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Elucidating the Role of the University CEO's Spouse in Development, Alumni Relations, and Fund Raising

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ELUCIDATING THE ROLE OF THE UNIVERSITY CEO'S SPOUSE IN
DEVELOPMENT, ALUMNI RELATIONS, AND FUND RAISING

A Dissertation Presented

by

Michael W Schultz

to

The Faculty of the Graduate College

of

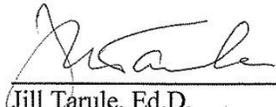
The University of Vermont

In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education
Specializing in Educational Leadership & Policy Studies

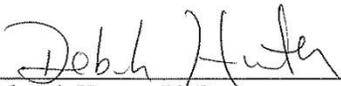
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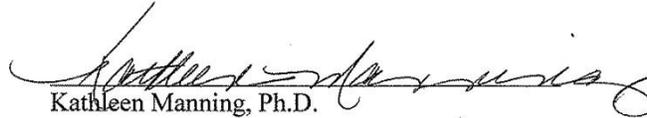
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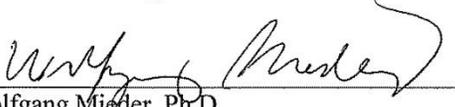
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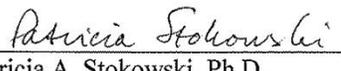
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ABSTRACT

Historically fund raising, or development, in higher education was the purview of only private four-year colleges; today, however, virtually all institutions of higher education are engaged in this endeavor. Attaining an institution's fundraising goals has become an integral part of a university president's or chancellor's role, consuming a high percentage of the CEO's time. While the president works very closely with the development office in garnering private support, there is often another player significant to the success of a university's development efforts. "Hired" along with the CEO, the individual serves a major role, but has no job description and often works without a contract or remuneration. This is the spouse of the CEO.

This study employed qualitative methodology to elucidate the role of the university CEO's spouse in development, alumni relations, and fund raising. The research focused on the traditional president's spouse, a female married to a male CEO. Seventeen interviews with spouses, development officers, and university trustees at seven different public land-grant universities were conducted to explore several questions: whether the spouse's role in development is formalized; whether the spouse was aware of the school's expectations for her in this area; the role of professional development staff in assisting the first lady; whether the spouse is recognized or compensated for her duties; how the spouse's role could be improved; and what could be done to make the role more satisfying, productive, or efficient.

Several thematic areas were addressed regarding the first lady: (a) interview processes, (b) qualities, (c) support of the president, (d) role in development, (e) role in the university community, (f) acknowledgement, and (g) public opinion. The findings provide a multifaceted view of the role of the university president's wife in development.

Recommendations for improving the role of the presidential spouse in university development include fostering open communication between all parties, tailoring the role to the individuals and institutions involved, and acknowledging the role of the spouse.

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- The subjects who participated in my study. All are busy people dedicated to public higher education and generous in giving their time.
- My parents, Gordon and Carol Schultz, who always instilled the value of education and common sense.

DEDICATION

This dissertation and doctoral degree are dedicated to my wife and children,

Pauline

Emma

Jeffery

Samson

Thank you for your love and understanding.

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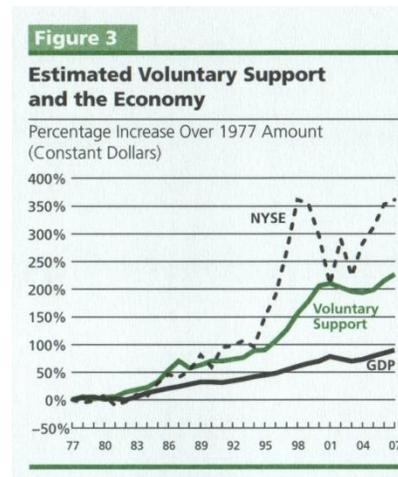
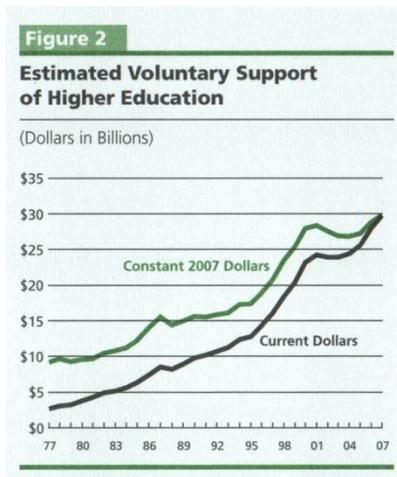
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CHAPTER 1

Introduction

Historically, fund raising or development, in higher education was the purview of only private four-year colleges. Today, however, virtually all institutions of higher education — from large public research universities to small community colleges — are engaged in this endeavor. The following charts from the Council for Aid to Education (*Voluntary support of education 2007*. (2008). New York.) demonstrate the increase of fund raising over a 30-year period. Figure 2 illustrates the upward trend in philanthropy. Figure 3 shows that voluntary support has grown even faster than the gross domestic product.



One may look at the annual report or source book for any major public research university or private liberal arts college to see how the reliance on philanthropy has grown in recent years. As an example, the University of Wisconsin-Madison saw its gift and grant revenue increase from \$221 million to \$436 million, from 17 to 19% of its total

revenue, over ten years; during the same period, state support declined from 27 to 20% of its income (*University of Wisconsin-Madison data digest 2007-2008*, 2008).

Steering an institution's fund raising-machine is not solely the work of professional development staff. While the chief development officer (CDO) is usually the official partner in fundraising efforts, the chief executive officer (CEO) of many colleges and universities is also expected to be the chief fund raiser. It is common practice to base part of the CEO's evaluation on the amount of philanthropic dollars he or she raises. If the CEO and the CDO do their job well, the institution is successful; if not, the institution falters.

One need only scan postings for president and chancellor positions for support of the importance of the CEO in fund raising. For example, on April 25, 2008, *The Chronicle of Higher Education's* career website listed 29 such positions. All but one, at a policy institute, listed development, fund raising, or increasing institutional resources as criteria for applicants ("Chronicle Careers," 2008). David L. Warren, president of the National Association of Independent Colleges and Universities commented that more private liberal-arts colleges expect their presidents to be full-time rainmakers, noting that "It's engaging an ever-greater percentage of their time" (Pulley, 1999, p. A39). Rudolf (1990) in his oft-referenced history of higher education, *The American College and University*, stated that

The financing of the American college and university was one of the problems that would keep many of the presidents overworked, for while the era of the university was the age of the big giver, it was also the age of the alumnus and the

philanthropic foundation. If the president did nothing else, he could keep himself decently overworked merely by incorporating these agencies of financial support into the structure of this organization . . . (p. 424)

Unsuccessful development efforts can also unseat a president. In 2006, *The Chronicle of Higher Education* reported on the resignation of Case Western's president. The article's title stated, "Financial Failures Lead to Resignation of Case Western's President: Four Years After He Arrived, Edward M. Hundert Leaves Behind a Budget Deficit and Ineffective Fund-Raising Operation" (Strout, 2006, p.A30). The article details that Dr. Hundert intended to finance his bold plans for Case Western with increased unrestricted private gifts, which never materialized.

On a university's organizational chart one will often find a CDO and university-related foundation president with a direct line to the CEO. In order for universities to maximize their development potential, these two individuals must work well together. One of the few national studies found on this topic concluded that "fund raising is a team effort" (Lasher & Cook, 1996, p. 33).

In addition to the president and development officer, there is often another player significant to the success of a university's development efforts. "Hired" along with the CEO, he or she serves an important role, but has no job description and frequently works without a contract or remuneration. While touching many aspects of the academy, this individual often plays a strong role in development, which includes attending and hosting events, entertaining, cultivating prospects, and traveling. This important person is the spouse of the CEO.

In the spring of 2007, I conducted a qualitative study on the relationship between the CEO and CDO. My research was guided by several key questions:

- Are there ways to predict the direction this partnership will go?
- What are the traits that determine success or failure?
- Is there information to be gained that would help more of these relationships succeed?
- Are there predictors that could be evaluated at the time of candidate selection to help avoid bad matches that could derail a university's development efforts?

While exploring these questions through qualitative research methods, I discovered “the significant role the partner of the CEO played in a successful CEO/CDO partnership” and concluded that “it [role of spouse] might be a greatly overlooked topic and some acknowledgement of it could significantly impact the dynamics between the president and a development office” (Schultz, 2007a, p. 6). I used these findings as a foundation for this dissertation study.

Definition of Terms

Chief Executive Officers (CEO) — Chancellor or President are the two most common titles for leaders of academies of higher education. For the purpose of this study the leader will be referred to as the CEO.

Spouse — Unless otherwise noted, a spouse will be a female married to a male CEO. The majority of college and university presidents are male (June, 2007) and assumed to be heterosexual.

First Lady (FL) — Used to describe the wife of an elected official, this term is often applied to the female spouse of a university leader. During the interviews for this study, I asked subjects if they had any aversion to the title. None did.

Chief Development Officer (CDO) — For the purposes of this study, CDO will refer to a staff member who works closely with the first couple in development, fund raising, or alumni relations.

Development — Development is an umbrella term that covers the areas of fund raising and alumni relations. Some literature refers to these same activities as institutional advancement or external relations. However, those two terms can also include areas such as public relations or government relations. This study focuses on fund raising and alumni relations, thus the word development will be used.

Research Statement

The purpose of this research is to elucidate the role of the university CEO's spouse in development, alumni relations, and fund raising. The work focuses on the traditional president's spouse, a female married to a male CEO.

A 2006 survey by the American Council on Education showed that although there has been some diversification since 1986, 77% of the individuals who sit in the CEO's chair are male (June, 2007). An article reporting on those results states, "The remarkable thing about the profile of the typical college president — a married, graying white man with a doctoral degree — is how little it has changed over the last 20 years" (June, 2007, p. A30). While the predominance of male CEOs might be a source of concern in some venues, it seems prudent to limit this study to the traditional presidential couple. My

expectation is that whatever is learned will be relevant regardless of the president's gender.

In addition to clarifying the role of the university CEO's spouse in development, I sought to answer several related questions through my research:

- Is the spouse's role in development formalized?
- Was the spouse aware of the school's expectations for her in this area?
- What role has professional development staff played in assisting the first lady?
- Is the spouse recognized or compensated for her duties?
- How can the role be improved? What could be done to make the role more satisfying, productive, or efficient?

Contribution of Research

Little direct research exists on what makes the dynamic successful between the CEO and the CDO; even less is written on the role of the traditional spouse in development. While there are many anecdotal reports on the spouse's role, those give only cursory attention specifically to development (*Presidents' spouses: The insiders' view*, 1984; Riesman, 1982; Thompson & Thompson, 1985). The primary themes that emerged during my review of the literature include expectations, formalization of role, time commitment, and compensation.

My work will help inform both spouses and development staff of how to build productive and mutually satisfying professional relationships, thereby supporting the

institution in its fundraising efforts. Trustees and the CEO could also find useful information in the results of this research project.

CHAPTER 2

Review of Literature

Introduction

Literature specifically on the role of the university president's spouse in development is quite limited. Consequently, this review also includes literature tangentially related to that subject to help frame this study (e.g., FLs' overall role, institutional expectations). And although my research was limited to public institutions, the literature reviewed covers presidential spouses in both private and public institutions. Narrowing the review to only public universities would have resulted in a very limited body of literature.

All of the literature indicated that a CEO's spouse played some role in development efforts, regardless of whether the spouse was male or female. A working spouse or male spouse tended to be less involved in development, but still served the role of confidant (Basinger, 2000; Dowdall, 2004; Friedman & Bassett, 2007; McLaughlin & Riesman, 1990; *The president's spouse: Volunteer or volunteered*, 1984; Su, 2007; Toll, 1984).

Overall, the literature pointed to a need to clarify expectations and formalize the spouse's role through contracts, compensation or, at least, common understanding. However, actual implementation of these ideas has been slow (Basinger, 2000; Cotton, 2003; Friedman & Bassett, 2007; Gose, 1997; Haung, 1999; *The president's spouse: Volunteer or volunteered*, 1984).

Several key topics arose during the literature review that relate strongly to the role the spouse plays in university life, including development. For the purposes of this study, development will include primarily alumni relations and private fund raising. Five topics will be addressed before focusing more specifically on the spouse's role in development: partnership with the president, institutional expectations, role formalization, spouse compensation, and role in development.

Partnership with the President

“Many presidents have told us how important it is to them to have the company and support of their knowledgeable spouses. The loneliness of the presidency is a continual theme in memoirs and contemporary commentaries” (McLaughlin & Riesman, 1990, p. 313). “The spouse of the college president always holds an elevated place on a college campus: good-will ambassador, entertainer in chief, restorer of sanity. It is almost impossible for the spouse not to be integrally involved in the life of the college and its functions” (Fain & June, 2007). “What stands out, less in the survey returns [NASULGC's 1983 survey of spouses of presidents or chancellors] than in writings by spouses, is the major task not easy to describe in a contract: namely, helping to sustain the president in the face of the stress and frequent hostilities with which he must try to cope,” (*The president's spouse: Volunteer or volunteered*, 1984, p. 157). These quotations not only illustrate the role the spouse plays, but also demonstrate the importance of this role to the leader of an academic institution.

An interview I did for a qualitative research class piqued my interest in this topic. During that interview the president of a private college expressed how important his wife

was to him in development activities and thus helpful to their institution (Schultz, 2007b). Being more of a natural extrovert than he was, she often met more alumni and donors at receptions and would share the information she gathered with him and the vice president of development. This president also emphasized how important it was that the vice president for development and the spouse work well together and trust each other. In fact, he related a story of how he parted ways with the vice president who was at the institution when he arrived because that individual did not like the active role the president's spouse was taking in development.

In his doctoral dissertation, titled *The advancement president in higher education*, Richard Eldredge's statement of problem declared, "By necessity today's college president must be a marketer of the college and, as a fundraiser, must reconcile the differences between the academic and external communities," (1999, p. 8). One-hundred thirteen pages later, after an extensive examination of the advancement president, Dr. Eldredge recommended further investigation "of marriage and spousal involvement in the president's role as institutional leader" (p. 121).

None of the literature indicated that spouses of university presidents had any specific role in university life or development. However, the literature did illustrate the range of thoughts among spouses about hosting events, entertaining major donors, traveling, and planning events — from embracing and enjoying those activities to mild disdain and frustration.

Institutional Expectations

The expectations for a university president are high. There are demands to keep the institutions solvent, if not growing, as well as to raise the reputation, attract the highest-caliber faculty, recruit talented students, produce winning athletic teams, keep trustees happy, lobby governmental decision makers, and raise higher amounts of private support (Dowdall, 2004; Kemeny, 1979; Leubsdorf, 2006; McLaughlin & Riesman, 1990; Mooney, 1988; Olson, 2006; Seward, 2007; Thompson & Thompson, 1985; Wolverton, 2008). While these expectations may be formalized for the president, expectations for and the role of the president's spouse is generally not discussed (Cooper, 2007; Haung, 1999; Kemeny, 1979; Oden, 2004, 2008).

In an article for the Association of Governing Boards, Alice S. Haung (1999) asserts the high turnover rate in university CEO positions has generated advice on how to search, select, and retain presidents and chancellors. However, the recommendations overlooked the spouse.

An important but often neglected piece of this recruiting process is the candidate's spouse. The current environment creates a range of new opportunities for universities and presidential partners. The key to the future will be to find a way to tap the talents and experience of these "modern" partners for the benefit of the institution in a way that recognizes their personal choices and their professional portfolios (p. internet).

Haung asserted that not discussing expectations with the spouse becomes a problematic issue since most are coming into the role for the first time and have no idea of what the expectations are, or even think to ask. She predicts problems when expectations are ignored.

If an institution's expectations are not discussed during the job search and adequate staff support is not provided, the unfortunate result is an overworked spouse who discovers belatedly that the university is consuming all of her time and energies. Along with that discovery may come the realization that she is running a household where there is little privacy for the president and herself. Moreover, a spouse is usually in new territory and feels friendless as well, wondering why she ever left behind comfortable support systems to come to a new campus. The result is an unhappy spouse and an institution that has failed to take advantage of an invaluable resource (Haung, 1999).

The narratives I found during my review of literature are consistent in stating that spouses had little to no idea of what the expectations were as they moved into their role (Kemeny, 1979; Oden, 2004, 2007; *The president's spouse: Volunteer or volunteered*, 1984; Su, 2007; Toll, 1984). As one spouse stated, "When we were new I remember that the number of institutional functions we were expected to host each year was mind-boggling" (Oden, 2007, p. 51). The following quote illustrates the unrelenting nature of the president's role and the spouses' responsibilities:

We must find the time to meet with faculty, students, townspeople and alumni.

We must give numerous parties to which we invite a mixed group from the

College: administrators, staff, Medical School, new, tenured and retired faculty; and from the town: merchants, the Chief of Police, priests and politicians. I travel with John on College business, getting to know alumni, more than any other president's wife (Kemeny, 1979, pp. 31-32).

In one survey, which will be reviewed more thoroughly in the next section, 88% of spouses responded “no” when asked if anyone at the institution explained the expectation of their role as spouse, (*The president's spouse: Volunteer or volunteered*, 1984). Kim Burse, spouse of Raymond Burse, president of Kentucky State University between 1982 and 1989, wrote

It was not until weeks later that it dawned on me that I had not been formally included in the interview process surrounding the selection of the interim president and spouse. Another glaring absence was the lack of explanation by the Board of Regents of my role and job as spouse. Even though we are in the age of the liberated woman, the Board of Regents, like many other university governing bodies, had not yet recognized the efforts of the spouse and the tremendous role the spouse plays in conjunction with the president . . . Evidently, the only expectation was that the spouse would accompany the president to all university events — official and unofficial — with a smile (*The president's spouse: Volunteer or volunteered*, 1984, p. 124).

If the role was not mentioned or explained at the outset, it may be assumed that the specific expectations regarding the role in development were likewise ignored.

Role Formalization

Discussion about formalizing the role of the president's spouse peppers the literature (Basinger, 2000; Cotton, 2003; Friedman & Bassett, 2007; Gose, 1997; Haung, 1999; *The president's spouse: Volunteer or volunteered*, 1984). Most of this literature contains anecdotal evidence or statements that the spouse's role should be formalized through title or contract; however, it was impossible to tell if there has been a trend one way or another.

In 1983, the National Association of State Universities and Land-Grant Colleges (NASULGC) surveyed 104 spouses of presidents or chancellors who are members of the Association. The survey, which included a section entitled "Your Role and Job with the President/Chancellor," found that "The majority function as hostess, supervisor of staff and maintenance, entertaining coordinator, director of the official house, food arranger, campus correspondent and representative at national meetings, tour guide, community leader and all-around public relations person" (*The president's spouse: Volunteer or volunteered*, 1984, p. 17). This report also revealed that 75% of the respondents entertained at least 1,000 guests per year and 45% welcomed more than 2,000 or more guests. Related specifically to formalization of the role, "only four percent of spouses surveyed had a written job description, only half of the spouses were included in the interview process when the governing board member considered the president or chancellor for the position," (p. 18). This survey has not been replicated by NASULCG since its original administration.

Spouse Compensation

Discussion of compensation for the spouse surfaces with some regularity in the literature (Basinger, 2000; Cotton, 2003; Dowdall, 2004; Fain & June, 2007; Friedman & Bassett, 2007; Haung, 1999; MacDonald & McLaren, 2001; Mooney, 1988; Oden, 2005, 2007; *The president's spouse: Volunteer or volunteered*, 1984; Schemo, 2003; Su, 2007). Compensation is often tied to formalizing and clarifying the role of the spouse. Again, no formal survey data are available to identify a trend, but the publications indicated a growing movement toward formalization. Cooper (2007) notes that, “it is progress that roughly 20 percent of presidential spouses in academe today receive a salary, anywhere from \$5,000 to \$75,000,” but provides no reference for those statistics. Even the form of compensation is varied, with types discussed and suggested including salary, honorarium, annuity, membership fees, benefit coverage, or personal expense accounts.

At the January 2008 President’s Institute of the Council of Independent Colleges (CIC) Matthew Thompson presented a session entitled “Presidential Spouses: The Results of a National Survey” (M. Thompson, 2008). I contacted Dr. Thompson, who shared his dissertation with me. His study employed mix-methods and included a survey of CIC spouses, male and female. He reported that 23.8% of spouses who responded to the survey receive remuneration and that 34.7% thought they should (2008, p. 128).

Teresa Johnston Oden, spouse of Carleton College’s president and recipient of an honorarium herself, is one person leading the charge in this area. She has published a book entitled *Spousework* (2007), launched a website with the same name (www.spousework.org), and been published in *The Chronicle of Higher Education*,

Trusteeship, and *Inside Higher Education*. Her topics fall into two broad areas — “expectations” and “formality of role” — which are exemplified in the chapter titles from *Spousework: Preparing for a Different Way of Life; On Getting Information and Giving Intelligent Support; Social Work, or Entertaining and Being Entertained; and Pay for the Spouse — Yes or No?*

The term “spousework” is somewhat telling. As Oden (2007) describes it, “Like housework, it’s a job that seems to attract the most notice when it is done badly, or not at all. Like housework, some elements of it may be, depending on one’s personality, downright disagreeable” (p. xv).

Governing boards also appear to be weighing in on the subject of compensation. Last year, the Association of American Universities issued guidelines urging schools to consider providing a titled position, salary and/or benefits for spouses of presidents. The AAU, a group of 62 research universities, estimates that more than a quarter of its members compensate the husbands and wives (Su, 2007).

Paying a university CEO’s spouse has also been criticized. In 2001 at the University of Toronto, then-president Birgeneau’s wife, Mary Catherine, came under a firestorm of negative publicity when the University of Toronto offered and she accepted an annual salary of \$60,000 (MacDonald & McLaren, 2001). Mrs. Birgeneau reported that she was “really humiliated” by the ordeal (Schemo, 2003, p. 10). The Birgeneaus now serve the University of California-Berkeley, where Mary Catherine devotes as much time to her husband’s university, but does not get paid (Schemo, 2003; Su, 2007). The Su article features Mrs. Birgeneau because the regents of the University of California were

debating spousal salaries, which had been allowed, but were discontinued in the 1980s.

What the Regents did approve in 2007, and what is still in effect today, is the title

Associate of the Chancellor and business-related expense coverage for said Associate, but no salary (*Policy on the associate of the president and the associate of the chancellor*, 2007).

Spouse's Role in Development/Fund Raising

There are no universally accepted descriptions of fund raising and development; however, while *fund raising* is a common term, *development* is a more descriptive and inclusive term. In professional jargon, fund raising tends to denote the quick, in the door, get-a-gift-and-move-on method, whereas development denotes building a longer-term relationship resulting in multiple gifts and associations. "Development" is often the umbrella term for fund raising and alumni relations. Since there is little literature on the spouse's role in any of these categories, all external relations for the purpose of increasing private support of a university will be considered "development."

The articles or publications I found discussed the role of the president's spouse and also commented on expectations associated with development: entertaining alumni, attending or hosting alumni events, traveling to meet donors, personifying the university, or hosting donors at athletic events. The NASULGC report (1984) previously cited includes numbers of people the spouse entertains for development purposes.

While this information is old and not verified with empirical data, Deborah Toll, wife of John Toll, president of the University of Maryland from 1978 to 1988, found it "interesting to note that in the 20 top universities that raised the most money in 1981–82,

only four presidents' spouses worked full time. Five spouses work part time for pay but spend the majority of their time on the university" (Toll, 1984, p. 46). In a very quick review of the top ten fund-raising institutions for the 2005–2006 academic year according to the Council for Aid to Education (Wolverton, 2008), all ten of the presidents or chancellors of these institutions are married. Two of those CEOs are women whose husbands have full time jobs. Of the eight male presidents, two have spouses who appear to have independent careers. The amount of time the spouses work versus the time they spend on university business is undetermined.

In her book about her years as first lady of Dartmouth, Jean Kemeny (1979) states, "Alumni relations are a major part of the job of the President (and the President's wife). Good communication, rapport and understanding between the alumni and the College are in the end, up to us" (p. 90).

The devotion of first ladies is summed up well here, "As to whether the spouses of university presidents work as hard as other officials, the AAU's Smith says harder, in most cases. 'Just the fundraising obligations alone would often qualify as a full-time job'" (MacDonald & McLaren, 2001, p. unknown).

Overall, the literature indicates that there is a role in development for the university CEO's spouse. However, that role is not always well defined, may cause difficulties for both the spouse and the institution, and may impact the success of the institution — its leadership and its external relations.

CHAPTER 3

Methodology

While I chose to use qualitative interviewing, the topic under investigation could have been studied in many ways. The literature exposed both quantitative (*Presidents' spouses: The insiders' view*, 1984; Su, 2007); qualitative (Basinger, 2000; Cooper, 2007; Haung, 1999; Kemeny, 1979; Oden, 2007; *The president's spouse: Volunteer or volunteered*, 1984; Riesman, 1982); and mixed (M. R. Thompson, 2008) approaches to study in this area, but the role of the spouse appears to be most often explored using qualitative methodologies. These studies show the role that the spouse assumes is multi-dimensional and as individual as the person in that position. The spouse may be a constant fixture at university events, a leader for special projects for the institution, an organizer of community activities, event host, or host of college donors. Conversely, traditional wisdom within higher education holds that the spouse should not take an active or official role in university life.

Given my review of the literature and the methods used to generate that knowledge, I judged that the complexity of the role could best be captured using a qualitative methodology. This approach is sensitive to the nuances, multiple voices, and myriad factors that compose this topic. Consequently, I undertook a qualitative study, specifically a narrative and phenomenological analysis to capture the spouse's roles.

A foundational question for narrative analysis or *narratology* according to Patton (2002) is, "How can this narrative be interpreted so that it provides an understanding of and illuminates the life and culture that it created?" (p. 115). Since there is no study to

replicate and no theory to be tested, a qualitative narratology elucidated the role of the presidential spouse and answered the questions guiding the research: (a) is the spouse's role in development formalized, (b) was the spouse aware of the school's expectations for her in this area, (c) what has been the role of professional development staff in assisting the first lady, (d) is the spouse recognized or compensated for her duties, (e) how can the role be improved, and (f) what could be done to make the role more satisfying, productive, or efficient?

In addition to taking a narratological approach, I employed phenomenological analysis, which Patton defines as seeking “to grasp and elucidate the meaning, structure, and essence of the lived experience of a phenomenon for a person or group of people” (2002, p. 482). I identified the major themes, interpreted the meanings, identified phenomena, and located experiences that relate to these research questions through the interviews.

Sample Selection

There are numerous types of four-year institutions of higher education — public, private, religiously affiliated, progressive, conservative, traditional, non-traditional, single-sex, residential, commuter, on-line, and so on. To find common aspects of the spousal role across all of these types of academies would have required a sample size well beyond the scope of a dissertation. Thus, I narrowed my research to public universities. Why? Since entering the field of university development in 1985, I have worked for three public institutions. I am also a product of public higher education, having earned both of my degrees from this type of institution. In addition, I believe

firmly that higher education should be available to all who seek it; this is a founding principle of public land grant colleges and universities. An 1887 quotation from Senator Justin Morrill exemplifies what I believe to be the purpose of public universities:

The land-grant colleges were founded on the idea that a higher and broader education should be placed in every State within the reach of those whose destiny assigns them to, or who may have the courage to choose industrial locations where the wealth of nations is produced; where advanced civilization unfolds its comforts, and where a much larger number of the people need wider educational advantages, and impatiently await their possession. (“About the land grant system,” 2008).

I also focused on public universities because they are relative newcomers to the fundraising arena. As this type of institution moved from *publically supported* to *publically assisted* (and some CEOs have now said *publically tolerated*), philanthropy often has been viewed as a resource to make up the shortfall in the state’s budget allocation.

The pressure to tap private donors is particularly acute at leading public universities, where state aid hasn't kept pace with soaring costs. Already, gifts and endowment income outweigh state appropriations as a share of the budget at both Michigan and the University of Virginia (Symonds, 2004, p. unknown).

While people may mistakenly think that public institutions do not participate in development or fund raising, a glance at the Council for Aid to Education (CAE) reports will show that public universities are players on the fund-raising stage. CAE’s data for

2007 showed that of the 216 research/doctoral institutions reporting, 140 were public (*Contributions to colleges and universities up by 6.3 percent to \$29.75 billion, 2008*). This same press release related that of the \$18.6 billion raised within higher education, public institutions accounted for more than half of the total. And as stated in Chapter One, fund raising is an important role for the president or chancellor. In addition, as the literature review indicated (see Chapter Two), development — including fund raising and alumni relations — often is part of the spouse’s expected duties (Cooper, 2007; Fain & June, 2007; Kemeny, 1979; Mooney, 1988; Su, 2007; Toll, 1984). Thus, my research focused on the traditional spouses (see sampling section below for a discussion of traditional spouse) at public universities and specifically public universities that are members of the National Association of State Universities and Land Grant Colleges (NASULGC). NASULGC is a voluntary, non-profit association of public research universities, land-grant institutions, and many state university systems. Its 218 members represent campuses in all 50 states and the U.S. territories. Focusing on universities that are NASULGC-member institutions helped narrow the pool of potential respondents while still leaving a sufficiently broad population from which to draw.

Participant Selection and Description

I chose my respondents using *purposeful* sampling. According to Patton, “The logic and power of purposeful sampling lie in selecting *information-rich cases* for study in depth” (2002, p. 230). I selected participants who are traditional spouses of CEOs at NASULGC-member institutions, with *traditional spouse* defined as females married to male CEOs. My sample involved seven individuals from seven public universities.

I used several techniques to identify spouses for this study. The Chair of NASULGC's Council of Presidents' and Chancellors' Spouses helped me identify several respondents who subsequently agreed to participate in the study. Through my professional work, I have had contact with several first ladies, development staff, and trustees whom I prevailed upon to help me identify potential respondents. Those contacts then provided me with introductions to yet other potential participants. In some of the early interviews and consistent with snowball sampling, I also asked respondents for nominations.

The spouses who participated were currently serving or recently retired from the position of first lady and had been active in that role between 2 and 24 years. They ranged in age from 40 to 70 years. Two held full-time jobs. Three of the FLs served more than one institution. They represented schools that varied widely in enrollment, from a 3,300 student single-campus institution to a 66,000 student multi-campus state university. The institutions were geographically diverse: two were west of the Mississippi, one was in the South, one was in New England, two were on the East Coast, and one was in the Mid-Atlantic region; they were located in both large metropolitan areas and small cities. Two spouses were from 1890 Colleges, institutions created with the Second Morrill Act in 1890 and commonly known as Historically Black Colleges and Universities (HBCU). The aforementioned demographics pertain to the respondents' current universities; however, I encouraged participants to comment on all their experiences. I sought to compose a sample that was representative of institutions with a broad range of

characteristics. The purpose of this approach was to choose respondents with a breadth of experience who could provide rich data from which to build my themes and findings.

I originally planned to interview the chief development officers (CDOs) at the FLs' respective institutions to get their views of the spouse's role in development. I succeeded in this with some exception. One spouse was at a university with no development program. Overall the group of development officers represented similar geographic, racial, and institution-size demographics as the FLs. This group included three females and four males; six were Caucasian and one identified as African-American. Six development officers currently worked with the spouses who participated in the study; one had experience working with two of the spousal respondents. One did not work with any of the first ladies interviewed, but was chosen because of her longevity at one institution and experience with multiple chancellors with different marital statuses.

After beginning data collection, I realized I was missing an important element that would enrich my study: board of trustee members. Early interviewees commented on interactions with governing boards and how members of these boards, especially the chairs, influenced their role. The literature also supported this (Cooper, 2007; Fain & June, 2007; Oden, 2005, 2008; M. R. Thompson, 2008). Consequently, I modified my proposal and received consent from my dissertation committee and Institutional Studies to add at least two trustees. In the end I interviewed three. This was a smaller group and did not include the geographic or racial diversity of the other two respondent groups, but all the trustee participants had served multiple institutions and worked with many spouses. One trustee was female; all were Caucasian.

Data Collection

In total, I conducted 17 interviews with seven FLs, seven CDOs, and three trustees. I also collected print material related to the respondents and reviewed websites for all institutions.

The proposal for this dissertation indicated the primary data collection method would be face-to-face interviews. Time and financial restrictions resulted in 11 in-person interviews with the balance conducted via telephone. In all cases respondents received, reviewed, and signed the approved Informed Consent Form (appendix A). In the majority of cases, these were signed before the interview started. In the events when this was not possible, I asked while the recorder was on if the interviewee had received the statement and agreed to the interview; I collected signed paper copies from phone interviews via U.S. Mail. Interviewees kept a copy of the form. I also verbally informed the respondents of confidentiality, specifically telling them that the information they shared with me would not be shared with their *colleagues* — spouse, development officer, or trustee.

All interviews were digitally recorded and those recordings, with the exception of one that I did myself, were professionally transcribed. A few of the respondents asked for the recording to be temporarily suspended mid-interview. Those requests were accommodated and information from that portion of the interview was only included as general interpretive analysis.

I employed an interview guide during data collection. According to Patton (2002), for this type of interview, “topics and issues to be covered are specified in advance, in outline form: interviewer decides sequence and wording of questions in the course of the

interview,” (p. 349). The guide allowed me to collect data systematically while allowing for adjustments to each interview. It also accommodated more in-depth questioning as required. I modified questions within the interview guide for subsequent data collection, based on experience in early interviews. Examples of the questions are attached in appendices B through D. A few respondents asked to review the questions before the interview and I obliged.

For all interviews, the session began with a series of demographic questions (i.e., years in the role, background, education, career), which helped ease the respondent into the interview. The inquiries then moved to more specifics about the respondent’s role, experiences, and thoughts. These latter questions were different for spouses, development officers, and trustees.

I asked the spouses about their duties as first lady, gathering factual information regarding types of duties and time invested in each. I then inquired whether these duties or expectations were explained before the role was assumed. My questions also sought information on how formalized the role was (e.g., contract or compensation). Finally, I asked the FLs for a frank inventory of what has worked, what has not, what could be improved and how, and advice they had for other staff on how to improve the *job* of spouse in university development.

Questions for the CDOs followed a similar pattern, also addressing their expectations before and after working with the spouse. The final questions followed the same line of inquiry as the spouses: what has worked, what has not, and advice.

Trustees provided demographic information; information on how the spouse was involved in hiring processes; intuitional expectations; public opinion; and suggestions on how the first lady role, and the trustee role, could be improved. In all cases, the trustees had experience at multiple universities and consequently the data they provided was both person and institution specific as well as relevant industry wide.

All interviews concluded with a question I found fruitful in other studies: “What haven’t I asked that I should to understand the role of the CEO’s spouse?” I have found this question often yields rich and unexpected information that can be further mined.

To conduct thorough and thoughtful interviews, I asked each participant for 60 to 90 minutes of their valuable time. I anticipated that most interviews in reality would take one hour, but that the extra time would be helpful to put interviewees at ease and gather all information. My expectations were accurate. The majority of the recordings were 50 to 60 minutes in length. The shortest was 42 minutes and the longest was 1 hour and 33 minutes. Of the in-person spouse interviews, four were conducted in the respondent’s home or university-provided house and one in a presidential conference room. The face-to-face development officer interviews were conducted in their offices. The two face-to-face trustee interviews were conducted in a mutually agreed upon location that accommodated the trustees’ schedule.

Tapes and transcripts were stored in my home or on my laptop computer. These were secured through physically locking paper documents in a room and password protecting electronic materials. The professional transcriptionist was informed of the confidential nature of information.

I also sought documents for review, examining alumni magazines and searching print material for reference to the spouse's involvement in development. In addition I asked interviewees to provide any written material about their role (e.g., contracts or memoranda of understanding).

Data Analysis

I followed Glesne's (2006) assertion that data analysis be undertaken simultaneously with data collection. As the author notes, "[this method] enables you to focus and shape the study as it proceeds" (p. 148). Glesne further exhorts the researcher to write analytical memos to self to develop insights and a deeper analysis of the data. I followed this suggestion by keeping a journal of my research. This practice proved to be very helpful, providing insights that I was able to interweave with my findings.

Once the interviews were conducted, transcribed, and edited, I immediately began reviewing and applying rudimentary coding. Coding and analysis were adjusted to cover unexpected themes or topics that arose during the interviews. When the majority of the interviews were transcribed, I built a more robust coding structure to capture more themes. I worked through 297 pages of single-spaced transcripts, which yielded nearly 600 data points that I recorded in an Excel spreadsheet. I printed the points on index card-sized pieces of paper and manually sorted these into themes I saw developing. This is a technique I have used successfully in the past and that in this instance brought meaning and interpretation to individual and collectively combined cases.

Quality Checking

I employed various methods for quality assurance. It was unrealistic for me to ask for a complete review by participants; however, I reviewed two early transcripts while playing the recording and found the transcriptions to be incredibly accurate.

As I was preparing the findings (see Chapter Four), I was able to speak with a woman who is currently an executive recruiter for university CEOs and who had served as first lady of a NASULGC institution. Those conversations served as a quality check and expert audit review.

I also presented summaries of my findings to development officers with whom I work. This was undertaken as transcripts were reviewed and coding initiated. These exercises provided feedback and peer debriefing. I used the information from these meetings to modify my themes.

Limitations

As with all qualitative research, the findings are non-generalizable. However, this study produced a perspective on issues that people involved in the field of development should be aware of and concerned about.

The study was limited by constraints I experienced because of the sensitive nature and confidentiality of the data. I found all respondents to be extremely open and honest. However, I was unable to report some particularly relevant data in my analysis due to its sensitivity. In other words, the data was so specific to one interview or institution in my small sample that it would have been difficult to maintain confidentiality. Being

committed to maintaining the trust and confidence of my respondents, I worked with the data accordingly.

Subjectivity

One reason I was attracted to this topic is that it is part of my professional life. My professional experience as a development officer and higher education administrator had a very positive impact on this study. I knew the jargon and understood the principles of development. My experience and my understanding of the spouse's role and its impact on development put my subjects at ease. During my career I have interacted with the first ladies at three different public universities. I have observed first-hand the time each spouse invested in making her husband's institution successful and the pressures university leadership places on the president or chancellor and his wife. I have also experienced the displeasure of spouses when events or travels have not gone well or print material was incorrect; worked to mitigate discontent; instructed staff regarding best practices while working with the first couple; and endeavored to make the roles for development staff and first ladies more satisfactory and productive for all.

I expected that my research would help elucidate the role of the spouse and provide helpful information to the spouse, development staff, CEO and, possibly, board of trustees. This research also allowed me to broaden my knowledge. I did not go into this project expecting that I knew it all, and fully expected to gain insights and knowledge, to be surprised by some of my findings. It will also be useful to me in my development career. Consequently, I was judicious in the way I presented information. My research provided sensitive information that, if not handled carefully, could be

embarrassing to the people involved and their institutions. It would also be professionally detrimental and unethical for me to report it indiscriminately. While my primary lens in viewing this work was that of a qualitative researcher, I also employed my judgment as a development professional with 25 years of experience. Thus I approached writing the findings section as if I were developing an article for *The Chronicle of Higher Education* or *CASE Currents*. This bolsters my intention to present findings in a manner that will neither embarrass any participant in the study nor be a career-limiting move for me.

CHAPTER 4

Findings

She neither sought nor relished her public positions, yet by all accounts she carried out the duties thrust upon her with enormous consideration and care. A line from an Alexandria newspaper's obituary for Martha Washington aptly summarizes the essential role she played: "She was the worthy partner of the worthiest of men" (Clark, 2002, p. dust jacket).

The preceding quotation about First Lady Martha Washington provides a simplistic view of my findings about university first ladies. While I did not ask the question specifically, none of my respondents indicated that their career ambition was to be the spouse of a university president; in most cases their roles evolved with their husbands' careers. Some did, however, relish it all the same. Despite any level of comfort or satisfaction, to a woman no spouse in my study was completely prepared for all that the role of first lady entails.

Presentation of Findings

The presentation of my findings follows an evolutionary path. I start with a discussion of the hiring process that creates a first lady (FL), move to skills necessary or learned to carry out the duties, discuss specific roles in development and university life, debate the merits and types of acknowledgement, and end with observations on public opinion's influence. This progression of the findings may also be viewed as moving from the personal, or individual, to the very public.

I use the term FL more liberally here than in previous chapters. The literature varies on terms used to refer to the spouse of a university chief executive officer (CEO). However, all spouse participants in my study refer to themselves and their colleagues as FLs, so I use that term.

I present what I learned from spouses, trustees, and chief development officers (CDO) in separate sections under thematic areas. This approach provides a modified 360-degree elucidation of the role of the CEO's spouse in development.

Confidentiality

Confidentiality dictates that I not identify my respondents. While I respect this limitation, I wish that I could give credit to the respondents who shared so much rich data with me. They were all very generous with their time, thoughtful with their comments, and obviously dedicated. However, the data is richer as confidentiality allowed them to be open. To bring more life to the data, I assigned pseudonyms to the respondents. All FLs in the study have names beginning in "S" for spouse; CDOs have names starting with the letter "C" and trustees the letter "T." I tried to match the gender of the interviewee with the name as in a few instances the gender of the respondent enriches the data. The assigned names carry through the chapter, but are not used if doing so would breach confidentiality.

Hiring

The term *hiring* as used here refers to the time period when a university is recruiting, interviewing, negotiating, and installing a new CEO. For the first-time FL this period provides an early glimpse of her role. For the experienced FL this is the initial

contact with her potential university. This is the period when trustees are selecting a leader for their institution and CDOs are receiving glimpses of the person with whom they may be working.

First Ladies' views. None of the FLs interviewed felt they were formally interviewed during their husband's selection and hiring process to lead a university. All visited the campus and many were invited on a tour, met with different groups, and dined with members of the search committee. Although they were not told what weight their interactions held in the selection process for the CEO, all of these intelligent women knew that some judgment was taking place. "So, you know to some extent you are being interviewed unofficially," said Sarah.

The topic of stated and unstated expectations resurfaced throughout the findings. The FLs reported that the few expectations communicated during the hiring process turned out to be different in reality. All interviewees indicated the time commitment to the university is more than they thought it would be.

In some cases, through interactions with the search committee or trustees and the obligatory campus visits, the FL gleaned some, but not all, of the expectations. They reported that it was easier to get information on their likely role through larger public events like homecoming or other campus-wide traditions. The FLs were largely left to divine further expectations from informal conversations and questions they asked. Some FLs met with their predecessors; however, this only happened when the prospective CEO was an internal candidate or had worked at the institution previously and knew the outgoing first couple.

The previous FL is a factor to be considered during the hiring phase. Following a popular FL can present challenges for the potential candidate. More detail will be presented in the section on *qualities*, but suffice it to say here that FLs felt it important to chart their own course rather than follow the course of their predecessor or depend heavily on expectations indirectly presented to them. Each FL has her own unique personality, background, and level of university involvement that would be difficult for another woman to emulate exactly. Institutions with strong expectations for the FL can be a challenge for the first-time FL. This is particularly the case when the new FL follows a popular or well-liked FL.

Sally followed a very popular FL who was extensively involved in the life of the university. At nearly every interaction during the hiring process, she was asked if she would carry on the same duties as her predecessor. For example, students asked her if she was going to welcome them into the president's house as often as Mrs. Predecessor. After Sally and her husband finished interviews at the campus and were back home relaxing, they received a call from the student newspaper editor at the prospective institution. Before he spoke with the presidential candidate, he spoke with Sally, asking, "How did you feel about coming to a campus and following the spouse that had been so loved?" Sally almost told her husband not to take the job if offered as she felt as though she were being set up to fail. In the end they decided he should take the CEO position and Sally set her own standards for the role.

Two FLs told the hiring committee that they planned to pursue their professional lives outside the university and would not be as available as their predecessor. Even in

these cases, the respondents knew that there were still expectations that they attend football games or other large university events. Another FL continued her career for a few years but then gave it up after her involvement with the university became more time consuming. Whether they retained their outside careers or not, all FLs interviewed played a role within their husband's university.

With the exception of one, all institutions provided an official residence for the first couple. One of my respondents chose not to live in the university-owned house, but used it for hosting events and overnight stays in the event of late night or early morning commitments. I visited the campus house to get a perspective on their living arrangement. The house was very nice, but literally on the university quad. I had to be careful not to hit students as I pulled into the driveway.

Another FL found a clause in her husband's employment contract requiring them to live in the university's house. This did not preclude them from owning another home, which they do, but the university house was the mandatory primary domicile. Their own home is closer to downtown and served as an escape when they needed a break from public life or when their schedule made it easier for them to be in town.

Several of the respondents referred to living in a university-owned property as *public housing*. This was not said in a derogatory tone, but simply stated as a matter of fact. The home was owned by the university, and the first couple was restricted, most often by budget and public opinion, in what they could do to make it fit better with their tastes and lifestyle. Susan reported that she felt like she had won the lottery by moving into the stately campus house. However, she quickly realized it was like living *over the*

store; you are on 24 hours a day. Regardless of whether the couple lived in the house or not, they often had significant input on how and when the house was used for functions. The use of the house was not discussed during the hiring phases, but FLs felt there were certain unwritten and unspoken expectations.

Several FLs pointed to the helpful mentorship of professional organizations. All FL respondents attended a NASULGC Council of Presidents' and Chancellors' Spouses program at some point, at least once. The organization's annual meeting always features a meeting of the presidential spouse group, its stated purpose being to "aid spouses in networking, supporting the president or chancellor, fostering campus community, and connecting the university to the community" ("National Association of Statue Universities and Land Grant Colleges Council of Presidents' and Chancellors' Spouses," 2009). Samantha mentioned how important the mentoring program through the Association of American Universities (AAU) Partners' Organization was to her in her early days as FL. The Council for Independent Colleges (CIC) also has a very active program for presidential spouses. The fact that trustees did not discuss these resources during my interviews with them may indicate that they are unaware of them. This lack of awareness may hinder efforts to let a potential FL know about the resources available to her.

Trustees' views. The trustees interviewed for this study had many years of service on the boards of multiple universities or other educational institutions, as well as the benefit of hindsight — both traits that enrich the data.

All trustees reported that they had been involved in the hiring of a CEO while they served actively on the board or as part of a committee that screened finalists. Each trustee respondent had also been involved in at least one hiring process when the spouse was not considered. During the interviews, trustees were unanimous in asserting that, in the future, they would never participate in a search process without some contact with the prospective FL.

During interviews with trustee respondents, I raised the issue regarding the legality of involving the FL in the hiring process since it is illegal to inquire about marital status (“Prohibited Personnel Practices,” 2007). However, as a candidate moves toward an on-campus interview and visit, the trustees usually know through the candidate’s self-disclosure if there is a spouse. Each trustee said the candidate’s marital status does not influence the hiring decision but, if there is a spouse, it behooves the board to have a conversation with the candidate and spouse about the spousal expectations so that all parties may make an informed decision. To further flesh out this issue, I consulted with a colleague who specializes in higher education executive searches. Her firm instructs trustees and search committees:

The spouse should have a separate schedule, which should be designed to provide a comprehensive picture of the area and of the people the next president will interact with professionally, socially, and in daily life. As with the candidate, the spouse should have designated hosts/guides throughout the schedule. If the spouse has particular professional, family, or personal interests, special efforts should be made to arrange appropriate meetings related to these interests. The committee

chair should inquire about such special interests when calling to arrange the interview (personal communication, February 18, 2009).

This colleague further stated that her experience shows that “conversations on spousal role may get more specific when the selected candidate is negotiating his or her contract with the trustees particularly if there is an exploration of spousal compensation” (personal communication, February 18, 2009).

Today’s boards demand the CEO to be the chief fund raiser, with a higher percentage of time devoted to this responsibility than in the past (“The Chronicle Survey of Presidents of 4-Year Colleges,” 2007). Trustee respondent Terry noted, “It’s not your father’s university,” meaning times have changed. One of the biggest changes he and the other two trustees interviewed noted was the tremendous financial demand of a university and the resultant demand on a CEO’s time. Fund raising often requires travel, entertainment, and evening and weekend work. Terry speculated that fifteen or twenty years ago, unless the spouse garnered negative headlines, the board had no questions about her involvement or role. The trustees assumed she would play the role of university hostess at a few events a year and tend to home and hearth during all other times. All the board wanted in the past was a FL who was supportive, understanding, welcoming, and smiling at her husband’s side. As the demands of the presidency grew, so did the board’s expectations of the FL. Trustees viewed the FL’s role as growing from having a cocktail ready for her husband when he comes in the door at 6:00 p.m. after an invigorating day in his “old main” office to being willing to travel or to attend campus events if she wanted to see more of her husband other than the back of his snoring head on the pillow next to

her. Trustees are particularly sensitive to the expectation that FLs not hinder the president's ability to raise money. Despite the high expectation, there was no discussion of this during the interview process or subsequent interactions among the trustees, president, and FLs. The lack of discussion regarding requirements for the CEO's job and the impact on the first family can be a recipe for disaster.

During the president's interview process, trustees now welcome all the information they can gather on a candidate, including his spouse. They cannot afford to make assumptions about what a president wants, or is able, to do. They want the first couple to have as much information as they can obtain to make a decision about the position. Conversely, they also want information on the couple's ability to meet the demands of today's presidency so that they can make the best presidential selection. I asked Terry what would happen if a spouse declined to be involved in any discussion prior to their husband's hiring. The reply was "That would be a monstrous red flag."

Board members did not feel a formal interview of the spouse is required during the presidential interviews, but that meeting the spouse in a less formal setting, such as dinner, is sufficient. Trustees also want to make sure that the role the spouse might envision for herself fits with the culture of the university. The trustees further expressed the importance of the spouse being a partner with the president, regardless of how involved she was in the life of the university. And if the potential FL chose to be involved, the board members wanted to ensure that they knew how much. They did not want to be thoughtlessly hiring two-for-one. While some states will not allow the FL to be paid without a designated position, the trustees acknowledged that there may be other

forms of compensation. Acknowledgement of the FL's role might be just as important to the first couple as it is to the trustees. These options need to be discussed at the hiring stage. I deal with these implications further in the Acknowledgement section below.

Chief Development Officers' views. CDOs' comments on the subject of involving the potential FL in the interview process tracked with trustees' views, which indicated that spouses should be included. Development staff interviewed did not think that they needed to interview the spouse formally, but they did feel that at some point in the interview process they should have at least a chance to present to the candidate's spouse the wide range of options for involvement. Through this process, the potential FL can decide her level of involvement. This conversation also allows the development office to prepare appropriately. "I think it might clarify things. I think as much clarity as you can get is ideal," said Catherine when speaking of the potential FL's role in the interviewing process.

CDOs also shared the trustees' thoughts that times — and the CEO's role — have changed. They echoed the increasing time commitment required of the first couple in university development. The job is such an integral part of their lives that if the FL is opposed to the time commitments, it could be trouble for all.

An overarching theme started to emerge during the interviews with the CDOs: the intermediary role in which CDOs find themselves. Their charge is to raise money for the university. Often the CEO is integral to this. Regardless of how involved a FL chooses to be, development staff, more than any other department on campus, place demands on the CEO's time that will probably impact his family. CDOs want to be successful and also do

not want to come between the first couple. Worse yet, they do not want to be stuck between a FL and CEO or trustee and CEO when they have different views on the CEO's commitment to development.

Communication also emerged as a theme during these interviews, a theme that will be woven through the findings, and ultimately the recommendations. Again, CDOs said it was important for early and continual communication with the FL. Connie suggested,

You want to be the first person to deliver flowers, deliver that gift. You want to beat everybody else to welcoming that person, recognizing them, getting together with them, offer your assistance in getting to know the campus and community. And you want to be genuine.

One CDO reported a turn-about-is-fair-play situation in the interview process. He said that when he was interviewing for his job with the potential CEO, the interview was scheduled at the presidential residence. He assumed it was for scheduling ease. Reflecting on this, the CDO speculates the location was purposefully selected so the FL could informally interview him. She welcomed him to the house, took him to the CEO, and remained in the room and engaged in the interview before excusing herself. The CDO got the job and while working with this couple he observed that she was involved in the hiring process for all senior administrators. It made sense, especially when hiring a CDO. The CDO works closely with the CEO and, by extension, with the FL as well. To be successful, there needs to be a three-way fit. This theme is discussed in more detail in Chapter Five.

Partnership with the CEO

FLs, trustees, and CDOs interviewed shared similar perspectives regarding support of and partnership with the president. Everyone wanted to ensure the CEO's success. All saw the FL playing a role in this area.

First Ladies' views. As noted previously, none of the FLs interviewed said that their career ambition was ever to be the wife of a university president. However, once in that position, they reported that they considered supporting their spouse in his work as an important task. This did not mean that they did it at a cost to their own interests. Instead, they found ways that were helpful to their husband as well as comfortable and fulfilling to them. As Shelly noted

I think that role [of FL] has changed dramatically in today's time and I think there's still a need to have a spouse that can be comforting and sensitive. My opinion is when I see something that needs to be done and I can fill in that void, I do. Not only for me, for my own personal satisfaction but whether it is something that will help him to be successful in his role as chief operating officer of the school.

"You know, he definitely sees me as his partner, and especially his partner in fund raising," stated Stacy. Again, all partners reported they played a role in development, which ranged from being extremely engaged in details such as developing prospect strategies to more passive roles such as attending events. Two of the interviewees went so

far as to take on specific tasks, one running a parents' association, the other leading a development board for the university theater.

None of the FLs interviewed felt pressured to take an active role in development efforts. They acknowledged it was simply a natural extension of life with their spouse. All reported they discussed with their husband what they would and would not do and they reached agreements. Communication appeared to be important task to achieve a satisfying role in development. "Usually we work something out you know, and usually my husband will say 'I think this will work' or 'I don't think that it's time for this right now,'" said Shelly.

Trustees' views. As I reported earlier, trustees acknowledged that the president's position was extremely time consuming and carried with it a lot of pressure. All the trustees interviewed were married and could empathize with the FL in her role. "I think that a spouse can be a very important aide to a chief executive officer and I've learned that not enough attention is paid to it," reported Ted.

The trustees' words addressing the support of the president also came with warnings. Each trustee had experiences with first couples who did not work well together, a situation they viewed as a detriment to both the CEO and the institution. One trustee reported that the FL thought she ran the university. This did not sit well with the academic community, especially when her view was different from that of her husband and the board, and she freely shared those views with alumni and donors. In another case a CEO came into office with a strained marital relationship. The tensions spilled into donor relations when the FL made offensive statements to alumni about the institution

and her husband's leadership. Ultimately the couple divorced and the CEO resigned. The trustee speculated the two events were related. In response to my inquiry, trustee respondents noted that the limits of the board's involvement in the first couple's relationship appeared to extend only as far as the effect it has on the CEO's performance.

Chief Development Officers' views. All CDOs reported that the optimum CEO-FL situation was one of partnership. They further conveyed that FLs were an important source of support for the CEO. "I think the demands of a university president have gotten so strong and so much is on their plate that I feel for those that don't have a partner to go through it with them," said Catherine.

The CDO-FL collaboration is a skill generally acquired through trial and error rather than direct communication. Any direct communication normally involved a FL telling a CDO what she would and would not do in support of her husband and the university. The CEO usually was not involved with this communication. No CDO interviewed reported having a conversation with the CEO regarding deployment of his wife. Connie reported, "I have never had a chancellor absolutely give instructions about his spouse. I knew there were expectations through intuition and observation. But being explicit about it was never the case."

Again, as in hiring, the CDOs reported feeling like the intermediary on the topic of supporting the CEO. As an example, their support of the CEO often included keeping him on the road raising money, which could conflict with a FL who demonstrated her support of the CEO by making sure he was home to recharge. The CDO could be caught in the middle between keeping the CEO flying and keeping him grounded. However,

CDOs realized that interfering in the marital relationship was inappropriate. “I guess part of it [how they negotiate time] is just none of my business,” Conrad said. “For me, it’s all about context, understanding the couple, understanding their relationship, understanding their comfort levels, playing to their strengths,” said Christopher.

Qualities of the First Ladies

I did not ask any of my respondents what qualities were necessary to be a successful FL in university development. This was, however, a subject on which nearly all of the respondents commented. The information they provided was very enlightening and influenced the research questions. Thus it warrants a section in my findings.

First Ladies’ views. All FLs at some time during the interview mentioned qualities or skills they brought to their role that they felt made them successful and that provided a sense of satisfaction in this demanding position. I think a number of quotations from FLs tell the story best:

- “If you don’t have a good self image, if you don’t have a sense of self esteem it can get to you, and it can have an impact on your marriage.”
(Susan)
- “Certainly people skills are helpful.” (Susan)
- “I’m doing it my way.” (Shirley)
- “I have to be myself.” (Samantha)
- “They describe me as welcoming, cordial and appreciative of people’s contributions.” (Shirley)

- “At every institution I kind of choose my signature project.” (Sally)
- “I think your first year you should figure out who you are as a presidential spouse and be patient.” (Samantha)
- “I think talking to other presidential spouses about what they do is important.” (Samantha)
- “You really should try to be very comfortable with who you are and not believe most of what people tell you.” (Sarah)
- “You should really try to enjoy the experience and really dwell on the positive aspects of it.” (Sarah)
- “I would want to have an outside career or something; I would not want to spend my time hosting events.” (Susan)
- “I’ve learned to under commit and over deliver.” (Sally)
- “You’re playing a role.” (Susan)
- “Just be comfortable with making conversation.” (Susan)
- “Treat everybody the way you want to be treated.” (Shelly)
- “You have to have a strong marriage.” (Susan)

As these statements illustrate, it is helpful for the FL to have a strong sense of self, a purpose, and a thick skin. The last section of my findings explores public opinion, which brings these qualities full circle, especially the thick skin.

One quality all FLs shared was a personal commitment to higher education. This became evident during the demographic portion of the interviews and carried throughout our dialogue. I did not ask specifically if they were first-generation college graduates, but

I learned that at least three were. All seven FL respondents reported that pursuing a college education was important to them and that they brought that drive to their FL role. They saw one of their important roles as that of cheerleader for the importance of an undergraduate degree, especially for women or first-generation students. One interviewee spoke in great detail and with fondness of how she benefited from the largesse of the first couple at her institution when she was struggling to attend college. She was from a single-parent, low-income home. Her dream was to attend college, but the costs were formidable for her and her mother. Through her church she found a college that covered her tuition, but there were other expenses she could not cover. She related how *in those days* university presidents seemed to have much more leeway in dismissing bills and the FL was actively engaged with the welfare of students. She felt that the work she did as FL was a way of paying back. She also bemoaned the fact that federal regulations regarding student financial aid made it harder for the CEOs to assist a struggling student personally.

Another idea the FLs embraced was the knowledge that they were *temporary* caretakers of the institution. The role was all consuming, yet it was for a limited time; someone came before them and someone would come after. None of the FLs interviewed felt their successor needed to follow in their footsteps, but rather should cut his or her own path.

The FLs also realized that some friends they made were in certain ways fair weather friends — friends of the FL's position rather than of the FL herself. The first couple received invitations to join wealthy university donors on vacations or at events as

friends would invite each other. However, the FLs understood that those friendships may not continue after the CEO departed. They also realized they do not have the personal financial resources to *keep up with the Joneses* (i.e., the donors with whom they interact).

A final unspoken trait emerged from my data analysis: pride. All FLs took pride in at least one project they accomplished at their universities. These legacies ranged from chartering volunteer support groups to raising money for programs. One expressed gratification in helping her institution acquire a historically significant piece of property. Another FL felt pride hearing a recent graduate tell her and her husband how welcomed he felt on campus when he was not sure he could succeed in college. This reception from the first couple gave him the motivation to stay in school.

Trustees' views. Although trustees were less effusive in suggesting qualities of the FL, their lack of comment did not preclude this theme emerging from their remarks. But it was expressed as individuality; each FL had individual characteristics, as understood by the trustees. They did not feel there was any single quality or group of qualities that a FL must possess, rather that it was a role to which FLs should apply their unique strengths. No trustee wanted a FL to do things because she felt pressured. "It would be very nice if she enjoyed taking on the other duties. But I think that when you're forced into it doesn't always turn out too well," stated Tricia. "I think it's best if the spouse is involved, but involved of his or her own volition," Ted said. I summarized the trustees' perspectives on qualities as play to your strength.

Chief Development Officers' views. CDOs were more generous than trustees with their statements regarding qualities. It stands to reason as, on a day-in-day-out basis, the

CDOs spend more time than trustees interacting and collaborating with the FL. They also spend more time thinking about the FL's role. CDOs supported several of the opinions shared by both the FLs and trustees. They also recognized one quality that the other interviewees did not — the ability to live in a fishbowl. CDOs acknowledged that the first couple is often on display; people are watching them and freely express their opinions about them. I address this topic more fully in the section on public opinion.

The CDO interviews also brought voice to another quality underlying FLs' and trustees' comments: political savvy. An involved FL deals with a wide-range of people and needs the ability to gauge the needs and motives of others, both on and off campus.

CDOs did not perceive contemporary FLs as women of yesteryear, the happy hostess, seen but not heard. The officers felt strongly that it was important for the CEO's spouse to have her own voice, possess a clear sense of who she is, articulate what she wants, and be comfortable engaging prospects on topics that may not be directly related to the university. Should a FL wish to adopt a cause at their university, CDOs were pleased to find options that matched her interests and were, simultaneously, institutional priorities. One CDO asserted that the FL can also be a champion for women's issues and a source of pride to the broader community. Connie stated,

I think the chancellors or presidents who are married to strong women actually end up being much better advocates. I think it is a source then of great pride for alumni if the chancellor's wife is a strong and successful person in her own right and not riding on her husband's coattails.

Carl expressed concern that a FL may be too forceful. He knows his CEO's wife has a strong influence over him and the school; however, "She doesn't exude that. In terms of running the school and making any decisions, if she is making decisions at home, you never hear it."

Finally, CDOs expressed hope that the FLs with whom they worked were interested in development. A curiosity regarding development would lead the FL to want to learn more about the functions of external relations and fund raising. This interest would, in turn, help them work with the development office to define a role that was mutually agreeable and productive for the university, the FL, and CDO.

The theme of communication, interwoven in several areas, ran strongly through the CDOs' statements regarding qualities. These people like having early, regular, and direct discussions with their FL concerning how best to play to her strengths. Without this communication, CDOs were left to observation and guesswork, which can be time consuming and frustrating for both parties.

Role in Development

Since the primary focus of this dissertation is to elucidate the role of the university CEO's spouse in university development, this section is understandably the longest of this chapter. Themes that surfaced in earlier sections, primarily communication, resurface here as well. In addition, a new theme is introduced and carried forward through the end of findings: that theme is divergence. By divergence I mean difference of opinion among respondents at any given school, rather than movement in

different directions. However, if the differences of opinions become too strong or entrenched, they may in fact lead to the parties moving in different directions.

First Ladies' views. My findings lend credence to my assertion that today's university CEO and his spouse invest a great deal of time in development. As a reminder, for the purpose of my study development includes fund raising and alumni relations.

As this is a qualitative study, I did not gather exact hours or percentages of time that the FLs gave to university development. That said, all FLs asserted it was the area of university-life that received the lion's share of their time. They reported spending from 10 hours a week (Shelly, who holds a full-time job and said the 10-hour estimate did not include weekends) to 40 or more (Shirley, who was very engaged with her husband's school). The most common response recorded was "a lot." One FL easily recalled the number of guests she hosted at the university house the previous year: 8,891.

The FLs were not asked to rate their satisfaction with the time invested in development. However, there were few complaints. The investment of time was offered in a matter-of-fact manner. While there are both personal and institutional expectations, the FLs engaged in development work on their own terms. Samantha even commented that she would do more development work if she had the time.

I found that development involvement differed with the size of the school. At smaller institutions, the FLs were more hands-on or involved in details. Shelly's husband was president of a small private college before moving to a larger state school. At the smaller school, Shelly said, "Many times I cooked for my own receptions and dinners." At the larger university there were staff resources to cook and to plan the events. The

majority of the respondents I interviewed had university staff who helped organize events.

The FLs felt the biggest contribution they made to development was in *friend raising*. Professional jargon labels this *cultivation* and *stewardship* of prospects.

Cultivation is work done to bring prospects to the point where they may be solicited for a gift. Cultivation ties closely with what was stated in the qualities section of my findings.

FLs, trustees, and CDOs all observed that having a FL who was welcoming and possessed the ability to engage with a wide range of people was positive. “I’ve never been to a party I didn’t enjoy. I enjoy meeting new and different, varied people. That’s the part that, being in a university setting, keeps you fresh,” reported Sally.

“Well the director of development was so happy to have me. He just couldn’t believe his good luck,” stated Stacy. The FLs felt their involvement in development was a bonus to the university. They also felt that it was one of those unstated expectations from the trustees. FLs also liked being deployed for development activities. They thought they could have an impact. Samantha observed,

I think it would be beneficial for fundraisers to really take advantage of the presidential spouse. ‘Cause there’s only one president. And utilize them not so much for events and picking out the napkins and the tablecloths, but really utilizing them because they’re very very intelligent men and women who have their own lives, and many of them are very very accomplished. You start to include them in the strategy cause you only have one president and this could really – this could really further your fundraising. As you’re going into these

billion dollar campaigns, it takes a village. I think it's a missed opportunity to not utilize them to their full capacity.

Shirley enjoyed writing personal notes to prospects with whom she had interacted. She also sent flowers for special occasions and attended funerals.

Active engagement in development also allowed the FL to enhance a university program of direct interest to her. One FL reported being heavily involved in fund raising for a medical program at her campus's medical school because her mother suffered from the disease targeted in that program. Another FL who had a passion for the arts took on a significant role in raising money for those programs on her campus. The art museum was a focal point of her attention. Finally, Shelly reported she supported development efforts in general, "because I have a commitment and because it's the right thing to do."

As stated at the outset of this section, I found divergence on the topic of development. What FLs viewed as development and what CDOs viewed as development can be substantially different. This will be explained more in the CDOs' views section.

The first couple like any married couple, *talked shop* and made plans. The shop talk was sometimes a discussion of what worked at an event or what a prospect said to the FL regarding their interest in a development initiative. If this was not reported to the development staff, they could not work this information into development planning. Also, the first couple sometimes agreed to an engagement that did not rank high on the development office's priority list for use of the CEO's limited time. "I'd say anything that really looked like it was putting the university in a positive light," Sarah thought, qualifies as development. Not all CDOs agreed with that statement.

On the other hand, when FLs expressed frustration in development work, it was primarily because they were not consulted. Plans could be well underway for an event the development office assumed the FL would attend, yet she had not been consulted. Frustration was also voiced when staff did not follow the FL's guidelines on events (e.g., food preferences, length of programs, physical set-up). When FLs served with no remuneration, they hoped at least their wishes would be honored.

Another area of divergence related to whom FLs considered as part of the development staff. The FL may have viewed the president's assistant, an event planner, or even the house manager as development staff. However, unless they were in the direct employment of the development office, the CDOs did not share the same view.

FLs declared it important for the CDO with whom they most closely worked to be in synch with the first couple. Because development was an area in which they invested so much time, it would naturally be a problem if they were out of synch. Commenting on why there was a change in staffing after a president arrived, Samantha said, "He [newly hired CDO] fits more with our personality, well at least with my personality and I think with [my husband's]. I think it's all about personalities. The president gets to make a choice [regarding development staff]."

Sometimes it was not simply an individual but the culture of the development office that did not mesh with the first couple. Stacy described the development office at the school where her husband had been appointed as "kind of exhausted." The CEO and by extension the FL (and I assume the trustees, too) were anxious to raise money for their school. The university CEO replaced the CDO with a person who shared his vision.

Incidentally, this was the school where the FL informally interviewed the CDO who replaced the “exhausted” CDO.

By and large, the FLs had positive comments about development, the people who staff this area, and their collaboration with them. They viewed development as an ally in moving their institution forward. When they clicked, they made progress and work was not drudgery. When it did not work, a change was needed and the CEO was the one who needed to make it.

Trustees’ views. The trustees’ contribution to this area of analysis was relatively light. It is not that they had no opinions, but rather that FLs and CDOs had much more to say about the FL role in development. The overall belief was that development, or fund raising, was a very important job for the CEO and whatever assistance the FL could lend made trustees happy. Terry said it was “very much a very definite asset [when the FL is engaged in development].”

Tying back to getting to know the spouse before the CEO is hired; trustees cautioned that if the spouse is not supportive of development activities, she could have a negative impact on the institution. If the FL had no interest in development, trustees felt it was better for her not to be involved at all rather than risk alienating potential donors.

Finally, trustees observed that if a FL was going to have a very active or formalized role in development, they wanted to know about it. Where? How much travel? Engaging with whom? Operating independently? What staff support was required? These were some of the questions for which they required answers, not because they did not trust the FL, but rather because they wanted to be aware of what she was doing. They

also required this information in order to have an informed discussion about acknowledgement of the FL.

Chief Development Officers' views. Two officers interviewed said the time we spent talking during the interviews was easily the most time they ever pondered the FL's role in development. "This whole topic has been kind of thought provoking for me because we have not been thoughtful about her role," said Charlie. This endorsement indicates that this study will add to the body of knowledge concerning this topic. All respondents thought the FL could be an asset to their organization. CDOs were more concerned with underutilizing her; not using her to her full potential. The terms ambassador, host, and facilitator were used liberally by CDO respondents when describing the FL's role in development.

If the FL was underutilized, why? Several reasons emerged. First, CDOs do not have a strong history of working with the CEO's spouse. The CDOs' routine duties include — besides raising money — managing staff, engaging volunteers, monitoring budgets, and answering to the CEO. However, the FL was not in the forefront of their thinking in achieving the division's goals. Another reason was that the CEO had not directed the CDO to engage his wife in development. Most of the CDOs thought asking the FL to take an active role in development was encroaching on the private turf of the first couple. Respondents also voiced some trepidation that if the development office started staffing the FL, it could get out of control; resources could become dedicated to the first couple at the expense of other programs. A subliminal message emerged on this point: It was easier for a CDO to manage in strict organizational lines. The FL fell

outside those boundaries. She was married to their boss. Again, there was some unease about being an intermediary between the FL and the development priorities of the university.

The few CDOs who did engage the FL did so by playing to her strengths. For instance, if the FL was interested in environmental issues, then asking her to serve on a board promoting the university's initiative in that area was appropriate. As a specific example, while governmental lobbying was not a traditional part of development, one institution had a former FL who was experienced in that area and so they employed her as an informal lobbyist. The CDO did this by increasing the number of politicians and other decision makers on guest lists for events the first couple hosted. This institution was also able to use her in grassroots advocacy. The CDO reported that this worked for the former FL, but not the current one who did not share the same background.

CDOs who worked closely with the FL did so in a thoughtful manner. Catherine offered an insightful comment: "We know she's always part of it [development] whether overtly or not." This being the case, Catherine said she might as well try and be as overt as possible in engaging her FL. Connie, who made strong use of the FL advised the following approach: get in there early, develop a relationship, acknowledge the complexity of the role, and keep the lines of communication open. Christopher's advice was "Listen a lot because they tell you everything you need to know if you're listening." Carl suggested the first couple be treated like a significant donor. His analogy was that the president was likely to be the chief fund raiser (getter versus giver of money) and you want the CEO to be happy. Therefore, the CDO should stay in regular contact, thank the

couple for what they have done for the university, and when asking for something, explain why it is important to the institution. This was similar to the approach the CDO employed with major donors. This same method applies to the FL. It is important that she know the priorities and her role in achieving them as well as how she may be of assistance. Finally, it is crucial to thank her for her efforts.

Most of the comments from CDOs aligned with those mentioned earlier; the best use for the FL was often in cultivation and stewardship. CDOs did not feel, nor did the FLs think, it was appropriate for the FL to solicit major gifts directly. Major and principal gifts were the responsibility of the staff and the CEO. In one case, the FL was asked to carry out a solicitation. Unfortunately the request was declined and the prospect felt awkward having to tell the FL no. While the staff felt badly about setting the FL up for a failed solicitation, the FL felt worse and it took her a long time to regain her trust with that development office.

Another area the CDOs viewed as a role for the FL was in *softening* the way in which the president was perceived. If their CEO was more comfortable with the business aspect of closing a gift, the FL could be engaged in the emotional side of the gift. Referring to development, Christopher claimed, "It's a hearts business over minds," adding, "You know you can't count the dollars that she's bringing in because she's not really making those asks but she's definitely putting a face and warmth on the university." The FL could also be helpful in building trust. CDOs felt that if a first couple presented a uniform front to alumni and donors, it built trust.

Development officers also appreciated the comforting role the FL played in supporting her husband. CDOs knew almost as well as the CEO how all encompassing and draining his position was. If the development staff could help to create situations where the FL can help him relax and be happy, than everyone would win. One prime example was building some down time into a trip so that the couple could do some sightseeing together or visit an old friend not associated with the university.

The CDOs also offered examples of divergence on the development topic. CDOs reported they felt best about their job when the CEO and FL trusted them and their judgment and they had the latitude to do their job as they deemed best. Conversely, over-involvement and lack of trust by the first couple presented problems. One CDO reported an instance where the first couple, especially the FL, was actively involved in a fund-raising project. The project was not an easy one; there was no identifiable prospect pool. The first couple's interest manifested itself in weekly calls to the development officer assigned to the project asking for updates. It was intimidating for this junior staffer, and eventually that person, judged by the CDO to be an effective staff member, quit. The CDO speculated that the first couple did not realize the negative impact that their involvement and lack of trust had on a staff member.

CDOs also realized the extreme importance of their relationship with the FL. The professional relationship between FL and CDO would not work if there were no or low mutual trust. And the burden of building and maintaining that trust was on the shoulders of the CDO. After all, it was unlikely that the president was going to choose to trust the

CDO over his spouse. Christopher concluded, “We need to deliver. Failing to deliver never happens more than once.”

CDOs also understood the need for flexibility. They asked it of the CEO and FL, and realized that they needed to offer it in return. If the CDO recommended the FL not host an event but she disagreed, they deferred to her. There is not a clear organizational hierarchy, but because the CDOs worked so closely with the FL and CEO, they tended to recognize the FL’s power as much as her authority.

The term flexibility was expressed repeatedly and consistently, likely because CDOs, through their careers, understand that each donor and group is unique. In order to build strong relationships effectively, a CDO has to acknowledge and accommodate individual differences. The same can be said for working with the FL. CDOs felt it takes a great deal of flexibility on their part to match the university’s needs with the FL’s interests, time, and qualities. Flexibility also was required in handling events. CDOs agreed that if the first couple is going to invest time hosting events, they need to put their own style and stamp on them, otherwise their involvement is superfluous.

CDOs expressed that sometimes first couples do not fully appreciate the role they play or the impact of their decisions on the CDO’s job. The FL’s or first couple’s decision to host an event, one CDO estimates, requires a minimum of five hours time organizing the event plus the actual time at the function. One CDO respondent thought the first couple viewed her as a *party girl* rather than a professional development officer.

The communication theme percolated throughout the FL’s role in development discussion. Every CDO interviewed stated that direct and open communication was one

of the keys to building and maintaining a strong partnership, particularly when there was divergence. However, they noted that the power structure itself can cause a wedge in open communication. After all, while the FL did not directly supervise the CDO, she had a very strong relationship with the person who was the boss, which may stifle open communication. Critical feedback that a CDO would freely deliver to a colleague was less free flowing to the FL.

University Community

The interviews focused primarily on the FL's role in development; however, discussion spilled over into her role in the broader university community. That material supported the emerging themes and thus was important to this study. FLs also did not draw as distinctive a line between external relations and university relations as did the CDOs. For FLs they all melded into relationship building.

First Ladies' views. FLs appreciated opportunities for involvement in activities across campus. Sally, who had experience at multiple institutions, found she really enjoyed having a signature project at the university. It was something about which she had a passion, that she could tell people was hers, that was important to the university, and that the academy recognized as a project to which she was dedicated. Shelly, as noted earlier, had spearheaded an effort to acquire a historic site for her campus — a project the involved a fund-raising component as well as an academic and historical dimension that she felt was important. The FLs also realized that their involvement added a certain cachet to a project.

FLs were very cognizant that they were asked to participate in activities as a surrogate for the CEO. Consequently they were careful about championing only projects that were in fact university priorities. For Sarah, “Sometimes it is hard to tell why people are telling or asking you things. Is it because of your celebrity position, position of power, or do they want something?” Later in the interview she added, “Well the aspect of my role I dislike the most is that many people consider you as an avenue to get the ear of the president.” These insights again underscore the importance of communication, so the FL knows what is and is not a priority for the university and what hidden motives could be lurking, as well as the importance of being politically savvy.

FLs further realized that the institutions they joined had traditions and cultures that were not theirs to change. They could have an impact or modify traditions, but a complete overhaul spearheaded by the president’s wife, they understood, would be unlikely to receive a warm reception. That said, most were willing to do an event once, but doing it twice made it a tradition and hard to discontinue. “I’ve made the mistake of allowing [an event at the president’s house] to become routine,” reported Shirley.

Athletics events received a good deal of comment. Almost every school at which my respondents served had Division I football or basketball teams that were big rallying opportunities for alumni, donors, and the larger community. Not all FLs enjoyed *the big game*; however, all FLs thought putting in an appearance was good and a few found creative ways to do that. Often it involved attending a pre-game reception, but then not going to the game. No interviewee divulged a complete boycott of athletic events. Many stated they liked at least one type of sport and would regularly attend those games. In a

couple of cases, the FL reported she was a bigger sports fan than her husband, thus increasing her involvement in the university community.

The size of the university had little impact on the FLs' desires to be involved. FLs from the largest to the smallest institutions reported similar levels of campus community engagement. One who had been at schools on both ends of the size spectrum did note that she enjoyed the smaller campus more because she felt she could have a more direct impact. "One of the things that I missed most and almost felt like I was disconnected was the fact that at my previous school there were more needs which I was happy to fill," reminisced Shelly.

FLs tried to be cognizant of the fact that they depended on others in the university to be successful in their role. They realized they could not, and did not want to, do everything themselves. Again, the theme of communication arose. FLs recognized that people worked hard on their behalf and wanted to do a good job for them. The channels of communication had to be open so that they could praise the good efforts as well as, when necessary, stem the bad. None of the FLs interviewed had direct authority over a university staff member. They did have some power by virtue of their role, but authority was limited. Examples most often surfaced in discussions about the university house. The university staff managed and cared for the houses occupied by the first couple. While the FL advised or suggested actions to university staff, ultimately a university department such as physical plant had responsibility for assigning duties, hiring, and firing. The FLs worked to maintain good relationships so that any suggestions they made to staff would be carried out without having to go through university bureaucracy. Shelly summed it up

by saying “One of the things that I always remember from having lived on a college campus for so many years now is that at the end of the day everybody goes home but you’re still on that campus.” She and others went on to say that if they needed jobs done, especially on an emergency basis as when there is no heat, they wanted to have a good enough relationship with staff so they could call and would more likely get a quick response. Sally was aware of the fact that people speculated about the type of influence she wielded. She said, “You have to be fairly careful about what [the FL] asks for and what they demand and how they interact in an office setting because you can tip the dynamics pretty easily.”

The FLs also found that they needed to set guidelines. For instance, it might have been fine for the grounds crew to mow the lawn on the quad at six a.m., but it was another thing to do that at the president’s house. The FLs who opened the residence to the university community often had rules about the use. Those included which caterers were acceptable, because they knew the house and had an appropriate level of professionalism. Another common requirement was that departments using the house must employ a university staff member during an event to oversee the operations so that the FL was free to fulfill her role and not be sorting out mistakes at the registration table or unclogging the garbage disposal.

Trustees’ views. I did not want the reader to assume I forgot about the trustees’ views in this section. However, there were no findings to report that were not covered elsewhere.

Chief Development Officers' views. CDOs had more to share on this topic than trustees. It was understandable as CDOs are members of the campus community, whereas trustees are normally employed elsewhere.

CDOs did not want to be in the position of telling the CEO's wife what she could and could not do. Instead they preferred to offer assistance and support. Especially when working with new presidential couples, CDOs who had served a university for many years often had a greater sense of the campus culture. They were interested in helping the FL evaluate how involvement in one activity rather than another would appear to the broader academy. In one case the FL depended on, and worked closely with, an individual in the development office who managed her calendar; others received this type of assistance from staff in the CEO's office. In both cases, trust was strong and the FLs allowed staff to make judgments on their behalf. "A lot of them [engagements] I can just wipe out quickly; it is just not going to work for her," stated Carol. During the course of their work together they discussed campus culture and how it would appear to the community if the FL did one event and not another. With this knowledge, Carol prioritized optional events and presented suggestions to the FL for her final opinion. According to Catherine, "You don't want to be at odds with strategy [CEO's vision]." She, and others, viewed assistance and support as a service to the FL. Again, the development officer does not want to be gatekeeper or intermediary but of service to the FL.

Acknowledgement

I used acknowledgement as a broad term in my findings, a term covering the multitude of ways the role of the FL could be recognized (e.g., salary, contract, public recognition, university perks). The interviews with FLs, trustees, and CDOs brought to light the many ways FLs wanted to and could be acknowledged for their work. Opinions on this topic were strong, thoughtful, and enlightening. Statements also showed how communication, public opinion, and individuality all meet to influence acknowledgement.

First Ladies' views. None of the FL study participants received a salary. None had a contract. One had had a contract and salary at a previous institution so she would have had experience on both sides of the contract discussion. All felt that they were acknowledged in some way for their work on behalf of the university.

Only one of the FLs thought lack of salary was a problem. The majority of the interviewees thought they and their colleagues should not be compensated because of the restrictions taking a salary would entail. They did not feel they could receive payment and still have the same flexibility to do what they enjoy. Of the three FLs who currently work, two thought the FL should receive no salary; the other thought a salary was warranted if the FL was not pursuing another career and she devoted a substantial amount of time to her husband's institution. Sarah, who maintained a separate career, voiced the strongest opposition to contract and compensation, stating succinctly what others only mentioned in broader terms, "I wouldn't want to feel beholden to others." She further felt that it would be very difficult for the board if domestic issues arose. For instance,

could the FL be fired or could the misdeeds of a CEO cause the FL to lose her job too? This said, Sarah and the other respondents working outside the university empathized with their colleagues who had given up careers when their husbands assumed presidencies. They felt there should be some compensation, but again only if the FL invests a good deal of time in her role.

Interestingly most of the FLs who did just that, gave up a career, did not want a salary if it came with contractual strings. They expressed opinions very similar to the three FLs who worked outside the university; they would rather pick and choose their involvements and not feel *beholden*.

Stacy provided the most encompassing comments on both sides of this topic. She was an active FL and by all accounts well respected. She had given up her career before her husband was appointed CEO. Stacy never considered compensation until it became a topic at a professional association's FLs' meeting. When compensation was discussed at this conference and after further consideration, she embraced the position that she should be paid and prepared a packet of information for the chair of her husband's board. The chair denied her request for a salary. After discussing the decision with the trustee, Stacy realized that the expectations that would go along with a salary and the potential backlash in public opinion that the trustee expected were probably not worth the money or loss of independence. As she reflected on the question, she thought the decision was wise in her particular case, but that it should not preclude others from being paid. Stacy offered the opinion that there were many rewards other than monetary for being FL (e.g., travel, meeting interesting people, living in a beautiful house with staff to maintain it). Her final

thoughts on the topic were, “I don’t blame the board; it’s just not in the cards. The spouse of the president of the United States doesn’t get a salary either.”

Public opinion had a strong influence on the FLs’ thoughts about compensation. Several were aware of cases in which a FL being paid caused public relations problems. Public universities may be riper for this type of conflict. In a study of independent colleges completed in 2006, doctoral candidate Matthew Thompson reported only 23.8% of FLs surveyed received any form of remuneration, and the level of remuneration was not delineated (M. R. Thompson, 2008, p. 127). This same study reported that 65.3% of the FLs interviewed thought the FL should not receive remuneration (p. 128). The survey did not address the role that public opinion played in consideration of FL salaries at private schools.

FL respondents in my study indicated that there are forms of acknowledgement other than salary that they appreciate. As Sally related,

There are other ways to compensate and every institution where I’ve been, all three, have always been very very willing to compensate me with help, allowing me to travel with my husband for university events and I really have no complaints in that category.

Public thanks from the CEO, trustees, and staff was always welcomed. Shelly was proud when recognized at an event by the following words, “Shelly is not paid for her time but she gives as much time to this school as any paid employee.”

Some FLs felt titles were appropriate acknowledgement. University Associate seemed to be the most popular. In one case, the FL had to have a title so she could be

reimbursed for travel on university business. Speaking of travel, FLs expected, and universities agreed, that they should be compensated for university business-related travel. Attending university functions in distant areas and spending time with their husbands was important.

FLs also reported feeling acknowledged for their role through staff support, which took the form of event planners, administrative assistants, or personal assistants.

On the financial front, some reported that the university they served contributed to a retirement or deferred compensation plan for them. One FL explained that she was offered a fully-paid *Cadillac* health insurance policy that would follow her after her husband retires and regardless of their marital status. This was extremely important to her and in her eyes was better than a salary and contract.

A couple of FLs reported that while they do not receive a salary, they have an annual meeting with the trustees at which they report what they have done on the university's behalf. They viewed this as a form of recognition.

Within the category of acknowledgement, the themes of communication and individuality emerged again. Different FLs felt acknowledged in unique ways and communication helped all parties understand this.

Trustees' views. The themes of communication and individuality, or customization, were echoed by the trustees. There appeared to be complete unanimity on these themes between trustees and FLs. "Do it person by person," said Tricia. "It depends on the institutions and it depends on the demands," thought Terry. None of the trustees were averse to a contract, but all acknowledged that such a document might inhibit a FL.

As the FLs reported, trustees also expressed reticence to formalize the FL's relationship with the CEO's institution.

The trustees were mixed on this issue of remuneration. Terry, however, thought if the institution was encouraging the FL to invest a great deal of time; she should document that and be rewarded. He stated,

If parents [implying that the first couple also had children in their care] are off campus fund raising 75% of the time, it's a tremendous familial responsibility and we should, we as a university community, support that since we were tacitly demanding it. And consequently what's a fair compensation for that?

He added, "If we're going to make this a contractual matter then I want general counsel sitting in and I want an employment contract drawn up and that person should be paid."

One of the three trustee participants in this study was female. During the interview I explored whether the gender of the trustee made a difference in opinions regarding acknowledgement of the FL. I discovered no difference. Tricia's comments were similar to those of Ted and Terry. She felt compensation could be considered, with cautions.

Again, the trustees and FLs shared similar views about what types of acknowledgement, other than contract and salary, could be offered. The trustees offered these options: trustee praise, public thanks, travel compensation, cook, housekeeper, event manager, and secretarial support. One trustee suggested a unique form of support — wardrobe allowance. The trustees felt that if the FL was a *living logo* of their university, then she should look the part.

Interestingly the trustees expressed no concern over public opinion around compensation. Exploring that topic further, I learned that they felt it was the board's responsibility to take public opinion into consideration as they negotiated with the first couple. The board needed to balance what they offered with what was palatable to the broader community. Public opinion was to be judged by the board, not the first couple.

Although the universities represented by the trustee respondents appeared to have no policy regarding acknowledgement of the FL, some states do. As an example, The Regents of the University of California and Utah System of Higher Education both have policies and in both cases the spouse is offered a title and reimbursement for expenses, but no salary (*Policy on the associate of the president and the associate of the chancellor*, 2007; *Presidential Appointment, Term of Office, and Compensation and Benefits*, 2005).

The following quotation from Terry offers a good summary of the topic of acknowledgement and more broadly of the entire study:

We have to reevaluate the selection of university spouses to make sure that the right individual is put in the right place with the proper support and that involves everything from A to Z and not leave too much up to the imagination, theirs or the boards. And when you do that, and you put the extra time and effort into it, you'll have a better spouse, a better president, and consequently a better university.

Chief Development Officers' views. The views of CDOS were more diverse than those of FLs or trustees. This was especially apparent on the question about a formal job description for the FL. Responses were evenly split between yes and no. I thought responses fell this way because the CDOs tended to have had experiences with several

FLs and multiple institutions. Also, since they worked in the business of university development, they witnessed firsthand how their requests impacted the FL. More uniformly, the CDOs reported that rather than a contract, they would like to have guidelines for FL's work. As reported in the Development section of my findings, CDOs were sometimes left to divine how they should work with the FL. According to Catherine,

I think it [guidelines] would be easier for everybody quite frankly. It would be easier for all the support units in a university. I think it would probably help define things for the spouse and allow them to work with different parts of the university more formally, more openly.

Another CDO reported that at a professional conference she attended, a consultant in higher education development asked the assembled CDOs if the FL at their institutions had job descriptions. Catherine reported, and was surprised, that about half the participants raised their hands. I also found this surprising, given what I had read and learned from my interviews, and suspected there might be a loose interpretation of the term job description. For instance, when I asked for a copy of her job description after a FL told me she has one, this was the full-text.

_____, spouse of President _____, holds the title of University Associate (without salary). In her role, she serves as one of the University's ambassadors and chief volunteers. She hosts University groups and guests at _____, the

historic home of the University president, and other campus venues. She serves a major fundraising role with friends, alumni, and staff of the University¹.

The CDOs' views on other forms of acknowledgement were similar to those of the other respondents. They felt there were alternative forms of acknowledgement that were useful and appropriate. These included public thanks, staffing support, and expense coverage. Some of the development officers were in the employ of a private foundation that raised money on behalf of the university (a common practice at public institutions). One of the reasons foundations were created was to provide flexibility in gift fund usage (Phelan, 2004). CDOs saw the role that the FL could play in development and thought that, as it was directly related to development work, foundations should cover travel expenses.

CDOs also offered a creative form of acknowledgement regarding travel. Often universities or states that govern them have travel restrictions in the form of per diems. CDOs believed it would be a nice acknowledgement of the work the FL did to offer a supplement to the per diem so that the first couple could stay at a nicer hotel or dine at a better restaurant while traveling on university business. This would need to be done through a private support foundation. Connie said that their foundation is responsive to requests from the FL to support social causes to which she dedicated time. They felt it acknowledged her work on the university's behalf by making gifts in her honor to other community organizations.

¹ Cannot be referenced for confidentiality sake.

Finally, one CDO addressed a topic that had not been broached. “Don’t most presidents’ compensation packages sort of implicitly include the spouse? I mean they’re pretty healthy,” said Conrad. This was a modified version of two-for-one, which could be called one-for-two. This idea will be explored more in Chapter 5.

Public Opinion

Public opinion was not delineated as an area of interest in the proposal for this study. It sprang from the responses to interview questions and produced enough data that it required presentation. I discovered that actions taken and decisions made by FLs, trustees, and CDOs were influenced by public opinion. So although I did not plan for public opinion to be a topic, as a responsible qualitative researcher, I need to let the data speak.

First Ladies’ views. “You live in a glass house when you’re the president and first lady,” Shelly stated emphatically. The responses of others supported that sentiment. Public opinion could be glimpsed behind (sometimes in front of) hiring practices, the FL’s role, the causes she champions, the projects she undertakes, her interaction with the university community, her support of the CEO, and the types of acknowledgement she seeks. It may even influence where and how she lives.

The FLs understood that their role opened them to public scrutiny. No one expressed happiness over this fact. Resignation and frustration are better descriptors. Sarah felt that, “often first ladies become targets for attacks against the president.” Anecdotally from my respondents’ remarks and reviewing some cases in the media, it does appear that when a CEO is under attack, the actions of his wife can also come under

condemnation. One of the FLs shared that her husband was under harsh criticism and then the next thing she knew it was reported in the campus paper that she was being paid, which she was not. I confirmed this by finding the referenced articles². This report occurred very close to the CEO's resignation, but it would only be conjecture to decide how closely related these events are.

Several of my respondents cited expenses as a target of public opinion and they tried to monitor these carefully so they would not become an issue. "We didn't want people to think we were spending a lot of money. So we tried to keep as low a budget as possible for changes [to the official residence]," said Susan. One of my interviewees' schools now has a committee that oversees the management of the official residence. This was a direct result of public outcry over the amount of money a predecessor spent renovating the house. The main stream media often cited this as a factor contributing to a previous CEO's departure. Still seven years after that CEO resigned, a higher education publication referenced this issue in an article about expenses that caused the undoing of university presidents³. The fact that many of the mechanical systems in the house were sub-code and new problems were unearthed after renovations started received scant mention. The current FL saw this incident as having both positive and negative impacts on her. On the positive side, she was very conscious of expenditures and benefited from having a committee make the decisions about the university house maintenance so she is

² Cannot be referenced for confidentiality sake.

³ Cannot be referenced for confidentiality sake.

held harmless. On the negative, necessary maintenance and updates to the house sometimes cannot be done. She related that private money was raised to do a major renovation to the grounds and outbuildings; however, the committee involved postponed the work, feeling that in the current economic climate it would be bad form to undertake the project. The present plan is for this project to be undertaken after the sitting CEO retires and before the next is installed to lessen the chance, even with a committee making a decision, that it will be associated with either the outgoing or incoming first couple.

Two of the FLs related how their husbands set standards for expenses that they too follow. One first couple personally pays for meals they have between appointments while traveling for university business, even though university staff members on the same trip expense their meals. Shelly reported that when she was working full time and they had a child at home, her husband would drive out of his way to drop off his university vehicle at home, pick up their personal car, pick up their daughter, deliver her where she needed to go, and then drive back to the house to pick up the official car. All this was done to avoid any suspicion of impropriety.

Furnishing the house was often referenced as an area of concern. If people attended events at the residence and found a new suite of furniture or were served a meal on new china, tongues wagged. FLs avoided some negative opinion by seeking gifts to cover those expenses, relied on furniture already owned by the university, or asked the campus art museum to display some of its collection in the residence.

In the process of my research an example of these issues presented itself. This case was not one of my respondents. At the University of Tennessee the FL came under a firestorm of criticism for what was alternately reported as a disagreement with a major donor about the purchase of china or a difference of opinion over a fund raising project. Either way, it was picked up in local and national publications (Bailey, 2008; Jaschik, 2008; UT president's wife can't contact staff, volunteers," 2008). The media coverage included posting on-line correspondence that was clearly marked *personal and confidential*. As a further example of the court of public opinion, the articles available on two different Knoxville media sites each received more than 100 comments from readers. This is a situation in which no FL wants to find herself, and where the thick skin quality is helpful. "Through the years I've learned that you can't believe everything in the newspaper," offers Sally.

The theme of communication arises again with this topic. Few of the FLs know the budget for entertainment or travel. The accounts are kept either in the CEO's office, the development office, or split between both. Even when FLs inquire, some of them cannot get a definitive answer on what the budget is. Without this information they can be open to criticism if they unwittingly overspend.

Trustees' views. Trustees did not want to pick up their morning paper and read negative articles about the institution they oversee or open their e-mail to find the on-line community full of negative postings. However, when they did find themselves staring at bad news on the doorstep, they had to judge whether it was true and needed to be addressed. None of the trustee respondents reported this happening in regard to the FL.

What was more likely was picking up some discord in conversations with fellow trustees or alumni. Again, they had to judge if there was a basis for the criticism. Issues they did encounter usually concerned money. Again, tongues wagged when people perceived that money was being spent recklessly.

Since they did not directly supervise the FL, the trustees understood it as their duty to speak to the CEO about the impact of the FL's actions, or opinions of those actions, on the university and the CEO's leadership. Tricia said board members also held the responsibility to "tell the president that his wife is really making a mess of some things and that he'd better straighten that out. It is not agreeing with a lot of important people. People will step back because they don't like what's happening." Tricia's statement implies that donors or volunteers might distance themselves from the university if the FL made a "mess of things."

By and large, the trustees reported positive public opinion regarding the FLs with whom they were associated. Terry felt that negative opinions are generally, "catcalls from cheap seats."

Chief Development Officers' views. It surprised me that the CDOs did not have more to say about public opinion. Part of development work is positive public relations and opinion; it makes the job of raising money easier. They reported that keeping public opinion positive regarding the FL was part of their job. If opinions turned negative, they worried that they had not done their job. "It would have been a tremendous failure if people bad mouthed [the FL]," speculated Christopher.

Uniformly the CDOs agreed that the FL holds celebrity status in their communities, alumni or otherwise. As such they felt a responsibility to partner with her to make a positive impression.

While CDOs generally supported a salary for the FL as a form of acknowledgement, they were also cautious about the idea of a foundation paying that salary. Some had experience with negative publicity in that situation. It was viewed as an off-the-books arrangement since the salary came through a private organization.

Generally, CDOs mentioned that the FL garnered positive publicity for their school. Carol reported, “They just eat her up.” CDOs believed the work of the FL built positive public opinion and that the FL herself was a positive influence as a *living logo*.

Summary

As I concluded these finding and pondered what I discovered, an image of a woven piece of fabric came to my mind. I visualized the information from FLs, trustees, and CDOs as the vertical fibers and the topics described in the areas of hiring, partnership with the CEO, qualities, role in development, involvement in the university community, acknowledgement of FL, and public opinion as the colorful cross pieces of fabric. Table 1 represents this summary. In this word chart you see the respondents, the topics on which I report findings, and individual findings in the body of the table. The color coding represents where there is agreement and where there is not. As an example, in the first row “formal part of interview” is highlighted under Spouses and Trustees because both of those groups thought the FL should be involved. The CDOs were relatively silent on this topic so that the specific item remains white, representing a hole or weak spot in the

fabric. At this stage of the research, this imaginary woven fabric has some holes, threadbare spots, but the beauty and potential of the weaving can still be seen. In Chapter 5, I will *mend* this weaving with implications and recommendations from my research. I beg the reader's indulgence with this representation of my findings as I will carry this forward to the final chapter.

Table 1. Findings Illustrated

Topic Area	Spouses	Trustees	Development Officers
Hiring	Formal part of interview	Formal part of interview	Formal part of interview
	Want to know FL	Want to know FL	Want to know FL
	Want to know about expectations of university	Want to know about expectations of university	Want to know about expectations of university
	Learn by observation	Learn by observation	Learn by observation
	What role will FL play	What role will FL play	What role will FL play
	Same as previous FL	Same as previous FL	Same as previous FL
	What is time commitment	What is time commitment	What is time commitment
	FL maintains career	FL maintains career	FL maintains career
	Professional assoc. avail	Professional assoc. avail	Professional assoc. avail
	FL interviews CDO	FL interviews CDO	FL interviews CDO
Partnership with CEO	Supports CEO	Supports CEO	Supports CEO
	Softens CEO	Softens CEO	Softens CEO
	Not be the CEO	Not be the CEO	Not be the CEO
	Support direction of CEO	Support direction of CEO	Support direction of CEO
	FL is informal adviser to CEO	FL is informal adviser to CEO	FL is informal adviser to CEO
	Addressing conflict	Addressing conflict	Addressing conflict
	Playing intermediary	Playing intermediary	Playing intermediary

Topic Area	Spouses	Trustees	Development Officers
	CEO discusses role of FL	CEO discusses role of FL	CEO discusses role of FL
Qualities of FL	Higher ed. interest	Higher ed. interest	Higher ed. Interest
	Temporarily in role	Temporarily in role	Temporarily in role
	Pride	Pride	Pride
	Play to strengths	Play to strengths	Play to strengths
	Live in fishbowl	Live in fishbowl	Live in fishbowl
	Politically savvy	Politically savvy	Politically savvy
	Independence	Independence	Independence
	Trial year	Trial year	Trial year
	Not be the CEO	Not be the CEO	Not be the CEO
	Development experience	Development experience	Development experience
	Strong self image	Strong self image	Self image
	Hospitable	Hospitable	Hospitable
	Strong marriage	Strong marriage	Strong marriage
Role in Development	Major time commitment	Major time commitment	Major time commitment
	FL hands-on	FL hands-on	FL hands-on
	Learn development	Learn development	Learn development
	Friend raiser	Friend raiser	Friend raiser
	FL consulted on use	FL consulted on use	FL consulted on use
	Staff	Staff	Staff
	In synch	In synch	In synch
	Knowledge of FL's role	Knowledge of FL's role	Knowledge of FL's role
	Discussion of FL's role	Discussion of FL's role	Discussion of FL's role
	Resource commitment	Resource commitment	Resource commitment
	CDO as intermediary	CDO as intermediary	CDO as intermediary
	Trust	Trust	Trust
	Impact on staff	Impact on staff	Impact on staff
	Informal power structure	Informal power structure	Informal power structure

Topic Area	Spouses	Trustees	Development Officers
	Knowledge of CDO's role	Knowledge of CDO's role	Knowledge of CDO's role
University community	Signature project	Signature project	Signature project
	Selective involvement	Selective involvement	Selective involvement
	Traditions	Traditions	Traditions
	Athletics	Athletics	Athletics
	Identify projects	Identify projects	Identify projects
	Informal staff supervision	Informal staff supervision	Informal staff supervision
	Calendar support	Calendar support	Calendar support
	Flexibility	Flexibility	Flexibility
Acknowledgment	No salary	No salary	No salary
	Salary for other FLs	Salary for other FLs	Salary for other FLs
	Covered by CEO's salary	Covered by CEO's Salary	Covered by CEO's salary
	Retirement plan	Retirement plan	Retirement plan
	Travel	Travel	Travel
	Discretionary budget	Discretionary budget	Discretionary budget
	Report to board	Report to board	Report to board
	Job description	Job description	Job description
	Title	Title	Title
	Public Acclaim	Public Acclaim	Public Acclaim
	Staff support	Staff support	Staff support
Public Opinion	General expenses	General expenses	General expenses
	House expenses	House expenses	House expenses
	Avoid negative PO	Avoid negative PO	Avoid negative PO
	Discuss negative PO w/CEO	Discuss negative PO/CEO	Discuss negative PO/CEO

CHAPTER 5

Discussion

Introduction

The findings of this study elucidate the role of the university CEO's spouse in development, alumni relations, and fund raising. The study also informs FLs, trustees, and CDOs about how to build productive and mutually satisfying professional relationships. At the conclusion of the previous chapter, I drew an analogy of the data using a fabric or weaving that summarizes the findings in a visual manner. In this chapter, I present implications, make recommendations, and draw conclusions.

The data show that the FL can have a positive influence on university development. The FL invests a good deal of time in development-related activities, she and others think her contributions better their university, and each FL-university partnership is unique. The findings also explain some differences of opinions among the groups interviewed, as well as many similarities. Table 1 synthesizes the findings in a chart meant to look like a piece of fabric that illustrates the *tapestry* of the FL's role. The implications and recommendations offer ways to mend weak spots in the fabric. The weaving, like all relationships, will not be perfect, but recognizing some of the thin spots should help keep those places from becoming tears that are too large to fix.

Implications and Recommendations

This study, a qualitative analysis, focuses on females married to male CEOs at public universities. However, the implications and recommendations can be applied to a broader audience. Each relationship, institution, community, and person is unique, so

pieces of this study may be applied to others, if not broadly generalizable to the entire industry.

The implications and recommendations will be presented in a format similar to the findings, with each topic as a separate sub-chapter. At the end of each section I will update that portion of the weaving illustration to demonstrate how the implications and recommendations mend the fabric. I will also create a summary list of primary recommendations (Table 10).

Hiring process. Recommendation 1a: Involve the potential FL in the CEO hiring process. Clearly, the potential CEO's spouse has to be involved early in the hiring process. When a search committee learns from a finalist that he/she has a spouse or partner, regardless of gender, the committee should open the dialog with both the candidate and the partner. Hiding behind an over-extended use of discrimination laws as a reason not to include the potential FL at the hiring stage will get the first couple, the trustees, and the development office off to a strained start. FLs, trustees, CEOs, trustees, and CDOs all want this level of involvement. Whether the FL plans to maintain her own career or not, university development receives the majority of the FL's attention if she is involved in any institutional business.

In the hiring process the trustees or the screening committee would be well served to ask the CDO to prepare a list of development opportunities and options for the first couple, including a provisional calendar for the first year. Appendix E is a suggested outline of information the CDO should provide to the candidates. This outline will also be helpful to the trustees and search committee. It should be provided to the couple

before they visit campus so they may review it together and have a better sense of what role they both plan to play in university development. This may seem presumptuous, but it can help the potential first couple's understanding of the university for which they are under consideration.

As stated in the Findings, search firms recommend that the spouse be included in campus visits. It would behoove the CDO to be included in that itinerary. There are two goals for meeting the potential FL. The first is to learn from her how she plans to be involved and the second is to share with her the development-related material prepared for the CEO. When reviewing this information the CDO should take care to point out specific events, large meetings, and general travel that she may wish to consider. She should also learn how her travel and entertainment are paid for. While premature, it could also be wise for the CDO to propose a point of contact for the FL in the development office and a regular schedule of meetings throughout the first year to give the potential FL a sense of how she could be supported. The wise CDO will also share with the FL the previous FL's involvement, not to imply that she is required to follow in those footsteps, but to provide valuable background information. The potential FL should also be made aware of any issues with previous FLs that influenced public opinion (e.g., overspending on house renovations). Sufficient time should be allowed for her to ask questions so that she and the CEO can make informed decisions during this early stage of association with a university. Finally, to promote open communication and agreement, I suggest that the CDO take notes during the meeting and share these with the FL at their

first meeting after she is on campus. Recommendation 1b: Involve the CDO in the first couple hiring process.

The Association of American Universities (AAU) has a formal statement about the potential FL’s role during the recruitment process (“Factors to Consider About a Partner’s Role During the Recruitment of Association of American Universities Presidents and Chancellors”), which should also be reviewed by trustees and the hiring committee for sections pertaining to their university. This document is Appendix F.

Following these suggestions, I offer that the hiring table would now look like a sturdy swath of fabric, as illustrated in Table 2.

Table 2. Hiring

Topic Area	Spouses	Trustees	Development Officers
Hiring	Formal part of interview	Formal part of interview	Formal part of interview
	Want to know FL	Want to know FL	Want to know FL
	Want to know about expectations of university	Want to know about expectations of university	Want to know about expectations of university
	Learn by observation	Learn by observation	Learn by observation
	What role will FL play	What role will FL play	What role will FL play
	Same as previous FL	Same as previous FL	Same as previous FL
	What is time commitment	What is time commitment	What is time commitment
	FL maintains career	FL maintains career	FL maintains career
	Professional assoc. avail	Professional assoc. avail	Professional assoc. avail
	FL interviews CDO	FL interviews CDO	FL interviews CDO

“Learn by observation” and “Same as previous FL” remain in the weaving as a reminder that all agreed these findings were negatives. Thus, the fabric is *mended* by the strikethrough of these terms, indicating agreement that they should be removed.

The finding that suggests the FL interview the CDO her husband is hiring remains in the table. Again, it is a reminder, albeit positive in this case. Recommendation 1c: When the FL is very engaged in university development, the CEO should consider involving her when he selects a CDO. Not that she has or should have final say, but if the FL is going to be spending a great deal of time with the CDO, she should have an opportunity to screen the candidates. This recommendation was suggested in Chapter 4 and also refers back to the pilot study about the positive working relationship between a CEO and CDO. In that study I learned that a CEO terminated a CDO because the FL did not get along with him. The FL was very involved in university development along with her husband and they both needed to have a good working relationship with the CDO. While the FL does not have direct authority over the CDO, for the very engaged FL it is wise to select a CDO in whom the FL has confidence and trust.

While gathering data, I found useful information on the website for The Council of Independent Colleges (CIC) and through correspondence with a CIC staff member. One such item is an outline of a notebook that a FL prepares for her successor (Jennings, 2006). The topics covered are general thoughts for the new FL such as preparing for the move, expectations of the spouse, events, living in the presidential home, logistics, and the community. This notebook outline may be found in Appendix G.

The recommendations gleaned from the data are offered here to foster communication, which should start early and occur regularly during the career of an FL. The role of the FL should also be tailored to her strengths and to the wishes of the first couple. Following these recommendations should help limit potential divergence.

Partnership with CEO. The recommendations of the three subject groups are more consistent for the partnership with the CEO (see table 3) than for the other topic areas. The suggestions in this section also have the greatest implications for trustees. As the hiring authority, trustees are in a position to ask the first couple what roles they expect the FL to play. They may want to ask the first couple to consider a list of questions similar to the development outline in Appendix E.

The finding that the FL should not act as the CEO was struck from the table for this topic. As summarized in the findings, none of the respondents wanted to see this circumstance occur. If, hypothetically, the FL did act as the CEO, it could negatively influence public opinion. The CDO should not have to be the intermediary on issues like this; that is a task for trustees as they are the CEO's supervisor. Thus, this line was struck through on the table to indicate that no respondent thought this was appropriate. I also struck through addressing conflict for the FL and CDO, but left it for the Trustee as a reminder that they are the appropriate authority to deal with concerns such as the FL adopting roles inappropriate to her position.

The other holes in the weaving are also best addressed by communication or simply acknowledgement. The FL may not see her role as softening the CEO with the external community, but her mere presence may do that. It would also be helpful for the

CEO to discuss with the trustees or a representative of the trustees what he sees as the FL’s role so there are few surprises. Recommendation 2: The trustees need to promote communication with the FL so that they can mediate conflicts.

Through these implications and recommendations, the partnership with the CEO is stitched more tightly, as Table 3 illustrates.

Table 3. Partnership with the CEO

Topic Area	Spouses	Trustees	Development Officers
Partnership with CEO	Supports CEO	Supports CEO	Supports CEO
	Soften CEO	Soften CEO	Soften CEO
	Not be the CEO	Not be the CEO	Not be the CEO
	Support direction of CEO	Support direction of CEO	Support direction of CEO
	FL is informal adviser to CEO	FL is informal adviser to CEO	FL is informal adviser to CEO
	Addressing conflict	Addressing conflict	Addressing conflict
	Playing intermediary	Playing intermediary	Playing intermediary
	CEO discusses role of FL	CEO discusses role of FL	CEO discusses role of FL

Qualities of the FL. While qualities of the FL (see table 4) receive a good deal of attention in the findings, little needs to be mended via recommendations. The findings show that there is not one set of qualities all FLs must share, but that FLs possess multiple unique qualities and should be treated individually. Recommendation 3a: Understand and play to the FL’s strengths.

Table 4, Qualities of the FL, includes items with different shading. These represent qualities that are viewed as desirable, but that, in reality, cannot be actively

influenced. For instance, while the trustees may express that they would like the first couple to have a strong marriage, this is outside their domain of influence; therefore the item is lightly shaded. Development experience is lightly shaded because it is something the FL either has or does not have. Political savvy also receives light shading. Although it is a quality that can be learned, in some ways it is innate. Overall, the differently shaded areas may be viewed as a different texture within the tapestry, which makes the weaving more interesting, rather than a weak or frayed area that needs attention so a rip does not develop.

One other item to which I want to bring attention is the trial year. This is a recommendation for FLs, trustees, and CDOs to consider. Trial year does not imply that the FL quits or is fired at the end of a probationary period; rather there should be mutual agreement that (Recommendation 3b) the first year be used as a time for parties to test, or sample, different aspects of the FL's role without the expectation that these particular roles are permanent. In a way, it allows the parties some breathing room and promotes communication by fostering flexibility during this first trial year.

Table 4. Qualities of the FL

Topic Area	Spouses	Trustees	Development Officers
Qualities of FL	Higher ed. interest	Higher ed. interest	Higher ed. interest
	Temporarily in role	Temporarily in role	Temporarily in role
	Pride	Pride	Pride
	Play to strengths	Play to strengths	Play to strengths
	Live in fishbowl	Live in fishbowl	Live in fishbowl
	Politically savvy	Politically savvy	Politically savvy
	Independence	Independence	Independence
	Trial year	Trial year	Trial year
	Not be the CEO	Not be the CEO	Not be the CEO
	Development experience	Development experience	Development experience
	Strong self image	Strong self image	Self image
	Hospitable	Hospitable	Hospitable
	Strong marriage	Strong marriage	Strong marriage

Role in development. The FL’s role in development (see Table 5) is the main focus of this research and, as in the findings chapter, there are more implications and recommendations in this area than in others. Upon review, Table 1 has a good deal of white space, many holes in the development role fabric. Fortunately those weak spots can be easily repaired, primarily through communication and honoring individuality.

Good communication is required to build a strong development partnership. CDOs should have the opportunity to educate the FL about development operations and plans at their university. At the same time, FLs need the chance to share with the CDO their views and perceptions of their role. The image the FL wants to present should also

be discussed. In the case when a FL has previous development experience, the CDO needs to know what did and did not work at the previous institution. In the case of a first-time FL, opportunities should be available for her to learn about options in development as she selects her level of involvement and projects to which she will lend her name. Regardless of the FL's experience, the CDO and FL should explore what applies at this new institution, to avoid misunderstandings about expectations.

While many FLs would like to be hands-on in development efforts, the CDO will need to know how that role manifests itself. It is easy to imagine that a FL coming from a smaller college where she directly planned donor dinners might be annoyed to learn that staff at her new university finds that level of involvement meddling or intrusive. If the FL is involved in making all the plans for a dinner — preparing the guest list, selecting caterers, sending invitations, choosing the menu, and directing the room set-up — it could cause an event planner to be redundant or expendable. As noted in Chapter 4, CDOs feel the first couple does not always appreciate that their decisions have a direct impact on staff. Clearly, a working guideline of who is responsible for what aspects of the FL's role will help.

Communication is a two-way street. Regular meetings between the CDO and FL may make it easier for all to recognize the effect of her involvement. For instance, the FL's approval for a university group to use the first couple's house for an event may require hours of development staff time for planning and staffing. A related issue is for the FL and the CEO to understand the professional expertise staff members bring to their jobs. The professionals are more than party people.

Communication also applies to the informal power structure related to understanding the CDOs role. The findings revealed an instance when a FL and CEO did not realize that their keen interest in a project caused a staff member to feel her professionalism and dedication were being questioned, eventually causing her to resign. I do not imply that telling the CEO or FL they are intimidating staff is an easy task. However, FLs may not realize that their wishes can come across as commands, and a strong history of open dialogue can make it easier for a CDO to give the first couple feedback.

While it may seem like a given that the CDO will consult the FL on her schedule, this item must be noted. It is extremely important, especially for the very engaged FL, that she be consulted on and apprised of potential commitments. Frustrations shared by both FLs and CDOs can be avoided by developing a good system for scheduling. For example, staff can get caught up in day-to-day activities and assume that everyone knows the dates for alumni reunion. However, since the FL is not considered staff, she may not be on the distribution list of university staff notified by a broadcast e-mail and may, therefore, not know. As another example, the development office may assume the FL knows about her role in the homecoming parade, but without a direct request for her involvement, the event could easily be missed on the FL's calendar. The parents' newsletter may announce that the FL will host a group of parents during freshman orientation, but she may be scheduled to be at a conference that same weekend. These sorts of conflicts cause frustrations and under-utilization of resources,

Trust also is critical to a productive working relationship between the FL and the CDO and requires special attention. Without it, they will begin to diverge on many topics. Recommendation 4a: The CDO and FL should have regularly scheduled meetings: investing time in dialogue to yield a stronger relationship. If the CDO and FL are not a strong match or if the CDO's primary focus is divisional management with little time for work with the FL, the CDO could assign a point-person. In Table 5, the trust row is lightly shaded to highlight this and demonstrate that the area needs attention to ensure it does not become threadbare.

In the same vein, there needs to be a clear agreement about allocation of development office resources in support of the FL. This includes staffing, operating budget, travel, entertainment, and administrative support. Investments here demonstrate how the fabric of this relationship not only holds this topic together but also affects other blocks. Lack of information about the budget, for instance, could cause over spending and lead to negative public opinion; a fray here contributes to a tear in public opinion. Recommendation 4b: Clarify development office resources that will be dedicated to support the FL's work.

Recommendation 4c: The first couple should agree how much time they will devote to development so the CDO is not an intermediary. The term "intermediary" in this section needs to be struck to keep the fabric strong. Intermediaries will cause weaknesses in communication and the overall relationship. If the parties are not comfortable speaking directly with each other and an intermediary is necessary, problems

have already developed. Direct lines of communication need to be established and maintained.

All parties agree that the FL can be a strong positive influence in development. A university that does not engage a FL who wants to be involved is squandering a resource. While this topic required no mending, I add a recommendation as a reminder.

Recommendation 4d: The primary role for the FL in development is that of friend raiser. Her efforts should focus on cultivation and stewardship.

Table 5. Role in Development

Topic Area	Spouses	Trustees	Development Officers
Role in Development	Major time commitment	Major time commitment	Major time commitment
	FL hands-on	FL hands-on	FL hands-on
	Learn development	Learn development	Learn development
	Friend raiser	Friend raiser	Friend raiser
	FL consulted on use	FL consulted on use	FL consulted on use
	Staff	Staff	Staff
	In synch	In synch	In synch
	Knowledge of FL's role	Knowledge of FL's role	Knowledge of FL's role
	Discussion of FL's role	Discussion of FL's role	Discussion of FL's role
	Resource commitment	Resource commitment	Resource commitment
	Intermediary	Intermediary	Intermediary
	Trust	Trust	Trust
	Impact on staff	Impact on staff	Impact on staff
	Informal power structure	Informal power structure	Informal power structure
	Knowledge of CDO's role	Knowledge of CDO's role	Knowledge of CDO's role

University community. The FLs, trustees, and CDOs all recognize that the CEO's spouse can be a significant part of the university community if she so chooses. (See Table 6.) In fact, many agreed that the fabric of the university is strengthened by her association. The academy appreciates her support of their school. Recommendation 5a: Encourage the FL to engage with the university community, consider a signature project.

There are, however, two areas in this section of the table that have the potential to fray the weaving. The first is *traditions*. Whole books could be, and have been, written on these campus rituals (Manning, 2000). University traditions are often deeply embedded. FLs do not always agree with these customs, but understand it is not in their power to abolish them. A strong difference between the FL's beliefs and a campus tradition could tear the fabric if the FL tries to wield a heavy hand. However, she should also not be powerless to make change. This is where political savvy is important; the FL needs to pick her battles. If a tradition is mildly annoying, she can ignore it. If it is offensive to many, she may take a more active role.

The other area that can create a weakness in the fabric is *informal staff supervision*. Recommendation 5b: Clarify the FL's campus contacts. To make sure that this does not become a rip in the weaving, guidelines should be created for whom the FL calls when she needs assistance. It may be the practice that work orders must come through a university employee (with three authorizing signatures), but this seems unnecessarily hierarchical. For instance, if the FL is living in a university-owned house, she should not have to call the CEO to get him to call physical plant to have a

groundskeeper dispatched to pick up a tree limb that has just fallen across the driveway blocking the FL's car.

Athletics also warrants mention in regard to aspects of the campus community. All respondents came from universities with large athletic programs. Because these events bring the campus and community together, all agreed it is important for the FL to attend sporting events. However, no one suggested that the FL has to go to each and every home game. If the FL is not a big sports fan, an appearance at a pre-game rally or half-time presentation can suffice. I have experience with a CEO, not a FL, who was not a big football fan. But since the stadium had a chancellor's box, she had to be there. She wore earphones during games and the guests assumed she was listening to the play-by-play, as did many other fans in the stadium. Instead she was listening to opera while cheering her team. Another method to make events such as these more enjoyable for a FL is to include on the guest list a few people with whom she has a good rapport. The presence of these close associates can ease the discomfort of these mandatory appearances.

Individuality interweaves in this category and is represented by the flexibility row. None of the parties want the FL undertaking activities that are out of character or cause discomfort. Rather, all want her to be engaged at the institution on her own terms. Overall, the area of university community involvement is a strong section of this weaving. This is clearly illustrated in Table 6.

Table 6. University Community

Topic Area	Spouses	Trustees	Development Officers
University community	Signature project	Signature project	Signature project
	Selective involvement	Selective involvement	Selective involvement
	Traditions	Traditions	Traditions
	Athletics	Athletics	Athletics
	Identify projects	Identify projects	Identify projects
	Informal staff supervision	Informal staff supervision	Informal staff supervision
	Calendar support	Calendar support	Calendar support
	Flexibility	Flexibility	Flexibility

Acknowledgement. Acknowledgement (see Table 7) is an important sub-section in this final chapter. It is thoroughly explained in the literature and by the respondents. As the data indicate, there is no uniformity of opinion about what form acknowledgement should take. Generally, FLs, trustees, and CDOs discourage a conventional salary for the FL. Each presents different reasons for this conclusion. Furthermore, no interviewee gave an absolute decision on either side of this argument.

Acknowledgement is an area of the findings that is vexing. It seems odd that in the 21st century, when many women are used to having their own careers and being fairly compensated, there would not be more unanimity in the responses. I presented this quandary to two people as part of my quality assurance check. The best term to explain such large variables in opinion is *multi-causal*: a FL may not see this as

her profession, historically the role of FL has been one of a volunteer, corporate spouses who support their husband's careers are not formally acknowledged, and the FL of the United States is not paid (Goodman, 2009; Gustafson, 2009). Considering these possible causes informs Recommendation 6: Any form of acknowledgement should be discussed and tailored to the specific FL and her university and should be defensible.

In Appendix H I created a list of acknowledgement options for trustees to consider. It is an inclusive list so boards can assess choices and undertake a thoughtful conversation with the spouse about various scenarios. There are likely other alternatives, but the list can be a means to begin the conversation.

Trustees are obligated to raise the discussion about salary, or acknowledgement, with the FL as she is being installed. An annual review should be part of the discussion. Acknowledgement may also change over time. A FL may find she does not agree with expectations attached to a salary. She may decline to receive it after the first year. Or the board may see that the FL is so involved and such a positive campus influence that they want to reward her for the contribution. Either way, there should be scheduled annual discussions of the FL's role so that this aspect of university administration is not neglected. Recommendation 6b: It may also be wise to appoint a member of the board as the FL's liaison so this person is the primary point of contact for board matters and annual reviews. These discussions will provide the board with facts they need to defend any decision they make about her performance. If there is documented evidence that the FL is investing significant time furthering the university, acknowledgement should be defensible in the court of public opinion.

Regardless of the acknowledgement structure determined, public opinion must be a consideration. The term “nepotism” was not used by interviewees, but it did surface in the literature. This subject should be considered by the trustees as they evaluate acknowledgement. In light of public opinion, nepotism, and ethical practice, the board, not the CEO, should decide how the FL is acknowledged (Basinger, 2000; Haung, 1999; Lum, 2008; Su, 2007).

A hole in the acknowledgement fabric remains. The practice of covering the FL in the CEO’s salary is dangerous. It smacks of a two-for-one mentality, which is inappropriate. If this is what a board believes, then there needs to be some clarity around that and a strong consideration of public opinion. I do not expect that a two-for-one salary arrangement is palatable to a broad constituency in an era of dual-career families.

Table 7. Acknowledgement

Topic Area	Spouses	Trustees	Development Officers
Acknowledgement	No salary	No salary	No salary
	Salary for other FLs	Salary for other FLs	Salary for other FLs
	Covered by CEO's salary	Covered by CEO's Salary	Covered by CEO's salary
	Retirement plan	Retirement plan	Retirement plan
	Travel	Travel	Travel
	Discretionary budget	Discretionary budget	Discretionary budget
	Report to board	Report to board	Report to board
	Job description	Job description	Job description
	Title	Title	Title
	Public Acclaim	Public Acclaim	Public Acclaim
	Staff support	Staff support	Staff support

Public opinion. This important area requires constant attention (see Table 8). As I suggest in the acknowledgement section, the board of trustees is well-served with a point person to work with the FL. If the FL gets swept up in negative publicity, it is valuable to have a spokesperson other than the CEO come to her defense. However, before this happens, the board or university staff member could inform the FL of the hot-button issues for local press, alumni, and other stakeholders. Those with longer institutional memories may recall that a previous first couple was pilloried over lavish entertainment at the president's house. But a first-time FL with little prior knowledge of her new university may not know this.

A wise and informed FL will learn the culture, traditions, and customs not only of her university, but of the geographic area in which it is located. Referring back to the University of Tennessee case referenced in Chapter Four, disturbing comments posted on-line referred to a clash of cultures, southern versus northern, in less than professional terms. I am not implying that regional differences were the cause of the controversy, but in this case some public opinion does just that.

All FLs interviewed are smart, savvy people. It seems odd for several FLs to state that they did not know their budget for entertaining and, furthermore, that they could not obtain it when they asked. At minimum this is inadequate communication; at worst it is withholding information that could open the FL to negative publicity. Not all negative public opinion can be avoided, but good communication between the FL, trustees, and CDOs can negate a great deal of it. It is important that the fabric of public opinion be tightly woven. Table 8 illustrates how the topic of public opinion can be strengthened. Recommendation 7: It is important for the FL, Trustees and CDOs to consider public opinion when making decisions about the FL’s role.

Table 8. Public Opinion

Topic Area	Spouses	Trustees	Development Officers
Public Opinion	General expenses	General expenses	General expenses
	House expenses	House expenses	House expenses
	Avoid negative PO	Avoid negative PO	Avoid negative PO
	Discuss negative PO w/CEO	Discuss negative PO/CEO	Discuss negative PO/CEO

Table 9 shows the topics *weaving* after implications and recommendations. While the cloth is not perfect, it is much stronger than it was at the conclusion of Chapter Four. Information in Chapter Five has strengthened the fabric by making recommendations that cut out weak pieces and stitch up frays. There is some variability in the woven materials, but together it shows a rich tapestry.

Table 9. Recommendations

Topic Area	Spouses	Trustees	Development Officers
Hiring	Formal part of interview	Formal part of interview	Formal part of interview
	Want to know FL	Want to know FL	Want to know FL
	Want to know about expectations of university	Want to know about expectations of university	Want to know about expectations of university
	Learn by observation	Learn by observation	Learn by observation
	What role will FL play	What role will FL play	What role will FL play
	Same as previous FL	Same as previous FL	Same as previous FL
	What is time commitment	What is time commitment	What is time commitment
	FL maintains career	FL maintains career	FL maintains career
	FL interviews CDO	FL interviews CDO	FL interviews CDO
Partnership with CEO	Supports CEO	Supports CEO	Supports CEO
	Soften CEO	Soften CEO	Soften CEO
	Not be the CEO	Not be the CEO	Not be the CEO
	Support direction	Support direction	Support direction

Topic Area	Spouses	Trustees	Development Officers
	of CEO	of CEO	of CEO
	FL is informal adviser to CEO	FL is informal adviser to CEO	FL is informal adviser to CEO
	Addressing conflict	Addressing conflict	Addressing conflict
	Playing intermediary	Playing intermediary	Playing intermediary
	CEO discusses role of FL	CEO discusses role of FL	CEO discusses role of FL
Qualities of FL	Higher ed. Interest	Higher ed. Interest	Higher ed. Interest
	Temporarily in role	Temporarily in role	Temporarily in role
	Pride	Pride	Pride
	Play to strengths	Play to strengths	Play to strengths
	Live in fishbowl	Live in fishbowl	Live in fishbowl
	Politically savvy	Politically savvy	Politically savvy
	Independence	Independence	Independence
	Trial year	Trial year	Trial year
	Not be the CEO	Not be the CEO	Not be the CEO
	Development experience	Development experience	Development experience
	Strong self image	Strong self image	Self image
	Hospitable	Hospitable	Hospitable
	Strong marriage	Strong marriage	Strong marriage
Role in Development	Major time commitment	Major time commitment	Major time commitment
	FL hands-on	FL hands-on	FL hands-on
	Learn development	Learn development	Learn development
	Friend raiser	Friend raiser	Friend raiser
	FL consulted on use	FL consulted on use	FL consulted on use
	Staff	Staff	Staff
	In synch	In synch	In synch
	Knowledge of FL's role	Knowledge of FL's role	Knowledge of FL's role
	Discussion of FL's role	Discussion of FL's role	Discussion of FL's role

Topic Area	Spouses	Trustees	Development Officers
	Resource commitment	Resource commitment	Resource commitment
	Intermediary	Intermediary	Intermediary
	Trust	Trust	Trust
	Impact on staff	Impact on staff	Impact on staff
	Informal power structure	Informal power structure	Informal power structure
	Knowledge of CDO's role	Knowledge of CDO's role	Knowledge of CDO's role
University community	Signature project	Signature project	Signature project
	Selective involvement	Selective involvement	Selective involvement
	Traditions	Traditions	Traditions
	Athletics	Athletics	Athletics
	Identify projects	Identify projects	Identify projects
	Informal staff supervision	Informal staff supervision	Informal staff supervision
	Calendar support	Calendar support	Calendar support
	Flexibility	Flexibility	Flexibility
Acknowledgement	No salary	No salary	No salary
	Salary for other FLs	Salary for other FLs	Salary for other FLs
	Covered by CEO's salary	Covered by CEO's Salary	Covered by CEO's salary
	Retirement plan	Retirement plan	Retirement plan
	Travel	Travel	Travel
	Discretionary budget	Discretionary budget	Discretionary budget
	Report to board	Report to board	Report to board
	Job description	Job description	Job description
	Title	Title	Title
	Public Acclaim	Public Acclaim	Public Acclaim
	Staff support	Staff support	Staff support

Topic Area	Spouses	Trustees	Development Officers
Public Opinion	General expenses	General expenses	General expenses
	House expenses	House expenses	House expenses
	Avoid negative PO	Avoid negative PO	Avoid negative PO
	Discuss negative PO w/CEO	Discuss negative PO/CEO	Discuss negative PO/CEO

Table 10. Primary Recommendations

Topic	Number	Recommendation
Hiring Process	1a	Involve the potential FL in the CEO hiring process.
	1b	Involve the CDO in the first couple hiring process.
	1c	When the FL is very engaged in university development, the CEO should obtain her opinion when he selects a CDO.
Partnership with CEO	2	The trustees need to take promote communication with the FL so that they can mediate conflicts.
Qualities of FL	3a	Understand and play to the FL's strengths.
	3b	The first year should be used as a time for parties to test, or sample, different aspects of the FL's role.
Role in Development	4a	CDO and FL should have regularly scheduled meetings.
	4b	Clarify development office resources which will be dedicated to support the FL's work.
	4c	The first couple should agree how much time they will devote to development so CDO is not intermediary.
	4d	The primary role for the FL in development is that of friend raiser.
University Community	5a	Encourage the FL to engage with the university community, consider a signature project.
	5b	Clarify the FL's campus contacts.
Acknow- ledgement	6a	Any form of acknowledgement should be discussed and tailored to the specific FL, to her university, and be defensible.
	6b	It may also be wise to appoint a member of the board as the FL's liaison so this person is the primary point of contact for board matters and annual reviews.
Public Opinion	7	It is important for the FL, Trustees and CDOs to appreciate public opinion when making decisions about the FL's role.

Further Study

The role of the university CEO's spouse could be further elucidated by interviewing the CEOs and alumni. Both groups would augment the 360-degree nature of this study. I also think that case studies of both successful and failed FL-ships could increase the body of knowledge.

While the majority of university CEOs are male, this trend is slowly changing. There may also be more same-sex first couples in the future. Examination of the roles of male or same-sex partners would be informative.

Specifically in the area of acknowledgement or remuneration, it would be interesting to learn what universities invest in staffing to support the president when there is a spouse versus no spouse. This data could give trustees hard evidence of what value a FL brings to the university.

Personal Reflection

Conducting this study was endlessly fascinating to me. It was extremely enjoyable to meet FLs, trustees, and fellow CDOs, as well as interesting to visit university campuses with which I was unfamiliar and learn about their traditions and cultures. Reviewing hundreds of pages of interview transcripts made me feel like a miner chiseling away at dense material; finding veins of shiny substances, following those veins until they ran out, bringing the material to the surface and sorting it in bright daylight was not only challenging but also rewarding. I also felt like a minor celebrity when contacted by *insidehighered.com* about my dissertation. That feeling was enhanced by the number of e-mail inquiries I received after that article appeared. All of this built my anticipation for

a lightning strike, that the piece of information I could offer the world of higher education was an epiphany. What I have had is a blinding flash of the obvious. What I can offer are some bits of advice, most of which I received from my grandparents (without attribution to original authors, so I grew up thinking they had penned these themselves) that apply to this topic. I have added my interpretation of how these adages apply.

- *To thine own self be true.* FLs must know themselves and what they are comfortable doing. CDOs must also be self-aware. Both must play to their strengths.
- *Do unto others as you would have them do to you.* FLs are humans. They like to be acknowledged for their work. They are busy. They have lives outside of the university. CDOs and trustees should act toward them the way they want to be treated, with respect and professionalism. FLs should do the same in return.
- *All the world is queer save thee and me, and even thou art a little queer.* We all bring experiences to our jobs, but need to be careful that we do not think our opinions are the truth. It is wise for the FLs, CDOs, and trustees to be open to ideas and experiences of others.
- *Information is power.* All parties in these relationships have information, which should be shared and not used as weapons. Not having necessary information, such as entertainment budget, can set people up for failure and negatively impact the university.
- *When you assume, you make an ass out of you and me.* CDOs, trustees, and the university community should not assume that the FL is aware of campus events,

traditions, and past foibles. Assumptions parties have about each other should be checked for accuracy.

- *A good reputation is hard to earn but easy to lose.* This applies to all parties, including the university itself. It is in everybody's interest to maintain a good reputation.
- *Say thank you.* Again, this applies to all parties. FLs need to thank staff for their work. Trustees and CDOs need to thank the FL for hers. The form of the thank you, or acknowledgement, should be meaningful to the FL and justifiable by the trustees.

Conclusion

This study achieved its primary goal of elucidating the role of the university CEO's spouse in development. Shedding light on the FL's role in development also illuminated topics surrounding development such as the hiring process, involvement in the broader university community, and the role of public opinion. The findings and recommendations demonstrate how these topics interweave and can either weaken or strengthen the FL's position and fundraising efforts.

Through this research I found that the literature and data support the proposition that the FL can, and usually does, have a positive influence on the academy. In addition, I learned that the three groups of respondents shared similar opinions on many issues. All want the CEO, FL, CDO, and university to succeed, particularly in development. There was also consensus that the majority of the time a FL invests in her university is dedicated to development, fund raising, and alumni relations. Everyone agreed that negative public opinion is to be avoided. In addition, respondents concurred that the FL

should be acknowledged for her work; however, opinions varied on the form that acknowledgement should take. The various opinions about types of compensation highlight the importance of communication and of recognizing the uniqueness of each situation. The individuals, the institutions, and the wider community, for example, all influence the type of acknowledgement a FL receives.

My recommendations reflect the facts that communication and understanding of the trustees' and CDOs' positions and goals, as well as tailoring the expectations for the FL to her strengths and the institution's needs can make the FL and the other parties involved more successful, productive, and efficient in their roles in development.

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APPENDIX A

Informed Consent

Title of Research Project: Elucidating the Role of the University CEO's Spouse in Development, Alumni Relations and Fund Raising

Principal Investigator: Michael W Schultz

Faculty Sponsor: Jill Mattuck Tarule, Ed.D.

You are being invited to take part in this research study because you are the spouse of a university president or chancellor or because you are a university development professional that works with the spouse. This study is being conducted by Michael Schultz, the Principal Investigator, as part of the dissertation processes within the Educational Leadership and Policy program, College of Education and Social Services, the University of Vermont.

The purpose of my research is to elucidate the role of the university CEO's spouse in development, alumni relations and fund raising. This work will focus on the traditional president's spouse, a female married to a male CEO.

We encourage you to ask questions and take the opportunity to discuss the study with anybody you think can help you make this decision.

Why is This Research Study Being Conducted?

The focus of the study is to elucidate the role of the university CEO's spouse in university development. It will seek to discover what features make for a successful working relationship, how effective partnerships are built and how roles may be improved for spouses and university development operations.

How Many People Will Take Part In The Study?

Twelve to sixteen people will take part in this study.

What Is Involved In The Study?

The study involves an interview. You will be asked questions about your role in university development. The interviews will be held in a mutually agreeable location. The interview will be 20 – 25 questions and should take 60 – 90 minutes.

With your permission, your responses will be recorded on a digital recording device. The recordings may be transcribed for data analysis and the development of significant

themes or patterns. Recordings of all interviews will be destroyed after all interviews have been completed and analyzed. Any electronic transcription will be created on a password protected computer. Any hard copies of data will be kept in a locked file cabinet and will be destroyed following the completion of data analysis.

What Are The Risks and Discomforts Of The Study?

There is always the possibility of a breach of confidentiality; however, measures will be taken to protect the research data to minimize this potential risk.

What Are The Benefits of Participating In The Study?

Participation does not provide any direct benefit to you. The information gained from your participation may help you or others better define their roles and expectations.

What Other Options Are There?

The only other option is not to participate.

Are There Any Costs?

There are no costs to participate in this study other than your time.

What Is the Compensation?

There is no compensation for participation.

Can You Withdraw or Be Withdrawn From This Study?

If you decide at any time that you wish to withdraw from the study, you may do so. All data relating to your participation in interviews and/or document reviews will be pulled from the collection, deleted from my computer, and hard copies will be destroyed.

What About Confidentiality?

The security of your record will be maintained by the Principal Investigator, Michael Schultz. You and your institution will be given pseudonyms to ensure your confidentiality. Your responses to the interview questions will be coded and combined with those of all other interviews for the purpose of determining themes, patterns and topics. All data will be kept on either a password protected computer or in a locked file cabinet. The results of this study will eventually be published as a dissertation and will be housed within the UVM library. All digital recordings will be destroyed upon the completion of the dissertation.

Contact Information

You may contact Michael Schultz, the Investigator in charge of this study at 802-656-3228 for more information about this study. If you have any questions about your rights as a participant in a research project you should contact Nancy Stalnaker, the Director of the Research Protections Office, at the University of Vermont at 802-656-5040.

Statement of Consent

You have been given and have read or have had read to you a summary of this research study. Should you have any further questions about the research, you may contact the person conducting the study at the address and telephone number given below. Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or prejudice.

You agree to participate in this study and you understand that you will receive a signed copy of this form.

Signature of Subject

Date

This form is valid only if the Committees on Human Research's current stamp of approval is shown below.

Name of Subject Printed

Signature of Principal Investigator

Date

Michael W Schultz

Name of Principal Investigator

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APPENDIX B

Interview Questions

SPOUSE

Interview Guide Approach

The following questions will guide interviews with spouses. These are designed to be factual and comfortable at the start and will move toward questions that concern the interviewee's professional and personal thoughts on the topic.

Demographic Data

1. How many years have you been in this role?
2. Did you have a similar role previous to your current one?
3. Tell me a little bit about your background — education, profession.
4. How long have you and your husband been married?

Expectations

5. Does your institution provide an official residence?
 - a. Yes —What are your responsibilities for the residence?
 - b. Yes — What are the expectations for Development use?
6. Is your role with your institution formalized? (i.e., contract, payment, written expectations)

- a. Yes— What are the details of this and may I have a copy?
 - b. No— Do you think your role should be formalized?
7. How do you feel about formality/informality of your role?
8. How does your spouse help define your role?
9. What was discussed with you before you assumed this role and with whom?
10. How much time do you invest in university development on an annual basis?
11. Are you financially compensated for your work?
- a. Yes — how?
 - b. No — Should you be?
 - c. No — Are you acknowledged in other ways for your work?
12. Do you have support in the form of staff or budget to carry out your duties?

Development-Specific Information

13. With whom in the development office do you most interact?
14. What do you see as your role in university development?
15. What are your thoughts about the efficiency and effectiveness of the development office?
16. Does the development office understand and agree with your role?

Satisfaction

17. Has this support been satisfactory?

18. How has your role in university development met with your expectations before you assumed it?

19. Which parts of university development are most satisfying to you?

20. Which parts of university development are most frustrating to you?

Improvement

21. Are there aspects of your role you wish you could change? If you could change one thing about your role to make it more satisfying, what would that be?

22. What advice would you give someone who is about to assume a similar role?

Closing

23. What haven't I asked that I should to understand the role of the CEO's spouse?

APPENDIX C

Interview Questions

TRUSTEE

Interview Guide Approach

The following questions will guide interviews with trustees. These are designed to be factual and comfortable at the start and will move toward questions that concern the interviewee's professional and personal thoughts on the topic.

Demographic Data

1. When did you serve on the Board of Trustees?
2. Have you served other institutions?
3. How many years did you serve in total?
4. Tell me a little bit about your background — education, profession.

Hiring

1. Did you hire a president while you served on the board?
2. If so, how was the spouse considered in the interview process?
3. What have you learned from that experience?

Expectations of Spouse in Development

1. Was there an expectation at your institution(s) that the presidential spouse had a role in university development?
2. Was this formalized?

- a. If yes, what are the details of this and may I have a copy?
 - b. If no, do you think the spouse's role should be formalized?
3. What do you see as the spouse's role in development?
4. How did the president define his spouse's role in development?
5. How did the trustees support the spouse in her duties?
6. Have you had direct conversation with the spouse about her role?
7. Should the spouse be compensated?

Satisfaction

1. Is the spouse effective in development?
2. How has the spouse's role met your institution's expectations?
3. How has the role of the spouse met with expectations of the external community such as alumni?
4. How has the spouse's role met with your expectations?
5. Have there been parts of working with the spouse or viewing the spouse's work that you feel have been helpful to the institution?
6. The reverse?

Review

1. Did you have a formal review of the president while you served on the board?
2. What role did you have in supervising the president?
3. If so, was the spouse's role included in the review?

4. From your experience, what are your thoughts on this?

Improvement

7. Are there aspects of this partnership between the institution and spouse you would change?
8. What advice would you give a board of trustees as they evaluate a president and their partner?
9. If you could change one thing to make the partnership with the spouse more effective, what would that be?

Closing

10. What else would you like to add on this topic?

APPENDIX D

Interview Questions

DEVELOPMENT OFFICER

Interview Guide Approach

The following questions will guide interviews with development officers. These are designed to be factual and comfortable at the start and will move toward questions that concern the interviewee's professional and personal thoughts on the topic.

Demographic Data

1. How many years have you been in this role?
2. Did you have a similar role previous to your current one?
3. Tell me a little bit about your background — education, profession.
4. How long have you worked with *spouse's name*?

Expectations of Spouse in Development

5. Is *spouse's name* role formalized with your institution?
 - a. If yes, what are the details of this and may I have a copy?
 - b. If no, do you think the spouse's role should be formalized?
6. How does the president define his spouse's role in development?
7. How do you support the spouse in her duties?
8. Have you had direct conversation with the spouse about her role?
9. What do you see as the spouse's role in development?

Satisfaction

10. Is the spouse effective in development?
11. How has the spouse's role met your institution's expectations?
12. How has the role of the spouse met with expectations of the external community such as alumni?
13. How has the spouse's role met with your expectations?
14. Which parts of working with the spouse have been most satisfying?
15. Which parts of working with the spouse have been frustrating to you?

Improvement

16. Are there aspects of this partnership you would change?
17. What advice would you give someone working with the CEO's spouse?
18. If you could change one thing to make the partnership with the spouse more effective, what would that be?

Closing

19. What haven't I asked that I should to understand the role of the CEO's spouse?

APPENDIX E

Development Office Materials for CEO Candidate

Inventory of Development Events for Potential Presidential Involvement.

*Indicates potential involvement of spouse. If there is a specific role for the spouse, that will be indicated.

- Homecoming*
- Reunion*
- Welcome First Year Students*
- Regional Alumni Events*
- Board Meetings
- Draft Development Calendar for First Year
 - On Campus Events
 - Off Campus Events
 - Individual Meetings
 - Board Meetings
- Special Fund Raising Drives/Campaigns

Information on development officer or foundation:

- Mission Statement
- Organization chart
- Fund Raising Reports
- Alumni Demographics

- Boards and CEO's Role
 - Alumni
 - Development
 - Student/Parent
- Budget
 - Budgetary Support for President
 - Travel
 - Entertainment
 - Spousal Travel
 - Personnel

APPENDIX F

Factors to Consider About a Partner's Role During the Recruitment of Association of American Universities Presidents and Chancellors

The Executive Committee of the AAU, in collaboration with the AAU Partners, offers the following factors for the consideration of AAU institutional governing boards. We believe it is important for governing boards to:

1. Recognize that if an AAU President/Chancellor has a spouse/partner (hereafter referred to as Partner), the partnership the pair will bring to an institution needs to be openly discussed. Communication is essential before a commitment is made to enhance their ability to serve the institution well.
2. Acknowledge that the Partner may already have an existing full or part-time career, job, or volunteer commitment. Universities have been better at dealing with an academic Partner's need for a position within the institution than with Partners who come with other backgrounds.
3. Advise the prospective Partner during the recruitment process of the hopes and expectations the Board has for the role of the Partner. Offer the opportunity, where appropriate, for the prospective Partner to meet with university officials and members of the Board for clear communication and understanding about possible arrangements.
4. Consider offering a Partner interested in such an official arrangement, an assignment in her/his role as Partner; this assignment could include a titled position with a position description, salary, and/or benefits, that would be funded as the institution deemed appropriate, either through direct funding or through a university's foundation. Over a quarter of AAU institutions have such arrangements with their President's/Chancellor's Partner.
5. Institutionalize an appropriate support structure for the Partner, beginning in the transition period, to assist him/her in fulfilling the requirements of his/her assignment to knowledgeably represent the university in internal and external contexts, work with donors and alumni, and/or plan and carry out events at the official residence or elsewhere as part of institutional advancement.
6. Recognize potential areas of initiative and involvement. The Partner's role, if mutually agreed upon by the Board and the Partner, may include one or more of the following:

A. Alumni Affairs and Development

- Supporting university relations
- Fundraising locally, nationally, and internationally

B. University Relations

- Assist with official events for faculty, trustees, donors, alumni, community, students, political figures, and guests of the university
- Promote university programs and events
- Provide support for university programs and initiatives.

C. Community Relations

- Leadership in community organizations
- Public speaking
- Board memberships
- Participation in civic events
- Community involvement

D. The Official Residence as Used for University Advancement

- Assist in the successful execution of official events.

Approved by the Partners Executive Committee – April 2006

<http://www.aau.edu/search/default.aspx?searchtext=spouse>

APPENDIX G

Moving On

MOVING ON

Creating a notebook for your successor

Sally Jennings
Presidential Spouse, University of Evansville

Ideas from sessions at the CIC Conference – January, 2006

Ideas on helping your successor

A group of President's spouses gave these suggestions for making a notebook to help your successor. Please feel free to add and or delete. No one knows your campus, community, and role as well as you.

PART ONE

General Thoughts for Your Successor:

- . Be yourself.
- . Have a sense of humor.
- . Take time for your family, your spouse, and yourself.
Schedule this on both the president's and spouse's calendars. If you have difficulty saying "NO", write the word *Something* on your calendar. Then you can always say, "I'm so sorry, but I have something on the calendar."
This should be sacred time.
- . Be willing to say NO, or as Miss Manners says, "I'm so sorry, but that would be impossible." Explaining why is a mistake because they may come up with new possibilities.
- . Find something you like to do that is not connected to the college.
- . Smile and laugh: Then when you get some wrinkles, they will be happy ones.

PART TWO
Before the Move:

Ask for a video of the president's house. It will help you decide where your belongings should go. With colored stickers, assign a color to each room in the new house and make a sign with the sticker to tack up on move-in day. As boxes are being packed, place the appropriate sticker on each box.

Ask for a move-in inventory of college property. Make sure that another copy of this inventory is kept in a secure place elsewhere. It can be put on a DVD for storage. (Trust me – this will help when you move out.)

Have an inventory of your belongings. A video of your stuff, taken in your current home, should settle questions as to possession when you move out. When people see an item, or items in the President's House, they often assume it belongs to the college. Having both a video and written inventory also helps if you have to file an insurance claim.

Read the handout from the moving company on general suggestions.

Pack a move-in kit. Include some dressy clothes.

If you are moving with children/child, ask if someone would try to get some names and phone numbers of parents with children the same ages. Ask if there are any summer programs for children, the age range, and who to contact. Presidential families usually move in the summer and this can be a good way to get your child/children involved.

PART THREE

Expectations of the Spouse

Most campuses do expect certain things of presidential spouses – someone once said, “If you think there are no expectations, imagine what would happen if you walked around campus wearing a bikini (females) or speedo (males).” I suppose you could switch to the other gender attire and get a stronger reaction.

Expectations vary wildly from campus to campus and from person to person. Each spouse should try to mold expectations around his/her personality and her/his situation. Some spouses work full-time, others don't. Some have responsibility for small children, teenagers, aging parents; some have none of those responsibilities. After saying all that, it still is helpful to have a clue about what has been done in the past.

List the jobs that a presidential spouse will inherit, or need to find someone else to do. Examples are event planning, managing of the house, planning and/or approving menus, traveling with the president, campus organizations that the spouse has traditionally been involved in or has held office because of the position.

If paid, is there a job description. If so, include it.

PART FOUR

Events

Make a calendar of those events that are traditionally held.
(Your calendar may help, if not your food service may have kept records.)

Include:

any information about these events that would be helpful, when, where, who attends, attire (*See below), and who does the entertainment, if provided. Share if this is a tradition which is firmly rooted, or if it might be changed.

Event forms: There is no one form that will fit every college, but an example is included on the next page. To personalize this form, think of how you plan an event, from start to finish, and adapt the form accordingly.

Other traditions: (Not events) Examples given – Christmas ornaments given to faculty each year, Easter egg hunt for faculty/staff children, etc.

TRUSTEES:

1. Do you entertain trustee spouses? If so, either include the invitations, or make a list of the programs and entertainment provided. Tell how this is decided and what needs to be done.
2. Ask Institutional Advancement (Development) to take photos of trustees and their spouses, label them, and put them in an album. You can then add something interesting about each trustee and their spouse. Keep it short!
3. Note if any trustee has special needs – allergies (food-floral), handicapped accessible building, religious prohibitions against any food, etc. Use your judgement as to whether you want to list any topics that should be avoided or any peculiar behavioral traits. This is often best done in a personal meeting.

4.If some meetings are held on campus and some held elsewhere, indicate which meeting is which.

5.Their meeting times should be on your calendar. If not, go back and add them.

MOST OF THE ABOVE WILL APPLY TO DONORS ALSO!

Scheduling: How do you and your spouse set up your calendars and keep them current and coordinated? Who has the power to put things on the calendar? Are you contacted about an event before it is scheduled? (This is a good idea, especially **EVENTS HELD AT YOUR HOUSE.**) It can be a good idea to have planning meetings with president, development director, secretary, and event planner, if campus has one.

*Attire – the terms formal, dressy, and casual vary wildly from one community to the next. It would be helpful to be a little more specific. The male spouses have it much easier determining no tie, tie, or tux.

Remember – “Having an event two years in a row makes it a tradition”

EVENT FORM — MAY HOUSE

Date: _____

Time: _____

For: _____

What: _____

Contact: _____

invited: _____

Alcohol: _____

What: _____

Who provides: _____

Menu: _____

Set-up: _____

Chairs _____ Tent: _____

Tables _____

Who orders: _____

RSVP#: _____

EVALUATION:

attended: _____

Any changes for next time:

PART FIVE

Living in the Presidential Home

Suggest providing personal space. Keeping bedrooms off limits provides a family area. It can be nice to have a private place.

If there is a set budget for the house, give name of person who can best explain the budget and how to get funds for unusual expenses. Also give the name of the person who can get a voucher or check. (This may be the same person.)

Encourage the incoming spouse to set up a schedule for housekeeping and maintenance. Some spouses have a full-time housekeeper, while others just want occasional help.

Set a policy for the people who will come in your house. Some spouses wish to have notice and a knock before a person providing services comes in, others don't care. Decide which is more comfortable for you. Inform those who need to know.

Services provided for home:

Housekeeper – List name, phone number, day or days of work, list of duties, how she/he is paid.

Lawn care - List who is responsible and their phone number, what is included, (do they plant flowers, shovel snow, blow off patio and sidewalks.

Maintenance – Who is in charge and phone number, what are their responsibilities, and is there a maintenance plan for the house. When are the carpets and gutters cleaned, windows washed, air conditioner and furnace checked and cleaned.

Security - phone number and any services they provide.

Alarm – Code and instructions on use.

Who decorates the house for Christmas? Is it a tradition?

Add anything else you wished you had known about the house and the services provided for it.

Is insurance provided for house, contents and liability? Give the name and phone number of the insurance provider.

List any important historical objects and tell history.

“They may own your house, but they don’t own your home.”

From a presidential spouse

Living in Your Own House

List the services that are provided if you are expected to do college/university entertaining in your home?

Who carries the liability insurance for the house?

Where entertaining is done on campus? Who reserves the room and from whom?

Add anything you think might help.

PART SIX

Logistics

Phone list of campus contacts – perhaps listed by what they can do for example – arranging for tables & chairs for a picnic at your house, getting an extra housekeeper day, fixing the pipes when they burst, ceiling when it leaks, or the basement when it floods.

If there are campus people that it is important to know, you might list names and tell what they can do. Example: a benefits clerk who will make sure all possible insurance benefits have been received. NEVER leave any negative statements on paper.

PART SEVEN

Community

Leave a local map.

List name and phone numbers for doctor, dentist, hairdresser, florist, grocery, dry cleaner, library, public and private schools, etc.

If in own house, include plumbers, electrician, etc.

List various community organizations and a contact person. Getting involved can help one find fulfillment, not related to the campus.

This section is for the spouse who is leaving.

MOVING ON

Suggestions to make your move easier.

Using the college's inventory, put tags or stickers (one works on some things, the other on the rest). Make sure the stickers and the tags have the same color. It can be hard to find tie-on tags in colors, but you can always use a marker. Then when the moving people come, show them your system for identifying items NOT to be moved and remind them that they will have to return any of the college items if they move them.

For additional ideas, turn to PART TWO, *Before the Move*

APPENDIX H

Spousal Compensation Options

Monetary

Salary

Honorarium

Health insurance

Life insurance

Retirement fund

Discretionary fund

(clothing, house furnishings, babysitting)

Health club/country club membership

Housekeeper

Non-monetary

Public acknowledgement by trustees

Annual report to board

Annual review with board

Support staff (secretary, event planner)

Office space