ Development	2	1	0	4	2	76
Business/ Finance	1	0	0	4	0	60
Enrollment	4	0	0	3	0	75
Marketing/ Communications	0	0	0	0	0	24
President	0	0	1	3	1	87
Student Affairs	1	1	2	13	4	148
Total	11	2	4	34	10	575

When examining the study participants by longevity as a cabinet member, the average tenure of the 467 non-SSAO participants was 10.72 years (SSAOs were not asked this question and nine non-SSAOs chose not to respond to this item). Table 5 demonstrates that presidents had the greatest longevity with 47 participants having served

on a cabinet for more than 16 years. Interestingly, the academic affairs administrators group was fairly new to the cabinet, with 88 of the 120 chief academic officers having served ten years or less.

Table 5

Response by Area/Role and Cabinet Longevity

Area/Role	1–5 years	6–10 years	11–15 years	16–20 years	21+ yrs
Academic Affairs	56	32	19	7	4
Advancement/Development	33	24	11	9	6
Business/Finance	20	9	10	13	14
Enrollment	22	21	11	12	13
Marketing/Communications	14	4	3	3	1
President	12	21	16	23	24
Total Respondents	157	111	70	67	62

Forty-four of the 50 states have CIC institutions, and all 44 states had representatives respond to this study. Pennsylvania yielded the largest participation rate with 48 senior administrators from 23 institutions. Several states had just one participant—Arkansas, Delaware, Idaho Mississippi, Montana, and South Dakota.

Because several of the research questions explored perceptions across areas/roles within institutions, it was important to examine the response rates within institutions. Table 6 demonstrates the frequency of responders per institution. Of the 644 participants who responded to the survey, 359 were not used in the analyses for the first three research questions—58 did not indicate their home institution, 168 were SSAOs and 133

were single respondents for their institution. Therefore, the sample size for analyses comparing responses across roles within the same institution (RQ's 1, 2 and 3) will be 285 senior leaders representing 123 institutions. The full sample of 644 will be used for research questions four, five and six.

Table 6

Response by Institution

Responding Cabinet Members per Institution	Institution Frequency	Participants
0 responses	98	0
1 response	132	132
2 responses	102	204
3 responses	62	186
4 responses	12	48
5 responses	2	10
6 responses	1	6
7 responses	0	0
Total Responses		586

Non-SSAOs ($n = 476$) were also asked about the status of their SSAO as a cabinet member. Just over 10% ($n = 52$) of the CIC cabinet participants indicated their SSAOs were not cabinet members. That is, CIC senior student affairs officers are nine times more likely to sit on the president's cabinet.

Instrumentation

McCroskey and Teven (1999) Source Credibility Measure

Perceptions of credibility were ascertained using the McCroskey and Teven (1999) Source Credibility Measure. The source credibility measure includes 18 bipolar items, six for each of the three components of credibility identified by McCroskey and Teven: competence, trustworthiness, and goodwill/caring. Each item is bipolar (extreme positive to extreme negative or vice versa) and employs a 7-step Likert scale (e.g., Intelligent 1 2 3 4 5 6 7 Unintelligent) that the participant uses to rate the source in question (e.g., SSAO). The six traits on the competence subscale include: intelligent, trained, expert, informed, competent, and bright. The six traits on the trustworthiness subscale include: honest, trustworthy, honorable, moral, ethical, and genuine. The goodwill/caring subscale is comprised of: cares about other senior administrators, has other senior administrators' interests at heart, concerned with other senior administrators, not self-centered, sensitive, and understanding. It should be noted that the first three items in the goodwill/caring subscale were slightly modified for this study (e.g., cares about "me" changed to cares about "other senior administrators," has "my" interests at heart changed to has "other senior administrators" at heart), because the measure was used with administrative peers rather than subordinates.

McCroskey and colleagues have researched the source credibility construct (competence, trustworthiness, goodwill/caring) and honed its measurement through factor analytic studies for more than 30 years (McCroskey et al., 1974; McCroskey et al., 1972; McCroskey et al., 1973; McCroskey & Young, 1981; McCroskey & Teven, 1999).

Finalized and tested for reliability with nearly 800 college students in 1999, this scale is now one of the most frequently used instruments to ascertain perceptions of credibility. The measure consistently demonstrates strong internal reliability for each of the three dimensions, as estimated by Cronbach's alpha (competence $\alpha = .78$, trustworthiness $\alpha = .92$, and goodwill/caring $\alpha = .89$; McCroskey & Teven, 1999). Because this study employed the measure with a different population, reliability analyses were run with the current participants. The current study demonstrated equally strong internal consistency for each dimension, including the slightly modified goodwill/caring scale (competence $\alpha = .88$, trustworthiness $\alpha = .92$, and goodwill/caring $\alpha = .90$). As Streiner (2003) explained in his primer about the commonly used measure of internal consistency, Cronbach's alpha (α), a reliability estimate of at least .80 is recommended for non-clinical research.

There are several indicators of validity for the source credibility measure. First, logical validity, one aspect of content validity, involves a "careful comparison of the items to the definition of the domain being measured" (Allen & Yen, 1979, p. 113). The source credibility measure's content validity is evidenced by the fact that the same three dimensions of credibility, albeit using slightly different terminology, date back to Aristotle and can be traced forward through the highly esteemed "Yale Group" of the 1950's all the way through to the mid-2000's (Clune, 2009; McCroskey & Teven, 1999). In addition, McCroskey and Teven (1999) noted their attention to the other aspect of content validity, "[we] selected from the earlier factor-analytic studies with an eye particularly toward the face validity of the items" (p. 96). The authors also measured the

concurrent validity of the goodwill/caring scale by correlating it with Koehn and Crowell's perceived caring scale ($\rho = .86$; Teven & McCroskey, 1997). Finally, factorial validity, a type of construct validity, involves "a process of factor analyzing the correlations of scores from selected tests and obtaining predicted factor-loading pattern" (Allen & Yen, 1979, p. 114). The McCroskey and Teven (1999) source credibility measure was informed by 30 years of factor analytic research and has been found to demonstrate a consistent structure in countless studies for nearly 15 years.

Intuitive impression of SSAO credibility. The overall intuitive impression of the SSAO was measured with an item asking respondents to rank their SSAO's credibility on a scale of one to ten (lowest to highest). This intuitive credibility score was used in addition to the three components' subscores in the statistical procedures to provide secondary analyses. The overall intuitive perception of credibility correlated significantly ($p < .01$) with the three McCroskey and Teven (1999) Source Credibility Measure dimensions' subscores (competence $r = .649$, trustworthiness $r = .559$, goodwill/caring $r = .542$). In other words, the odds are less than one in 100 that the relationship between the intuitive credibility rating and the source credibility dimensions occurred by chance. On the other hand, the relationship is considered moderate (Evans, 1996).

Ranking the credibility components. Finally, the researcher included an item asking respondents to rank the components—competence, trustworthiness, and goodwill/caring—in order from most important (1) to least important (3). This item was used to illuminate the different ways cabinet members prioritize aspects of credibility

(aligning with research questions five and six) for any senior administrator. It should be noted that the SSAOs responding to the survey saw only this item and the demographic items when completing the instrument. This allowed for SSAO opinions regarding the prioritization of the credibility dimensions to be included in the analysis for research questions four and five.

Data Analysis

The statistical program SPSS 20.0 was used for all data analysis. Descriptive statistics were obtained for the sample, and multiple statistical analyses were employed to answer the research questions posed in this study. Itemization of the variables and analyses by research question follows. For each analysis, the p -value was set at .05 as this is the standard in social science research (Howell, 2009; Rencher, 2002). A chart with a summary of the research questions, variables, statistical analyses, and utility follows (see Figure 3).

RQ1 and RQ2

Research questions one and two were campus and SSAO specific, thus the sample size for this analysis was smaller than for the others (from two to six cabinet members per institution). Repeated measures ANOVA was conducted in order to determine whether there was a significant difference in perception of SSAO credibility among the cabinet members *within* each institution. That is, each area/role within an institution is a repeated measurement of the credibility rating for the SSAO at a given institution. Notably, the repeated measures ANOVA is necessary due to the violation of the independent observations assumption (Howell, 2009).

Summary of Research Questions, Analyses, and Utility			
RQ's	Assessment & Variables	Statistical Analysis	Utility
Within each institution, do perceptions of SSAO credibility (goodwill, competence, trustworthiness) differ among cabinet roles?	McCroskey Scale DV = Credibility Sub Scores IV's = Area/Role	Mixed RM-ANOVA (within-subjects) with role as the repeated measure and institution as the subject Need 16 inst's (got 123)	1. determines if various roles view the SSAO through diff lenses 2. May benefit presidents to keep this in mind when team building
Within each institution, do presidents' and senior academic affairs officers' perceptions of SSAO credibility differ from the other cabinet members?	McCroskey Scale DV = Credibility Sub Scores IV's = Area/Role	Mixed RM-ANOVA (within-subjects) with role as the repeated measure and institution as the subject Cluster all but president or CAO for comparison	1. Isolates presidents' & CAOs' perceptions from other senior leaders—bigger picture perspective & follow-up to cultural differences

} By institution

Figure 3. Summary of Research Questions, Analyses, and Utility.

Summary of Research Questions, Analyses & Utility			
RQ's	Assessment & Variables	Statistical Analysis	Utility
Do perceptions of SSAO credibility differ depending on whether or not the SSAO sits on the cabinet?	McCroskey Scale DV = Credibility Sub Scores IV = SSAO status	Mixed RM-ANOVA (between subjects) with role as the repeated measure and institution as the subject Cluster Cab & Non-Cab Need 76 inst's (got 123)	1. Provides insight about the differences in perception when on a team together vs. simply being campus colleagues
Do cabinet members across participating institutions agree about which of the three components of their current SSAO's credibility is the strongest?	McCroskey Scale	Frequency distribution of sub scores across institutions	1. Demonstrates prevalent or frequently observed aspects of SSAO credibility among peers & president
Do the various cabinet roles rank the components of credibility for any senior administrator differently? If so, what is most important to whom?	Rank item on the survey	Descriptives (totals by group) SSAO's included	1. Helpful for SSAO's to know what's more important to which peers for building relationships with 2. Prof development
Are there differences in priority rankings of the three credibility components between cabinet members who have served longer compared to newer cabinet members?	McCroskey Scale	Descriptives (totals by group) SSAO's included	1. Provides insight for those SSAO's working with peers at different experience levels—role may not be the only diff

Across institutions

Figure 3. (Cont.)

Because each of the areas are nested within an institution and are rating the same SSAO, two cabinet members' ratings within an institution are likely more related than two cabinet members' ratings from different institutions.

The credibility sub-scores served as the dependent variables, the administrative area/role served as the independent variable, and institution served as the subject. The RM-ANOVA allows the researcher to partition out variability due to individual and institutional differences and is effective with fewer participants (Howell, 2009). An *F*-statistic was calculated using the RM-ANOVA procedure and compared to the critical value at an alpha level of 0.05 in order to determine significance. Research question two involved first isolating the presidents' and then the chief academic affairs officers' (CAO) ratings of their SSAO's and comparing each to the remainder of their cabinet colleagues. This analysis allowed the researcher to determine whether or not perceptions of SSAO credibility differed significantly among the various cabinet members and, if so, whether the difference was a result of the president or CAO perceptions specifically.

RQ3

Question three involved ascertaining whether the SSAO sitting on the cabinet made a difference to their credibility as perceived by senior leadership team members. Repeated measures ANOVA was once again appropriate for this analysis, and the variables remained the same—Area/Role served as the repeated measure and institution as the subject. Because the question sought to explore differences *across* institutions (those in which the SSAO is a member of the cabinet and those where the SSAO is not a cabinet member), the RM-ANOVA *between subjects* procedure was employed.

One final point needs to be made about the statistical procedures employed for these first three research questions. As expected, this study involved a fair amount of missing data. In fact, just one campus had participation from all cabinet members (see Table 6). Because traditional repeated measures ANOVA assumes complete data (Howell, 2009), an adjustment was necessary. In addition, the RM-ANOVA involves an assumption of sphericity, meaning the variances need to be equal between each of the area/role ratings within each institution (Howell, 2009). In this case, a mixed models procedure, which does not require sphericity and employs restricted maximum likelihood estimation to handle the missing data (Howell, 1009), was used to run a mixed RM-ANOVA analyses in SPSS for the first three research questions.

RQs 4, 5, and 6

Descriptive statistics and frequency distributions provided evidence for research questions four, five and six. These questions explored the strength of the current SSAO's credibility components, the ways the various administrators rank ordered or prioritized the three dimensions of credibility, and whether career longevity made a difference in the rankings of the three credibility dimensions. Frequency tables, line graphs, and bar charts were created from the data to answer these questions.

CHAPTER IV

RESULTS

Again, the purpose of this study was to explore CIC senior leaders' perceptions of credibility generally and SSAO credibility specifically in order to identify any differences in perception between administrative roles. In addition, this study sought to uncover disparities in the importance cabinet members place on the three dimensions or components of credibility as defined by McCroskey and Teven (1999). A secondary purpose was to determine whether the positioning of the SSAO on the cabinet made a difference in perceptions of credibility. The results of the analyses conducted for each of the six research questions are presented in this section. As mentioned previously, all 644 respondents were used in the analyses for research questions four, five and six; and the 285 respondents from institutions with at least two participants were used in the analyses for research questions one, two and three.

Research Questions and Hypotheses

Research Question 1: Within each campus, do perceptions of SSAO credibility (goodwill, competence, trustworthiness) differ among cabinet roles?

Hypothesis 1: Perceptions of SSAO will differ across roles.

The mixed RM-ANOVA procedure yielded just one dimension of SSAO credibility in which a significant difference in perception was found between cabinet members within the same institution. SSAO trustworthiness ratings did significantly

differ by administrative role [$F_{1,86.98} = 3.83, p = .00$]. The perception of SSAO competence, on the other hand, did not differ across administrative roles [$F_{1,90.35} = 2.12, p = .07$]; and, there was no significant difference in perception of SSAO goodwill/caring across administrative roles [$F_{1,123.34} = 1.82, p = .11$].

Based on the mixed RM-ANOVA, the answer to this research question is that perceptions of SSAO credibility, with the exception of trustworthiness, appear to be quite similar across administrative roles. As table 7 demonstrates, the estimated means (out of 42) were very similar and only differed by a few decimal points, which underscores the similarity of the ratings when analyzed in this manner. Research question two explored the ratings within institutions in greater depth, isolating presidents' and CAOs' perceptions and comparing them with the remainder of the cabinet.

Table 7

Estimated Means by Area/Role

Area/Role	Estimated Means		
	Competence	Trustworthiness	Goodwill/Caring
Academic Affairs	34.87	36.45	33.15
Advancement/Development	35.25	37.21	34.04
Business/Finance	35.88	36.91	33.11
Enrollment	34.53	37.03	32.61
Marketing/Communications	33.58	34.99	32.69
President	37.18	39.48	35.58

Research Question 2: Within each campus, do presidents' and senior academic affairs officers' perceptions of SSAO credibility differ from the other cabinet members?

Hypothesis 1: Presidents' and senior academic affairs officers' perceptions of SSAO credibility will differ from the other cabinet members.

To answer this research question required isolating the president and then the chief academic officer (CAO) from the rest of their cabinet colleagues. Thus, two sets of dummy codes were created for this analysis: president = 1 and others = 0, and CAO = 1 and others = 0. The mixed RM-ANOVA procedure then computed averages for the clustered administrators' perceptions, essentially collapsing them into one group, and compared them with the solitary administrator's (president or CAO) perceptions.

Whereas the omnibus test for research question one yielded one significant and two insignificant findings when comparing ratings across six groups, clustering and averaging the ratings can yield different results. The omnibus test is essentially an average of all possible differences among the groups; and, differences can occasionally be masked (Howell, 2009). In other words, it may be easier to see differences between groups the fewer groups there are. Collapsing the groups basically turns this analysis into a dependent samples *t*-test (comparing two related groups); however, it was run as a mixed RM-ANOVA because of the missing data and the resulting need for the restricted maximum likelihood estimation.

Findings from this analysis revealed that presidents' perceptions of their SSAO's were consistently and significantly higher their cabinet members'. President's rated their SSAOs' competence significantly higher [$F_{1,105.16} = 8.12, p = .01$], their trustworthiness

significantly higher [$F_{1,159.56} = 18.182, p = .00$], and their goodwill/caring [$F_{1,99.27} = 8.03, p = .006$] significantly higher than the remainder of the senior administrators. That is, based on all three dimensions of source credibility, CIC presidents perceive their SSAO's to be more credible than do their peers.

On the other hand, the same analysis comparing CAOs and their administrative colleagues consistently revealed no significant differences. CAO's ratings of their SSAOs' competence were not significantly different [$F_{1,84} = 1.68, p = .20$], and neither were their trustworthiness ratings [$F_{1,46.8} = 3.74, p = .06$] or their goodwill/caring ratings [$F_{1,90.02} = .888, p = .35$]. Thus, the answer to research question two is that presidents consistently rated their SSAOs' credibility more highly than the remainder of the cabinet; and, although CAOs consistently rated their SSAOs lower than the other cabinet members, the differences were not significant. Table 8 demonstrates the estimated means (out of 42) for each analysis and identifies the significant findings.

Table 8

Estimated Means for Presidents, CAOs, and Others

Credibility Dimension	Estimated Means			
	Presidents	Others	CAOs	Others
Competence	37.20*	35.16	34.95	35.99
Trustworthiness	39.49*	36.84	36.61	38.41
Goodwill/Caring	35.58*	33.15	33.24	32.45

Research Question 3: Do perceptions of SSAO credibility differ depending on whether or not the SSAO sits on the cabinet?

Hypothesis 1: There is a difference in perception of SSAO credibility based on cabinet membership.

Once again, the mixed RM-ANOVA was used to answer this research question. It should be noted that just 30 participants indicated that their SSAO was not a member of the president's cabinet. A dummy code was created and added as a between group predictor for this analysis: OnCab = 1 and OffCab = 0. In terms of perceptions of SSAO competence, the ratings were not significantly different [$F_{1,207.44}=2.82, p=.09$] and neither were the ratings significantly different for SSAO trustworthiness [$F_{1,128.63}=.02, p=.88$] or goodwill/caring [$F_{1,178.47}=.03, p=.88$]. Thus, the answer to research question six is that cabinet membership made no difference in perception of the three dimensions of SSAO credibility. Table 9 highlights the means (out of 42) for each credibility dimension for cabinet participating SSAO's and non-cabinet member SSAO's.

Table 9

Estimated Means for Cabinet and Non-Cabinet SSAO Credibility

Credibility Dimension	Estimated Means	
	SSAO on Cabinet	SSAO not on Cabinet
Competence	36.02	34.03
Trustworthiness	38.13	38.29
Goodwill/Caring	33.88	34.12

Research Question 4: Do cabinet members across participating institutions agree about which of the three components of their current SSAO's credibility is the strongest?

Hypothesis 1: Cabinet members do not agree about which of the three components of their current SSAO's credibility is the strongest.

After reviewing the SSAO trustworthiness, competence, and goodwill/caring subscores (out of 42) across all non-SSAO cabinet member participants, a clear pattern emerged. Table 10 illustrates the unanimous ratings across all administrative roles—SSAOs earned the highest ratings for trustworthiness ($\mu = 37.17$), next highest ratings for competence ($\mu = 35.14$), and third highest ratings for caring or demonstrating goodwill ($\mu = 33.72$). Figure 4 reiterates the agreement regarding SSAOs' source credibility ratings.

Table 10

Credibility Dimension Subscores by Area/Role

Area/Role	Frequency	Trust Mean	SD	Comp Mean	SD	Good Mean	SD
Academic Affairs	120	35.90	7.68	34.36	7.13	32.42	8.33
Advancement	84	37.14	6.06	34.83	6.45	33.83	7.08
Business/ Finance	67	36.93	5.86	35.51	5.39	32.97	8.02
Enrollment	81	37.40	6.12	34.63	6.96	33.67	7.14
Marketing	27	36.30	8.33	35.00	7.74	33.63	8.33
President	97	39.32	3.59	36.48	4.77	35.82	6.10
Total Respondents	476	37.17		35.14		33.72	

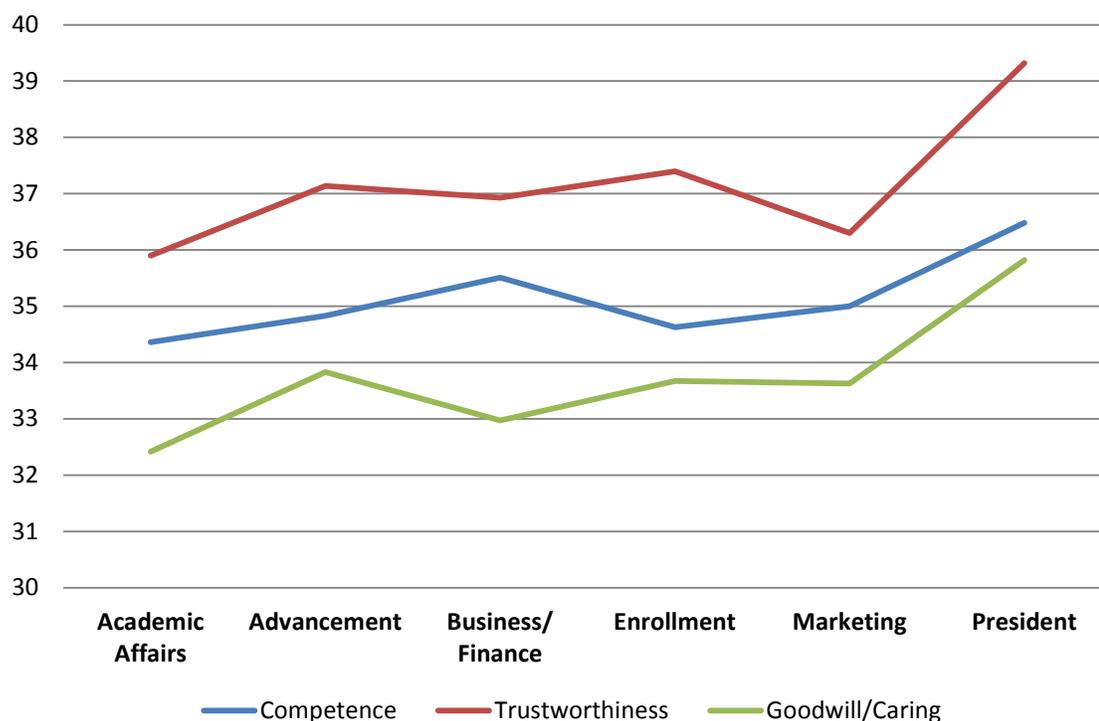


Figure 4. Credibility Dimension Subscores by Area.

Research Question 5: Do the different cabinet roles rank the components of senior administrator credibility differently? If so, what is most important to whom?

Hypothesis 1: The components of credibility are prioritized differently across cabinet roles.

Out of 653 participants, 645 chose to rank order the three components of source credibility (trustworthiness, competence, and goodwill/caring) as requested. Although the opinions were rather similar in the areas of trustworthiness and competence, 86% of participants agreed that goodwill/caring ranks third (see Figure 5). Trustworthiness was ranked first slightly more often than competence, with 52.4% of participants ranking trustworthiness first and 44.3% ranking competence first.

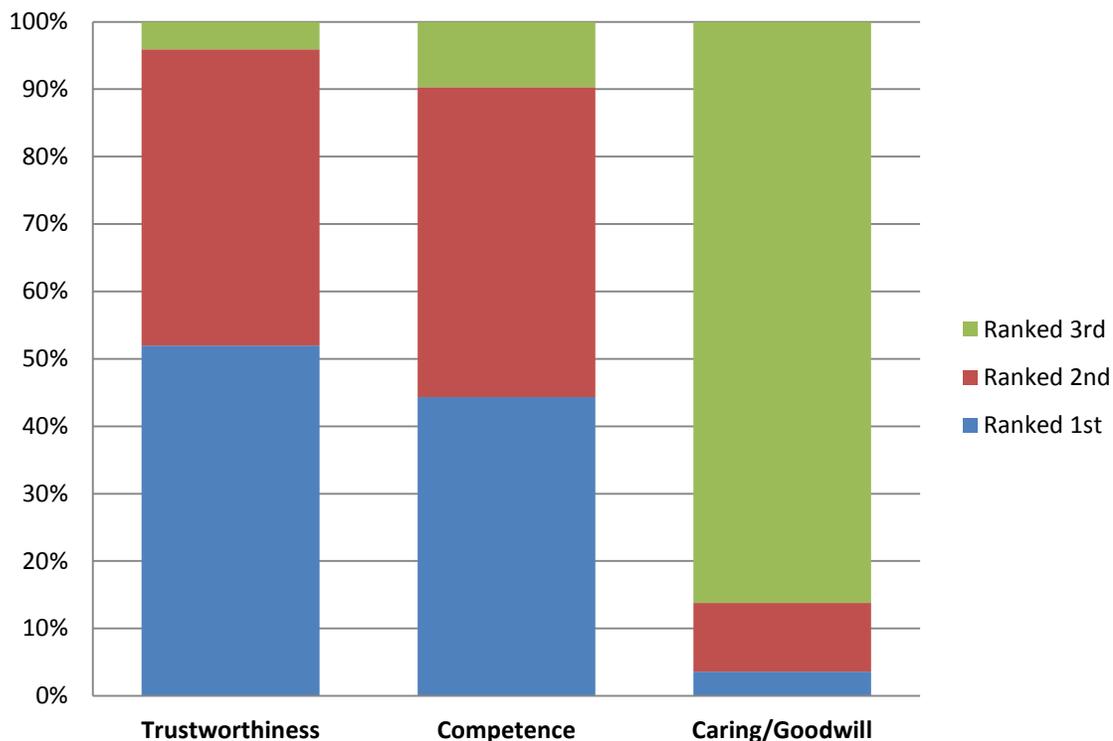


Figure 5. Credibility Dimension Rankings Overall.

As Table 11 demonstrates, the academic affairs, business/finance, presidents, and SSAOs ranked trustworthiness first and competence second. That is, academic affairs, business/finance, presidents, and SSAOs felt that trustworthiness was the most important factor in considering a senior administrator's credibility. However, the advancement, enrollment, and marketing administrators ranked competence first and trustworthiness second. All seven cabinet roles agreed that goodwill/caring ranks third in priority for any senior administrator.

Table 11

Credibility Rankings by Cabinet Area/Role

Ranking	Trustworthiness			Competence			Goodwill/caring		
	T1	T2	T3	C1	C2	C3	C/G1	C/G2	C/G3
Academic Affairs	50.8%	43.2%	5.90%	45.80%	44.10%	10.2%	3.40%	12.70%	83.90%
Advancement	42.90%	52.40%	4.80%	54.80%	35.70%	9.50%	2.40%	11.90%	85.70%
Business/ Finance	63.60%	34.80%	1.50%	33.30%	56.10%	10.60%	3.00%	9.10%	87.90%
Enrollment	45.60%	51.90%	2.50%	51.90%	45.60%	2.50%	2.50%	2.50%	94.90%
Marketing	44.00%	52.00%	4.00%	56.00%	40.00%	4.00%	0.00%	8.00%	92.00%
President	56.20%	41.70%	2.10%	39.60%	51.00%	9.40%	4.20%	7.30%	88.50%
Student Affairs	54.80%	39.90%	5.40%	39.90%	46.40%	13.70%	5.40%	13.70%	81.00%
Total	331	279	26	282	292	62	23	65	548
Percentage	52.0%	43.90%	4.10%	44.30%	45.90%	9.70%	3.60%	10.20%	86.20%

Research Question 6: Are there differences in priority rankings of the three credibility components between cabinet members who have served longer compared to newer cabinet members?

Hypothesis 1: Longevity does make a difference in the prioritization of the credibility dimensions.

When reviewing the rankings of the source credibility components by longevity, years of cabinet membership were grouped into five year intervals to aid in interpretation and potentially make comparisons more meaningful. The researcher believes professionals are more similar to one another within 5 years experience than within eight or ten years' experience. According to Howell (2009), grouping ordinal data into interval scales allows the researcher to remove random "noise" yet retain trends in the data. One does, however, risk losing information when grouping continuous data. As for the rankings of the source credibility components (trustworthiness, competence, and goodwill/caring), the opinions were once again quite close in the areas of trustworthiness and competence. Overall, nearly 88% of participants agreed that goodwill/caring ranks third. Trustworthiness was, once again, ranked first just slightly more often than competence, with 52.3% of participants ranking trustworthiness first and 44.56% ranking competence first. This analysis did not include the 168 SSAOs, as they were not asked about cabinet longevity.

Table 12 highlights the slight difference across the ranges of cabinet longevity. All but one experience range ranked trustworthiness first and competence second.

Table 12

Credibility Rankings by Cabinet Longevity

Ranking	Trustworthiness			Competence			Goodwill/caring		
	T1	T2	T3	C1	C2	C3	C/G1	C/G2	C/G3
1-5 years	48.40%	47.10%	4.50%	47.80%	42.70%	9.60%	3.80%	10.20%	86.00%
6-10 years	45.90%	52.30%	1.80%	53.20%	40.50%	6.30%	.90%	7.20%	91.90%
11-15 years	54.30%	44.30%	1.40%	44.30%	51.40%	4.30%	1.40%	4.30%	94.30%
16-20 years	59.70%	34.30%	6.00%	38.80%	49.30%	11.90%	1.50%	16.40%	82.10%
21+ years	53.20%	41.90%	4.80%	38.70%	51.60%	9.70%	8.10%	6.50%	85.50%
Total	238	212	17	215	213	39	14	42	411
Percentage	52.30%	43.98%	3.70%	44.56%	47.10%	8.36%	2.94%	9.24%	87.82%

Senior administrators with 6–10 years of service as a cabinet member ($N = 111$, middle group in terms of size) ranked competence first and trustworthiness second. The reversed ranking by this particular longevity group is likely due to the exclusion of the SSAO's, more than half of whom ranked trustworthiness first, as well as the fact that the longevity group with 6-10 years of service had the highest percentage of administrative roles ranking competence first (advancement, enrollment, and marketing). All longevity groups agreed that goodwill/caring ranks third in priority.

Secondary Analyses

As mentioned previously, the instrument used in this study included an item asking participants to intuitively rate their SSAO's overall credibility on a scale of 1 to 10 (lowest to highest). This intuitive credibility item was added to the instrument to provide an additional indicator of perceived SSAO credibility and to gather evidence about the validity of the McCroskey and Teven (1999) source credibility measure with this population of senior administrative colleagues. Again, the measure has historically been used by subordinates rating their supervisor's credibility. Regarding the evidence of validity with these administrative peers, a correlation was run between the intuitive credibility rating and the trustworthiness, competence, and goodwill/caring subscores from the McCroskey and Teven (1999) source credibility measure. As Shepard (1993) noted, "correlational data have been the predominant mode for collecting validation evidence" (p. 419).

Results indicated a moderate correlation between the intuitive rating and each of the three credibility dimensions (trustworthiness $r = .542$, competence $r = .649$,

goodwill/caring $r = .559$). This moderate convergence makes sense, given that the intuitive credibility rating is broader and less defined than any one of the three specific dimensions of source credibility. Table 13 demonstrates the intuitive credibility scores by administrative area. SSAO's scored 7.97, which suggests that, overall, cabinet colleagues feel that their SSAO's are moderately to highly credible. Among the various senior leadership roles, presidents rated their SSAO's highest ($\mu = 8.35$), followed by advancement ($\mu = 8.18$), and marketing ($\mu = 8.15$).

Table 13

Intuitive Perception of Overall SSAO Credibility by Area/Role

Area/Role	Frequency	<i>M</i>	<i>SD</i>
Academic Affairs	120	7.53	2.23
Advancement/Development	84	8.18	1.58
Business/Finance	67	7.84	1.86
Enrollment	81	7.79	2.02
Marketing/Communications	27	8.15	1.94
President	97	8.35	1.47
Total Respondents	476	7.97	

In addition to examining this rating from a macro perspective across all institutions, the intuitive credibility rating was used as a dependent variable in each of the aforementioned analyses run within each participating institution. As it turns out, the SSAO intuitive credibility rating was not significantly different across areas/roles within institutions [$F_{1,67.16} = 1.90, p = .11$], nor were the CAOs' intuitive perceptions of their

SSAOs' overall credibility [$F_{1,83.83} = 2.56, p = .11$]. Furthermore, just as the presidents' trustworthiness, competence and goodwill/caring subscores for their SSAO's were significantly higher, so too were the presidents' overall intuitive credibility ratings of their SSAO [$F_{1,92.12} = 4.81, p = .03$].

There was one difference in the findings when running the mixed RM-ANOVA with the SSAOs' intuitive credibility ratings rather than the three source credibility subscores. Whereas cabinet membership did not make a significant difference in the SSAOs' trustworthiness, competence and goodwill/caring subscores, the intuitive credibility ratings for the SSAO's were significantly different based on cabinet membership [$F_{1,201.61} = 7.58, p = .01$]. SSAO's serving on their president's senior leadership team had a significantly higher intuitive credibility rating ($\mu = 8.28, p < .05$) than those who were not members of the cabinet ($\mu = 7.33$).

Keeping an eye toward the cumulative credibility ratings across all institutions and all administrative roles, overall means for the three dimensions of SSAO source credibility were also calculated. Table 14 reveals the SSAOs' strongest ratings are trustworthiness ($\mu = 37.24$) followed by competence ($\mu = 35.12$) and goodwill/caring ($\mu = 33.72$).

Finally, the intuitive credibility rating and credibility subscores were examined across cabinet longevity intervals. Table 15 illustrates the means for each interval. The SSAO credibility subscores ranged from a low of 33.26 to a high of 37.44 out of a possible 42 in each dimension. If we were to set this range on a classic academic grading scale (e.g., 70–79% = C, 80–89% = B), the SSAOs would earn a B overall. At first

glance, trustworthiness seems to be the highest across all ranges of cabinet longevity, followed by competence and then goodwill/caring. Additionally, the three source credibility dimension scores tend to strengthen with career longevity. On the other hand, the senior administrators at mid-career (6–15 years) rated their SSAO's lower than both their less experienced and more experienced colleagues.

Table 14

Perception of SSAO Credibility Overall

Credibility Score Means	<i>M</i>	<i>SD</i>
Intuitive Credibility (1-10)	7.97	1.89
Competence Sub (1-42)	35.12	6.38
Care/Goodwill Sub (1-42)	33.72	7.51
Trustworthiness Sub (1-42)	37.24	6.39

Table 15

Perception of SSAO Credibility by Cabinet Longevity

Credibility Score Means	1–5 years	6–10 years	11–15 years	16–20 years	21+ years
Overall Gut Check (1-10)	8.11	7.66	7.57	8.06	8.31
Competence Sub (1-42)	35.31	34.58	34.86	35.37	35.94
Care/Goodwill Sub (1-42)	33.63	33.26	34.00	34.27	34.42
Trustworthiness Sub (1-42)	36.77	36.78	37.44	38.40	38.55

Conclusion

In summary, this study found that most senior leadership team members perceived their SSAO colleagues' credibility similarly. The sole significant difference is that presidents rated their SSAOs as significantly more credible than the remainder of the cabinet colleagues. In terms of the SSAOs' ratings within the three dimensions of source credibility, SSAOs received the highest scores in trustworthiness followed by competence and then goodwill/caring. Whether or not the SSAO served as a cabinet member made no difference in the perception of credibility.

Regarding the prioritization of senior administrator credibility, opinions were nearly unanimous that goodwill/caring ranks third in the order of importance. Cabinet members were rather split about which dimension is most important, but by a simple majority trustworthiness was ranked as the top priority followed by competence. For the most part, these rankings held whether the responses were examined across areas/role or across years of service.

Finally, the intuitive credibility rating appeared to capture perceived SSAO credibility similarly to the McCroskey and Teven (1999) source credibility measure. In addition to moderate correlations between the intuitive ratings and the credibility subscore ratings, the only difference, in terms of the results of the analyses, was that cabinet membership did make a difference in intuitive perception of overall credibility. Senior student affairs officers on their president's cabinets were rated as significantly more credible using the intuitive rating (1–10) than the non-cabinet member SSAO's. Overall, SSAOs earned about a B in credibility from their peers. A discussion of the

limitations of the study, implications of these findings on practice, and suggestions for future research follows.

CHAPTER V

DISCUSSION

Given the complexity of modern higher education and the increasing societal pressures colleges and universities face today, it is no wonder the experience and effectiveness of campus leadership consistently remains front page news. Although presidents have significant responsibility for institutional success, leadership has become a collective enterprise in higher education and takes the shape of the president's cabinet or senior leadership team (Bensimon & Neumann, 1993; Birnbaum, 1989; Dean, 2008; Gardner, 1990; Gaval, 2009; Hesburgh, 1980; Kezar et al., 2006; Mangano, 2007; Neumann, 1991, 1995; Nicolet, 2011; Tierney, 1989). Of course, institutional success requires that these leadership groups work well together; and, members' perceiving each other as credible leaders is crucial to the team dynamics (Larson & LaFasto, 1989). Unfortunately, however, we know very little about how these presidential leadership groups function (Bensimon & Neumann, 1993; Kezar & Eckel, 2004; Ruthkosky, 2013).

Credibility has been examined in many fields (e.g., business, education, communication), with James L. McCroskey being one of the preeminent source credibility scholars. He and well-known research partners/authors Jim Kouzes and Barry Posner conducted numerous studies connecting perceptions of leader credibility to leader effectiveness and organizational success; and, in turn, their work has informed many other studies (Clune, 2009; Gabris, Golembiewski, & Ihrke, 2001; Gabris & Ihrke, 1996,

2007; Kouzes & Posner, 1993; McCroskey, Richmond, et al., 2004; McCroskey & Teven, 1999; McCroskey, Valencic, et al., 2004; McCroskey & Young, 1981; L. McCroskey, McCroskey, & Richmond, 2005; Posner & Kouzes, 1988; Tibbles, Richmond, McCroskey, & Weber, 2008). Study after study continues to highlight the influence of leader credibility on positive organizational, employee and student outcomes. Thus, it is not surprising that many leadership models and theories identify leader credibility as a key ingredient to leader success (Bennis & Nanus, 1985; Farling, Stone, & Winston, 1999; Hoffman, 2008; Kezar et al., 2006; Komives, Mainella, Longerbeam, Osteen, & Owen, 2006; Leavy, 2003; Rost, 1991; Stone, Russell, & Patterson, 2004; Worden, 2003) . On the other hand, these leadership theories and studies of perceived credibility all focus on subordinates' perceptions of their leaders/managers.

The current study addressed this research gap by examining peer and supervisory perceptions of leader credibility within minimally understood albeit vitally important collegiate presidents' cabinets. We know there are many different roles exhibited and lenses employed by cabinet members serving the same institution (Bensimon, 1989; Bensimon & Neumann, 1993; Bergquist, 1992; Bergquist & Pawlak, 2008; Kuh & Whitt, 1988); and, at minimum, the cultural differences between academic and student affairs are well documented (Bergquist & Pawlak, 2008; Engstrom & Tinto, 2000; Kuh & Whitt, 1988; Schroeder, 1999). Therefore, this research project not only gathered CIC presidents' and their cabinet members' opinions about senior administrator credibility in general, but also in terms of their senior student affairs officer's credibility in particular.

The body of James McCroskey's work, which revealed that credibility is comprised of trustworthiness, competence, and goodwill/caring, provided the theoretical framework for the study; and, the McCroskey and Teven (1999) source credibility measure served as the bulk of the instrumentation. What follows is an overview of the research findings, a discussion of the implications for practice, acknowledgement of the study limitations, and recommendations for future research.

Overview of the Research Findings

Perceptions of SSAO Credibility across Roles within the Same Institution

Research question one sought to identify any significant differences in perception of SSAO credibility across the six areas/roles of the senior leadership team (president, academic affairs, finance/business affairs, advancement/development, marketing/communications, and enrollment). Research question two, essentially a follow-up to question one, focused on whether the president and/or CAO specifically perceived the SSAO differently than the remainder of the cabinet. The researcher's hypotheses were that there would be significant differences across the areas/roles, at least in terms of the presidents' and CAOs' ratings of the SSAO's. Based on a mixed repeated-measures ANOVA, the ratings for SSAO trustworthiness, one of the three dimensions of source credibility, were significantly different. The two other dimensions of SSAO credibility, competence and goodwill/caring, were rated similarly by all areas/roles. When isolating the presidents and then the CAO's to further examine the difference in perception, the mixed RM-ANOVA revealed that presidents perceive their SSAO's as significantly more credible than do the other cabinet colleagues. Presidents

rated their SSAOs' trustworthiness, competence and goodwill/caring significantly higher than did the others. CAO's, on the other hand, rated their SSAOs' credibility similarly to the other colleagues.

As discussed in chapter two, a cultural difference or "disconnect" between academic and student affairs has been identified as an issue presidents and administrators must address (Arcelus, 2008; Bergquist, 2004; Bergquist & Pawlak, 2008; Bourassa & Kruger, 2002; Engstrom & Tinto, 2000; Frost et al., 2010; Kuh & Whitt, 1988). In fact, Arcelus (2008), used the term "perfect storm" to describe the self-protective and competitive dynamic between academic and student affairs. The findings of the current study, however, may indicate that this general disconnect is on the mend. CAOs' ratings of their SSAOs' credibility were similar to those of the rest of their cabinet colleagues, introducing empirical evidence that CAO's at the participating small private colleges perceive their SSAOs' credibility in much the same way the other cabinet members do. Were the aforementioned "disconnect" between student affairs and academic affairs alive and well, the CAOs' credibility ratings of their SSAO's would likely have been significantly lower. On the other hand, the other senior administrators could feel equally detached from the SSAO, thus the similar credibility ratings to those given by the CAO.

Conversely, one might wonder why the CAO ratings for their SSAO's weren't significantly higher than others', given the changing tide of institutional reporting structures in which SSAO's are increasingly reporting to CAO's rather than presidents (Ambler, 2000; Sandeen & Barr, 2006; Tull & Freeman, 2008; Weingartner, 1996). It seems reasonable to assume this reporting relationship would yield different perceptions

of SSAO credibility from the rest of the cabinet. Unfortunately, the SSAO reporting line was not solicited in this study, thus this cannot be examined at this time. The question does introduce the notion of familiarity with or proximity to the SSAO and its impact on perceived credibility as a line of inquiry to be explored later in this section.

In terms of the finding that presidents perceive their SSAO's as significantly more credible than do the other cabinet members, some speculation is necessary because of the dearth of research regarding presidents and their cabinet members. However, Kinnick and Bollheimer (1984) did gather college presidents' perceptions of student affairs issues and SSAOs' professional development needs. Most relevant to the current study was their finding that presidents had a generally positive perception of their SSAO's. In addition, Tederman (1997), a longtime small college SSAO, explained:

Even when deans [SSAO's] do not report to the president of the college, they always end up working closely with him or her. The president will be required to defend the program and decisions made by the dean of students [SSAO] on countless occasions to students, faculty, staff, and parents . . . it is very important that a dean of students [SSAO] know the president well and that the president fully understands and supports the philosophy and approach of the student affairs program. (p. 88)

The literature of the past 10 to 15 years has repeatedly echoed Tederman's counsel and encouraged SSAO's to pay special attention to developing a positive relationship with the campus president (Dungy & Ellis, 2011; Heffernan, 2011; Moore, 2000; Roper, 2002; Sandeen & Barr, 2006; Tederman, 1997). In fact, Moore (2000) made it quite clear this is a top priority: "the most important relationship is with the boss. Without a strong or at least respectful relationship, a student affairs leader will struggle . . . It is important to

take whatever time and do whatever is necessary to secure this relationship” (p. 186).

The current study’s finding that presidents view their SSAO’s as highly credible may be interpreted to mean that SSAO’s have, indeed, heeded others’ advice and put in the time to secure this relationship. The finding might also lead one to wonder about whether the nature of the president—SSAO relationship contributes to the higher credibility ratings given the likelihood of increased familiarity.

Very little of the leadership credibility research includes a line of inquiry exploring the relevance of proximity or familiarity; however, Kouzes and Posner (2011) pointed out that credibility is something a leader earns through person-to-person activity, thus implying that some level of exposure to and familiarity with the leader in question is necessary. In addition, Gabris and Ihrke (2007) used Kouzes and Posner’s (1993) leadership credibility index to explore hierarchical rank and its influence on perceived credibility. “[T]he degree of perceived leadership credibility is strongly associated with supervisor proximity to an employee. Those supervisors closest to an employee . . . exhibit significantly higher levels of leadership credibility for each specific indicator in the leadership credibility index.” (p. 119). The Gabris and Ihrke (2007) finding strengthens the current researcher’s supposition that familiarity with the leader in question may indeed influence perceived credibility. Were this to be the case, one would expect to find that the SSAO serving on the president’s cabinet, thus spending more time “in person” with colleagues, certainly makes a difference in perceived credibility.

Impact of Cabinet Membership on SSAO Credibility

Research question three sought to determine whether cabinet membership makes a difference to senior administrators' perceptions of their SSAOs' credibility. The research hypothesis was that participation on the president's cabinet would, indeed, make a difference in the SSAO credibility ratings. However, using the mixed RM-ANOVA procedure revealed no significant difference in perception of SSAO credibility between those who serve on the cabinet and those who do not.

As David Ambler (2000) noted, by 1992 “the elevation of the chief student affairs officer to the executive management level of the institution was virtually universal [and] perhaps the most significant factor in the increased importance of the profession . . .” (pp. 124–125). In fact, the sample for the current study included just 30 non-cabinet SSAO's. Interestingly, given the importance placed on the coveted cabinet membership (Ambler, 2000; Barr & Desler, 2000; Dungy & Ellis, 2011; Kinnick & Bollheimer, 1984; Komives & Woodard, 1996; Sandeen & Barr, 2006; Tederman, 1997; Westfall, 2006), perceptions of SSAO trustworthiness, competence, and goodwill/caring are similar for SSAO's regardless of their cabinet membership. On one hand, this finding conflicts with the research hypothesis and challenges the aforementioned deduction that familiarity with or proximity to the SSAO (via shared cabinet membership) may impact perceived credibility. On the other hand, this finding may indicate that the small private college SSAO's are developing relationships and reputations with senior administrators whether they sit on the cabinet or not, which reinforces the previously cited argument that relationships matter more than reporting lines or hierarchy (Moore, 2000; Rogers, 1996;

Lovell & Kosten, 2000; Roper, 2002; Sandeen & Barr, 2006). Finally, the finding of no significant difference in perception of cabinet and non-cabinet SSAO credibility may simply be a result of the small number of non-cabinet participants.

Strongest Dimension of Current SSAO Credibility

Research question four sought to identify any agreement in perception of the *current* SSAO's strengths, in terms of the three credibility dimensions, across institutions. The research hypothesis was that there would be no agreement about SSAOs' strongest credibility dimension. Interestingly, the areas/roles were unanimous in rating their SSAOs' trustworthiness highest, competence next highest, and goodwill/caring third highest. Clearly, trustworthiness is perceived to be SSAOs' greatest strength among the three source credibility components.

Specific to the CAO perceptions of their SSAO's being trustworthy first and foremost, Kezar (2002a) found that senior student affairs professionals experienced a stronger culture of trust as collaboration with academic affairs increased. Hesburgh's (1980) advice to new presidents was to find excellent help to serve on the cabinet, and "[o]nce they are there, trust them" (p. 4). Finally, Larson and LaFasto's (1989) research with senior leadership teams revealed a focus on resolving problems, rather than being collectively creative or tactical. This problem-resolution tendency, they explained, requires a high level of trust and integrity among cabinet members. Perhaps it should be no surprise that SSAO's were rated as trustworthy first and then competent and caring.

Exploring the issue of SSAO trustworthiness further, Ruthkosky (2013) interviewed college leaders (presidents, administrative peers, and subordinates) to

ascertain their perceptions of their SSAOs' trustworthiness. He found that administrative peers trust SSAO's when: the SSAO begins the new job by "going full out," demonstrates expertise, appears authentic, ensures quality programs/staff, and when peers can appreciate the depth of the SSAO role. In addition, presidents trust their SSAO's when: demonstrating philosophical compatibility, attending to the little things, managing relationships with key constituents, demonstrating loyalty with open eyes, and exhibiting foresight with planning and crisis mgmt. Explicit in each of the resulting grounded theories Ruthkosky (2013) posited about SSAOs' trustworthiness is the fact that trust does not come easy and, as a construct, is quite complex. Of course, the McCroskey and Teven (1999) trustworthiness scale is a quantitative measure of different items comprising trustworthiness (e.g., honorable, moral, genuine); however, both models demonstrate the intense and daunting task of earning trust. Quite laudably, the current CIC SSAOs' strength, among the 3 credibility components, is trustworthiness. This finding takes on additional significance in the following discussion about the ranking of the three source credibility components.

Prioritizing the Three Dimensions of Senior Administrator Credibility

Research questions five and six explored the dimensions of senior administrator credibility more broadly, unrelated to any specific area/role. Cabinet members were asked to rank order goodwill/caring, trustworthiness, and competence in terms of their importance to any collegiate cabinet member. The research questions sought to identify any differences among cabinet members' prioritizations. The rankings (1 being most important to 3 being least important) were examined across areas/roles (RQ5) and across

cabinet member longevity (RQ6). The research hypotheses were that the various areas/roles would not agree on the rank order of the three source credibility components, nor would there be agreement between those who served less time as cabinet members and those who served longer. Interestingly, the findings indicate that there is both agreement and disagreement, in terms of the rankings. All areas/roles and all career longevity groups (5 year clusters) agreed that goodwill/caring ranks third in order of importance to any senior administrator; however, the rankings for trustworthiness and competence were nearly split. Trustworthiness did get ranked as the most important of the three components, but the advantage was less than 10%. Specifically, the presidents, CAO's, SSAO's, finance administrators, and all but one career longevity group ranked trustworthiness first; and, the marketing, advancement, enrollment, and 6-10 year cabinet administrators ranked competence first. In other words, there is less agreement about trustworthiness being the most important and competence being the second most important of the three source credibility dimensions. These two components of credibility are similarly important and demonstrating goodwill/caring at the cabinet level is definitely least important.

This finding echoes the sentiment heard by Bensimon and Neumann (1993) when interviewing senior administrators about their working relationships with each other. A vice president on a "complex" or highly successful senior leadership team said, "I don't have to posture myself to show that I know what I am doing [competence] . . . I can be wrong . . . that takes trust" (p. 98). The VP in question recognized the tight relationship between competence and trust. Kouzes and Posner (1993) found, in their research about

issues of credibility between colleagues, that honesty and competence were the top two priorities. Finally, Ruthkosky's (2013) study about SSAO trustworthiness found that, "competence was also a significant factor interwoven throughout each stakeholder theory" (p. 185). Thus, the current study's finding that trustworthiness and competence are ranked as the two most important dimensions of credibility make sense. Additionally, the third place ranking of goodwill/caring is not surprising given Ruthkosky's finding that, "subordinates offered overwhelming evidence to corroborate the strong correlation between trust and . . . benevolence [or] demonstration of concern" (186). Because the McCroskey and Teven (1999) source credibility measure has typically been used with leaders' subordinates, and, as Ruthkosky found, it is subordinates who more often seek that trait in their leaders, the third place ranking of goodwill/caring by administrative peers seems reasonable. Again, the last two research questions explored cabinet members' beliefs about the importance of competence, goodwill/caring and trustworthiness to *any* senior administrator. Interestingly, the prioritization of the three credibility dimensions mirrored the perceptions of the current SSAOs' strengths—trustworthiness first, competence second, and goodwill/caring third.

Perceptions of SSAO Credibility Overall

Secondary analyses provided an overall sense of perceived SSAO credibility. Based on the cumulative mean ratings of SSAO credibility for each of the dimensions, as well as the intuitive credibility rating which appears to capture perceived SSAO credibility similarly to the source credibility measure, SSAO's earned about a B in credibility from their peers and presidents.

As Kouzes and Posner (1993) explained, it takes interpersonal time and effort to build a reputation and earn credibility. “Earning credibility is a retail activity, a factory floor activity, a person-to-person one. It is gained in small quantities through physical presence” (p. 46). Larry Roper (2011), a seasoned SSAO and scholar, concurred:

Most SSAOs have tremendous knowledge and skills to bring to bear on the leadership dynamics of a campus; however, if we do not pay attention to cultivating our reputation in a way that allows others to have respect for us and faith in our leadership, our professional impact and the campus will suffer. (p. 125)

Given the historical challenges the student affairs profession has faced striving for legitimacy as a partner in the educational enterprise (Bourassa & Kruger, 2002; Engstrom & Tinto, 2000; Sandeen & Barr, 2006), a current credibility rating of a B from peer senior administrators could imply that small college SSAO’s are making positive strides with their peers. On the other hand, such an inference is rather hollow given the lack of credibility ratings for the other cabinet members. Without additional research, we don’t know if participating cabinet members are tough raters reserving A’s for the most saintly of colleagues, if they are rating their SSAO’s higher than they would their other peers, or even if they would rate everyone similarly simply because of their administrative rank. Thus, the most this secondary analysis tells us is that the participating CIC presidents and their cabinet members rated their SSAO colleagues above average in terms of their credibility. Given the high stakes mission of higher education, no senior administrator ought to be comfortable with anything less than an A or excellent credibility rating from their peers.

Significance of the Study

Reveals Perceptions of SSAO Credibility

As noted previously, the research about presidents' senior leadership teams is quite sparse. The current study addresses this gap by garnering presidents' and their cabinet members' perceptions about their student affairs colleague's credibility, a well documented and necessary trait for successful leaders and leadership groups. This insight not only benchmarks the credibility of the 123 small college SSAO's in question, but also sheds light on the current state of the profession's credibility in the eyes of campus leaders. Clearly, the participating senior administrators believe their SSAO's to be very credible, with trustworthiness contributing the most to the composition of said credibility. Furthermore, whether the SSAO serves on the cabinet or not does not appear to make a difference to perceived credibility. Not only does this finding indicate that the SSAO's have connected well with their cabinet colleagues, but one might also interpret this to be an indicator of increased appreciation for student affairs' contributions to the leadership team and the educational enterprise.

Bergquist and Pawlak (2008) described the six cultures of the academy and pointed to several benefits of bridging differences or creating understanding between the cultures. "If there is a sense of appreciation [of the other cultures], each culture can become a force for improvement . . . can contribute to the learning . . . rather than reinforce limiting and inflexible assumptions about the nature and direction of the higher education enterprise" (p. 14). Perhaps the student affairs struggle to demonstrate competence and prove its worth to the academy is not as necessary as it once was.

Interestingly, the Free Online Dictionary lists “undisputed credibility” as a synonym for legitimacy (legitimacy, November 20, 2013). Conceivably, these SSAO’s have established legitimacy and can now fully focus on student and institutional success.

Perhaps the most significant finding is that presidents perceive their SSAO’s to be significantly more credible than do the other cabinet members. This finding echoes Kinnick and Bollheimer’s 30-year-old study (1984) in which they too found that presidents thought highly of their SSAOs. As mentioned previously, Ruthkosky (2013) found that presidents had different expectations of SSAO trustworthiness than did administrative peers; and, several scholars stress the importance of the SSAO - President relationship regardless of the reporting line (Kinnick & Bollheimer, 1984; Moore, 2000; Tederman, 1997; Weingartner, 1996). This finding implies that small college SSAO’s have heeded the advice and developed strong connections with their presidents; and, it opens the door to a new line of inquiry about the influence of familiarity on perceived credibility.

In addition, the study revealed that the other five cabinet areas/roles perceive the SSAOs’ credibility similarly. Not only does this contradict the researcher’s hypothesis, but it is inconsistent with Rousseau, Sitkin, Burt, and Camerer’s (1998) premise that disciplinary differences inform our views of complex constructs such as trust. Although their argument focused on cross-disciplinary views of trust, the same can be said of credibility. Credibility is “a ‘meso’ concept, integrating microlevel psychological processes and group dynamics with macrolevel institutional arrangements” (Rousseau et al., 1998, p. 393). Thus, the similarity of perceived SSAO credibility, a multifaceted

concept, by administrators in such distinct disciplines as academic affairs, finance/business, marketing/communications, enrollment, and advancement/development is quite interesting. One interpretation might be that the different lenses or cultures do not impact perceptions of colleagues as much as we might expect. These cultural lenses may fall away when the disparate administrators come together as a team with the shared goal of assisting the president and leading the institution toward mission fulfillment. Another explanation is that SSAO credibility has more to do with the role and the seat at the table than it does the person holding the position. As Heffernan (2011) noted, “A senior professional must reflect confidence in the president and board, [and] in other members of the senior team . . . at all times” (p. 118). Serving as colleagues on the president’s senior leadership team may translate to a baseline or shared credibility level.

Based on this study, length of service as a cabinet member does not appear to influence perception of credibility either. Another reason for the similarity in perception could be that the source credibility measure is not fine grained enough for use with senior administrative colleagues. Perhaps, because the stakes and expectations are higher, seasoned professionals need a more finely tuned measure to rate their peers’ credibility than do subordinates rating their supervisors. On the other hand, the intuitive credibility rating yielded similar findings in each of the aforementioned analyses, an indication of the source credibility measure’s validity with this population. Clearly this is an area for further research and will be discussed later in the chapter.

Prioritizing the Dimensions of Source Credibility

The current study also reveals the ways in which small private college and university leaders prioritize the dimensions of source credibility—trustworthiness, competence and goodwill/caring. This can be useful to senior administrators striving to understand each other better, strengthen their teamwork, and improve institutional outcomes. Because the relationship and team building process takes time, requires energy, and, sometimes, involves strategic thinking, these findings can be used to identify common ground and/or inform choices about how to connect and what to share with peers. Moore (2000) spoke to the effort required by SSAO's and other cabinet members to build their team,

Senior colleagues . . . require attention. Without good, constructive relationships, a sense of teamwork cannot be cultivated, and the normal turf, budget, and policy battles may take on a more partisan tone. Student affairs professionals must recognize their colleagues' biases, strengths, and weaknesses in order to strengthen their relationships, shape their approaches, and protect their interests. (p. 187)

Research that helps SSAOs better understand how their colleagues prioritize and value the dimensions of credibility could inform the methods they use to cultivate these critical relationships. For instance, an SSAO might share more about his/her background and experiences with the marketing colleague who values competence as the top priority, but may be more transparent about current administrative challenges with the finance colleague who values trustworthiness first. Or, an SSAO might discuss facilities or budget issues with the enrollment vice president who values competence most highly, and might confer with the CAO who prioritizes trustworthiness about a campus scandal

or personnel issue. Tailoring one's communication with colleagues accordingly would seem to address their varied perspectives and preferences, thereby assisting in the development of the relationship and one's credibility.

The findings regarding the goodwill/caring dimension were also quite useful. Although many in higher education once perceived student affairs in a rather narrow manner (e.g., counseling services, crisis management), goodwill/caring was not identified as the current SSAOs' greatest strength among the three dimensions of source credibility. The goodwill/caring dimension was also unanimously ranked as the lowest priority of the three credibility dimensions. We know that these skills are necessary in the student affairs field, particularly on the front lines with students and staff, but these research findings indicate SSAOs' need not focus on these "soft skills" when working with their senior colleagues. Other, more managerial or "hard skills" are necessary at the cabinet-level.

As Heffernan (2011), a seasoned student affairs professional, put it, "[t]he strong leader must have the skills to be in charge of his or her part of the institution but must also serve as a member of the senior leadership team" (p. 118). Echoing this sentiment, Culp (2011) explained that one's focus needs to broaden from student affairs, in and of itself, to "collegewide leadership" when one becomes the senior student affairs officer. The implication being that a broader range of skills is necessary at the senior level. Perhaps these current findings are an indication that these SSAOs' have broadened their foci accordingly, and their cabinet colleagues now perceive them as contributing more than the "warm fuzzy" or human relations skills to the leadership team. Another

perspective on the significance of this finding is that student affairs administrators need to make sure they hone their managerial and administrative skills should they wish to climb the professional ladder and establish senior administrator credibility.

A Rare Peek behind the Curtain

Finally, the current study adds to our knowledge base by glimpsing the inner workings of a president's administrative leadership team. "In a sense, teamwork has two realities: There is the reality of performance, which is readily accessible . . . [and] the reality of the team's internal contemplation, which is typically inaccessible to the spectator who is not a team participant" (Bensimon & Neumann, 1993, p. 54). Requesting presidents and cabinet members to share their perceptions about the credibility of "one of their own" was a risky endeavor, and that so many chose to participate is revealing in itself. Just as Ruthkosky (2013) found in his study about SSAO trustworthiness, the construct being measured (credibility) is complicated and takes time to develop. These campus leaders chose to crack open the door to their inner sanctum in order that others might learn something.

Study Limitations

First, identifying appropriate SSAO participants from CIC member websites proved challenging given the variety of professional titles (e.g., vice president for student affairs, dean of students) and the multiplicity of organizational structures. For a few of the institutions, the researcher made a judgment call about which person indeed served as the SSAO, and this may have resulted in confusion about which student affairs administrator cabinet members were asked to rate. For instance, several institutions had

combined the student affairs title with another area (e.g., vice president for student affairs and enrollment, vice president for academic and student affairs). In these cases, if a Dean of Students also served on the president's cabinet, he/she was deemed to be the SSAO. This distinction was specified in the instrument's instructions and in the two relevant items' instructions; however, confusion may have resulted nonetheless. Looking back, adding an item to the survey asking for the current SSAO's name might have made cross-referencing the ratings a possibility; however, it may also have deterred responses.

This study asked senior administrators to, essentially, grade or rate one of their own leaders; therefore, one limitation is that the response rate within each institution is lower than expected. This concern is magnified given that the first two research questions involved a mixed RM-ANOVA procedure across areas/roles within each institution, which then required the use of restricted maximum likelihood estimation (RMLE) to handle the missing data. Although RMLE is an accepted statistical adjustment for the reality of missing data (Howell, 2009), having complete data would be preferred.

In addition, the cross-sectional design for this study highlighted differences in perceptions and priorities regarding credibility, but did not explain why these differences exist (Howell, 2009). For instance, the longevity of the SSAO being rated was not solicited through the survey, thus an inference about credibility being related to time in position could not be made. Persons serving in their capacities as "interim" appointments were also not able to identify themselves, which might have helped with interpretation.

Another limitation is that the source credibility measure was not designed for use with peers. Although there is evidence of validity and reliability with this population, this was a new application of the measure. Additionally, the researcher made slight modifications to the goodwill/caring scale to make it more relevant to the peers completing the measure (rather than subordinates). This minor language change to three of the six scale items may have impacted the SSAO goodwill/caring ratings and/or the ranking of goodwill/caring with the other two dimensions. Conversely, the alpha coefficient for goodwill/caring was quite strong and implies the scale was reliable with this sample.

Finally, this study was completed with a very specific population, presidents and their senior leadership teams from CIC member institutions. Therefore, the results and interpretations cannot necessarily be generalized to other types of institutions (Howell, 2009). A similar study conducted with community colleges and/or public, comprehensive, research institutions would likely provide interesting results.

Implications for Practice

First and foremost, this study reminds us that credibility is crucial for an individual leader's success, as well as the success of a leadership team. A plethora of prior research demonstrates this in a variety of settings time and again. The current study examines the perceived credibility of small college senior leadership team members, and reveals that trustworthiness is paramount when striving for credibility. Thus, SSAO's should focus first on developing trust with their senior colleagues. While there is no "one

size fits all” approach to establishing one’s credibility with one’s peers, there is also no substitute for “walking the walk” and leading with integrity.

Clearly, the SSAO’s upon whom this study focused have done a good job establishing credibility with their presidents. This study contributes to the existing literature stressing the importance of this relationship. An implication for practice, however, is that SSAO’s consider similar efforts to connect with the other cabinet members. After all, collaboration and negotiation takes place with each of the members at one time or another. Simply having the support of the president is not enough. As Smerek (2013) found when studying college presidents in transition, the presidents relied on their senior leadership teams to cooperatively and cohesively run the organization. The presidents desired a cohesive group with “collective expertise” rather than a variety of individuals with unique proficiencies.

The current study also provides helpful information for use in strengthening said collegial relationships. Given the political nature of the college or university campus, a bit of strategy may be necessary when connecting with senior colleagues. Additionally, SSAO’s and other administrators at small, private colleges tend to work in a more “individualized manner” compared to those at larger institutions (Hirt, 2006). Thus, SSAO’s and any other cabinet members would be wise to use the credibility dimension prioritization findings when strategically communicating with their peers. As Neumann (1993) noted, “a primary task for leaders is forming relationships that will support their own learning about the beliefs and values of those to whom they seek to relate” (p. 271). This study provides insight about the beliefs and values of cabinet members regarding

senior administrator credibility. Current cabinet members and those striving to achieve such a role ought to keep in mind which areas/roles tend to prioritize trustworthiness over competence, remember that goodwill/caring is least important to a senior administrator's credibility; and, tailor communications accordingly.

Finally, these findings provide presidents with useful information when building their leadership teams. As noted previously, the composition of said teams varies from campus to campus, and gathering a group of professionals with diverse perspectives enhances the group's effectiveness. A president striving to diversify her team could benefit from knowing which administrators tend to prioritize trustworthiness over competence, and vice versa. This knowledge might also be useful when negotiating or finessing differences of opinion between cabinet members.

Suggestions for Future Research

Although the current study begins to address the paucity of research about presidents' senior leadership teams, the findings also lead to many other topics worthy of further investigation. For instance, the presidents' significantly higher ratings of their SSAOs' credibility could lead to a future exploration of the connection between presidents and their SSAO's. Research questions might include: Is the president's relationship with SSAO qualitatively different from his/her relationship with other cabinet members? Does the reality that many SSAO's are now reporting to the CAO make a difference in the nature of the president-SSAO relationship and/or the president's perception of the SSAO's credibility?

In addition, it would be interesting to gather similar credibility perceptions of the various cabinet members in order to compare them with each other, specifically with the SSAO. The positive perceptions of SSAO credibility could be interpreted more thoroughly were the other cabinet members rated as well. Of course, another suggestion involves improving the within institution response rate so that less estimation is needed. Perhaps a smaller more focused study (e.g., regional, sectarian institutions) would elicit more interest and garner greater participation. Within the CIC membership there are many religiously affiliated institutions. Many of these presidents' leadership groups include an area/role focused on ministry. Were this study to be replicated, particularly if focused on sectarian institutions, it would be wise to include this cabinet area/role.

Finally, this study used the McCroskey and Teven (1999) source credibility measure with peers and supervisors rather than the more common use with subordinates. Although the measure demonstrated reliability with this population, the intuitive credibility rating was the only validity check. Thus, additional research using the measure with peers/supervisors is warranted.

Conclusion

American higher education is facing tremendous pressure from all angles to demonstrate its impact on student learning, on the economy, and on society in general. The impacts of said pressure on small, private, liberal arts colleges often take the form of enrollment challenges and fundraising obstacles, which can lead to revenue and operating budget difficulties. Thus, college presidents and their leadership teams must function

better than they ever have before to achieve their institutional missions and ensure an exceptional educational experience for their students.

Credibility is essential for each leader's success, is vital to the relationships built between colleagues, and is crucial to the team's overall effectiveness. "[W]e have concluded that credibility is the foundation of all working relationships—and of all relationships that work" (Kouzes & Posner, 1993, p. 254). As if human relations weren't difficult enough, establishing one's credibility is complicated. Source credibility, as defined by McCroskey and Teven (1999), is comprised of trustworthiness, competence, and goodwill/caring. As this study demonstrates, senior administrative colleagues may agree on someone's overall credibility, yet they may also prioritize these components differently. Therefore, knowing how you are perceived, in terms of your credibility, is a bit more complicated than it might seem.

The student affairs profession has evolved from being perceived as a peripheral support services endeavor to a legitimate partner in the educational enterprise. Senior student affairs officers, over the years, have led the effort to convince their campus colleagues about the active role they play in students' education. Just as academic disciplines view knowledge creation and education through different lenses, so too do academic and student affairs professionals. Thus, much has been made about the disconnect between these two domains of the academy, and some are left to wonder about whether this divide has impacted SSAOs' credibility.

The current study indicates that CIC SSAO's are consistently perceived as credible by their peers and significantly more credible by their presidents. Clearly, these

SSAO's have taken the time and exerted the effort to connect with their colleagues in meaningful ways, particularly their campus presidents. Although not conclusive or generalizable beyond the population sampled, the findings are encouraging and provide some evidence that small college SSAO's have established some legitimacy as administrative partners with their peers and, almost certainly, with their presidents. On the other hand, there is more work to be done.

As any committed student will tell you, settling for a B is the equivalent of stopping the climb just below the mountain's peak. No senior administrator should settle for this strong credibility rating, rather she should strive for better. The current study provides valuable insight about which components of credibility are most and least important to presidents and cabinet members. This is where and how the disciplinary lenses and cultures enter the fray, and these differences in priorities should inform the relationship building between colleagues just as we might use any other information about biases or philosophical leanings when connecting with peers.

In conclusion, presidents and their senior leadership colleagues benefit greatly from the participation of trustworthy, competent and caring administrators focused on ensuring the best education possible for their students. This study takes a first step in examining perceptions of credibility within these rather mysterious and diverse management teams. Further exploration of the interpersonal connections, group dynamics, and inner workings of these important leadership teams will not only add to our knowledge base but might also help presidents strengthen them.

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APPENDIX A

SURVEY INSTRUMENT

Thank you for agreeing to complete this brief survey for a doctoral research project exploring perceptions of credibility among cabinet members. All responses will be strictly anonymous and results will only be reported in aggregate. Your honest responses are appreciated.

Please indicate the area you most closely represent:

- Academic Affairs
- Advancement/Development
- Business/Finance
- Enrollment
- Marketing/Communications
- President
- Student Affairs

**denotes item an SSAO would not see*

***Is your senior student affairs officer (SSAO) a member of the cabinet?**

- Yes
- No

Please rank the following in the order you believe most important to any senior administrator's credibility (drag and drop, 1 = most important, 2 = next most important, 3 = least important).

- _____ Competence
- _____ Trustworthiness
- _____ Goodwill/Caring

***On the scale below, please indicate your perception of your current senior student affairs officer's (SSAO's) credibility. (slide the bar)**



***On the scales below, please indicate your perceptions of your senior student affairs officer (SSAO).**

Intelligent	●	●	●	●	●	●	●	Unintelligent
Untrained	●	●	●	●	●	●	●	Trained
Cares about Other Senior Administrators	●	●	●	●	●	●	●	Doesn't Care About Other Senior Administrators
Honest	●	●	●	●	●	●	●	Dishonest
Has Other Senior Administrators' interests at heart	●	●	●	●	●	●	●	Doesn't Have Other Senior Administrators' Interests at Heart
Untrustworthy	●	●	●	●	●	●	●	Trustworthy
Inexpert	●	●	●	●	●	●	●	Expert
Self-centered	●	●	●	●	●	●	●	Not Self-centered
Concerned with Other Senior Administrators	●	●	●	●	●	●	●	Not Concerned with Other Senior Administrators
Honorable	●	●	●	●	●	●	●	Dishonorable
Informed	●	●	●	●	●	●	●	Uninformed
Moral	●	●	●	●	●	●	●	Immoral
Incompetent	●	●	●	●	●	●	●	Competent
Unethical	●	●	●	●	●	●	●	Ethical
Insensitive	●	●	●	●	●	●	●	Sensitive
Bright	●	●	●	●	●	●	●	Stupid
Phony	●	●	●	●	●	●	●	Genuine
Not understanding	●	●	●	●	●	●	●	Understanding

***Including this year, how many years have you served as a cabinet member? (please round to the nearest whole #)**

***Including your current SSAO, how many SSAO's have you worked with throughout your career?** (please round to the nearest whole number) _____

Please identify your current institution (responses will be kept anonymous and confidential):

With which gender do you identify?

- Male
- Female
- Gender non-conforming

How do you describe yourself? (multiple boxes may be checked)

- American Indian or Alaska Native
- Hawaiian or Other Pacific Islander
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- White
- Other (please specify)

APPENDIX B

INVITATION TO PARTICIPATE IN A STUDY ABOUT CABINET MEMBER CREDIBILITY

(NON-SSAO CABINET MEMBERS)

Dear Colleague,

I am a doctoral student and former senior student affairs officer (SSAO) seeking your assistance with my dissertation study through this very brief (2 - 3 minutes) survey. As a cabinet member at a CIC member institution, you have been randomly selected to take part in this study exploring perceptions of credibility among presidents and their cabinet members and whether these perceptions differ across administrative roles.

Having been an SSAO at a small private college previous to my doctoral studies, I am fully aware that you are inundated with survey requests. Let me reassure you this one will only take 2 - 3 minutes of your time. The survey will contain a few demographic questions in addition to a few questions about your perceptions of credibility generally and your SSAO specifically.

President Bill Fox of St. Lawrence University (Canton, NY) has endorsed my study entitled *Credible Leadership: Exploring Differences in Perception of the Credibility of the Senior Student Affairs Officer among College Presidents and their Senior Leadership Teams*. He and I believe the study's findings will be particularly useful for new presidents building their senior leadership teams.

Although you may be somewhat uncomfortable rating your colleagues, please know that all responses will be strictly anonymous. The Qualtrics program powering this instrument uses non-traceable identification coding for each completed survey. In addition, the responses will be used only in the aggregate; thus, individual responses to questions will not be used in a way that could be connected to an individual participant.

Taking part in this research study is entirely up to you. This project has been approved by the UNCG Institutional Review Board (IRB) Protocol #13-0181. You may choose not to participate or you may discontinue your participation at any time. If you would like to be removed from the mailing list, please email wapowers@uncg.edu. Please contact the researchers if there is anything that is not clear or if you need more information.

By clicking on the link below, you are indicating your willingness to participate.

https://uncg.qualtrics.com/SE/?SID=SV_07nae747j3XilIp

Wendy Powers
Doctoral Student
Principal Investigator
School of Education
University of North
Carolina Greensboro

Dr. Deborah J. Taub
Faculty Advisor
Teacher Education and
Higher Education
University of North
Carolina Greensboro

Dr. William Fox
President, St. Lawrence
University

INVITATION TO PARTICIPATE IN A STUDY ABOUT CABINET MEMBER CREDIBILITY

(CIC SSAOs)

Dear Colleague,

I am a doctoral student and former senior student affairs officer (SSAO) seeking your assistance with my dissertation study through this very brief (less than 5 minutes) survey. As student affairs professional at a CIC member institution, you have been randomly selected to take part in this study exploring perceptions of credibility among presidents and their cabinet members and whether these perceptions differ across administrative roles.

Having been an SSAO at a small private college previous to my doctoral studies, I am fully aware that you are inundated with survey requests. Let me reassure you this one will take less than 3 minutes of your time. The survey will contain a few demographic questions in addition to a question about your perception of credibility as it relates to cabinet membership.

President Bill Fox of St. Lawrence University (Canton, NY) has endorsed my study entitled *Credible Leadership: Exploring Differences in Perception of the Credibility of the Senior Student Affairs Officer among College Presidents and their Senior Leadership Teams*. He and I believe the study's findings will be particularly useful for new presidents building their senior leadership teams.

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Taking part in this research study is entirely up to you. This project has been approved by the UNCG Institutional Review Board (IRB) Protocol #13-0180. You may choose not to participate or you may discontinue your participation at any time. If you would like to be removed from the mailing list, please email wapowers@uncg.edu. Please contact the researchers if there is anything that is not clear or if you need more information.

By clicking on the link below, you are indicating your willingness to participate.

https://uncg.qualtrics.com/SE/?SID=SV_07nae747j3XilIp

Wendy Powers
Doctoral Student
Principal Investigator
School of Education
University of North
Carolina Greensboro

Dr. Deborah J. Taub
Faculty Advisor
Teacher Education and
Higher Education
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President, St. Lawrence
University

APPENDIX C

INFORMED CONSENT

University of North Carolina Greensboro

Project Title: Credible Leadership: Exploring Differences in Perception of the Credibility of the Senior Student Affairs Officer among College Presidents and their Senior Leadership Teams

UNCG IRB Approval #: 13-0180

Principal Investigator: Dr. Deborah J. Taub and Wendy Powers

What is the study about?

Given the tremendous challenges today's colleges and universities face, as well as the increasing complexity of the modern campus presidency, institutional leadership is no longer perceived as or expected to be a solitary endeavor. The president's cabinet or senior leadership group must, therefore, operate collaboratively and synergistically to not only ensure day-to-day campus operations, but also to respond, strategize and make the necessary changes for long term institutional success and viability. Because the literature regarding the importance of credibility to a leader's success is unequivocal and spans the vast history of leadership research, it is fair to expect members' perceptions of each other's credibility to be a vital element of building a strong senior leadership team. The importance of strong cabinet teams, the lack of research about these teams, and the well documented understanding of what leadership credibility is about begs the question "how do perceptions of credibility differ among senior leaders?" The answer could prove very helpful to presidents assembling their teams, members developing working relationships with one another, and institutions needing stronger senior leadership.

This research project involves a brief online survey which should take less than 3 minutes of your time.

Why are you asking me?

You have been chosen to participate in this study because you are a senior administrator at a CIC member institution.

Will this negatively affect me?

Other than the time you spend on this project there are no known or foreseeable risks involved with this study. If you have concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Questions about this project or your benefits or risks associated with being in this study can be answered by Dr. Deborah J. Taub (336.334.4668, djtaub@uncg.edu) or Wendy Powers (336.256.1433, wapowers@uncg.edu).

What about my confidentiality?

All responses will be strictly anonymous. The Qualtrics program powering this instrument uses non-traceable identification coding for each completed survey. In addition, the responses will be used only in the aggregate; thus, individual responses to questions will not be used in a way that could be connected to an individual participant. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

Will I get paid for participating?

There is no compensation for participation in this study.

What do I get out of this research project?

There are no direct benefits to your participation in this research project; however, the insight gained from this study may benefit presidents seeking to build new senior leadership teams and cabinet colleagues seeking to strengthen their working relationships.

What if I do not want to be in this research study?

You do not have to be part of this project. This project is voluntary and it is up to you to decide to participate in this research project. If you agree to participate at any time in this project you may stop participating without penalty. If you would like to be removed from the mailing list for the two reminder messages, please contact the PI/Student Researcher at wapowers@uncg.edu.

By completing this survey you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By participating in this survey, you are agreeing that you are 18 years of age or older and are agreeing to participate.

APPENDIX D

IRB EXEMPT APPROVAL



THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

OFFICE OF RESEARCH INTEGRITY
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Humanities and Research Administration Bldg.
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336.256.1482
Web site: integrity.uncg.edu
Federalwide Assurance (FWA) #216

To: Wendy Powers
Student Affairs
1324C Adams Farm Pkwy, Greensboro, NC 27407

From: UNCG IRB

Date: 6/14/2013

RE: Notice of IRB Exemption
Exemption Category: 2.Survey, interview, public observation
Study #: 13-0180

Study Title: Credible Leadership: Exploring Differences in Perception of the Credibility of the Senior Student Affairs Officer among College Presidents and their Senior Leadership Teams

This submission has been reviewed by the IRB and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

Study Description:

This doctoral research project will explore small private college/university presidents' and cabinet members' perceptions of credibility generally and in relation to the senior student affairs officer (SSAO) specifically. This research project is grounded in McCroskey and Teven's (1999) findings that source credibility is comprised of trustworthiness, competence, and goodwill/caring. The McCroskey source credibility scale will be used to uncover any differences in perception of the SSAO's credibility between cabinet roles, differences in how the senior leaders prioritize the components of credibility, and whether or not the SSAO serving on the cabinet makes a difference in perception.

Regulatory and other findings:

This research meets criteria for a waiver of written (signed) consent according to 45 CFR 46.117(c)(2).

Study Specific Details:

Your study is approved and is in compliance with federal regulations and UNCG IRB Policies. Please note that you will also need to remain in compliance with the university Access To and Data Retention Policy which can be found at http://policy.uncg.edu/research_data/.

Investigator's Responsibilities

Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented. Please utilize the most recent and approved version of your consent form/information sheet when enrolling participants. The IRB will maintain records for this study for three years from

the date of the original determination of exempt status.

CC:
Deborah Taub, Teacher Ed/Higher Ed

APPENDIX E

AUTHOR'S PERMISSION TO USE SOURCE CREDIBILITY MEASURE

Dr. James C. McCroskey

Dept. of Communication Studies, University of Alabama-Birmingham,
Birmingham, AL 35294

Phone: 205-934-3877; FAX: 205-934-8916; email@JamesCMcCroskey.com

Welcome to my website [www.jamescmccroskey.com]/! This site had been designed to provide information about me and my research programs. All material on this site is provided free-of-charge and may be used at no cost so long as it is appropriately cited. There are five categories of information: biographical data (the usual vita information), publications (listings of published books, book chapters, monographs, periodicals, and book reviews); communication research measures (various scales which have been developed for use in communication research), electronic publications (papers which were presented at professional conventions and published here for the first time), and current information for students in my undergraduate classes.

All of my published journal articles are available (Periodicals) and can be downloaded. There is a listing of papers presented at conventions (Convention Presentations), but the text of those papers is not available (I do not even have a copy of many of them). However, many have been published as journal articles and are available for downloading (Publications). I am in the process of identifying unpublished convention papers which may be of particular interest to some researchers but have not been published. These will be published here for the first time (Electronic Publications). There is a listing of my published books (Academic Books and Textbooks). Some of these, which are not currently in print or do not have a later edition in print, will be made available on this site (free) as time permits. Only one is now available. Many research measures that I (and/or my colleagues) have developed are available (Communication Research Measures). Each instrument is provided along with its scoring and the appropriate citation for where it has been published.

A brief list of Monographs is provided. Two of these have been requested frequently--my Carroll Arnold Lecture presented at the 1997 NCA convention, and a monograph reporting 13 research studies relating to the use of evidence in persuasive communication. The former was distributed to all the members of NCA as a monograph by Allyn & Bacon. The latter was originally distributed as a monograph by the Speech Communication Research Center at Michigan State University, which no longer exists. These 13 studies were summarized in an article in the *Quarterly Journal of Speech* (1969), but have not been available as a full report until now.

I have also added my doctoral dissertation to the list of Publications. A recent increase of interest in research on evidence as well as attitude and belief measurement has resulted in several scholars contacting me to find out how they might access this dissertation. Now, a full downloadable copy of the dissertation is available by clicking on it under "Publications." This is the original source of my earlier measures of source credibility and the Generalized Attitude Scale.

I would appreciate any comments (good or bad) that you might have concerning this website. The easiest way to reach me is at my email address noted above. I would particularly appreciate it if you find something that is "messed up" and let me know about it! Several people have done this in the past and this has helped me make several improvements on the site.

Copyright © James C. McCroskey, 1995. Last update: February 2, 2007.

COMMUNICATION RESEARCH MEASURES

These are measures that have been developed by researchers who are, or at one time were, faculty members or graduate students at West Virginia University. They were developed for use by researchers and may be used for research or instructional purposes with no individualized permission. There is no cost for this use. Please cite the source(s) noted at the bottom of the measure when publishing articles based on research using these instruments.

- Affective Learning
- Attitude, Generalized
- Attraction, Interpersonal
- Belief, Generalized
- Classroom Anxiety
- Communication Competence (SPCC)
- Compulsive Communication, Talkaholic Scale
- Environment
- Ethnocentrism
- Evaluation Apprehension
- Fear of Physician (FOP)
- Homophily Scales
- Humor Assessment(RHA)
- Image Fixation
- Innovativeness, Individual (II)
- Innovativeness, Organizational (PORGI)
- Introversion Nonverbal Immediacy Scale - Observer Report (NIS-O)
- Nonverbal Immediacy Scale - Self Report (NIS-S)
- Nonverbal Immediacy-Short Form (SRNI) Organizational Orientations
- Perceived Quality of Medical Care (PQMC)
- Personal Report of Communication Apprehension (PRCA-24)
- Personal Report of Interethnic Communication Apprehension (PRECA)
- Personal Report of Intercultural Communication Apprehension (PRICA)
- Personal Report of Public Speaking Anxiety (PRPSA)
- PowerMeasures
- Satisfaction with Physician (SWP)
- Shyness
- Singing Apprehension (TOSA)
- Situational CA Measure (SCAM)
- Sociocommunicative Orientation SCO)
- Sociocommunicative Style (SCS)
- **Source Credibility**
- Teacher Apprehension
- Teacher Burnout
- Test Anxiety
- Time
- Tolerance for Disagreement (TFD)
- Touch Apprehension
- Willingness to Communicate (WTC)
- Willingness to Listen
- Writing Apprehension (WAT)

Source Credibility Measures

Measurement of source credibility has been a concern of the Communication discipline for over 40 years. The first multidimensional measure appeared in the Communication literature in 1966 (McCroskey, J. C., Scales for the measurement of ethos, *Speech Monographs*, 33, 65-72) and provided scales measuring competence and trustworthiness. Many other studies were conducted over the next 30 years. The most complete measure (reported below) includes scales for three dimensions: competence, trustworthiness, and goodwill/caring. These are measures of constructs which are parallel to those theorized by Aristotle in *The Rhetoric*.

The development of these measures employed oblique factor analyses which generated correlated dimensions. That is, the three measures represent unique constructs, but those constructs are intercorrelated, as suggested by Aristotle and found in many research studies. Earlier work had used orthogonal factor analyses which forces uncorrelated factors. Thus, the new measures are more consistent with general rhetorical/social influence theories as well as previous findings. These measures provide three separate total scores, one for each dimension. **THESE SCORES SHOULD NOT BE SUMMED TO CREATE A SINGLE SCORE.** To do so would be adding the proverbial apples and oranges (and watermelons). They should not be employed in stepwise regression analyses because their collinearity will violate the assumptions of this statistical procedure. However, they can be used in regular multiple regression and in canonical correlational analyses, as well as for computing individual simple correlations.

The alpha reliabilities of these measures usually range between .80 and .94.

Instructions: On the scales below, indicate your feelings about your manager (or, if not currently employed, your most recent supervisor). Numbers 1 and 7 indicate a very strong feeling. Numbers 2 and 6 indicate a strong feeling. Numbers 3 and 5 indicate a fairly weak feeling. Number 4 indicates you are undecided.

- 1) Intelligent 1 2 3 4 5 6 7 Unintelligent
- 2) Untrained 1 2 3 4 5 6 7 Trained
- 3) Cares about me 1 2 3 4 5 6 7 Doesn't care about me
- 4) Honest 1 2 3 4 5 6 7 Dishonest
- 5) Has my interests at heart 1 2 3 4 5 6 7 Doesn't have my interests at heart
- 6) Untrustworthy 1 2 3 4 5 6 7 Trustworthy
- 7) Inexpert 1 2 3 4 5 6 7 Expert
- 8) Self-centered 1 2 3 4 5 6 7 Not self-centered
- 9) Concerned with me 1 2 3 4 5 6 7 Not concerned with me
- 10) Honorable 1 2 3 4 5 6 7 Dishonorable
- 11) Informed 1 2 3 4 5 6 7 Uninformed
- 12) Moral 1 2 3 4 5 6 7 Immoral
- 13) Incompetent 1 2 3 4 5 6 7 Competent
- 14) Unethical 1 2 3 4 5 6 7 Ethical
- 15) Insensitive 1 2 3 4 5 6 7 Sensitive
- 16) Bright 1 2 3 4 5 6 7 Stupid
- 17) Phony 1 2 3 4 5 6 7 Genuine
- 18) Not understanding 1 2 3 4 5 6 7 Understanding

SCORING:To compute your scores, add your scores for each item as indicated below:
Recode BOLDED questions with the following format:

1=7

2=6

3=5

4=4

5=3

6=2

7=1

Competence Factor (1, 2, 7, 11, 13, and 16)_____

Caring/Goodwill Factor (3, 5, 8, 9, 15, and 18)_____

Trustworthiness Factor (4, 6, 10, 12, 14, and 17)_____

Source:

McCroskey, J. C., & Teven, J. J. (1999). Goodwill: A reexamination of the construct and its measurement. *Communication Monographs*, 66, 90–103.