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**A Study of the Pathway to Community**  
**College Presidency for African American Women: An Oral History**

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**A Study of the Pathway to Community**  
**College Presidency for African American Women: An Oral History**

by

**Penny Lee Logan, B.A.; M.S.**

**DISSERTATION**

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## **DEDICATION**

In loving memory of my parents  
John D. and Francis Logan...

My grandparents Pete & Fannie Logan and  
Ola & Anderson Wilson...

Loved ones lost during my doctoral studies...

Danielle Logan

My big brother & mentor James O. Logan

Uncle John L. Wilson

Aunt Helen & Uncle Hosie Wilson

Uncle Aaron & Aunt Gloria Wilson

Ronald Holmes

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Aunt Troyhill Logan

With Appreciation to my Siblings

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**A Study of the Pathway to Community  
College Presidency for African American Women: An Oral History**

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Supervisor: William Moore

Under our current social conditions what types of leadership skills are needed for an African American woman to serve as a community college president? This study explores the behavioral leadership skills that African American women bring to the top positions at community colleges and the impact that their diversity has on the student body, the community being served by the college, faculty, and governing boards who hold the responsibility of selecting community college chief executive officers (CEOs).

The Achieving Styles Inventory (ASI), along with qualitative interviews were used to examine the leadership traits employed by African American female CEOs to manage a diverse cadre of faculty and staff and to successfully manage Board of Trustee relationships. During the academic year 2003-2004, forty African American women

served in the position of chief executive officer throughout the United States. This study finds that African American female CEOs have a propensity to use more relational behavioral leadership strategies (including collaborative, contributory, and vicarious skills) than their counterparts. Competition was the behavioral leadership skill used least by the participants, who preferred to use the strategy of “coopertition” (a derivative of cooperation and competition) to learn various aspects of leading a two-year institution.

As we move deeper into the 21<sup>st</sup> century, community college leaders and faculty will only begin to resemble the student bodies they are to lead, if governing boards grow in their understanding of the history of African American female leadership and work to deconstruct the negative stereotypes that counter what history teaches us about the leadership abilities of African American women.

This study demonstrates that African American CEOs can play a major role in helping African American female students faced with limited role models and support systems to successfully negotiate the demands of attending a two-year institution. The researcher and the participants of this study advocate for higher education programs to increase their teachings of the leadership histories of African American women, in an effort to empower future leaders by exposing them to the legacy of African American female leadership. This is a critical need for community college leaders, who are generally the first line of leaders to serve the African American female student on college campuses.



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## INTRODUCTION

The concept for this study emerged as the result of two divergent events occurring in the career life of the researcher. Each event represents the multiple dimensions encountered by adults in their career pathways. From the selection of a career goal to strategizing career advancement to plotting the course to retirement—the paths are often uncharted and complex. As a guidance and counseling professional and student in the field of community college leadership, the researcher has reviewed numerous articles and studied events related to careers of the future, present, and past. This scientific inquiry of occupational patterns in the field of educational leadership was informed by that experience and course of study.

The discovery of a thought-provoking article on community college leadership was the first event that helped to shape this research. McClenney's 2001 article, *"Converting Crisis to Opportunity, The American Association of Community Colleges (AACC) Leadership Summit*, offers analysis of the large number of anticipated retirements of community college presidents, senior administrators, and faculty. In addition, McClenney presents an impassioned plea to increase the quantity of minority administrators, especially presidents and concludes the following:

Given the changing faces of America and more particularly the demographics of current and future community college students—there could hardly be a need more pressing than the development of leaders who embrace diversity as a strength; who insist that diversity be reflected in college culture, curriculum and personnel; who demonstrate forthrightness and skills in addressing diversity issues; and who are themselves diverse (McClenney, p.26).



The themes presented in McClenney's article were relevant enough to the professional career journey of the researcher and the researcher's peers that further analysis of this subject matter was initiated to increase the knowledge base for the researcher regarding career trends and employment opportunities for individuals pursuing leadership positions in the community college system. McClenney's line of thought and the personal relevance of the data prompted the researcher to seek additional data about the role of diversity in college leadership and the point of entry for those who could bring diverse backgrounds and skills in managing diversity issues in a community college setting.

The second compelling experience that framed this research occurred as the result of the researcher's interaction with her mentor, the former and first African American female CEO at San Jacinto College. Numerous themes related to African American female educational leadership emerged at a time when the researcher's mentor was struggling with a decision that would impact her tenure as president. She was contemplating the acceptance of a leadership position with a large government enterprise organization. As the researcher witnessed her mentor's career change, the direction and focus of this research began to take shape. Themes, issues, and trends on career pathways and diversity initiatives in academic settings began to present themselves. Deeper reflection on the research surrounding presidential careers prompted this inquiry into the career trajectory of African American women in the field of community college leadership.

## EMPLOYMENT DATA AND THE AFRICAN AMERICAN WOMAN

An exploratory review of employment data revealed that only forty African American women were employed as presidents of the recognized 1,132\* community colleges nationwide during the 2003-04 academic year. *(Please note: 1,132 were recognized by the Association of Community Colleges in 2003; the number of AACC recognized community colleges has increased to 1,173\* for the 2004-2005 academic year—AACC Web page, 2005).* Sixty-four (64%) percent of states in the United States do not employ an African American woman as president (the word “president” will be used here as a generic term to describe campus presidents, chancellors, presidents, and provosts). Vaughan’s (1986, 1989, 1989b, 1990, 2001) work has contributed significantly to the body of knowledge about community college leadership. For more than twenty years, he has promoted his belief that diversity of ethnicity, gender, and race among presidents is important; and has shared his concern regarding the under representation of minority leaders in community colleges by acknowledging that minorities and women are not as well represented in leadership positions as they should be when their numbers are compared to those of the student bodies they serve (Vaughan & Weisman 1998; Shultz 2001; and Ross & Green 2000).

The literature attributes the primary reason for this employment gap to the perceptions of members of the community college governing boards. These perceptions range from competency to socialization to pipeline deficiencies (Reed-

Taylor 1998; Phelps, Taber & Smith 1996; Hamilton 2004 and Evelyn, 1998). The researcher traced the origins of some of these perceptions back to the 1800s, when negative commentaries about blacks were commonplace. Blassingame and Richings (1902) highlighted the role that newspapers played in creating a slanted profile of African Americans by sensationalizing their weaknesses, and eliminating any discussions about their achievements. Even today, it can be argued that newspaper coverage of African Americans is often slanted, downplaying positive characteristics in favor of negatives. Furthermore, the literature on community college leadership remains limited in its presentation of data regarding the accomplishments of African American women. The most noteworthy higher education periodicals reporting on presidential profiles (*Chronicle of Higher Education*; *National Profile of Community Colleges*; *Trends and Statistics 3<sup>rd</sup>*; and *the American College President 2000* ) do not provide a statistical dissection of data on African American females. The American Association of Community Colleges (AACC) *Leadership Series (2001)*, justifies that “because the percentage of administrators in nonwhite racial or ethnic categories was so small, a separate analysis of career paths and career issues was not feasible” (Schultz, 2001, p. 9). This quote reinforced to the author the need for a more intense review of the interrelationships of career issues impacting the African American female and the office of chief executive.

## **DISSERTATION OUTLINE - REVIEW OF CHAPTERS**

Chapter One provides a definition of work and leadership. These definitions are followed by an explanation of the specific set of behavioral leadership skills that will serve as the framework. The statement of purpose and the research questions guiding this inquiry are presented in this chapter, as well. To assist with this analysis and to document the executives' experiences, the researcher selected qualitative interviews as a way of delineating their leadership skills and strategies.

Chapter Two traces the community college movement with an overview of the governing structures of two-year colleges. This overview will elucidate the role and characteristics of the hiring bodies of two-year executives. In addition, this section presents an anthropological review of the advancements made by African American women in higher education to establish their leadership history.

Chapter Three describes the research methods used to determine the behavioral managements skills most often called upon by the African American female community college executive. The researcher constructed an interview protocol reflecting major themes distilled from the review literature on community college leadership to assist in the development of a profile of their career characteristics. Later in the chapter, the researcher provides a detailed discussion of the protocol.

Chapter Four presents the results of the Achieving Styles Inventory, along with the findings from the interview protocol collected through the qualitative interviews. These results, the reader will find, give voice to a generation of African

American women who have worked industriously through the ranks to achieve the top level position at their respective institutions. Chapter four helps to articulate the stories of African American women in community college leadership positions, while illuminating some of the challenges and rewards associated with the position of chief executive officer (CEO).

Chapter Five reveals the conclusions drawn from the findings of the literature on community college presidents; the Achieving Styles Inventory (ASI); and from the qualitative interview data collected from African American executives. The researcher sums up the study with a collection of shared strategies elucidating the leadership skills employed by the study population to overcome the many challenges and obstacles they face as decision-makers of two-year colleges.

## **CHAPTER ONE**

If the boards of community colleges are to become more proactive in selecting chief executives who are more reflective of their student populations, they must develop a more balanced understanding of the leadership styles and skills that African American women bring to the top positions at community colleges. Boards must also develop an understanding of the impact that African American women's presence has on the student body, the community, faculty and boards—all perspectives of the leadership paradigm. Based on the population data collected on African American women employed as community college executives, the researcher assumed that there was a need for a more intense study of their leadership qualities. A word of caution, the data on race and gender as conveyed in this report may be emotive to the reader. Close (1993) concedes that "...to speak frankly and honestly about race will ...disaffiliate those individuals who prefer to believe that racism [and sexism] have disappeared" (p.30). One aim of this qualitative study is to "tease out the meaning(s) these phenomena (racism and sexism) may have for the participants."

The objectives of this study are to identify African American female public community college presidents and to secure information about their leadership characteristics. The data collected about their leadership characteristics will allow the investigator to expand on the current body of research highlighting career patterns in the field of community college leadership, while adding the voices of African American

females to the dialogue on successful leadership development. The end result of this examination is the development of a synopsis of the major career issues surrounding the selection, appointment, and succession of the African American female community college executive.

### **THE NATURE OF WORK**

Isaacson (1986) suggests that work is one of the central components of adult life; it is the way in which the individual relates to society. In his view, work plays a pervasive and powerful role in the psychological, social, and economic aspects of life, contributing to the development of self-esteem through mastery of tasks, and through the activities of work that produce something valued by others (p.9). This view presents the idea that one's occupation can generally determine where and how one lives, the community activities and organizations in which one participates, and many other aspects of life, including social status. The National Vocational Guidance Association affirms that work can provide the person, and often the family with status, recognition, affiliation and similar psychological and sociological assets essential for participation in a complex society (Issacson, 1986, p.7). The extent to which most people consider work an essential component of their lives is highlighted by Yankelovick (1982), who cites a 1977 University of Michigan study; this report revealed that 75% of participants declared that they would continue to work even if it was optional.

Since work has proven to be such an essential part of adult life, career theorists have determined that every profession requires a thorough grounding in

pertinent knowledge of history, terminology, frameworks, standards, and guidelines. The *Dictionary of Occupational Titles* defines professional workers as those who are concerned with the theoretical and practical aspects of such fields, as education, science, and law, to name a few. This study will focus on the field of education. The majority of community college leadership positions (i.e. chancellor, president, provost, vice president) require lengthy educational preparation at a college or other advance levels. Also, individuals employed in this capacity are required to provide leadership and supervisory tasks that necessitate a large degree of control over other workers.

A large number of career theorists (Parsons 1909; Roe 1949; Holland 1959; Ginzberg 1951; Super 1977; and Krumboltz 1979) engaged in research to understand the individual's relationship with work submit that American citizens have considerable freedom of choice regarding their life work or career. Researchers in related fields such as economics or sociology view career development in terms of large groups such as society, race, and gender. In 1962, Lipsett identified several social factors that can negatively or positively influence career development, factors such as social class membership, home influences, school, community pressure groups, and role perceptions. Later, in 1975, Warnath revisited this concept and forecasted that powerful external forces are increasing and exerting greater influence on career development issues than was true in the past. External factors are so pervasive that Cose (1993), almost twenty years after Warnath's prediction, raised the question of whether or not African Americans still believe in "the covenant of work."



This covenant, assumed by most Americans, ensured that if you work hard, get a good education and play by the rules, you will be allowed to advance and to the limits of your ability, even to the highest rank of leadership (p.1).

## **LEADERSHIP AND THE COMMUNITY COLLEGE**

Roueche, Baker and Rose (1989) defined successful leadership as the “ability of the community college president to influence the values, attitudes, beliefs and behaviors of others by working with and through them in order to accomplish the college’s mission and purpose” (p.11). Gilligan (1986) found that men and women use fundamentally different leadership approaches. The woman’s voice was different in that it relates to an ethic of care linked to relationships and enjoining responsiveness and responsibility rather than an ethic of justice linked to ideals of autonomy, independence, and self-sufficiency. Since men have dominated the discussion of moral theory (and leadership), the female’s perspective is often not taken seriously, and is considered to be less developed and sophisticated. Couple gender issues with race issues and you have the story of African American women in leadership.

### **Leadership Behaviors**

Leadership style as determined for the use in this study focuses on behaviors leaders use to get things done, “the personal technologies for accomplishing tasks or achieving goals” (Lipman-Bluman, 1996, p.24). The Connective Leadership-Achieving Styles Model provides the theoretical framework for our discussion on the behavioral characteristics most effective in helping African American female CEOs

navigate a community college campus comprised of diverse cultures and ethnicities.

According to the Connective Leadership model, Achieving Styles (AS) “are characteristic behaviors individuals use to achieve their goals and connective leadership emphasizes linking individuals to their own, as well as others', tasks and ego drives” (Lipman-Blumen, p.12). Based on the theoretical constructs of this model, the researcher was able to delineate the following set of skills as being fundamental to the effective community college leader who is responsible for leading a diverse cadre of faculty and staff. According to this model an effective leader should work to:

- (1) ... cultivate diversity with professional qualities, in an ethical and politically savvy manner, supported by authenticity and accountability.
- (2) ... build community through the politics of commonalties and a long-term perspective on the shared vision,
- (3)... practice leadership through expectations that entrust, enable, and ennoble their constituents, and,
- (4)...attract supporters to broad, non-egoistic, and life-enhancing enterprises (Lipman-Blumen, p. 243).

## **FRAMEWORK**

The theoretical position of the authors is that, “individual leaders who employ the broadest and most flexible repertoire of the behavioral leadership styles presented in this model, are most likely to meet the complex challenges of our fast paced changing world” (Ibid, p.14). The outcomes of this investigation will help to provide a summary of the behavioral strategies used to address workplace challenges. In addition, the researcher will focus on the observable actions that make African American women effective leaders.

This analysis will begin with a narrative of the individuals involved in governing and administering two-year colleges in North America. It will include a profile of the governing boards that are responsible for the selection of institutional leaders. Along with a standard of measurement guide to help the reader understand the criteria for determining what makes a community college leader effective. After establishing the foundation of how community colleges are governed and leaders selected and evaluated, the researcher will narrow the focus of this review to African American women. This data will integrate (1) the number of African American females employed in CEO positions; (2) their educational backgrounds (3) the positions they were employed in prior to their first CEO appointment; (4) the geographic locations where they are mostly likely to be employed and the geographic locations where they are mostly likely not to be employed.

The final component of this analysis of the leadership skills African American

women prefer to manage two-year institutions will be presented as a finding later in chapter four. The Achieving Styles Inventory will help the researcher to dissect the behavioral skills of African American female leaders, in order to provide a comprehensive representation of the workplace skills involved in leading a diverse consortium of faculty and staff within a community college setting. In accordance with the literature, this leadership model has not been used to date as a measurement tool for African American female presidents of two-year colleges.

#### **THE COMMUNITY COLLEGE AND AFRICAN AMERICAN WOMEN**

The current world of higher education is evolving. Instead of copying the leadership styles of our predecessors, women must create and implement new designs for organizing our institutions and educating the [community college students] of today. Never before has our society been in such great need of affordable, accessible, quality higher education. Yet, never before have we been in danger of failing to achieve the change (Evans, 2001, p.181).

Under our current social conditions, what types of leadership skills are needed to serve as an African American female community college president? In an effort to increase our understanding of the complexities of leading a two-year college, the researcher will highlight and measure the behavioral skills that African American female CEOs utilize to get their jobs done. It is important to the field of community college leadership that African American women be included in the discussions taking place on the development, recruitment and retention of community college presidents. Despite their limited numbers, the skills and experiences they have acquired in leading these institutions will be invaluable to future leaders. While opportunities do exist for women in higher education, the highest echelon of

management is still inaccessible to the vast majority of African American women. Ross and Green (2000) found that in 1998, 6% of all women presidents were African American, 3% Latina, 1% Asian American, and 1% Native American. In 1997, only 20 African American females served as community college presidents in the United States (DeVeaux, 1998). In the year 2003, that number doubled to forty, in some ways African American women have come a long way. However the expectancy level of the researcher is that African American women should be employed as chief executive officers in great numbers due to the origin, mission and charters of many community colleges.

Moore (2005), in his book *Behind the Open Door: Racism & Other Contradictions in the Community College*, describes the image of the modern American community college (1958-2003) as an “open door, classless, student-centered institution where neither a student's race, gender, religion academic record, nor lifestyle would preclude his or her access to it“ (Moore, 2005, p. 2). He concludes that there was broad support for the new college because many Americans believed that it had been created at the right time and for the right reason. The number of colleges established during the 1960s is one indicator of this support. However, as reasoned by Moore, the public was being fooled. Many were not and still are not aware of the small number of non-white persons teaching and leading in our community colleges. In 1973, only 5% of instruction in community colleges was provided by minorities; thirty years later, this number has only increased by four percentage points (Ibid, p.10). This factor is particularly alarming to the researcher

since nationally, increasing numbers of women have been entering community college administrative positions but few have attained the highest levels of dean, vice president, and president. Most African American women hold lower level positions in such areas as library services, student affairs, financial aid, or continuing education (Julian, 1992); and, according to Catalyst (1999), women of color have to wait longer for promotions (i.e. women of color wait 3.6 years on average, compared to 2.6 years for other women). Marable (2002) supports this analysis and adds:

With African American faculty representing only 5 percent of the faculty at all institutions and 3 percent at elite institutions, and with Blacks and Latinos representing less than 1 percent of top administrators at major research universities, it's more accurate to say that there is a silent policy of exclusion and a kind of tracking of Black careers not unlike the tracking that occurs with children in public schools. Black faculty are tracked into disciplines and administrative areas—for example student support, athletics, community affairs—that don't allow them to learn about their schools' crucial for-profit structures. That makes it much more difficult for them to make the leap to top executive positions, to become provosts, vice presidents for finance and, of course, presidents (Hamilton, 2002, pp. 41-42)."

## **STATEMENT OF THE PROBLEM**

Community colleges continue to lead all other higher educational institutions in the enrollment of minority students. According to their charters and missions, governing boards are mandated to meet the needs of the entire community for which they serve. Currently African American women hold 40 CEO positions among the 1,173 two-year institutions; the number of positions is almost equal to the number of states (32) that are without an African American female president. The *Journal of Blacks in Higher Education* (2006) reported that in the fall of 2004, nearly 900,000 black students were enrolled in two-year community colleges. They made up 48% of

all African American students enrolled in higher education. However, data from the Department of Education show that only a small percent of entering black student complete their community college program within three years. As evidence of this trend, in 2001, only 16.6% of African American students completed a two-year, associates degree program by 2004. Governing boards must work to meet the social, legal, economic, educational, political, and ethnical obligations of African American students. These students should be provided an educational climate where they are represented with role models to help foster student success and improved graduation rates. Although community colleges continue to lead all other higher educational institutions in the enrollment of minority students, these students do not always have access to diverse mentors and role models who can illustrate pathways to overcome barriers to success. A compelling article by Cherwitz (2005, p. 1) argues that without more persons of color earning advanced degrees there will remain an inadequate supply of underrepresented minority faculty, who currently comprise 7% of full-time faculty at public doctoral institutions; this statistic suggests a vicious cycle of under representation among faculty, and administrators. Furthermore, Cherwitz's article highlights that "African Americans and Hispanics are still significantly underrepresented among recipients of PhDs. The two groups comprise 32% of all U.S. citizens in the age range of PhD candidates, but only 7% of those earning doctorates" (p.).

What is most disturbing about this data is that a large percentage of African American students enrolled in community colleges will not benefit from diversity

efforts until significant progress is made in presenting them with more mentors who are similar in background, race, and sex. Arcade & Macros, 1984, (p.400) found that students often select faculty members to emulate. "People emulate models who are perceived to be similar to themselves in terms of personality, characteristics, background, race, and sex." The researcher is an example of this dynamic. It was not until she met and became acquainted with the former and first African American female president of San Jacinto College, that the researcher actually internalized that she could obtain a similar career goal. The impact of having a presidential role model was so compelling for the researcher that the stories of her career journey led the researcher to compare events and career stories to those of her role model. This comparison and further analysis gave rise to the following queries:

- (1) If McClenney is correct regarding the need for future presidents who are diverse and capable of managing diversity issues, then shouldn't more employment opportunities exist for African American women?,
- (2) What conditions are present to support the career change of a talented African American female community college president if there is a demand for presidents with diverse backgrounds?

Harvard (1986) found networking to be an integral part of the success formula for African American women and states "black women leaders in higher education must be willing to share their successful performance and practice with other aspiring black women" (Harvard, p. 17). Because of its emphasis on in-depth knowledge and elaboration of images and concepts, qualitative methods as used for this study will give voice to the marginalized group of African American women, serving as two-



year executives; while formulating new interpretations of their historical and cultural significance related to community college leadership and advance theory. The in-depth, empirical data collected from this study may help to capture important facts missed by more general, quantitative studies. This investigation will focus on the commonalities among separate individuals in this leadership position, with the objective of providing African American women and other aspiring leaders with narrative data on their successful performance practices.

#### **RATIONALE FOR STUDY**

The researched literature reports that governing boards are reluctant to hire African Americans because they are not accustomed to their presence at the CEO level (Thornton, 1998; Chenoweth, 1998), and/or because they believe that African Americans cannot do the job. As a result of these assumptions, the researcher believes that there is an urgent need to upgrade the scholarship on the leadership history of African Americans in education. Mulhern (1959) provides a multicultural view of education, including the Egyptian, Ancient Indian, Greek-Roman and Christian societies. He concludes that, “the world as it is today in its economic, social, political, religious, moral, intellectual and educational aspects are the result of the struggles of the past” (Ibid, p.4). The community college movement did not start without an origin. Few controversies exist among those who have studied the development or history of the community college. The majority of scholars credit two individuals as being the founders of the community college movement in Chicago, around 1901. This widely accepted “fact” omits the leadership roles that African

Americans played in helping to establish present day educational systems. To suggest that the entire community college system was started in 1901 also omits some of its history, particularly individuals who played a pivotal role in establishing the precedent for the community college system. Dougherty (1994) sets the stage for this study with his "*relative autonomy of the state explanation*."

The community college is too complex and contradictory an institution to be so easily captured. The community college has been shaped by a wide variety of groups, including [African American] business, students, and government officials, ranging from presidents to local educators. As a consequence of its diverse origins, the community college is a hybrid institution, combining many different and often contradictory purposes. It is a doorway to educational opportunity, a vendor of vocational training, a protector of university selectivity, and a defender of state higher education budgets (Dougherty, 1994, p.8.).

If community colleges are to live up to descriptions such as those posited by Dougherty, community college boards must become more proactive in selecting chief executives that are more reflective of their student populations. Community college boards must reflect on their past to understand all perspectives of the leadership paradigm.

This study highlights the leadership history that African American female presidents of two-year colleges bring to the table by way of historical linkages. As the reader becomes more acquainted with this history, there will be no doubt about the abilities that African American women bring to develop world-class institutions; to successfully manage board relations; and to, oversee a culturally diverse consortium of faculty and staff. The historical and empirical data will reflect that African American women are successfully performing their tasks despite obstacles

related to erroneous perceptions and biases.

## **PURPOSE**

The field of community college leadership is beginning to develop a written profile of African American female presidents through various dissertation studies, research journals, and new articles. The purpose of this study is to collect and aggregate data on the African American females, who served as chief executive officers (CEOs) during the 2003-2004 academic years; in order to develop a written profile of their behavioral leadership styles, educational backgrounds, and qualities important to their appointment as CEO. The qualitative section of this study provides the reader with narrative stories of their leadership challenges, experiences and rewards.

## **RESEARCH QUESTIONS**

Whereas a number of questions will evolve from the background data presented in this report, the primary research questions guiding this study are:

What behavioral leadership traits do African American female community college presidents identify as having the greatest impact on their ability to lead a diverse faculty and staff?

What strategies do African American female community college presidents use to develop and manage board relations?

## **OVERVIEW OF RESEARCH METHODOLOGY**

The research methodologies selected for this study consist of both quantitative and qualitative approaches utilizing: (1) survey research, and (2) qualitative interviewing research.

### **Survey Research - Assessment Tool**

The Achieving Styles Inventory (ASI), a forty-five item leadership instrument, developed by the Achieving Styles Institute, in Pasadena, California is used to collect quantitative data on the behavioral leadership skills most often practiced by African American Female Presidents of two-year colleges.

The L-BL Achieving Styles Inventory (ASI-13) serves as the behavioral foundation for the Connective Leadership profiles developed by Lipman-Blumen and Leavitt in 1973. The L-BL leadership instruments, under the guidance of the Leadership Institute, has been revised and validated fourteen times over the course of twenty-five years (Lipman-Bluman, 1997; Robinson & Bluman, 2003).

### **Qualitative Research - Interviewing**

Qualitative interviewing is the second research technique structured into the design of this study. The interviews are projected to capture the leadership experiences of African American female presidents, practicing in three separate states, representing a cross-section of regions. The data from the interviews will help the researcher capture the achieving styles used by the respondents to navigate educational communities comprised of diverse cultures. Data collected through the Constant Comparison model serves as a tool to analyze data through the text searches to identify patterns, themes or emerging insights through a continual comparison of new data revealed through the inquiry process (Bogan & Biken, 1982).

## DEFINITION OF TERMS

For the purpose of this study, the following terms are defined in order to provide a clearer understanding of the research data.

Achieving styles- the behavioral strategies that an individual characteristically uses to accomplish his or her goals.

Achieving Styles Inventory (ASI)-leadership instrument designed to measure nine categories of leadership behaviors that individuals use to accomplish their goals. The nine categories constitute an individual's Connective Leadership Profile.

Chief executive officers (CEOs)- president, chancellor, and provost. These individuals are responsible for the daily management of two-year institutions, regardless of size and budget. Each individual reports to a board of trustees or to the chancellor.

Connective Leadership-as described by (Lipman-Blumen 1996), emphasizes connecting individuals to their own tasks and ego drives, as they relate to those of the group and community that depend upon the accomplishment of mutual goals. It is leadership that connects individuals to others and others' goals, using a broad spectrum of behavioral strategies.

Direct achieving style-People who prefer the direct set of behavioral styles tend to confront their tasks individually and directly. The three styles within the *direct* set emphasize deriving intrinsic satisfaction from mastering the task, outdoing others through competitive action, and using power to take charge and coordinate everyone and everything (Lipman-Blumen, 1996, p.24).

Diversity and diverse-represent differences or variety in racial, cultural, gender or lifestyles and scholarship behaviors, patterns of thinking or viewing the world.

Hegemony- ascribes to leadership or dominance, especially that of one individual group or state or nations over another (Lewis, 1997, p.42).

Instrumental-The instrumental styles emphasize using one's personal strengths to attract supporters, creating and working through social networks and alliances, and entrusting various aspects of one's vision to others (Lipman-Bluman, 1996, p.).

Leadership-refers to individuals chosen to lead, guide or manage two-year educational institutions.

Relational-People who prefer to work on group tasks or to help others attain their goals draw on behaviors described in the *relational* set. The three relational styles emphasize taking vicarious satisfaction from facilitating and observing the accomplishments of others, as mentors do; taking a secondary or contributory role to help others accomplish their tasks; and working in a collaborative fashion on group tasks (Ibid, p.25).

Perceptions-the mental grasp of objects, etc. through the senses, Webster New World Dictionary, 1997, p.458.

Referent power-or contributory as referred to in the Connective Leadership model, is based on a feeling of identification or oneness with an individual (Bower, 1996, p.244).

Reward power-is the ability to give something in return for something done (Bower, 1996, p.244).

Coercive power-is the ability to mete out punishments for something done (Bower, 1996, p.244).

Legitimate power-is based on the perception that an individual has a legitimate right to prescribe behavior (Bower, 1996, p.244).

Expert power-is based on the perception that an individual has special knowledge (Bower, 1996, p.244).

Qualitative Interviewing- guided conversation in which the researcher carefully listens “so as to hear the meaning” of what is being conveyed (Rubin And Rubin, 1995, p.7).

Two-year institutions-are defined and referred to as community colleges, junior colleges, vocational training, and normal schools. Each of these entities provides educational courses to adults beyond the high school level.

## **THE NINE ACHIEVING STYLES**

*Developed by the Achieving Styles Institute - Leavitt & Lipman- Bluman (1973).*

Collaborative-People who prefer this style enjoy accomplishing a task by doing it with others, from a single collaborator to a team. Faced with a task, their first response is to call on one or several others to participate in the project.

Contributory-People who prefer this style like to work behind the scenes to help others accomplish their tasks. They take satisfaction from doing their part well so that the other person or group is successful.

Competition-People who prefer this style get tremendous satisfaction from performing a task better than anybody else. Being "number one" is what counts for them.

Entrusting- People who prefer this style tend to know how to make other people feel that they are counting on them.

Intrinsic-People who prefer this style are very self-motivated. They do not wait for others to help them. They enjoy autonomy.

Personal-People who prefer this style tend to rely on themselves, using their personality, intelligence, wit, humor, charm, personal appearance, family background, and previous achievements as instruments for further success.

Power-People who prefer this style like to be in charge of everything: the agenda, the task, events, people, and resources.

Social-People who prefer this style like to do things through other people, and they always recognize the connections between people and tasks.

Vicarious-People who prefer this style derive a real sense of accomplishment from the success of others with whom they identify. They know how to be a good mentor, offering encouragement and guidance to others.

## **CONCLUSION**

Thompson (1999) argues that it is imperative for institutions of higher learning to consider more women of color for leadership positions, thereby creating an environment to help organizations think in different terms about diversity and its contributions. Why should community college begin to think differently about diversity? The majority of African American students enrolled in higher education are women. With only 16.6% of black students entering state-operated community colleges, completing a two-year associate's degree program (Journal of Blacks in Higher Education, 2006), issues of student success and achievement are at stake. In addition, given the fact that only 7% of the eligible African American PhD age group are pursuing doctoral degrees, the ideal of increasing diversity across college campuses is a difficult challenge without the input of African American faculty and administrators. In an effort to expand on the body of knowledge related to African American females and community college leadership, the researcher selected the constant comparative analysis as a method for gathering data on this population according to emergent themes. Throughout the research process the data collected through the literature, surveys and interviews will be revisited after initial coding,



until it is clear that no new themes have emerged. Data has been generated from a variety of sources. The literature reviewed for chapter two will attempt to code the study data into themes, then categories, to form conclusions (Jasper 1994). This information will provide a more in-depth understanding of the leadership roles that African American women have engaged in since early civilizations, up to our current day higher education systems. To challenge the notion that African American women possess a legacy upon which governing boards can measure their leadership abilities is not fair to emerging African American female leaders. The researcher will continue to build upon the leadership profile of African American females in future chapters, as further inquiry is made into the leadership behaviors utilized by our current cadre of African American females serving in top positions at forty community colleges located throughout North America.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **INTRODUCTION**

The researcher conducted an extensive search of the literature, which included the use of electronic search engines, research journals, books on higher education and community college leadership, education periodicals, and national education studies and surveys, and others. These resources were reviewed for themes related to the researcher's key word search. The keywords were: African American women, higher education, leadership and community colleges. The dominating themes revealed through the literature search were that:

1. African American women are underrepresented as two-year college presidents (or CEOs).
2. A large number of African American women are employed in lower level community college administration but are not moving into many executive leadership positions.
3. Diversity initiatives are needed to increase the pool of African American women who are motivated to apply for the position of chief executive officer, and meet the eligibility requirements for selection into this leadership role.
4. Community college trustees (CCTs) are solely responsible for the hiring 2-year presidents/CEOs. A related theme evolving through the literature on community college trustees is that they are not accustomed to or familiar with the leadership abilities, experiences, or history of the African American female population. This is reasoned by some writers as a key attribute to the small

numbers of African American women employed at the executive level of two-year colleges.

5. A large body of literature on African American women and higher education revealed tensions related to issues of sexism and racism. Much of the writing stressed the marginalization of African American women by members of the academy.

A thematic extraction of the literature using the keywords African American female and community college leadership resulted in a few general areas into which the themes seem to fall. These categories, in the particular order of their discovery, were as follows:

1. Diversity
2. Employment
3. Leadership
4. Institutional barriers
5. Role/Behaviors of Leaders (African American female executives)

This literature review is organized around these major categories, and much of the data on African American women is introduced through these categories. The foundation for this study began with the initial finding on the need to increase diversity efforts to attract and retain more African American women as argued by McClenney (2001) and Vaughn (1998) in chapter one. The researcher followed this theme to the theme involving employment. If diversity efforts are needed to attract more minorities, what does the employment data reveal about African American women?

## EMPLOYMENT THEME

James Brown exhorted in his famous 1960's hit record: "This is a man's world, but it wouldn't mean nothing without a woman." The 40 African American women who currently hold chief executive positions at two-year colleges across 18 states in North America are certainly in a man's world. In 2004, the number of African American women in the labor force totaled 8,865,000, representing 6.0% of the U.S. workforce, making them the largest population of women in the workforce (Catalyst, 2002; Population Survey, Bureau of Labor Statistics, 2003). In spite of being the largest population of women in the workforce, African American women currently represent only 1.6% of the corporate officers in Fortune 500 companies (Catalyst, 2002). In 1998, the *Chronicle of Higher Education* reported that women made up 38% of the faculty at community colleges, with minority females making up 3.6% of the faculty. Clark (1998) posits that the demographic data from the National Center for Education suggest an emerging trend in which a disproportionate number of women were either opting for or being pushed by a number of subtle (and sometime not-so subtle) influences toward careers as faculty members at community colleges (p.78). Raja & Sullivan followed in 1997 with data indicating that women faculty members were not moving up the academic ladder to positions as department leaders and college administrative leaders in the same proportions as they were being hired at the lower levels. Olsen Maple, and Stage (1995) maintain,

Unfortunately, information that might help us to understand the demographic patterns we have found is incomplete. We need to know more about the institutional factors, as well as the personal and professional proclivities,

needs, and interests, that determine women's and minorities' participation in higher education, and ultimately, their success in and satisfaction with the academic world. In particular, assumptions about how women and minority faculty function, and wish to function, may prove as damaging to their professional growth and development within the academic community as present discrimination and insensitivity (pp. 267-268).

Clark (1998) adds, "given the demographic evidence of the large number of women faculty participating in the community college system, it would be logical to conduct [more] studies on how and why larger numbers of women with advanced degrees are joining community college faculties but failing to progress up the academic career ladder these institutions" (p.79).

Townsend (1995) notes that some researchers believe that the high number of women concentrated at the lower level faculty and administrative ranks, especially in the part-time and non-tenured positions provides enough demographic evidence to suggest that these tactics marginalize women, under the guise of being more open and friendly. Townsend further argues that if "more women are becoming faculty members at two-year colleges but are being relegated to part-time or temporary contract positions, then more is going on than simple self-selection by women opting for less demanding schedules to accommodate family and life-style choices.

Especially, since more community colleges are unionized; raising the question of why more women are not moving up the academic ranks to leadership positions even with the assistance of union representation (p.41)." Hamilton (2002) summarizes that "while African American women seek and obtain degrees at higher rates than African American men do, they represent less than half of the African American faculty ranks, and just a fraction of the tenured faculty ranks, and their ability to rise is still

limited by sexism and the glass ceiling (p.43).”

Clark’s (1998) research on two-year institutions found that despite their higher numbers in administrative and faculty positions at community colleges, women often are marginalized because they serve in lower levels and untenured slots that are concentrated in a few disciplines at less pay than men in similar positions (p.80). To further obfuscate their employment picture is the fact that women hold a higher percentage of instructor and lecturer positions that are non-tenure-track than men. Fox and West (1995) hypothesize from their findings that “relatively small numbers of women and members of ethnic minorities progress up the academic career ladder to the top as department leaders, as a result of widespread institutional barriers to their advancement within the individual academic disciplinary structures (p.27).” While Hamilton (2002) concludes that more research is needed on women as faculty at two- institutions to determine common social constructs that might prevent women from climbing the ladder to the high-level faculty and administrative positions.

During the thematic search of the literature, data on African American women was very difficult to locate in the leading academic journals on community college leadership, because the leading journals fail to report specific data on this population. One researcher (Schult, 2002, p.9) wrote that the number of minority women in leadership is too small to justify separate analysis. This study seeks to address this research need by offering an analysis of the leadership characteristics of African American women in the role of chief executive of two-year colleges during the 2003-

2004 academic years. This section begins with an analysis of the employment status of African American women in community college leadership.

### **Employment Status of African American Female Chief Executive Officers**

Table one provides an overview of the employment status of African American female community college presidents/CEOs, according the Presidential Roundtable Directory (2003), published by the National Association on Black Affairs, an affiliate of the American Association of Community Colleges (AACC).

**Table 1**

#### **COMMUNITY COLLEGE PRESIDENTIAL POSITIONS HELD BY AFRICAN AMERICAN FEMALES, 2003**

<b>Title</b>	<b>Number</b>
Chancellor	1
Presidents	35
Provosts	4
<b>Total</b>	<b>40</b>

Data taken from Presidential Roundtable, 2003 Directory of African American CEOs.

As the researcher was compiling this employment data, two additional categories emerged: the geographical locations where African American women are employed as two-year executives and the locations where they are not employed. The data revealed that there are thirty-two states that do not have an African American woman leading one of their two-year institutions; this number represents the majority of states (64%) in North America. Does this data indicate or suggest that African American women need not apply for presidential positions in thirty-six states? This social factor poses a critical employment challenge for African

American female presidential candidates.

**Table 2**

**GEOGRAPHIC LOCATIONS OF COMMUNITY COLLEGES WITH AFRICAN AMERICAN  
CEOs**

<u>State</u>	<u>Total</u>	<u>State</u>	<u>Total</u>
Alabama	2	Missouri	1
<b>California</b>	<b>8</b>	New York	3
Connecticut	3	North Carolina	1
Florida	5	Ohio	1
Georgia	2	South Carolina	2
Illinois	2	Kentucky	1
Louisiana	1	Virginia	1
Michigan	2	Washington	1
Mississippi	1	Texas	3

Source: Roundtable Presidential Directory 2003.

An analysis of community college trustees' reported political affiliations and numbers of African American female community college presidents revealed an interesting phenomenon. (Political affiliation: 43% Republican, 42% Democrat, and 14% Independent; Political stance: 52% Moderate, 35% Conservative and 12% Liberal, Smith, 2000, p.213). Among the eighteen states with African American female presidents, the political breakdown of the board of trustees is an even split (9 Republican, 9 Democrats). Further analysis of states without an African American female community college president found that the board members reported Republican political affiliations over other political affiliations at a ratio of 2 to 1. How does this data relate to our theme on leadership? Thirty-two of our fifty states do not have an African American presiding over a two-year institution within their community (see Table 3). Does this factor suggest that African American women



need not apply for executive positions in these states? Are there institutional barriers that may prevent minority women from being selected as community college presidents? Are African American women only entitled to presidential employment in locations with large African American populations?

**Table 3**

**STATES WITH NO AFRICAN AMERICAN FEMALES AS COMMUNITY COLLEGE CEOs  
2003-2004 ACADEMIC YEAR**

<b>State</b>	<b>No. Public Community College</b>	<b>Black Population</b>	<b>Minority Enrollment</b>
1. Alaska	2	3.5	11.3
2. Arizona	20	3.1	32.2
3. Arkansas	22	15.7	19.8
4. Colorado	15	3.8	22.9
5. Delaware	3	19.2	25.2
6. District of Columbia	0	60	-
7. Hawaii	7	1.8	79.9
8. Idaho	3	0.4	5.6
9. Indiana	14	8.4	13.2
10. Iowa	15	2.1	6.5
11. Kansas	23	5.7	14.8
12. Maine	7	0.5	5.2
13. Maryland	16	27.9	38.2
14. Massachusetts	16	5.4	22.8
15. Minnesota	41	3.5	10.8
16. Montana	11	0.3	18.3
17. Nebraska	7	4.0	10.4
18. Nevada	3	6.8	31.8
19. New Hampshire	4	0.7	2.4
20. New Jersey	19	13.6	36.2
21. New Mexico	21	1.9	54.2
22. North Dakota	9	0.6	18.2
23. Oklahoma	14	7.6	23.2
24. Oregon	17	1.6	14
25. Pennsylvania	21	10	20.6
26. Rhode Island	1	4.5	16.7

27. South Dakota	5	0.6	10.2
28. Tennessee	14	16.4	18.4
29. Utah	4	0.8	9.7
30. Vermont	1	0.5	3.6
31. Wisconsin	18	5.7	11.5
32. Wyoming	7	0.8	7.6

Source: Presidential Roundtable Directory 2004; Chronicle of Higher Education, Almanac 2002-2003, Vol. XLIX, No. 1

A natural question for the researcher to draw based on this data is: Why are the numbers of African American women employed at the 1,173 community colleges so nominal? This question led the researcher to the third category of themes found in the literature search – leadership. According to the review of literature, the employment data of African American female CEOs is tied directly to community college trustees, prompting the researcher to ask who these individuals are. And why are they not hiring more African American women to lead their two-year institutions?

### **LEADERSHIP THEME**

The role of the community college board of trustees is pivotal in the selection process of institutional leaders. For institutional leaders of any race or gender, the relationship with the board of trustees is complex; and it must be explored in the context of the community college system of governance. In this section, the author provides the reader with an overview of the community college system of governance in an attempt to highlight the leadership role of the community college board of trustees in the selection process of institutional leaders. Governing boards, most frequently called board of trustees, control public institutions. The sum of their leadership oversight includes financial and legal responsibilities for the college and

the selection of the top executive—a president, a chancellor or a provost. Smith (2000, p.26) asserts that the primary role of governing boards of educational institutions is to ensure that the mission, goals, and curricula are aligned with community need. Governing boards accomplish these functions by performing the following:

- Defining standards for college operations
- Monitoring institutional performance
- Creating a positive climate
- Supporting and being an advocate for the institution and
- Leading as an educated team.

Governance systems vary greatly among colleges and there may be more than one governance structure within a state. Trustees are generally appointed by the governor, or are elected by the citizens of a respective district according to state guidelines. In short, governing boards govern; they do not administer, manage, or provide day-to-day guidance. The board's authority emanates from state law, but its responsibility is to the community. Boards set policy and monitor institutional performance on the public's behalf.

### **Characteristics of Community College Governing Boards**

Smith (2000), reports that there are over 600 boards of trustees members; representing 29 states through local boards. Sixteen states have state boards, and four states have state and local boards. Imagine the awesome responsibility of the 6,500 individuals throughout fifty states who are responsible for the higher education of

over ten million students. Who are these individuals that have been entrusted with this enormous responsibility? Sixty-seven percent of all trustees are male. Women represent the remaining thirty-three percent of board members, which is higher than the total percentage of female community college presidents. Eighty-seven percent of trustees are Caucasian, which is equal to the percentage of white presidents of community colleges. Eight percent are African American, followed by Hispanics at two percent, and Asian, Native American, or Other at 1% (Smith 2000, p. 213).

Eighty-five percent of trustees are employed outside of education. Other characteristics include:

24%	Employed in education
28%	Retired
17%	Business Owners or Managers
85%	Bachelors degree or higher
51%	Attended a community college
36%	Annual incomes over \$100,000
41%	Annual incomes between \$55,000 – 100,000
23%	Annual incomes of less than \$55,000

Source: Smith, C. (2000). Trusteeship in Community Colleges, p. 213.

Compare these characteristics to the average community college student who may be a first generation college student, single parent, or may be recently divorced or separated. The majority of the members of trustee boards of two-year colleges appear to have very different personal circumstances than many of the students of two-year colleges. Additionally, a recent report by the American Association of Community Colleges, *Faces of the Future*, indicated that a large percentage of students surveyed indicated that one of the following items was a problem while in enrolled:

1. Adequate childcare
  2. Cost of childcare
  3. Cost of transportation
  4. Cost of books and related materials
  5. Cost of computers
  6. Personal financial problems and
  7. Family responsibilities
- (VanDerlinden, 2002, p.8).

Further, Coley (2000) found that there are seven demographic factors that put students at risk of not attaining a degree or completing a program. These demographics factors include delayed entry, part-time enrollment, full-time work, financial independence, dependents, single parenthood, and community college attendance without a high school diploma. Based on data from the National Center for Education Statistics (1999), seventy-four percent of students at two-year institutions possess one or more of these risk factors, compared to thirty percent of students in four-year institutions. An analysis of these factors prompted the researcher to ask if community college trustees are fully vested or knowledgeable enough about the social factors that affect community college students. These factors include but are not limited to type of:

- leadership style needed to advance institutional mission and goals;
- knowledge a leader would need to address the multiple needs of their student populations and
- skills a leader would need to maximize community resources for the greater good of the institution, the community, and the student body.
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### **The Board and the African American Female CEO**

One of the most important actions a board takes is the selection of a chief executive officer. Two of its most important duties are to work with the CEO in establishing the policy direction and to support the CEO's leadership (Smith, 2000)

Smith (2000) acknowledges in her text, that while the board and the CEO may work together as a team, ultimately the board is in charge. The board is completely responsible for the success or failure of the college. Furthermore, the board is the final authority on the CEO's performance and contract with the institution. When hiring a CEO, the board assesses the college and the type of leadership needed; develops a job description; oversees the search process; selects the CEO; provides the person hired with the support needed to succeed; and, finally the board evaluates the CEO. Effective boards delegate significant authority to their CEOs and typically do not get involved in the daily operations of the college. Instead the boards hold the CEO responsible for achieving institutional goals that meet community needs (p.86).

Are the limited numbers of African American women employed as CEO communicating a lack of confidence by individual board members that African American women will not be able to achieve the institutional goals of the college, and meet the need of their constituents? What are the problems and pitfalls of employing African American women as presidents of two-year colleges?

Phelps (1998) established a foundation for our discussion on institutional barriers:

The political reality of community colleges is that many trustees are elected and hypersensitive to their publics. There is always the fear that an African American or minority president will not be accepted (p.24).

This fear may be acting as an institutional barrier to African American women aspiring for community college leadership positions. More research is needed on this

population to help determine if African American women are being locked out of administrative career positions. What is the impact of the glass ceiling on African American women, and their quest for community college leadership positions? On the other hand, this research will also query the advantages of having an African American woman as president of a two-year college. Are African American women not being allowed to express themselves through their career choices? Holland (1959) suggests that a person expresses his or her personality through their choice of a vocation. Locke (1997) asserts that African American women *"are seeking open access to the opportunities to which their abilities, their interests, and their willingness to work entitle them"* (p. 341). The lack of access to presidential positions is one institutional barrier that many women are facing within our two-year institutions, especially minority women. The literature search revealed that a limited amount of research is being produced, thereby making it even more difficult for African American women to promote their leadership capabilities.

#### **INSTITUTIONAL BARRIERS THEME**

**Institutions are failing to produce increased research data on women as faculty and administrative leaders.**

One of the primary reasons cited in the literature on the limited number of African American women employed in presidential positions is that community college trustees (CCTs) are not accustomed to, nor familiar with the leadership abilities, experiences, or history of African American women. A general theme on institutional barriers that dominates the literature on African American women and community

college leadership is the way in which data is reported regarding their presidential status and tenure. Research on African American women is falling between the cracks of history. As members of two subordinate groups in American society, African American women fall between the cracks of black history and women's history. Historians have assumed that whatever is reported about black men applied with equal validity to black women and that the history of white women covered black women as well. This tendency is evident in most of the reports on the college presidents. *The Chronicle of Higher Education Almanac 2002-03*; *the American Council on Education*; and, *the Study on Community College Presidency, 2001*, all report data combined according to the number of female presidents, and the number of minority presidents (see tables).

**Table 4**

THE CHRONICLE OF HIGHER EDUCATION - CHARACTERISTICS OF COLLEGE PRESIDENTS, 1998			
Sex		Racial or ethnic group	
Male	80.7%	Black	6.3%
Female	19.3%	White	88.7%
Source: Chronicle of Higher Education.			

Tables 4 and 5 serve as examples of the ways in which demographic data is reported on the number of female presidents, and the number of minority presidents. Many researchers argue that the absence of appropriate research in this area in the year of 2003 is symptomatic of the marginalization of black women's issues, especially in the area of scholarship and career development. Data reported by the Office of Women in Higher Education support this finding.



**Table 5**

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**PROFILE OF WOMEN PRESIDENTS: 1998, WITH COMPARISON TO 1986**

<b>Institutional type</b>	<b>1986</b>	<b>1990</b>	<b>1995</b>	<b>1998</b>
Two-year	7.9	11.3	17.4	22.4

Source: American Council on Education: The American College President, p. 9.

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- percentages represents all races.

Of the total number of women presidents (less than 3% are African American), 13% were at doctoral universities; 19% at master's institutions; 20% at two-year institutions; and 14.8% at specialized institutions. About 20% of presidents at public institutions were women, as were 18% at private colleges. Tables 4 & 5 highlight the invisibility of the African American female experience. In protest to this lack of representation, Hines (1997) along with other black female historians argue that "to simply add black women and stir is an unacceptable and inadequate response, and that all of American history must be rewritten and reinterpreted from multiple perspectives [including the African American female experience]" (p.333-4).

Twombly (1993) found that 66% of the articles and research on women at community colleges reviewed in her study focused on women as students, and 18.4% of the articles concerned women administrators in the community colleges (p.9). Few researchers have examined the experiences of women faculty at community colleges as a stand-alone issue, instead they have focused on the comparisons between men and women faculty or have described programs and activities designed to help the

women overcome their unequal (or unadapted) status on an individual basis.

Twombly contends that since 56% of all community college students are women, and approximately 60% of the part-time students are women (National Center for Education Statistics, 1997, p. 188), studies of women faculty and administrators need to move beyond male-versus-female comparisons to comprehensive and in-depth explorations of women's experiences as faculty members and administrators at community colleges. The researcher followed this theme and designed a study that would provide an in-depth exploration of African American women and their experiences as community college executives. However, it was difficult not to make comparisons to male administrators since they dominate the pool of current community college CEOs. The researcher found that in order to compare and contrast issues related to appointment, tenure and succession of community college administrators, a frame of reference had to be established against male community college executives.

Tarver (1992) offers additional critical analysis of the community college system by offering that the current system was organized under a different social and economic reality for a different class or type of faculty member—the one-wage-earner male as head-of-household, with a spouse at home to take care of the family (p.3). This outdated social construct exists at all institutions in the higher education system, from community colleges to research universities where publish or perish rules.

Tierney and Bensimon (1996) argue that “gender equity and nonsexist academic

workplaces cannot be attained unless conscious attention is given to relations between men and women.” Their goal is to dispel the myth that gender blindness exist. They define gender blindness as the claim that a professor’s sex is invisible, and that this claim constitutes equal treatment for female and male academics. They conclude that the eradication of overt and covert discrimination against women will require critical and gender based appraisal of academic structures, practices and policies, as well as the elimination of language and interactions that create overtly hostile, patronizing or indifferent workplaces for women and especially African American women (p.76).

Many perceive this as a major barrier for African American candidates. Wilson (1998) asserts in *Black Issues in Higher Education*, "you can't get away from the fact that when they think of who's qualified, they tend to look at the first person who is white; black candidates have practically got to walk on water” (Evelyn, 1998, p.19).

Viewpoints such as this led the researcher to investigate whether issues related to racism and sexism may serve as an institutional barrier.

#### **Sub-Theme: Institutions Are Continuing to Ignore Issues of Sexism & Racism**

By ignoring or rationalizing away issues related to sexism and racism, institutions of higher learning are creating workplace environments that allow race and gender to create institutional barriers that disproportionately affect African American women aspiring for leadership positions, and those in leadership positions.

While the percentage of community college presidencies held by women have increased significantly in the last five years, members of minority groups have not gained any ground, according to a survey released by the American Association of Community

Colleges (April, 2001). This led the researcher to ask the following: if women are making gains, should this not also include African American women? Dr. Marie Demmond, president of Norfolk State University, believes that neither Whites nor Blacks seem to “know how to deal with Black females in a professional setting” (Hamilton, 2002). Why is this a problem for community colleges? Consider that during the 2003 -2004 academic year; 24, 317 black males were awarded two-year degrees, while, 52,605 black women were awarded two-year degrees in the same academic year. Also, the latest Department of Education Tables show that 859,000 African American students are enrolled in two-year colleges; this number makes up forty-five percent of all African American students enrolled in higher education. With such a diverse student body, Vaughan pleads to his peers:

If today’s community colleges are going to be effective, they must have leaders who understand the people that they are leading; it’s just logical that if a large percent of your student body is Hispanic, and you are Caucasian and have no understanding of Hispanic culture, then it would seem to me that you wouldn’t be the best person suited to make decisions which are in their best interest (Evelyn, 1998, pp. 18-19).

Even after such ardent advocacy by community college leaders, the number of female minority administrators and faculty members is not in pace with the number of minority students enrolled at our community colleges. Following this theme, the researcher identified a sub-theme that emerged through the literature on African American women and institutional barriers within the community college system; this sub-theme led the research to highlight the issues of stereotyping. African American women are often faced with and evaluated according to negative stereotypes.

## **Stereotypical Attitudes**

The literature reports that governing boards who hire community college presidents have in many cases allowed negative stereotypes about African American women to influence their decision making when qualified candidates are presented for CEO positions. Stereotypical attitudes have presented challenges for the black woman administrator because she has not been viewed as a key decision maker but more as a doer or hands-on worker (Farmer, 1993). The African American woman has been and is viewed through lenses colored by gender and racial bias. Therefore ideas, instructions, and feedback from her may be received with hostility, in a patronizing manner, or sometimes blatantly ignored (Farmer, 1993, p. 206). Ramey's (1995) study of African American women administrators found that they were perceived as being incompetent and unable to handle the demands of a higher leadership position even though they had the necessary education and experience. The study also concluded that the voice of the African American woman was often not taken seriously and input in decisions was met with resistance. These findings are consistent with Farmer's (1993) study on the impact of racial perceptions on the progress of African American women. In harmony with these perceptions, Jerrye Sue Thorton, president of Cuyahago Community College adds:

Sometimes even well intentioned boards may feel uncomfortable because they've never considered an African American before. So often we may not get into these positions because, often for boards, it may be the first time they had interviewed an African American (Evelyn 1998, p.19).

Wiesman (2001) reports numerous societal changes including boards that are more committed to diversity, current presidents who are more committed to

mentoring the underdog, and graduate school enrollment that has increased. These changes may account for the increase in the number of female community presidents. In 1996, 17.8% of presidents at the nation's community colleges were women and by 2001, that number had jumped to 27.8%. Members of minority groups, meanwhile, accounted for some 14% of presidents in 1996. That Table had not changed by 2001. In the same note, Wiesman exclaims, "these same factors should mean an increase in minority presidents. Unfortunately that's not the case, there's a mistaken perception, that community college trustee boards are hiring more minority presidents, because members of minority groups tend to move to other presidencies more often" (Evelyn, 2001, p.12). Some 40% of minority presidents responded that they had already had two or more presidencies, compared to only 28% of their white counterparts (Gilliam-Karett & Roueche 1991).

Even when, African American women possess a strong work ethic, confidence, persistence, perseverance, and knowledge in the workplace—skills that are consistent with promotion and advancement—they perceive an unsupportive work environment as a main barrier to their career advancement. More women (56%) as compared to men (47%) perceived institutional obstacles as barriers to their career advancement. Of these women, 87% in comparison to 71% of men reported aspiring to higher-level administrative positions.

McClenney (2001) argues there is a critical need for the "development of leaders who embrace diversity as a strength; who insist that diversity be reflected in college culture, curriculum and personnel; who demonstrate forthrightness and skill

in addressing diversity issues; and who are themselves diverse” (pp. 25-26). The researcher used the theme “*who are themselves diverse,*” as communicated in this passage, to develop the final theme of this review: Who are the forty women currently employed as two year executives? What skills and qualifications do they bring to their positions? What were some of their experiences preparing and moving into leadership positions? What advice would they give to other African American women, respectively and all others generally who are aspiring for two year leadership positions?

#### **ROLE/BEHAVIORS OF LEADERS THEME**

The researcher found several themes surrounding the qualities, actions or behaviors of African American women:

I don’t have my thumb on why we don’t have more progress, boards are increasingly looking at presidents through the lens of whether or not they have access to resources Ingram (1998, pp.23 -24).

Boards are wondering if [African American] women can make the hard decisions; the perception is that we can’t. We are viewed as people who do the care-giving and nurturing. If you do that, how can you terminate somebody or cut a budget (Nancy H. Hensel, president of the University of Maine at Presque Isle).

These behaviors or actions were discussed in the literature as the probable cause for the limited number of African American executives. The researcher analyzed these behavioral categories for sub-themes. The sub-themes that emerged were: (a) historical leadership behaviors, (b) behaviors that prepared or qualified leaders for community college presidencies, (c) behaviors that help leaders perform efficiently in their current administrative positions.

The researcher reviewed the literature for further data highlighting the following sub-themes:

How do African American females navigate a community comprised of diverse cultures and ethnicities, while maintaining their sense of culture, mores and commitment to help other African-American professionals and students?

How do these women handle issues or what are their coping strategies for racism, sexism and classism?

How often do they make use of institutional policies, procedures, influences, or mentors when they experience racism and/or sexism in their leadership? Finally, how do they construct and manage world-class institutions under such precarious conditions?

As the United States becomes more ethnically and educationally diverse, the role of community colleges will become more important in educating citizens throughout the 21st century. What leadership skills and qualifications will be needed to manage a two-year institution with a diverse cadre of faculty, staff, and students?

### **Role of Effective Community College Presidents**

"The president is viewed by others as the living logo of the institution," states Ikenberry, former president of the American Council on Education, and president of the University of Illinois at Urbana-Champaign for sixteen years. Much of the community college literature suggests that first and foremost, a college president must thoroughly understand the community college mission. Armed with this understanding, he or she must be an effective advocate for the college's interests and must have skills in administration, community and economic development. Campbell and Leverty (1997) with the assistance of fourteen representatives from community



colleges located in California, Illinois, Florida, Hawaii, and Oregon, District of Columbia, Ohio, North Carolina, Texas, and Colorado were involved in the construction of the community college president work profile listed below. Included in the development of this profile were chancellors, deans, directors, finance officers, instructors, presidents, trustees, vice chancellors and, vice presidents.

**Table 6**

<b>JOB OBJECTIVES AND TASKS FOR COMMUNITY COLLEGE PRESIDENTS</b>	
Source: Campbell and Levery (1997).	
The main task categories and their associated principal activities-both given in rank order of importance- for this job include:	
<b>1. Planning</b>	<b>5. Learning/Researching</b>
Planning long term objectives	Keeping abreast of developments
Setting priorities for resources	Learning new systems, methods
Developing strategy	Informal training or coaching
<b>2. Motivating</b>	<b>6. PR/Developing Relationships</b>
Encouraging cooperation	Maintaining public relations
Creating a good team spirit	Getting along with others
Understanding needs or motives	Speaking publicly
<b>3. Assessing/Evaluation</b>	<b>7. Problem/Solving/Designing</b>
Logical evaluation of new ideas	New solutions to problems
Evaluating alternatives	Finding ways to improve efficiency
Evaluating information-recommend	Brainstorming for new ideas
<b>4. Implementing/Coordinating</b>	<b>8. Deciding</b>
Allocating duties to others	Deciding on own initiative
Allocating resources	Deciding with others
Ensuring efficient coordination	Make decision after evaluation

The American Council on Education (2000, vol. 49, 17) reinstated the importance of planning for community college presidents. This report listed planning as the primary task of community college presidents, based on amount of time spent on this activity. In an effort to identify and promote the development of effective community college presidents, the American Association of Community Colleges (AACC, Leadership Taskforce, 2002) identified five sets of *Essential Leadership Characteristics*, and professional skills (see below) that all leaders of community colleges should have and that should be addressed in any professional development program, they include:

1. Understanding and implementing the community college mission
2. Effective advocacy
3. Administrative skills
4. Community and economic development
5. Personal, interpersonal, and transformational skills

In short, an effective president should have the ability to bring a college together in the governing process; the ability to mediate; have a good command of technology; maintain a high level of tolerance for ambiguity; understand and appreciate multiculturalism; and have the ability to build coalitions (Vaughan and Weisman 1998). In addition, an online survey of community college presidents, conducted by the American Association of Community Colleges, found that of those surveyed, the majority felt that future presidents would need "an increased entrepreneurial spirit, a greater command of technology, and a more adaptive approach than presidents need today" (AACC/Leadership Series, 2001, p.8).

Upon confirmation of the skill set needed to effectively perform the tasks of community college presidents, the researcher was led to ask the following questions: Can African American women perform these tasks effectively? Do they possess a leadership history in the field of higher education, generally, and community college leadership respectively? Gregory (1995) asserts that "when studying black women it is important to contextualize the framework of their perspectives by comprehensively analyzing the historical components which help identify their thoughts, feelings and experiences" (p.3).

#### **THE CASE FOR AFRICAN AMERICAN FEMALE LEADERSHIP: A DOCUMENTED HISTORY**

The research literature reports that governing boards are reluctant to hire African American women because they are not accustomed to their presence at the CEO level (Thornton, 1998; Chenoweth, 1998), or because they may believe that African Americans cannot do the job as well as other cultural groups. To address this concern, the author presents data on the history of African American female leadership spanning over thousands of years from a global perspective. This historical data on leadership is followed by a more general perspective of African American women's historical leadership in higher education. Finally, the author focuses on the role of African American women in community college history.

#### **Importance of History**

History is more than an accumulation of facts, names, dates, and events; yet no one could write a worthwhile book without access to adequate primary sources. The historian's [researcher] task is to make sense, to give order and coherence to disparate bits of data, to fashion a resonant narrative full of

explanatory power (Franklin, p.331).

According to the famous historian, Dr. John Hope Franklin, “If you don’t know your past, you do not know your future.” Not only should individuals working in higher education and community colleges specifically understand the mission, climate, and culture of their respective institutions; they should also be knowledgeable of the accurate history of their profession (community college leadership) and the pioneers responsible for developing that history. Following is a review of the history of African American women and their involvement in higher education and the community college movement in North America. Themes of determination, perseverance, effective human relations and decision-making skills are highlighted in the history of African American female leadership. As educational leaders who are faced with insurmountable demands, and who must often work with a suspicious or hostile faculty or boards to develop world-class institutions, they insist on defining their own images, and career pathways despite many formidable challenges. The following section provides a timeline of the defining educational events impacting the lives of current and future generations of African Americans. Each event represents a leadership lesson that has shaped the lens through which many African American women view education and their role as leaders. This review of the history of African American female leadership is one approach to meeting the researcher’s objective of further developing the leadership history of African American women with the intent of demonstrating that they have earned leadership status within the field of higher education. The outcomes and content of

this research highlight the leadership skills and developmental needs of African American women in an effort to promote a more diverse cadre of leaders for the position of community college president.

### **African and African American Women as Global Leaders**

According to the Smithsonian Institute of History, about five million years ago the oldest members of the human family evolved in Africa. These beginnings eventually developed into our current state of civilization encompassing many different nations, cultures, religions and educational systems. In that much of the history and scholarship of African American people have been neglected, unrecorded or displaced, the stories of African American women are even harder to locate and to promote. In this section, the researcher attempts to chronicle the leadership history of African American women from a global perspective to our current day community college system. These chronicles emphasize the linkage of African American female leadership experiences to our present day systems of education and provide an extensive overview of the difficulties and challenges faced by women, particularly African American women, as they pursue higher learning and leadership opportunities.

African American women have a long history of leadership and service, which began long before their journey to America. Queen Tiye (1415 B.C.E. - 1340 B.C.E.), a well educated Egyptian leader, was also a very competent ruler who developed a keen intellect through studying science, religion, history, and literature. Under her rule, the Nubian Empire which had been a troublesome neighbor in the

past became a strong ally making Egypt the most powerful empire of its time. Queen Tiye's most dramatic impact was the elevation of the status, value, and power of women as rulers. Her opinions were well respected, and her political influence was widespread throughout her fifty years as queen of Egypt. Queen Tiye had a strong influence on the Egyptian acceptance of the only female pharaoh in history—Pharaoh Hatshepsut (Browder 1992; Pride & Journey, 2005).

Makeda, also known as the Queen of Sheba, represents another African woman's ascent to power. She took the Ethiopian throne in 1005 B.C.E and presided over Ethiopia, including Southern Egyptian and Ethiopian territories across parts of Arabia, Syria, and India. When Queen Cleopatra ascended to the throne after her father's death in 51 B.C.E., she was only seventeen years old (Browder 1992, p. 165). History records that one of her ambitions was to have her country partner with Rome rather than be a conquered province. She was totally devoted to maintaining a policy of Egyptian nationalism.

This narrative is designed to illustrate for the reader the global and national view of the leadership roles that the ancestors of African American women played in helping to create and expand world dynasties, leadership roles for women, and educational systems to train adults for the workforce.

The history of African people transcends the motherland and for those Africans who were victims of the slave trade, this history can be traced along the journey of the Middle Passage to America. Because of the systematic efforts of the slave system to isolate enslaved Africans from their history and culture, the rudiments

of their royal history and scholarship are displaced making the stories of African women leaders harder to locate and promote. This observation was also made by W.E.B. DuBois in 1951 when he wrote, “we have the record of kings and gentlemen ad nauseam, but of the common run of human being...the world has saved all too little of authentic record and tried to forget or ignore even the little [literature that was saved]” (Gerda, 1972, p. xxii). Since coming to America, African women have not had the opportunity to be born into the title of queens or princesses. Once the voyage was made across the Atlantic, African women lost their claims to both femininity and royalty. In general, the lot of African women under slavery was in every respect more arduous, difficult and restricted than that of the men. Their work and duties were the same as those of the men, while childbearing and rearing fell upon them as an added burden. Punishment was meted out to them regardless of motherhood, pregnancy, or physical infirmity. Their affection for their children was used as a deliberate means of tying them to their masters. The chances of escape for female slaves were fewer than those for males. Additionally, the sexual exploitation and abuse of black women by white men was a routine practice (Gerda 1972, p. 211). Despite these abysmal conditions, African American women ensnared by slavery continued to preserve their legacy of leadership and service. Historical evidence demonstrates that they played a key role in the emancipation of slaves. Harriet Tubman, fearless conductor of the Underground Railroad, helped hundreds of slaves to escape bondage. Former slave, orator, and abolitionist Sojourner Truth traveled the country condemning slavery, and calling for equal rights for both African American

men and women. The stories of African American women such as Tubman and Truth are legion. Their efforts to win their freedom and maintain a sense of family after the heart-wrenching separations speak to their fortitude, their will to survive, and their skills as leaders.

The history of African American women in the United States can best be described as a struggle for survival and identity. By examining the historical origins of leadership roles maintained by African American women, it becomes clear that African American women possess a lengthy leadership history.

#### **OVERVIEW OF THE INVOLVEMENT OF AFRICAN AMERICAN WOMEN IN HIGHER EDUCATION**

This section provides the readers with a timeline of events affecting African Americans in their educational journey since arriving in the United States. The data in this section also provides a chronological view of the historical psychosocial factors that nurtured many African American women's views on education and their role as leaders in the education community.

#### **Seventeenth Century Literature Overview**

The first enslaved Africans, who arrived in North America in the early 1600s, had little autonomy. However, the generations that would follow would lead lives with even more restrictions. During the 1660s plantation owners changed laws and revoked contracts so that the enslaved Africans could not earn their freedom as could white indentured servants. At the same time that laws were being changed to further regulate the enslaved, the colonies were establishing educational programs. In 1642,



Massachusetts passed a law requiring parents to teach their children to read. Five years later, the colony passed the first law in America requiring communities to establish public schools. The law stated that every town with at least 50 families had to start an elementary school and every town of at least 100 families had to have a Latin grammar school. Colonial elementary schools taught religion, spelling, reading, writing, and arithmetic. Grammar schools prepared more advanced students for college, offering lessons in religion, Latin and Greek, English composition, geography, and mathematics. Some grammar schools were run by colleges, but others were private. Many elementary schools provided only a short summer session for girls or taught them at hours when boys were not in school. Grammar schools did not admit girls.

Although the educational agenda of the colonies had a framework, this educational agenda was, in most cases, not applicable to blacks. A very small number of slaves and free black children attended school. Some religious and charitable groups set up schools for blacks. Very young children attended schools for blacks, but usually only for short periods. Samuel Thomas, a white cleric, established the first known school for blacks in Charleston, South Carolina in 1695 (African American Desk Reference, 1999, p.174). The record of the establishment of this school in Charleston should help to dispel the widely held belief that blacks were not educated until after the Civil War. The researcher was not able to determine what happened to this school, after Reverend Thomas left the area. However, the establishment of this institution in the 17<sup>th</sup> century lays the groundwork for efforts to

educate African Americans in the centuries that followed.

### **Eighteenth Century Literature Overview**

In 1739, William Black, a free black man, and his family became the first settlers of Bailey's Island, during the same time that schools called academies began to be established in the colonies. They offered more practical courses than did grammar schools. Subjects ranged from the liberal arts, such as history and philosophy, to practical subjects, such as navigation and sewing (Gundersen, 2004). Most of these academies were founded and run by men. However, Sarah Price, in 1792, founded Litchfield Female Academy, and subjects such as history, geography, grammar, mathematics and embroidery (Cott; 1977; Eastman, 1891; Farnham, 1994; Mills, 1995) were taught. In 1793, Catherine Ferguson, a former slave bought her freedom and opened Katy Ferguson's School for the Poor in New York (Davis, 1983). Ferguson's school enrolled both black and white students (p.102).

### **Nineteenth Century Literature Overview**

Although the 19<sup>th</sup> century brought significant educational milestones for some African Americans, racial hostility was still alive and well. In 1831, Prudence Crandall tried to educate black girls at her Boarding School, but was met with bigotry and hatred, as most of the white female students withdrew, causing the school to close in 1833 (Litwack, 1961). During the same year, Oberlin became the first college to admit both women and blacks, and the first to graduate black students (DuBois, 1900). Lucy Ann Stanton (later known as Mrs. Levi Sessions) was the first African American woman to earn a degree in 1850 (*African American Desk Reference*, p.

174). Another milestone for African American women in education occurred in 1859, when Sarah Jane Woodson became the first black woman to serve on the faculty of Wilberforce University.

While there were some successes, many impediments to education existed for African American females. For example, there was the law in Virginia that prohibited anyone from standing or sitting to teach a black person to read (Woodson, 1968). Despite such laws, enslaved women in various towns across early America, conducted schools; one such woman, was Milla Granson who conducted "midnight school" in her cabin around 1863 (Dannett, S., 1964). Granson taught slaves to read in her cabin in class sessions that began at 11 p.m. and ended at 2 a.m. She taught hundreds of slaves to read over the years, each in a group of twelve students. Some of the slaves learned how to write their own passes and set out from Natchez to Canada. This illustration of Granson's school provides additional documentation that black women held leading positions in the determined effort to provide an education for children and adults prior to the Civil War in 1861. Unfortunately, there are few documented examples such as the record of Granson's school. Due to the tenets of the slave system and laws against the education of the enslaved, the works and educational contributions of most black women during slavery are typically unrecognized and unrecorded.

When information was recorded it was often in the form of negative opinions and commentaries regarding blacks, which were common in the newspapers in the 1800s; as a result of such practices, a limited record detailing the achievements of

black women was made available to the reading public. Without both sides of the story, the reading public was not provided enough information to develop a fair and balanced view of the educational abilities of African Americans. Add to this equation, the fact that the population of black readers was severely limited since slaves were denied access to any kind of schooling by an 1830 law that forbade teaching them to read or write (Jones, p. 16).

Following the Civil War and the emancipation of slaves in 1863, the role of religious organizations and their desire to educate freed blacks presented more opportunities for African American women to be involved in the education of members of their community. Religious groups promoted the establishment of churches with schools to increase the literacy and spiritual development of the former slaves. Church leaders also identified the need for vocational education for the training of the “head, heart and hands to enable freed persons to become respectable, contributing citizens and to take their rightful place in society” (Journal of Negro Education, p.264).

After the Emancipation Proclamation, African American women were instrumental in helping to establish schools that eventually became known as Historically Black Colleges and Universities (HBCU). From 1870 to 1875 several historically black institutions were founded, including Benedict, Allen, Alcorn, Wiley, Simmons Bible College, Alabama State, and Alabama A. & M (*African American Desk Reference*, 1999, p.175). African American women became leaders in these schools and deans in the colleges. They were founders and presidents of

colleges, such as Bethune-Cookman, Daytona Beach, Florida; Voorhes College, Denmark, South Carolina; and Stowe Teachers College, St Louis, Missouri. African American women also made significant contributions in the arts, business, and culture. Madame C. J. Walker became the first female self-made millionaire during this time. Walker's example and others illustrate the historical legacy of African American female leadership. One of the most significant facts about the achievements of black female leaders is that these achievements were made under the duress of slavery, segregation, discrimination and all of the other well-known dehumanizing practices of racism, sexism, and classism. Yet, these women still rose to challenges of leadership and service to their race, community, and country.

### **African American Women and the Historical Antecedent of the Community College**

Today's community colleges are responsible for educating over forty-five percent of African American students; the majority of these African American students are female. It is likely that few of these students are aware of the history of the women who helped to build the public institutions they are now attending. However, African American women have had an impact on hundreds of Normal schools, vocational training schools, junior colleges, and community colleges, which have shaped the African American community and its leaders. Over the years, two-year institutions have had a variety of names, including junior college, community college, city college, technical college, and county college. Despite the different names of these institutions, there are two consistent factors relevant to this research—

the objectives of these schools and the historical involvement of African American women in meeting those objectives. This chapter reviews the community college movement with highlights of contributions made by African American women.

The current literature on the development of community colleges attributes the establishment of Joliet Junior College the first “publicly-controlled junior college” in 1901, to William Rainey Harper (Smith 2000, p.2). The goal of the community college was to offer local students the chance to stay close to home to begin their higher education or to receive advanced vocational training. However, prior to 1901, African American women were leaders of institutions with college preparatory curriculums. Frances Coppin founded a school in 1863 for newly freed slaves in Ohio; and in 1865, she was appointed president of the Girls Division of the Institute for Colored Youth in Philadelphia, later known as Cheney State College. Later in 1883, Lucy Laney established Haines Normal and Industrial Institution in Augusta, Georgia. Although the accomplishments of these pioneers are not included in the established literature on community colleges, they are included in the historical discussion of this review. The *Index* below provides a view of the contributions of African American women in building adult education programs that eventually grew into accredited educational programs and community colleges. By examining the historical origins of leadership roles maintained by African American women, it becomes clear that African American women possess a lengthy leadership history

## **Index of Achievement Made by African American Female Pioneers in Higher Education**

**1852** Myrtilla Miner opens Normal School for Colored Girls in Washington, D.C.

**1864** Rebecca Lee is the first Black woman in the U.S. to obtain a medical degree and the only Black woman awarded the Doctress of Medicine.

**1880s** Mary V. Cook, A. B., A. M. becomes the Principal & Professor of Latin and Mathematics of the Normal Department, and professor of Latin and Mathematics in the State University, a position she held until she was promoted to a similar position in the Eckstein Norton University. Appeared before Educational Congress in Chicago, 1893.

**1883** Lucy Laney opened the Haines Normal and Industrial Institution in Augusta, Georgia. Haines was re-organized as a Junior College in 1938.

**1890** The University of Michigan awards the Doctor of Dental Surgery to Ida Gray, making her the first African American woman to receive the degree.

**1897** Anna Julia Cooper is the only woman elected into membership in the American Negro Academy.

**1902** Artemisia Bowden a black lady from Georgia, assumed administrative and teaching duties. The history of St. Philip's College describes her as their "first president" (Maroscher, 2001).

**1903** Maggie L. Walker -Educator, later became America's first female bank president when she founded the St. Luke Penny Savings Bank.

**1904** Daytona Educational and Industrial Training School, later named Bethune-Cookman College is founded by Mary McLeod Bethune.

*\* Data listed above taken from Black Women in the Academy (1997); and Richings, 1902.*

Community college literature often reports that governing boards are reluctant to hire African Americans generally because they are not accustomed to their presence at the CEO level (Thornton, 1998; Chenoweth, 1998), or because they may hold the belief that African Americans cannot do the job. These attitudes may also

reflect a belief that a case has not been made for the leadership capabilities of African Americans in general and women in particular. Richings (1902) wrote in his book, *Evidences of Progress Among Colored*, at the beginning of the community college movement:

There seems to be a general impression and a growing sentiment in this country that the colored people, as a class, have not, and are not, making any progress; or, that they have not improved the educational opportunities offered them by the philanthropic white people who have proven themselves friendly to the cause of Negro education.

This feeling has developed from two causes:

First, we have a large and wealthy class of white people who go South every year during the cold season for either their health or pleasure, and while in the South, they see a great many colored people on the streets of Southern cities who appear to have no employment. In many cases this may be true; sometimes because they do not want to work; but in the majority of cases the true cause of so much idleness among the colored people in the South lies in the fact that they are not able to get work, no matter how much they may seek it. Let this be as it may, the presence of these people on the streets, dressed as the unemployed usually dress in the South, gives these Northern white people an unfavorable impression of the colored brother and an erroneous idea of the real condition of these people. Hence they return to their Northern homes with a very pessimistic story to tell regarding the Southern colored people (page vii).

The second reason for this erroneous impression regarding the condition of the colored people of the South, lies in the fact that white people never look in the right direction for evidences of race progress, but are continually drawing their comparisons from the lowest types and judging the whole race by a few who occupy only the lowest levels in common society (page viii).

Richings intended for this book to counteract the mistaken belief that African Americans had not made progress since emancipation, and would stimulate a greater interest in social institutions and thereby help elevate the race educationally and socially. Over one hundred years after the publication of Riching's work, African



Americans are still struggling to overcome limited beliefs about their ability to excel. Many African Americans who work tirelessly to advance their career interests and professional development plans in order to qualify for the highest office within the community college system may have their evaluations and application reviews marred by past beliefs. If key decision makers responsible for the appointment of presidents, chancellors, and provosts throughout the United States are basing decisions on erroneous notions about the competence of African Americans, potential candidates suffer. Black female candidates for executive level positions at two-year institutions must also wade through waters of beliefs held about gender.

Holland (1952) supports the notion that each person holds stereotypical views of various occupations based on psychological and sociological factors. Tannen (1994) posits that women in positions of authority face a special challenge. Society's expectations for how a person in authority should behave are at odds with expectations for how a woman, especially a black woman, should behave. Cose (1993) concludes that "a ceiling exists for most African Americans ...black skin is still equated by many with a lowering of standards, and nothing much will change that. I don't care how good blacks become...it wouldn't help us" (p.18). This is often the climate that African American women must endure in their pursuit of leadership roles at community colleges.

### **Effectiveness of African American Female CEOs**

How effective are African American female CEOs of community colleges?  
Why are African American women not employed as president of two-year colleges in

thirty-two states? Is it because there are not enough qualified African-American women applying for these positions? Is it political, racial, or coincidental? Is it beneficial to the image and management of the institution to recruit an African-American female president? Is it advantageous for the student body? These questions are important, in light of the perceptions held by governing boards, the entities with the power to approve the president and push for diversity.

The effort to determine how to measure the effectiveness of African American presidents of two-year colleges gave rise to a number of questions; in addition, the need arose to select resources that would address these questions. The Career Lifestyle Survey (Weisman & Vaughan, 2001), and the American Association for Community College Leadership Series (2003) served as concept models to help the researcher in the selection of criteria for this section. Strategies for measuring the leadership effectiveness of African American women include analyzing and contrasting African American females' educational background and prior work experiences to their male counterparts, who represent over 86% of community college CEOs.

### **Educational Preparation**

Wharton (1986) wrote, “minorities in particular have been ardent believers in education as central to the uniquely American belief in bettering one’s lot in life” (p.1). Ninety-five percent of the African American women employed in presidential positions at the community college level hold a doctorate degree. This percentage is slightly higher than the 88% of all presidents who hold a doctorate degree. Fifty

percent of the study population had earned the PhD as compared to the 49% of other presidents. Phelps, Taber, and Smith (1997) reported that since 1986, a trend has been observed of African American presidents of two-year colleges holding a PhD. These findings are also consistent with other studies (Vaughan, 1986, p.19; Weisman and Vaughan, 2001, p.5).

**Table 7**  
**COMPARISON OF PERCENT OF HIGHEST EARNED DEGREE HELD BY**  
**PRESIDENTS OF TWO-YEAR COLLEGES**

Educational Background	2003 AAF Total	Percentage	2001 All Presidents Percentage
Ph.D.	20	50%	45.9%
Ed.D	18	45%	41.9%
J.D	1	.025%	2.0%
M.A/M.S.	2	.050%	8.9%
Unknown/Other	4	10%	1.2%

Note: The information in this table is based on vitae from the Presidential Roundtable, 2003 Directory of African American CEOs.

#### Field of Study

A review of Table 7 reveals that over a quarter of all African American female CEOs employed during the 2003-2004 academic year were graduates of programs in higher education. The statistical breakdown of field of study is consistent with research that proclaims that the majority of doctorates earned by African Americans are in the field of education. Approximately 72% of the community college presidents surveyed in 2001 reported obtaining their highest degree in some area of education. This finding is also consistent for African American female

presidents. However, Farmer (1993) contends that there were still no guarantees for career advancement for black women administrators with doctoral degrees.

**Table 8**

<b>FIELD OF STUDY OF CURRENT AFRICAN AMERICAN FEMALE COMMUNITY COLLEGE CEO'S</b>		
	<b><u>Total</u></b>	<b><u>Percentage</u></b>
Higher Education Administration	11	27.5%
Community College Leadership (University of Texas)	6	15%
Adult/Vocational Education	3	7.5%
Counselor Education	2	.05%
Educational Leadership	2	.05%
Educational Psychology	2	.05%
English	2	.05%
Science	2	.05%
Classics	1	.025%
Clinical Psychology	1	.025%
Counseling Psychology	1	.025%
Curriculum/Instruction	1	.025%
Institutional Management	1	.025%
Speech & Hearing Science	1	.025%
Unknown	4	10%

Note: The information in this table is based on vitae from the Presidential Roundtable, 2003 Directory of African American CEOs

#### Prior Work Experience

The percentage of African American female presidents in this study who served as chief academic officers (CAO) prior to their first presidential appointment was 22.5 %. In fact, the position of CAO ranked as the number one career pathway to the presidency, followed by the position of dean at 15%. Some slight differences exist between the career pathway of African American women cited in the above 2003 study and the 2001 Career and Lifestyle Survey (CLS) respondents.

Approximately 55% of the presidents had served in academic administration prior to their first presidency, with more than 39% serving as chief academic officers and 7% serving as vice presidents with academic overview. In addition, 6% of the presidents held the dual position of chief academic officer and chief student services officer; while slightly more than 3% held other positions with academic overview. Only 22% of African American female presidents had served in the position of chief administrative officer (Weisman & Vaughn 2001, p.6). A larger percentage (15%) of African American females served in the position of dean before their presidential appointment. This percentage is also double the 7.4% reported by Phelps, Taber and Smith in 1997 (p.11). Only two (0.05%) of the African American female presidents reported earning an associate's degree as compared to the (19%) of the 2001 CLS respondents (Weisman & Vaughan, p.5). On the basis of these findings, researchers looking for an explanation for African American women's failure to penetrate the power structure in community college administration must look elsewhere (Bower, 1996, p.249). A statistical analysis of various data sources regarding the educational background, preparation and evaluations of two-year presidents shows no significant difference in the performance, achievement and effectiveness of African American female presidents when compared to their counterparts.

**Table 9**

<b>POSITIONS HELD IMMEDIATELY PRIOR TO FIRST APPOINTMENT TO A PRESIDENTIAL LEVEL POSITION</b>		
<b>Number</b>	<b>Percent</b>	<b>Positions</b>
9	22.5%	Vice president, academic affairs
6	15%	Deans
5	12.5%	Vice chancellors
3	.075%	Executive vice president
3	.075%	District management
3	.075%	Mid-level management (Director, Coordinator)
2	0.05%	Interim chancellor
2	0.05%	Vice president, planning & college relations
1	0.025%	Interim president
1	0.025%	Assistant provost
1	0.025%	Business & Industry
4	10%	Unknown
<hr/>		
Total		
40	100%	

Note: The information in this table is based on vitae' from the Presidential Roundtable, 2003 Directory of African American CEOs.

### **BEHAVIORAL LEADERSHIP ISSUES**

Leadership skills as determined for the use in this study focus on behaviors leaders use to get things done. Lipman-Bluman (1996, p.24) defines these behaviors as “the personal technologies for accomplishing tasks or achieving goals.” The Connective Leadership Model, as delineated by Lipman-Bluman highlights the ways in which individual use behaviors to connect to not only their tasks and ego drives, but to others as well. Gilligan’s (1986, 1982) research provides some insight into the behavioral leadership skills practiced by African American women. Gilligan’s research found that women have a tendency to use more relational type leadership skills than their male counterparts. Other scholars believe that women are great

human resources managers and builders, and that the cultural training of women has encouraged them to use consensus management and caring processes to obtain group goals (Evans 2001, p.181).

### **Referent and Expert Power**

Using the French and Raven (1959) categories of social power (reward, coercive, legitimate, expert, and referent), and Kanter's (1976) views on organizational power and the effect of race on organizational behavior, Bower's (1996) study explored the use of social power by African American women as a possible reason for their lack of upward mobility within the community college system. Bower found that the greatest social power base for black and white female community college administrators in the sample was referent power. The least powerful bases, according to Bower, were coercive power and reward power. Both groups were very similar in their use of social power. Bower's findings were consistent with the theories of Johnson (1976) and Ragins (1989) theories on gender congruency. According to these theorists, certain types of power are aligned with gender stereotypes, and referent power is a power base used by women, while men are expected to operate from legitimate and expert power bases. Ragin found in his study that subordinates gave the highest evaluations to those managers, male and female, who were perceived as using expert and referent power. Referent power is based on a feeling of identification or oneness with an individual, whereas, expert power is based on the perception that an individual has special knowledge (Bower, 1996, p.244). This data suggests that female leaders may be expected to operate from

a helping or contributory model, while male leaders may be expected to operate from a background of specialized knowledge.

Society's conflicting expectations of leaders make it harder for them to perform outside of their expected gender and racial scripts, as demonstrated by the literature on race and gender workplace issues. Even when leaders are 'getting the job done,' they sometimes have to manage complex personality and cultural issues with superiors and subordinates, making it difficult to determine if the tension is related to performance, race, gender or social issues. This tension often leads to punitive actions such as poor evaluations, terminations and/or resignations. Workplace tensions may also negatively affect one's image of their superiors or subordinates, maintaining a fabric of false perceptions against the innocent. The literature supports the notion of stereotyping and bias in hiring practices. It also supports the fact that minority men and some minority women are moving into executive level positions in greater numbers than in prior years. However, African American women are not experiencing any significant gains in their numbers as community college leaders. To further complicate the process of analyzing data to determine what factors are involved in the stagnant growth patterns of African American female community college executives, researchers are not engaging in studies highlighting their career issues because of their limited numbers. In order to improve on this employment pattern, further analysis will be needed to develop solutions for improving the climate and conditions for African American female applicants. Although this study is designed to explore the behavioral leadership traits most effective in helping African



American female CEOs develop world-class institutions, there is a divergent aspect to the literature. While many African American women are successfully carrying out the missions of their respective institutions, there are individuals who have rejected the notion that the community college presidency is worth pursuing. The researcher concludes this section of the literature review with a contrasting view on the attainment and role of community college president. Fisher (1984) suggests that one presidency is usually enough for a person, while Guthrie admonishes that “you do not have to do everything you can do” (p.249). In a report entitled “*Been There: Done That: Life After the Presidency*,” Guthrie (2001) examines the myths surrounding the presidency and recommends that an honest self-appraisal may wisely prevent black female aspirants from seeking this leadership position once they evaluate the benefits and cost of becoming a college CEO. Guthrie warns that “just because women can attain chief executive officer positions does not mean that the ultimate rewards will follow” (Community College Journal of Research and Practice, 25, p.243). After four years as a community college president, she vowed she would never do that again. She asserts, “the typical eighty-plus hour work weeks and the loss of privacy, the presidential compensation in a small, grossly under funded, understaffed multi-campus college was no bargain” (p.244). Guthrie reflects on her tenure as a community college president to nurture the development of future leaders, as she shares common myths associated with the presidency:

## **Common Myths Associated With The Presidency**

Presidents are all powerful. The truth is that governance is shared with and contested at so many places that nobody can be fully in charge.

The president directs the institution. In reality, the president guides the institution by setting goals and then persuading, leading and guiding the various constituencies.

Collegiate presidents are above politics. The successful president practices superb political skills everyday, and must have ear attuned to the larger community.

Presidents work with attractive, enlightened political and community leaders. Such Tables often represent special interests that are not enlightened or attractive.

The president is often approached for jobs, graduation exceptions, noncompetitive contracts and other emoluments to extend their patronage. Collegiate foundations raise funds. In truth, the president is the principal fund-raiser.

A president's time is devoted to the big picture. In many small institutions with inadequate staff and few management levels, the president becomes the focus (p. 248).

## **DISCUSSION**

When a major institution in each sector hires an [African American] woman as president, it creates the belief that women can do it, if they can run that institution; they can run many institutions... Shirley A. Jackson, (2003), President of Rensselaer Polytechnic Institute

## **DISSONANCE OF BELIEFS**

The Career Lifestyle Survey, (Weisman & Vaughan, 2001) served as a model for this study. In addition, the survey provided a critical update of information regarding changes in the community college presidency as well as some dismaying facts about characteristics that are not changing fast enough. In 1991, approximately

11% of the community college presidents identified themselves as members of an ethnic or racial minority; in 2001, that segment had only increased about three percentage points, to approximately 14%. With the rate of anticipated presidential retirements on the rise, community colleges, universities, and professional associations face the urgent need to collaborate on expanding the pool of qualified minority presidential candidates. Wiesman & Vaughn (2001) believes that initiatives to provide minority community college professionals with opportunities to gain formal graduate education, professional development training, and formal mentoring experiences with current community college presidents may be the key to achieving a more diverse presidential applicant pool. However, both Wiesman and Vaughn both agree that although many such initiatives are already under way, the 2001 data reveal that these efforts have yet to translate into a population of community college presidents that reflects the racial and ethnic diversity of the United States. Perhaps the key to achieving a more diverse presidential applicant pool involves addressing the psychogenic issues negatively impacting trustees, faculty and staff at our two-year institutions. Based on this analysis of the career preparation and leadership skills for community college executive there appears to be some disconnect (cognitive dissonance) between the perceptions of trustees, faculty and employees at colleges and universities and the actual knowledge and legitimate power base of African American female presidents.

In this context, the term psychogenic refers to the negative perceptions originating in the minds of individuals who do not recognize the expert and legitimate

power and knowledge bases of African American female community college presidents. Until we cognitively correct some of the misperceptions of trustees and faculty, the community college organizational structure will not transform into a population of community college presidents, which reflects the United States' racial and ethnic diversity. As noted by Twombly (1993) many of the studies reviewed for her research consisted of comparing men to women on a variety of identified variables to determine why the women are or are not adapting to the traditionally male environment satisfactorily (p.18). To date, the focus has been on improving the qualifications of the victims (minority females who are being discriminated against) because they are not perceived to be competent for the position of presidents. The research of (Bower 1996; Ates, 2003) has proven that the issue is not qualifications, but perceptions. Perceptions are behaviorally based. In order for an action to take place, it must first originate in the mind of an individual. Re-asserting, Kishi (1992), who noted that "effective leadership is more behaviorally derived than gender derived and it is subject to the dynamics and interactions of people and institutions" (p. 107). In others words, leadership depends on situations not gender. The researcher subscribes to the following paradigm as expressed by Evans (2001):

I believe it is up to women leaders in community colleges to dare to make the drastic changes in organization, leadership and management styles, instructional delivery, use of technology, and student services needed to move us to new and more effective institutions. Women [African American] are not so bound by tradition nor enamored with power and the trappings of office; they are outcome-oriented and very caring. In short, they are can-do people, who take on challenges others shun. (Evans, p.181).

Dr. Shirley Jackson, president of Rensselaer Polytechnic Institute, is optimistic that more women presidents will enter the pipeline. However, she notes, that this shift will require "...more courageous leadership from boards of trustees" (Chronicle of Higher Education, 2003, p.2). Ross (2000) also shares this optimism and adds to the discussion his views, that "one-third of new two-year institutions' presidents hired between 1995 and 1998 were women." If current hiring practices continue, it is not unreasonable to anticipate that one-quarter of all institutions—and more than one-third of community colleges—will have women presidents in the next ten years (American Council on Education, *ACE Study Shows Gain in Numbers of Women College Presidents, Smaller Gains for Minority CEOs*). Ross also acknowledged that "although women now hold a greater percentage of the top positions at colleges and universities than ever before, women presidents remain underrepresented in comparison to their share of all faculty and senior staff positions at U.S. colleges and universities (New Survey of American College Presidents 2000, p.2).

In this chapter, the researcher attempted to provide the reader with a holistic view of the dynamics involved in being a community college CEO. The aim was to provide a foundational view of the role community college governance board; including their role in the selection of a chief executive officer, along with some insight into their function as evaluators of the chief executives' job performance. A description of the job tasks and objectives of the community college executive was provided along with a listing of criteria some evaluators use in the evaluation process

for a leader to be considered an effective president. All of this background data was used to establish the role and challenges of the community college CEO.

As mentioned earlier in this study, the voices of the African American female community college CEOs are rarely heard due to their limited numbers. Demographic data on the employment status of this population was provided in Table 1 . This information was followed by career data on the members of the study population, to include educational backgrounds; employment patterns prior to their first appointments; and challenges sometimes faced as a result of their gender and racial backgrounds.

The research literature highlighted several weaknesses within the structure of our community college systems that may be stalling the progress toward an increase in multicultural campuses led by diverse administrators where administrators, faculty and students are expected to operate from diverse worldviews and leadership paradigms. Scholarship should represent enlightenment; it is the view of the researcher that institutions of higher education have a moral, ethical and legal responsibility to provide students with a real world education, which should include preparation for a diverse world. Not only are minority students, faculty, and administrators not reaping the benefits of multicultural campuses, but neither are majority students. The American Council on Education (2003) reports that “majority students also benefit from a diverse faculty” (p.26). Their report corroborates the need for policies that advocate increasing the number of minority faculty and administrators to serve as role models—a practice that will yield positive results for

all institutions of higher education.

## CONCLUSION

In closing, this intention of this review was to explore the leadership themes found in the literature on African American female presidents, along with a brief highlight of the historical role African American women played in the community college movement. The literature establishes the fact that African American females have the leadership capabilities to effectively manage community colleges of any size. However, somewhere in time, the leadership strengths of African American women have been lost to the misconception that they are not qualified to manage institutions of higher learning. Blevins (2001) challenges this notion in her article, *Women Presidents Define the College Culture through Story*, in which she accounts the numerous accomplishments made by several current and former community college chief executive officers, Pamela Fisher, Sylvia Ramos, Carol Tatsey-Murray, Jerry Sue Thornton, Carolyn G. Williams, Parker Williams and herself, Vivian Blevins. She writes that their stories are important "accounts of their roles as academic laborers who reinforced the value and the mission of the community college to the lives of students past, present and future" (p.503). The goal of her article is to leave a written record "so that others know that they were present at a community college at a given point in time, working on behalf of the communities they served" (Ibid, p.503). Blevins' article provides excellent for additional studies highlighting African American women in leadership; there is simply a need for more scholarly works on the leadership abilities of African American women. Governing

boards need more information on the leadership capabilities of these women. There are numerous accomplishments that are possible when individuals are provided the opportunities to "seek open access to the opportunities to which their abilities, their interests, and their willingness to work entitle them" (Locke 1997, p.341). As we move deeper into the 21<sup>st</sup> century, community college leaders and faculty will only begin to resemble the student bodies they are to lead, if governing boards grow in their understanding of the history of African American female leadership and work to deconstruct the negative stereotypes that counter what history teaches us about their leadership abilities. The researcher attempted to make evident that governing boards are the key to increasing diversity at the presidential level within our community colleges. It is apparent to the researcher that there is a need for more information on the leadership capabilities of African American women. As governing boards and faculty members become more accustomed to the skill sets, career experiences, and educational preparation that African American women bring to the role of president, the chances increase for improving the climate of diversity within the ranks of community college leadership.

The aim of this review was to acknowledge, highlight, and promote the leadership contributions of African American women. In addition, to challenge readers to go beyond the current paradigm of leadership profiles in our community colleges. This chronicle of the leadership achievements of African American women throughout history along with their involvement in developing educational opportunities for adults is more than enough evidence to contradict the numerous



negative stereotypes which act as major barriers to the career promotion of African American women in many community college leadership circles.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

This chapter presents an overview of the research methodology utilized to direct this study. The author will present (1) the research design and questions chosen to guide this study, (2) a description of the selection of participants in the study, and (3) identify and describe the instruments and procedures used for data collection and analysis.

The aim of this inquiry is to identify the behavioral leadership strategies most often called upon by African American female (AAF) chief executive officers (CEOs) to manage a diverse cadre of faculty and staff and to manage board relations. As members of two subordinate groups in American society, black women often fall between the cracks of black history and women's history; as a result historians assume that whatever is reported about African American men applies with equal validity to black women and that the history of white women covers black women as well. This theme is evident in most of the literature and reports on community college presidents. Not one of the major studies from leading educational groups such as the *Chronicle of Higher Education*, *American Council on Education*, and the *Career Lifestyle Inventory* (Vaughn & Wiesman, 2001) aggregated or presented data on African American female presidents of two-year institutions.

As a result of this dearth of data on African American female CEOs, the goals of this study are:

1. To expand the body of literature on diverse leaders who are demonstrating their abilities to diversify the community college climate and institutional cultures.
2. To gather information to enhance the understanding of the behavioral leadership traits practiced by African American females to lead a diverse workforce, and to manage board relations.
3. To bring to light the needed solutions for the problem of career isolation, lack of role models, and limited professional development models for African American women and others who may learn from their stories.
4. To develop a written record of successful leadership practices utilized African American females.
5. To develop a document on the characteristics of African American female presidents of two-year public colleges.
6. To enlighten community college trustees on the professional skills and developmental needs of African American women while in office in an effort to ensure retention and a harmonious campus climate and,
7. To expand the literature regarding the sources of support for (African-American) women planning a career in community college leadership.

## **RESEARCH DESIGN AND QUESTIONS**

A number of terms will be used in the explanation of this research study, which the researcher will define briefly as a background for this discussion. The term “design” refers to the researcher's plan of how to proceed (Bogan and Biken, 1982). Methodology is defined as "approaches we take to help us understand specific

populations" (Lynn, Yosso, Solorzano & Parker, 2002, p. 13). The epistemology frame of this study looks at how one knows reality, the method for knowing the nature of reality, or how one comes to know reality (Anderson, 1993). For social researchers, the way of knowing reality is by asking about it (i.e., via experiences, stories, interviews). Guba & Lincoln, 1994, acknowledges that one of the characteristics of qualitative research is the interactive relationship between the participants and their stories. Within this world view, people's stories of their experiences are counted as empirical evidence, as fact. This paradigm disagrees with the assumption that narratives from the marginalized are biased and subjective. The stories, experiences, and voices of the three African American female participants are the mediums through which this study will define reality.

Each philosophy, paradigm, and approach defines reality differently and implies a certain epistemology— or a way of knowing— that is consistent with the underlying assumptions of the theory (Banks, 1995, Tate, 1997). This study may imply assumptions of the critical research theorists for whom the historical development and context must be understood in searching for deeper meanings that underlie contemporary social problems (Pizarro, 1998, p.62). The researcher's view is that "the nature of reality is interpreted as something that has been shaped over time and history by a series of structures of "social, political, cultural, economic, ethnic, and gender factors and then crystallized into a series of structures" that dominate the behaviors operating within our community college systems (Guba & Lincoln, 1994, p.110). The Connective Leadership Model (Lipman-Blumen 1996),

as used in this study, provides the researcher with a tool to examine a set of leadership behaviors for two-year executives. The researchers' goal is to go beyond the limited statistical data provided in the literature by telling the career/work stories of successful African American women in leadership positions, to encourage and inform aspiring leaders of the awesome tasks and responsibilities encountered with this position. Another goal is to shed light on the strategies that will be needed to move an organization forward with confidence and flexibility (Lipman-Blumen, 1996).

Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live (Kaplan and Maxwell, 1994). Examples of qualitative methods are action research, case study research and ethnography. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions. The data sources utilized for this study include written surveys and interviews. Issac and Michael (1995) found that "surveys are the most widely used techniques in education and the behavioral sciences for the collection of data" (p.136). Consistent with this common and well-documented use of surveys, the survey method used for this study will generate data to describe the behavioral leadership skills of African American female CEOs of community colleges.

The telephone interviews will document leadership strategies generally called upon (consciously or unconsciously) by the participants to lead a diverse faculty and

staff. In addition, the interviews will document the leadership traits used to manage board relations in an effort to accomplish the missions of the respondents' respective colleges. Telephone interviews were selected to reduce cost and field time. Robert Groves (1989) suggests that telephone interviewing can achieve greater cost-efficiency and fast results in obtaining a completed interview in a short amount of time. The time factor was a very important criterion during the development of the research design. As discussed throughout this text, time constraints play a major role in the stories of our CEOs; the researcher was sensitive to this need, and tried to maximize the one-hour time frame suggested for each interview.

A second rationale for the use of the qualitative interviewing method utilized for this study is the value of oral history data. Each participant is a "meaning maker" (Holstein and Gubrium 1995) through "spoken memories and personal commentaries of historical significance through recorded interviews" (Ritchie, 1995. p. 1).

Anderson and Jack (1991) explained that oral history interviews offer narrators an opportunity to tell a story and "provide an invaluable means of generating new insights about women's experiences of themselves in their worlds" (p.11). Belenky and colleagues (1986) demonstrate the need for research that allows study participants to speak in their own voices, producing new accounts of people's lives. Such research results in the greater understanding of individual's perspectives and social situations. Luff (1999) confirms this notion that "both researcher and respondent speak to each other ...from varied perspectives. These include the structured and historical roles and hierarchies of their society, particularly those of

gender, race, and class (Campbell, 1998). This study provides experts in all three areas (race, gender and class), as indicated by respondent two,” ... [we] speak from multiple perspectives... to include gender, race and class.” With over twenty five years of executive level experience, our respondents convey cultural meaning, with rich descriptions of their worlds as leaders of diverse two-year institutions. These experiences provide the researcher with the cultural material from which to draw larger conclusions. Spradley (1979) concludes that the qualitative researcher makes “cultural inferences from three sources: what people say, the ways they act, and the artifacts they use” (p.8).

A second preference for this design is explained by Ballantine (2000), who completed a life history study of three female former community college presidents in the Southeast. Ballantine’s research presented an in-depth examination of a small group of respondents. This concentrated approach led the researcher to focus on presenting the most in-depth information about the presidents' lives, career paths, and experiences.

... Researchers can discover newly applicable concepts, and develop refined accounts of the progress and obstacles that women experience in higher education administration (p.112).

Ballantine’s study concluded that more research of this kind is necessary to gain a comprehensive view of women’s experiences as college or university presidents. In addition, Ballantine suggests that oral history is a particularly effective method of learning about women's experiences, particularly in cases where they are minority, and may experience the world differently than their male colleagues.

## STRENGTHS

Sociological or psychological first-person life histories collected through case study interviewing are usually directed at using the person as a vehicle to understand basic aspects of human behavior or existing institutions rather than history. For the purpose of this research, the concept of “career” refers to the various positions, stages, and ways of thinking people pass through in the course of their work lives (Hughes, 1934). Sociological life histories often try to construct subjects’ career data by emphasizing the role of organizations, crucial events, and significant others in shaping subjects’ evolving definitions of self and their perspectives on life.

The word “qualitative” implies an emphasis on processes and meanings that are not rigorously examined or measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and the subject and the situational constraints that shape inquiry. Such researchers emphasize value-laden inquiry. They seek answers to questions that stress how social experience is created and given meaning (Lancy, 1993).

The *Constant Comparative Method* (Bogdan and Biklen, 1982) is a research design for multi-data sources, which was employed during this study. This model falls under the analytic induction which is an approach to collecting and analyzing data as well as a way to develop theory (Becker, 1963; Denzin, 1978; McCall and Simmons, 1969). This design is employed when a specific problem, question or issue becomes the focus of the research study. Leadership development is the specific



issue being examined in this study.

The researcher used as a guideline the following steps involved in the Constant Comparative Method of developing theory:

1. Begin collecting data.
2. Look for key issues, recurrent events, or activities in the data that become categories of focus.
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimension under the categories.
4. Write about the categories you are exploring, to describe and account for all the incidents you have in your data while continually searching for new incidents.
5. Work with data and emerging model to discover basic social process and relationships.
6. Engage in sampling, coding, and writing as the analysis focuses on the core categories (Glaser, 1978 as reported by Bodgan and Biklen, 1982, p. 70).

Glaser (1978) confirms the validity of the steps involved in the Constant Comparative Method, which are performed simultaneously, while the analysis calls for the constant referring of emergent themes to the data collection and coding process. This study captures and builds upon the emerging themes found during the data collection process. For example, seven of the forty African American women serving as community college presidents graduated from the same leadership program. Anyone studying educational leadership should find this statistic of interest, and wonder what factors contributed to their success. As the researcher continues the

investigation into the many themes affecting African American females' pathway to the presidency, information regarding graduate education will be highlighted.

### **RESEARCH TECHNIQUES**

This study utilized (1) the Achieving Styles Inventory (ASI) to identify the behavioral leadership skills of African American females, and (2) oral history interviews to capture strategies most often called upon by African American female chief executive officers (CEOs) to manage a diverse cadre of faculty and staff and to manage board relations.

### **RESEARCH QUESTIONS**

1. What leadership behavioral traits do community college presidents who are African American females identify as having the greatest impact on their ability to lead a diverse faculty and staff?
2. What strategies do African American female community college presidents use to develop and manage board relations?

### **INSTRUMENTATION**

The Achieving Styles Inventory (ASI), developed by the Achieving Styles Institute, is one of three instruments based on the L-BL Model of Achieving Styles that serves as the behavioral foundation for the Connective Leadership model. These instruments have been developed over twenty-five years of research, including fourteen revisions, and more than 40,000 cases from the U.S. and other countries. The Achieving Styles Inventory (ASI) consists of forty-five statements about leadership styles, split into groups of five. The respondent is required to complete the first five

statements in a group, before they can proceed to the next group of statements. Each statement consists of seven choices, ranging from “Never” to “Always.” Respondents are asked to select the response that best describes how well the statement reflects their behavior. Respondents are asked to select the answer that comes immediately to mind.

The Achieving Styles Institute processes the instruments and allows individuals to download and print their own results. The results for the Individual Inventory (ASI) are presented as a polar graph with narrative feedback that describes an individual's Connective Leadership Profile. The feedback details the behavioral styles that the individual calls upon most frequently, as well as those that the individual seldom uses. The narrative describes the strengths and drawbacks of the frequently used styles, as well as the benefits the individual does not realize by failing to use the remaining styles. This instrument will specifically address research question one:

1. What leadership behavioral traits do community college presidents who are African American females identify as having the greatest impact on their ability to lead a diverse faculty and staff?

## **PARTICIPANTS**

The participant pool in this study consists of the total population of African American female chief executive officers (CEOs) of community colleges within the United States. For the purpose of this study, the term CEOs refers only to chancellors, presidents, provost, and campus presidents. There were forty African

American females CEOs within the community colleges, according to the *Directory of African American Chief Executive Officers* published by the President's Roundtable (2003), an affiliate organization of the National Council on Black American Affairs, a commission of the American Association of Community Colleges. Participation in this study was strictly voluntarily.

### **Description of Sample Population**

Factors related to the leadership program contributed to their achievement of the presidency? While examining a specific leadership program was not the intended focus of the study, it is an unexpected outcome that will help to assess their leadership training to determine what strategies work best (Schuster, 1988). According to Balukas (1992), the program was probably instrumental in (a) increasing the presidents' knowledge of financial operations of community colleges, (b) enhancing participants' knowledge and involvement in the governance of their institutions, (c) playing an important positive role in participants' career development, and (d) providing participants an opportunity to be included in a supportive network of professional women. Eggins (1997) suggested further study of the efficacy of the leadership program should occur, focusing on the components of the program that make the most difference in the success of women in higher education. In response to Eggins' assertion, the researcher added the category related to graduate education to collect this information from these successful presidents.

## **ASSUMPTIONS**

The assumptions made about this study were that:

1. The women selected would answer the survey to the best of their abilities and in an honest manner.
2. The participants were qualified to provide insight into their leadership styles and their experiences as African American female CEOs.
3. That African American women will continue to prepare and compete for CEO positions within two-year colleges, and that the stories and experiences of current leaders will help to prepare future leaders who are themselves diverse and who advocate for diversity within their college culture and curriculum.

## **PROCEDURES FOR DATA COLLECTION PROCESS**

An invitation to participate in the study was sent to 40 CEO's at all eighteen institutions where they are employed. The list included 2 chancellors, 2 provosts, and 36 presidents of community colleges.

Each of the CEOs received an invitation that included a cover letter explaining the purpose of the study, a sample copy of the Achieving Style Inventory (ASI) feedback report to clarify the purpose and leadership skills to be examined, and a consent form (Appendix E). The Achieving Style instrument was available online and in hard-copy form. An explanation of the process and a password were also provided in each invitation packet.

To confirm their participation in the study, the CEOs were asked to complete the consent form and return it to the researcher in an enclosed self-addressed stamped envelope. The researcher included a second invitation on the consent form. The

second invitation was a request for participants to complete a one-hour follow-up interview to further discuss the results of the Inventory, leadership challenges, succession, and their individual strategies for navigating diverse institutions.

*A Research with Human Subjects* approval form was sent to the review committee at the University of Texas at Austin (Appendix A). Permission to use Achieving Styles Inventory (ASI) was granted by Dr. Jean Lipman-Bluman (Appendix B). Upon completion of final arrangements, a staff assistant set-up the group profile along with identification numbers and a group password.

Three follow-up contacts were made to the CEOs that had not responded within four, eight and twelve weeks of the initial letter. In many cases, a presidential assistant handled the phone calls, and was very instrumental in completing the process. Many CEO's could not complete the Achieving Style Inventory because of time constraints. Others preferred a hard-copy of the Achieving Style instrument over the online version. Those who preferred a paper copy were promptly faxed or mailed a hard-copy version of the instrument. Once the completed Inventory was returned, the researcher entered the data into the Achieving Styles online database for completion and analysis.

#### **PARTICIPATION RATE FOR ASI**

At the close of the data collection process for the Achieving Styles inventory, ten of the forty identified subjects had completed the survey to yield a participation rate of 25 percent. The enrollment period for completing the ASI Inventory was January 2004 - May 2004.

As agreed, the staff assistant provided the researcher with all the participants' data, including each individual's scoring on the Achieving Styles Inventory, along with the group mean score.

$$\text{Participation Rate} = \frac{\text{Number of CEOs completing (ASI)}}{\text{Number in sample}} \times 100 = .25$$

### **Response Rate for Study**

Five additional CEOs or a representative responded back to the researcher's invitation to participate in the study, and offered the following explanation for non-participation in study:

1. One CEO had passed away.
2. Two CEO's were no longer at identified institutions.
3. Two CEO's were unavailable due to time constraints.

$$\text{Response rate} = \frac{\text{Number returned}}{\text{Number in sample}} \times 100$$

The rate of return for the initial mailing was 15%, while the second reminder generated a 7.5% return, and the third reminders generated another 13.5% return.

These rates corroborate the recommended procedure for mailed survey research (Babbie, 1973, 1975; Creswell, 1994; Isaac & Michael, 1995). According to Creswell (1994), in order to obtain a high response rate, a three-step procedure is needed: (a) an initial mailing, (b) a second mailing in two weeks, and c) a third mailing of a reminder or postcard.

Ten of the forty CEOs completed the Achieving Styles Inventory (ASI).

Sixty percent completed the online inventory, while forty percent completed the inventory manually. The respondents represented a range of geographic areas including California, Florida, Ohio, Connecticut, Louisiana, Georgia, North Carolina, and South Carolina.

#### **PROCEDURES FOR FOLLOW-UP TELEPHONE INTERVIEWS**

Three of the ten participants (33%) who completed the Achieving Styles Inventory (ASI) agreed to participate in the follow-up interview segment of the study, representing the Midwestern, Southern and Western regions of the United States.

The follow-up interviews were conducted by telephone. Each of the respondents was mailed follow-up letters confirming their participation, and requesting a date and time for the researcher to telephone the CEO for the oral interview. The telephone interviews were conducted during the months of May, June and August. Respondents were provided with a copy of the interview protocol prior to the interview.

#### **Interview Protocol**

An interview guide/protocol (see Table 10) was developed to direct the conversations with each participant. There were twenty-one interview questions, focusing on the data collected from the ASI instrument, main tasks performed by each CEO, and the themes identified through the literature review.

The interview design was flexible, allowing the participants to add to topics identified for the interview. Richie (1995) wrote that an "interviewer must always be prepared to abandon carefully prepared questions and follow the interviewee down



unexpected, paths, always helping the interviewee by questioning, guiding, coaxing, and challenging” (p.9). Lofland and Lofland (1992) suggested that when an interview guide is being structured, attempts should be made to sequence topics in logical order, usually chronologically, and to deal with less sensitive topics early in the interview. This allows the interview participants to become comfortable with the interviewer, and encourages a willingness to share complex issues as the conversation progresses. Further, Thompson (2000) suggested that oral history interview questions should be kept simple and straightforward.

Questions 1, 3, and 8 were customized for each individual respondent, based on current position, scores on ASI, and time spent working with Board of Trustees. The researcher also posed follow-up questions to each of the respondents based on responses to interview protocol question.

The process of scheduling the telephone interviews with the participating CEOs, once gain, presented the researcher with evidence of how busy and demanding the position of CEO can be. In one case, it took nearly six months to arrange an interview date and time. A second CEO had to reschedule her interview due to an unplanned meeting that took precedence on her calendar.

Before conducting the interviews the researcher asked each respondent for permission to tape record their interview; permission was granted by each participant. The CEOs were very open, informative, and sincere in their responses. The data collected from the oral interviews will specifically address the second research question:

2. What strategies do African American female community college presidents use to develop and manage board relations?

Once the interviews were completed, and transcribed by the researcher, a copy of the transcript was mailed to each participant. The tape recordings containing the oral interviews of each respondent are secured in the possession of the researcher, and will be stored according to IRB guidelines.

### **DATA ANALYSIS**

In keeping with the tradition of oral history, the interview data collected for this study were verbatim. Studies of women conducted in the past offer an example of this type of structure. Research by Ward and Westbrook (2000) serves as an example of the use of verbatim data. They employed oral history interviews to study the experience of 10 female college students, who were outside of the traditional age group for college students. All of the qualitative data utilized for this analysis involved coding data into themes, then categories, to form conclusion (Jasper 1994); this study used constant comparative analysis (Benton 1991, Morgan 1993).

Similarly, all of the notes from the analysis of the literature review, interview transcripts, and the biographies of the African American female CEOs for this study were coded. The coding process was carried out by reading each of the documents and attributing a code to sentences, paragraphs or sections. These codes represented a theme or idea with which each part of the data was associated. The codes were written on hard copies of each document next to the related section. The codes and their definitions were recorded in a separate file. A separate file was used to ensure

that the use of each code remained consistent and to establish a clear decision trail could be used by auditors or future researchers. During data coding, notes were made about how decisions had been reached, how the coding process had been conducted, and any specific queries that were raised during the coding process.

The categories derived from each data collection method were clustered around each research question they contributed to answering. A list was compiled of categories that related to each research question, and some research categories were used to address more than one question. A list was compiled of categories that related to each research question, and some research categories were used to address more than one question. Once all the research questions had been addressed based on the categories, the information pertaining to each question was examined and reviewed to compile a report. In line with step 6 of the Constant Comparative Method of developing theory, the researcher analyzed the data and developed a list of findings that will be addressed in chapter four. The interview questions whose responses received three similar responses are discussed in chapter four.

### **Issues of Validity**

Qualitative research, or in this case oral history, seeks to document the individual's experiences and personal stories. Validity has been defined as the extent to which study conclusions accurately represent the subjects' experiences and realities (Lecompte & Preisle, 1993). Guba and Lincoln (1981) argued that qualitative studies are more credible since they present an authentic representation of the phenomenon by including the subjective experience of the study participants. The primary way

this study will address issues of validity is to include the verbatim transcripts of each interview in their entirety. The researcher, except when it is necessary to maintain the anonymity of the respondents, did not edit the interview transcripts. Secondly, allowing the participants to respond to open-ended questions enabled them to highlight what they consider important and relevant. Consequently, the findings presented in this study will remain subject-oriented, and to the extent that the researcher interprets, the truth will be limited. LeCompte and Preissle (1993) suggested that as the researcher analyzes the data, the phenomenon that occurs most frequently should be categorized. The concepts that emerge from the data will be associated to one another and aggregated into themes. To justify the categories that emerge, the researcher will refer to the data source—the verbatim interview responses. As suggested by Denzin (1978), the verbatim interviews will be used to support the researcher's analysis and comments regarding each of the respondent's experiences.

### **Results of Analysis**

Questions 8, 10, 11, 12, 14, 16, and 17 were answered by all three respondents in a similar fashion, while questions 3, 5, 6, 7, 9, 13 and 15 were answered by two of the respondents in a similar fashion; representing fourteen of twenty questions.

Additional documents reviewed and analyzed for reoccurring themes on African American women and leadership, included: board minutes, school newsletters, local newspapers, and community college archives.

## **Delimitations**

1. The pool of participants for this study is limited to African American female CEOs of two-year colleges located in various geographic locations. Only a small number (ten) of the forty sitting presidents agreed to participate in this study.
2. After conducting an exhaustive review of the literature on African American female community college presidents, the majority of studies referenced community college data dated through 1997. While this study will provide a current review of the literature from 1995 until 2003, documents pre-dating 1995 will be used to establish patterns and links to current information related to leadership development. However, the purpose is to provide the most current information related to the number of African American females who are community college presidents. Additionally, this study will highlight advancements made by African American females over the last ten years.
3. Finally, the methods in this study involved little outside corroboration, triangulation, or cross-checking of information provided by participants. The researcher will assume that all participants have been especially careful to guard against exaggerations.
4. While the suggestion was made and it was truly the desire of the researcher to survey members of the community college governing boards to explore attitudes regarding the hiring of African American females for the position

of CEO (especially those members who reside in states without an African American CEO) it was not possible for the researcher to include this information in this study.

**Table 10**

<b>Thematic Analysis of Career Pathway for African American Women in Community College Leadership – Constant Comparative Method</b>
<p>IDEALS</p> <ol style="list-style-type: none"> <li>1. African American females' role in the community college movement</li> <li>2. Community college boards of trustees</li> <li>3. Barriers to presidency</li> <li>4. Mentoring activities for future leaders</li> <li>5. Research on the development of future leaders</li> </ol>
<p>THEMES</p> <ul style="list-style-type: none"> <li>• African American women (AAW) underrepresented as two-year college leaders</li> <li>• Large number of AAW employed in lower levels of community college administration</li> <li>• Diversity initiatives needed to increase pool of African American female executives</li> <li>• Community college trustees (CCTs) responsible for hiring two-year CEOs</li> <li>• CCTs not accustomed/familiar with leadership abilities, experiences, or history of AAW</li> <li>• Issues of sexism and racism prevalent in the academy</li> </ul>
<p>CATEGORIES</p> <p>Diversity - D</p> <p>Employment - E</p> <p>Leadership – L</p> <p>Institutional barriers - IB</p> <p>Role/behaviors of leaders – RB</p>

## INTERVIEW QUESTION AND RESPONSES

### **DIVERSITY**

D.1. According to Kay McClenney (2001), community college leaders must invest in the “development of future educational leaders” who are able to embrace and promote diversity as a strength and who insist that diversity be reflected in the college culture, curriculum and personnel, do you agree or disagree with this concept?

- Yes, it is important to promote diversity (3).
- Should be everyone’s responsibility to promote diversity, not just African American women (3).

LN: 223-225, p.9

LN 671-675; p.26

LN 1136 -1139; p. 45

What ideas do you have to help promote a more diverse cadre of community college leaders?

- Promote within institution (3).  
LN 231-234, p.9  
LN 713-714, p.28
- Mentorship (3).  
LN 715 -717, p.28
- Internships and job shadowing opportunities (2).  
LN 1253 – 1258, p.48
- Sponsorship opportunities (1).  
LN 1143-1159, p.45

Do you deem initiatives to provide minority community college professionals with opportunities to gain formal graduate education, professional development training and formal mentoring experiences with current college presidents to be the keys to achieving a more diverse presidential applicant pool?

- Yes, initiatives to provide minority professionals with opportunities for advancement are very important—all benefited from similar opportunities (3).  
LN 237 -244, p.10;  
LN 713-720, p.28;  
LN 1158 -1161, p.45.

## **LEADERSHIP**

L.2. Do you feel that schools of education are doing a good, average, or poor job of teaching the leadership history of African American women? Do you believe that it is important to the growth and development of future educational leaders to know the history and leadership role that African American women played in the community college movement and beyond?

- Not familiar with education programs, but was provided opportunities to meet AA CEOs during doctoral studies (1).  
LN 256-260; p.10
- Poor job. Too much material to cover and AA women small population, not high enough on agenda. AAW tend to get lumped in with minorities, on one hand and women on the other hand or blacks on one hand and women on the other. So I don't think anyone is doing a good job educating people as far as the history of AA women (2).  
LN 728 – 733, p.29  
LN 1172-1176, p.46

Do you believe that it is important to the growth and development of future educational leaders to know the history and leadership role that African American women played in the community college movement and beyond?

- Yes, it is important to teach the leadership history of African American women (3).  
LN 271, p.11



LN 742 -745, p.29

LN 1187 -1190, p.47

L.3. Do you consider it important for African American female CEOs to leave a written record so that others will know of their accomplishments? Have you completed a book on your experiences as president, do you have any future plans?

- Think it is important (3).

LN 743, p.29

- Not completed a book (3).
- But I thought about it (2).
- Not time (3).
- LN 272, p.11
- No plans (3).

LN 1190 – 1192, p. 47

- Not my thing to do (1).

L.4. What do you think will be the future of African American women in higher education, especially at the community college level?

- Improved landscape, with greater opportunities (1).

LN 479, p.19

- Not a rosy picture, do not see enough AAW in pipeline to succeed current CEO's (1).

LN 947-950; p.37

- Opportunities will be there, but must seek them out (1).

LN 501, p.59

## **EMPLOYMENT**

E. 6. According to the 2002-2003 Presidential Roundtable Directory, *forty* African American females (AAF) held the position of chancellor, provost, or president

(herein referred to as chief executive officers or CEOs) at one of the 1,200 community colleges in the United States. A statistical breakdown according to states, found that thirty-two states do not have an AAF CEO. How do you feel about this? What do you think might be some of the reasons for this phenomenon?

- Do not know. There is not enough data (1).  
LN 73 – 78, p.3
- Populations (2).  
LN 1088-1093, p.42  
LN 1071-1074, p.43
- Single martial status (2).  
LN 610-612, p.24  
LN 1075-1077, p.43

## **INSTITUTIONAL BARRIERS**

I.7. As a member of two subordinate groups in American society, black women often fall between the cracks of black history and women's history, as a result historians assume that whatever is reported about African American men apply with equal validity to black women and that the history of white women covers black women as well. This theme is evident in most of the literature and reports on community college presidents. Few studies (including the *Chronicle of Higher Education*, *American Council on Education*, and *The Career Lifestyle Inventory* (Vaughn & Wiesman, 2001) aggregate or present data on African American female presidents of two-year institutions, does this practice trouble you?

- Not troubling for me but for present and future students (2).  
LN 208 -210, p.9  
LN 1120 -1123, p.44
- Yes troubling, because AA females make up large segment of community college student population (1). Are needs being addressed or are they part of the revolving door, and will they be provided leadership opportunities in these

institutions?

LN 649-652, p.26

LN 734-737, p.29

I.8. African American women have been and are viewed through lenses colored by gender and racial bias. Generally their ideas, instructions, and feedback are received with hostility, in a patronizing manner, or sometimes blatantly ignored, has this every happened to you?

- Absolutely! (2)  
LN 419 -420, p.7  
LN 1404, p.55
- Not anymore than any other woman (1).  
LN 401-402, p.16
- Not hostility but patronizing manner (1).  
LN 901 -903, p.35

I.9. Have you ever worked with a suspicious or hostile faculty/ or board of Trustees?  
How did you respond?

- Yes, hostile faculty (3).  
LN 909 -912, p36
- Not Board (3).  
LN 909, p.36
- Do not respond with hostility (3).  
LN 1432- 1436, p.56  
LN 1453,- 1455 p.57
- Stay on point, move agenda forward for entire college, not individuals (3).  
LN 420, p17
- If it is personal, I will react differently. Do not take well to threats (1).  
LN 1438, p.56

LN 1462 -1468, p57

- Have used four letter words once or twice (1).

LN 1435, p.56

I.10. How often do you make use of institutional policies, procedures, influences, or mentors when confronted with issues of racism/sexism?

- Not used (3).

LN 435 -437, p.17

LN 920 – 922, p.36

- Can not use policy for personal issues (1).

LN 1436-1438, p.56

LN 1474, p.58

## **ROLE/BEHAVIORS OF LEADERS**

RB.11. What are some of your main tasks as president of two-year college?

See discussion on findings

RB.12. What are your thoughts/reflections of the *Achieving Styles Inventory*? Did you find it insightful or helpful as a career development tool? Do you mostly agree or mostly disagree with your profile?

- Interesting as a personal development tool (1).

LN 27, p.2

LN 501-504, p.20

- N/A (1)

- Discussion on ASI scoring (1).

LN 996-1005, p.39

RB.13. Would you please share your thoughts on the behavioral skills related to **power** and **competition**, it appears that many of the practicing AAF CEOs do not

frequently call upon these skills to accomplish their tasks, do you feel that they are forgoing any particular benefits (or creating a leadership profile that is less marketable)?

- No, not forgoing any benefits/marketability (2).  
LN 45-49; p.2
- You must have competitive and power in mix as CEO (1).  
LN 536 – 541; p.21
- Different view on competition— term has negative connotations and emotions, and generally means someone must lose, or is wielding power over others (2).  
LN 551 - 554 , p.22  
LN 1012-1016, p.40

RB.14. What behavioral leadership traits do you identify as having the greatest impact on your ability to lead a diverse faculty and staff? Explain.

- Listening, understanding where others are coming from (1).  
LN 1024 – 1032; p.40
- Working with people at individual levels to help them to achieve what is important to individual (1).  
LN 62 - 65, p.3  
LN 559-570; p.22

RB.15. Phelps (1998) elucidated that “the political reality of community colleges is that many trustees are elected and hypersensitive to their publics, there is always the fear that an African American or minority president will not be accepted. Are there any advantages/disadvantages to having an African American female as president of two-year colleges? You have worked with your Board for years, you obviously have some great secrets on how to maintain good Board relations, and would you care to share any of those success strategies with us?

- Hope we are beyond issue (1).

LN 260 -262; p.42

- At this time in history, it should be enough AAF in pipeline to apply for CEO positions at these institutions (1).

LN 1075-1077; p.43

- Don't hire presidents, if statement is true, fear may be factor in non-selection of AA females (1).

LN 130-137, p.6

- AAF at bottom of food chain during selection time unless institution is majority African American (1).

LN 596 -598, p.24

- Negative Stereotypes (i.e. angry, flirtatious, and sexually promiscuous (1)

LN 605 – 607, p.24

- Single status (2).

LN 611-613, p.24

- Not necessarily racism, not enough data (1).

LN 76 – 77, p.3

- No advantage/disadvantage (1).

LN 1104, p.42

- Yes advantage is Center Eye, ability to look from several perspectives and levels (1).

LN 620 -624, p.26

- Individual thing (1).

LN 1106 -1107, p.42

RB.16. Do you think another woman (African American?) will succeed you? Would you advocate for this to happen?

- Don't know (1).

LN 1196, p.47

- Probably (1).

LN 277, p.11

- Would advocate for BEST person for the job (3).

LN 278 -279, p. 11

LN 1196-1197, p.47

- Would advocate for AAF if she is in the applicant pool (1).

LN 278, p.11

- If person is prepared according to their standards (3).

LN 280-281, p.11

LN 1225 -1226, p. 49

- Would not advocate for person because of race/color (3).

LN 75, p.30

- Would advocate for person who would carry on vision and prior work (3).

LN 281-284, p.11

- Would not advocate for white, red or blue person if they are not qualified for position (1).

LN 1221-1224, p.49

- Would advocate for minority female, she would be good for campus (1).

LN 756, p.30

RB.17. Some researchers found that mentors, strong work ethic and spirituality as not only providing African American female CEOs with the strength to succeed but also with the tenacity to overcome the barriers you encountered.

Discuss and describe mentor relationship.

- Can be more than just professional relationships, mother was also her mentor (1).

LN 775 – 788, p.31

LN 1313 - 1318, pg. 51 -52

- Being able to call peers on telephone and ask for assistance is helpful (1).

LN 1239 -1250, p.48

- Must have support systems to rely on during tough times (3).

- Must move beyond mentorship to sponsorship which includes advocating and matching opportunities to students, which is not necessarily what is happening under mentorship (1).

LN 240-248, p.10

Discuss and describe strong work ethic.

- Must have strong work ethic to achieve and maintain job, no room for fluffing off (3). Long hours required, fooling self if you think you can do job without putting in 12 -14 hours a day.

LN 297-312, p.12

- Long hours may be a deterrent for AA women to apply (1).
- Long hours not surprise to anyone at this level, accustomed to seeing parents & grandparents work long hours and for little pay. It is expected (1).

LN 794 – 800, p. 31

Discuss and describe spirituality.

- The only way they can maintain job (2).

LN 308 – 315, pg.12 - 13

LN 788, p. 31

- Important to go onto campus and see the trees on your campus (1).

LN 1270, pg. 50

Discuss and describe tenacity to overcome barriers.

- Will always have to prove selves (1).
- Always certain people who will have it in for you, may be because you are African American, woman or just because you are the president (1).

LN 333, p.11

LN 1284 – 1288, p. 50

- There will always be individuals who are against AAF in leadership. Develop



strong skin, and ability to express and communicate the points you want to make, despite others approach or belief systems (3).

LN 1282, p. 50

RB.18. Other qualities important to appointment of African American females to the level of president, rank in order of importance:

- |  |                         |
|--|-------------------------|
| 1. Self-motivation                         | 2. Work environment     |
| 3. Personal & professional support systems | 4. Education/experience |
| 5. Networking/mentoring                    | 6. Survival strategies  |
| 7. Success strategies                      |                         |

Rated self-motivation as number one (2)

LN 349, p. 14

LN 826, p. 32

LN 1312, p. 51

Work environment

LN 354, p. 14

LN 848, p. 32

LN 1321, p.52

Personal & professional support systems

- You really need the support. You need someone to help you get through the rough parts.

LN 352, p. 14

LN 843, p. 32

LN 1313, p. 51

Education/experience

LN 348, p. 14

LN 827, p. 32

LN 1323, p.52

Networking/mentoring (2)

LN 351, p. 14

LN 847, p.32

LN 1319; p. 52

Survival strategies

- AAW must be able to cope, to survive because they will be highlighted (1)

LN 353, p. 14

LN 836, p. 32

LN 1354, p. 53

Success strategies

LN 350, p. 14

LN 847, p. 32

LN 1354, p.53

RB.19. Mabokela and Green (2001) state that it is imperative for AAF administrators to not only be knowledgeable but to also have working knowledge of the institution, the structural, human, political and symbolic frames of the college, do you agree?

- Yes, it is important for administrators to have a working knowledge of their institutions (3).

LN 858, p. 33

LN 1362 - 1363, p.53

- Can not be a CEO without knowing these things (1).

LN 1361

Is it more difficult for African American women to gain this knowledge?

- No, it is not more difficult for AAW to gain this knowledge (1).

LN 364, p. 14

- Yes, only because they may not be allowed opportunities to be in the circles where you would gain this information (1).

LN 858 -863, p.33

- It depends on the location (1).

LN 1368 -1370, p.53 -54

RB. 20. In your opinion, do minority presidents tend to move to other presidency more frequently than their counterparts?

- Not enough knowledge (1)

LN 1496; p.58

- Do not move more frequently, but lose their jobs more frequently according to numbers in position (1)

LN 472 -474, p.19

- Maybe a little bit more, because they accepted first presidency in less favorable area to gain experience (1).

LN 939, p. 37

**Table 11**

**Outline of Constant Comparative Analysis of Career Pathway for  
African American Women in Community College Leadership**

**IDEALS**

1. African American females' role in the community college movement
2. Community college boards of trustees
3. Barriers to presidency
4. Mentoring activities for future leaders
5. Research on the development of future leaders

**THEMES**

- African American women (AAW) underrepresented as two-year college leaders
- Large number of AAW employed in lower levels of community college administration
- Diversity initiatives needed to increase pool of African American female executives
- Community college trustees (CCTs) responsible for hiring two-year CEOs
- CCTs not accustomed/familiar with leadership abilities, experiences, or history of AAW
- Issues of sexism and racism prevalent in the academy

**CATEGORIES**

Diversity – D

Employment – E

Leadership – L

Institutional barriers – IB

Role/behaviors of leaders – RB

## INTERVIEW QUESTION AND RESPONSES

### **DIVERSITY**

D.1. According to Kay McClenney (2001), community college leaders must invest in the “development of future educational leaders” who are able to embrace and promote diversity as a strength and who insist that diversity be reflected in the college culture, curriculum and personnel, do you agree or disagree with this concept?

Yes, it is important to promote diversity (3).

- Should be everyone’s responsibility to promote diversity, not just African American women (3).

LN: 223-225, p.9

LN 671-675; p.26

LN 1136 -1139; p. 45

What ideas do you have to help promote a more diverse cadre of community college leaders?

- Promote within institution (3).  
LN 231-234, p.9  
LN 713-714, p.28
- Mentorship (3).  
LN 715 -717, p.28
- Internships and job shadowing opportunities (2).  
LN 1253 – 1258, p.48
- Sponsorship opportunities (1).  
LN 1143-1159, p.45

Do you deem initiatives to provide minority community college professionals with opportunities to gain formal graduate education, professional development training and formal mentoring experiences with current college presidents to be the keys to achieving a more diverse presidential applicant pool?

- Yes, initiatives to provide minority professionals with opportunities for advancement are very important—all benefited from similar opportunities (3).

LN 237 -244, p.10;

LN 713-720, p.28;

LN 1158 -1161, p.45.

### **LEADERSHIP**

L.2. Do you feel that schools of education are doing a good, average, or poor job of teaching the leadership history of African American women? Do you believe that it is important to the growth and development of future educational leaders to know the history and leadership role that African American women played in the community college movement and beyond?

- Not familiar with education programs, but was provided opportunities to meet AA CEOs during doctoral studies (1).

LN 256-260; p.10

- Poor job. Too much material to cover and AA women small population, not high enough on agenda. AAW tend to get lumped in with minorities, on one hand and women on the other hand or blacks on one hand and women on the other. So I don't think anyone is doing a good job educating people as far as the history of AA women (2).

LN 728 – 733, p.29

LN 1172-1176, p.46

Do you believe that it is important to the growth and development of future educational leaders to know the history and leadership role that African American women played in the community college movement and beyond?

- Yes, it is important to teach the leadership history of African American women (3).

LN 271, p.11

LN 742 -745, p.29

LN 1187 -1190, p.47

L.3. Do you consider it important for African American female CEOs to leave a written record so that others will know of their accomplishments? Have you completed a book on your experiences as president, do you have any future plans?

- Think it is important (3).

LN 743, p.29

- Not completed a book (3).
- But I thought about it (2).
- Not time (3).

LN 272, p.11

- No plans (3).

LN 1190 – 1192, p. 47

- Not my thing to do (1).

L.4. What do you think will be the future of African American women in higher education, especially at the community college level?

- Improved landscape, with greater opportunities (1).

LN 479, p.19

- Not a rosy picture, do not see enough AAW in pipeline to succeed current CEO's (1).  
LN 947-950; p.37
- Opportunities will be there, but must seek them out (1).  
LN 501, p.59

## **EMPLOYMENT**

E. 6. According to the 2002-2003 Presidential Roundtable Directory, *forty* African American females (AAF) held the position of chancellor, provost, or president (herein referred to as chief executive officers or CEOs) at one of the 1,200 community colleges in the United States. A statistical breakdown according to states, found that thirty-two states do not have an AAF CEO. How do you feel about this? What do you think might be some of the reasons for this phenomenon?

- Do not know. There is not enough data (1).  
LN 73 – 78, p.3
- Populations (2).  
LN 1088-1093, p.42  
LN 1071-1074, p.43
- Single martial status (2).  
LN 610-612, p.24  
LN 1075-1077, p.43



## **INSTITUTIONAL BARRIERS**

I.7. As a member of two subordinate groups in American society, black women often fall between the cracks of black history and women's history, as a result historians assume that whatever is reported about African American men apply with equal validity to black women and that the history of white women covers black women as well. This theme is evident in most of the literature and reports on community college presidents. Few studies (including the *Chronicle of Higher Education*, *American Council on Education*, and *The Career Lifestyle Inventory* (Vaughn & Wiesman, 2001) aggregate or present data on African American female presidents of two-year institutions, does this practice trouble you?

- Not troubling for me but for present and future students (2).  
LN 208 -210, p.9  
LN 1120 -1123, p.44
- Yes troubling, because AA females make up large segment of community college student population (1). Are needs being addressed or are they part of the revolving door, and will they be provided leadership opportunities in these institutions?  
LN 649-652, p.26  
LN 734-737, p.29

I.8. African American women have been and are viewed through lenses colored by gender and racial bias. Generally their ideas, instructions, and feedback are received with hostility, in a patronizing manner, or sometimes blatantly ignored, has this every happened to you?

- Absolutely! (2)  
LN 419 -420, p.7

LN 1404, p.55

- Not anymore than any other woman (1).

LN 401-402, p.16

- Not hostility but patronizing manner (1).

LN 901 -903, p.35

I.9. Have you ever worked with a suspicious or hostile faculty/ or board of Trustees?

How did you respond?

- Yes, hostile faculty (3).

LN 909 -912, p36

- Not Board (3).

LN 909, p.36

- Do not respond with hostility (3).

LN 1432- 1436, p.56

LN 1453,- 1455 p.57

- Stay on point, move agenda forward for entire college, not individuals (3).

LN 420, p17

- If it is personal, I will react differently. Do not take well to threats (1).

LN 1438, p.56

LN 1462 -1468, p57

- Have used four letter words once or twice (1).

LN 1435, p.56

I.10. How often do you make use of institutional policies, procedures, influences, or mentors when confronted with issues of racism/sexism?

- Not used (3).

LN 435 -437, p.17

LN 920 – 922, p.36

- Can not use policy for personal issues (1).

LN 1436-1438, p.56

LN 1474, p.58

## **ROLE/BEHAVIORS OF LEADERS**

RB.11. What are some of your main tasks as president of two-year college?

See discussion on findings

RB.12. What are your thoughts/reflections of the *Achieving Styles Inventory*? Did you find it insightful or helpful as a career development tool? Do you mostly agree or mostly disagree with your profile?

- Interesting as a personal development tool (1).

LN 27, p.2

LN 501-504, p.20

- N/A (1)

- Discussion on ASI scoring (1).

LN 996-1005, p.39

RB.13. Would you please share your thoughts on the behavioral skills related to **power** and **competition**, it appears that many of the practicing AAF CEOs do not frequently call upon these skills to accomplish their tasks, do you feel that they are forgoing any particular benefits (or creating a leadership profile that is less marketable)?

- No, not forgoing any benefits/marketability (2).

LN 45-49; p.2

- You must have competitive and power in mix as CEO (1). LN 536 – 541; p.21
- Different view on competition— term has negative connotations and emotions, and generally means someone must lose, or is wielding power over others (2).  
LN 551 - 554 , p.22  
LN 1012-1016, p.40

RB.14. What behavioral leadership traits do you identify as having the greatest impact on your ability to lead a diverse faculty and staff? Explain.

- Listening, understanding where others are coming from (1).  
LN 1024 – 1032; p.40
- Working with people at individual levels to help them to achieve what is important to individual (1).  
LN 62 - 65, p.3  
LN 559-570; p.22

RB.15. Phelps (1998) elucidated that “the political reality of community colleges is that many trustees are elected and hypersensitive to their publics, there is always the fear that an African American or minority president will not be accepted. Are there any advantages/disadvantages to having an African American female as president of two-year colleges? You have worked with your Board for years, you obviously have some great secrets on how to maintain good Board relations, and would you care to share any of those success strategies with us?

- Hope we are beyond issue (1).  
LN 260 -262; p.42

- At this time in history, it should be enough AAF in pipeline to apply for CEO positions at these institutions (1).  
LN 1075-1077; p.43
  - Don't hire presidents, if statement is true, fear may be factor in non-selection of AA females (1).  
LN 130-137, p.6
  - AAF at bottom of food chain during selection time unless institution is majority African American (1).  
LN 596 -598, p.24 Negative Stereotypes (i.e. angry, flirtatious, and sexually promiscuous (1)  
LN 605 – 607, p.24
  - Single status (2).  
LN 611-613, p.24
  - Not necessarily racism, not enough data (1).  
LN 76 – 77, p.3
  - No advantage/disadvantage (1).  
LN 1104, p.42
  - Yes advantage is Center Eye, ability to look from several perspectives and levels (1).  
LN 620 -624, p.26
  - Individual thing (1).  
LN 1106 -1107, p.42
- RB.16. Do you think another woman (African American?) will succeed you? Would you advocate for this to happen?
- Don't know (1).  
LN 1196, p.47
  - Probably (1).

LN 277, p.11

- Would advocate for BEST person for the job (3).

LN 278 -279, p. 11

LN 1196-1197, p.47

- Would advocate for AAF if she is in the applicant pool (1).

LN 278, p.11 If person is prepared according to their standards (3).

LN 280-281, p.11

LN 1225 -1226, p. 49

- Would not advocate for person because of race/color (3).

LN 75, p.30

- Would advocate for person who would carry on vision and prior work (3).

LN 281-284, p.11

- Would not advocate for white, red or blue person if they are not qualified for position (1).

LN 1221-1224, p.49

- Would advocate for minority female, she would be good for campus (1).

LN 756, p.30

RB.17. Some researchers found that mentors, strong work ethic and spirituality as not only providing African American female CEOs with the strength to succeed but also with the tenacity to overcome the barriers you encountered.

Discuss and describe mentor relationship.

- Can be more than just professional relationships, mother was also her mentor (1).  
LN 775 – 788, p.31  
LN 1313 - 1318, pg. 51 -52
- Being able to call peers on telephone and ask for assistance is helpful (1).  
LN 1239 -1250, p.48
- Must have support systems to rely on during tough times (3).
- Must move beyond mentorship to sponsorship which includes advocating and matching opportunities to students, which is not necessarily what is happening under mentorship (1).  
LN 240-248, p.10

Discuss and describe strong work ethic.

- Must have strong work ethic to achieve and maintain job, no room for fluffing off (3). Long hours required, fooling self if you think you can do job without putting in 12 -14 hours a day.  
LN 297-312, p.12
- Long hours may be a deterrent for AA women to apply (1).
- Long hours not surprise to anyone at this level, accustomed to seeing parents & grandparents work long hours and for little pay. It is expected (1).  
LN 794 – 800, p. 31

Discuss and describe spirituality.

- The only way they can maintain job (2).  
LN 308 – 315, pg.12 – 13

LN 788, p. 31

- Important to go onto campus and see the trees on your campus (1).

LN 1270, pg. 50

Discuss and describe tenacity to overcome barriers.

- Will always have to prove selves (1).
- Always certain people who will have it in for you, may be because you are African American, woman or just because you are the president (1).

LN 333, p.11

LN 1284 – 1288, p. 50

- There will always be individuals who are against AAF in leadership. Develop strong skin, and ability to express and communicate the points you want to make, despite others approach or belief systems (3).

LN 1282, p. 50

RB.18. Other qualities important to appointment of African American females to the level of president, rank in order of importance:

- |  |                         |
|--|-------------------------|
| 1. Self-motivation                         | 2. Work environment     |
| 3. Personal & professional support systems | 4. Education/experience |
| 5. Networking/mentoring                    | 6. Survival strategies  |
| 7. Success strategies                      |                         |

Rated self-motivation as number one (2)

LN 349, p. 14

LN 826, p. 32

LN 1312, p. 51



#### Work environment

LN 354, p. 14

LN 848, p. 32

LN 1321, p.52

#### Personal & professional support systems

- You really need the support. You need someone to help you get through the rough parts.

LN 352, p. 14

LN 843, p. 32

LN 1313, p. 51

#### Education/experience

LN 348, p. 14

LN 827, p. 32

LN 1323, p.52

#### Networking/mentoring (2)

LN 351, p. 14

LN 847, p.32

LN 1319; p. 52

#### Survival strategies

- AAW must be able to cope, to survive because they will be highlighted (1)

LN 353, p. 14

LN 836, p. 32

LN 1354, p. 53

Success strategies

LN 350, p. 14

LN 847, p. 32

LN 1354, p.53

RB.19. Mabokela and Green (2001) state that it is imperative for AAF administrators to not only be knowledgeable but to also have working knowledge of the institution, the structural, human, political and symbolic frames of the college, do you agree?

- Yes, it is important for administrators to have a working knowledge of their institutions (3).

LN 858, p. 33

LN 1362 - 1363, p.53

Can not be a CEO without knowing these things (1).

LN 1361

Is it more difficult for African American women to gain this knowledge?

- No, it is not more difficult for AAW to gain this knowledge (1).

LN 364, p. 14

- Yes, only because they may not be allowed opportunities to be in the circles where you would gain this information (1).

LN 858 -863, p.33

- It depends on the location (1).

LN 1368 -1370, p.53 -54

RB. 20. In your opinion, do minority presidents tend to move to other presidency more frequently than their counterparts?

- Not enough knowledge (1)  
LN 1496; p.58
- Do not move more frequently, but lose their jobs more frequently according to numbers in position (1)  
LN 472 -474, p.19
- Maybe a little bit more, because they accepted first presidency in less favorable area to gain experience (1).  
LN 939, p. 37

In closing, the researcher assumes that the career reality of the African American women interviewed for this study is historically constituted and that it is produced and reproduced by people. Although people can consciously act to change their social and economic circumstances, critical researchers recognize that their ability to do so is constrained by various forms of social, cultural and political domination. The main focus of this study is to identify the meanings and values attributed by these women in real-life work/career situations. The researcher utilized a systematic and ordered approach so that the complex data that emerged from a variety of sources could be collated and presented in a manageable form. The constant comparative analysis allowed the researcher to identify broad themes and categories that emerged from the qualitative interviews. It is fitting that the framework for this research project is qualitative, because of the science of knowing. A source of knowing is experience, and people know their own stories. The participants are the authority on their experiences. The survey research and the oral

history approach provide additional ways to explore black women's thoughts, feelings, values, and beliefs on their own terms, as they relate to issues of leadership development. Using these processes not only validates the findings, but offers the best approach to answering the research questions, adding credibility to data collected from these sources.

## **CHAPTER FOUR**

### **FINDINGS**

Chapter four explores the findings from the protocol outlined in chapter three. In addition, results from the Achieving Styles Inventory and the telephone interviews are discussed in detail. These results give voice to a generation of African American women who have worked industriously through the ranks to achieve the top level position at their respective institutions. In this chapter, the researcher conveys the stories of African American females in community college leadership positions and reveals some of the challenges and rewards associated with the position of chief executive officer (CEO).

The Achieving Styles Inventory will highlight the leadership behaviors that the study participants use to accomplish objectives or to lead faculty and staff at their respective institutions. The interview protocol will focus on career themes surrounding the selection, appointment and the succession of the respondents. The literature search revealed a host of challenges, and developmental experiences, and/or issues that African American women (AAW) will typically encounter in their quest for the presidency and beyond. The researcher looked for distinct themes, analogies, and differentiations in the stories of the African American women employed as CEOs. A comparative analysis was conducted to interconnect the themes found in the literature review in chapter two. The responses are organized according to the corresponding research questions. In addition, direct quotes from the interviews are

included to illustrate how the respondents' comments support the analysis of each research question.

Ten of the thirty-seven African American female CEOs agreed to complete the Achieving Styles Inventory (ASI) for a participation rate of thirty-seven percent (Three CEOs noted in the original count were no longer in the community college system. A discussion of succession follows later in the study.). Three of the ten (33%) participating CEOs agreed to take part in the follow-up interview segment of this study. Participants represented a range of geographic areas including the Midwest, South, and West. The group also represented a combined total of twenty-five years of upper-level administrative experience (as determined by the TIP—time in current position—index) beginning around 1982. Their tenures extended through various presidential administrations, economic ups and downs, and racial and social turmoil. As our world continues to grow in complexity, the details of the leadership experiences, challenges, and triumphs of this group of African American female CEOs will provide rich contextual data for students studying leadership, as well as individuals looking to improve upon current leadership paradigms and those seeking to diversify our two-year institutions.

A comparative analysis was conducted to interconnect the themes found in the literature review in chapter two. In accordance with the constant comparative model, the researcher revisited the themes found in chapter two; after additional analysis, the researcher followed the five themes diversity, employment, leadership, institutional barriers and role/behavior of leaders to three overarching themes. They are (1)

appointment, (2) tenure, and (3) succession. Each of the original five themes will be discussed in chapter four under the final themes listed above. The responses are organized according to the corresponding research questions. In addition, direct quotes from the interviews are included to illustrate how the respondents' comments support the analysis of each research question.

## **THEMES IDENTIFIED DURING INTERVIEWS**

### **Appointment Theme**

#### **Beginning Life Cycle of CEO Appointment**

The researcher attempted to explore the complete life cycle of the presidency, from the prerequisites or paths leading to an appointment to the tenure of the president, and finally to the succession of a CEO. Based on the review of literature, a number of qualities were identified as prerequisites to receiving an appointment as CEO. Using the Achieving Styles Inventory, respondents were asked to rank the importance of these qualities from 1 to 7, with 1 being the highest ranking. The results of this question are shown in Table 10. The rankings were diverse, with two respondents identifying self-motivation as the number one quality important for an appointment to a CEO-level position. Following self-motivation, these qualities were ranked highly, as well: education/experience, personal and professional support systems, and work environment. Networking and mentoring ranked number five in importance according to the three telephone interview respondents.

**Table 12**

**VARIABLES IMPORTANT TO RECEIVING A  
CHIEF EXECUTIVE OFFICER POSITION**

Data collected during qualitative interviewing process, August, 2004.

**ROLES/RESPONSIBILITIES OF CEOS OF TWO-YEAR COLLEGES**

The interviews began with each participant discussing the major tasks or aspects of their position as CEO of a community college:

Respondent One

A lot of my tasks right now have to do with fundraising, because we are in the middle of a campaign for scholarships. I'm doing a fair amount of outreach to corporations in the area, to people of wealth working with the foundation. That is a big part. The other part is, we have a new initiative going, where we have created a corporate college. I'm spending a fair amount of my time getting it staffed, and getting the entire component parts organized, so that we can be up and running fully with the new corporate college which is a unique endeavor for community colleges.



### Respondent Two

[My major tasks are] providing leadership for the academic affairs, student affairs, and business affairs sides of the house with programming, teaching, learning, operations, and student advocacy; and, ...of course, working with the external community.

### Respondent Three

I oversee the entire institution. I have three vice presidents that I rely on consistently. But within those three areas, we meet every Monday morning at 9:00, and we go over what the issues are in each of their respective areas. And I make sure that they meet together because their responsibilities overlap. And so they have to know that I can't just meet with the VP of Academic Affairs, because Business Services really needs to know what's going on with her, and same thing with Student Services. So I think the main thing, really, is to oversee all those areas, plus my office, which has a lot of community liaison work and foundation work. So I guess a good way to say it is: oversight of those three offices and everything that goes with them, which for Academic Affairs is curriculum and schedule, and programming, for Student Services is customer service and how we get things done for the students, and for the Business side, making sure that everything is the way it should be in terms of the finances for the college. I've been so busy the last year and a half with these building projects, because we passed a bond measure and we are doing building, and it is taking me in a whole new direction...

### **Time Allocation**

Based on the responses to this initial query, Table 13 shows how respondents in this study allocate their work time compared to the American Association of Community Colleges (AACC) survey of presidents of two-year colleges:

**Table 13**

<b>Percentage of Time Spent on Presidential Tasks: 2001</b>	
<b>Internal Activities Time Reported</b>	<b>(56.3%)</b>
Administrative Tasks	22.0%
College Meetings	21.8%
Informal Meetings & Interactions	12.5%
<b>External Relations Time Reported</b>	<b>(30.9%)</b>
Community Activities	12.7%
Fundraising Activities	9.5%
Legislative Activities	8.7%
<b>Professional Development Time Reported</b>	<b>(12.9%)</b>
<b>And Other Activities</b>	
Professional Meetings	6.4%
Professional Reading	4.7%

American Association of Community Colleges (AACC), Leadership Series, No.3, p.9

All of the respondents agreed that the position of CEO is very time consuming and requires some personal sacrifices:

Respondent One

My car is the first here and the last to leave. And I think that's the kind of thing sometimes people don't think about in these jobs. It's not something that you can do on an eight-hour day or ten-hour day basis.

I: Do you think the long hours might be a deterrent or a reason more AAW don't pursue the position?

Without a doubt, I can firmly tell you; I can't tell you how strongly I think that it's part of it, and I think people look around and say I'm not willing to do that.

I want the job, the status, and all the trappings of it, but I don't want the kind of work you do. Well, that's what it is, it's work. The leadership of it is day in and day out, very tough work. And its long hours, it's time away from

family; it's time away from other personal life things. It's like being a minister of a church. Just like the minister of the church, you are 24 hours the president of that college. And you are when you are on vacation. So people, who don't subscribe to that lifestyle, look at it and say, gee, I don't want that. It may be a deterrent to applying for a presidential position. I think we do have some AAW who stay in deanships, or vice presidencies, or faculty positions when they look at what's required, in terms of the time they've got to put in. You definitely do, you have to put in more than others, and there is no question about it. You are fooling yourself if you think that you don't.... For an AAW who's looking at a presidency, it's foolish, if you think you don't have to do more. You do.

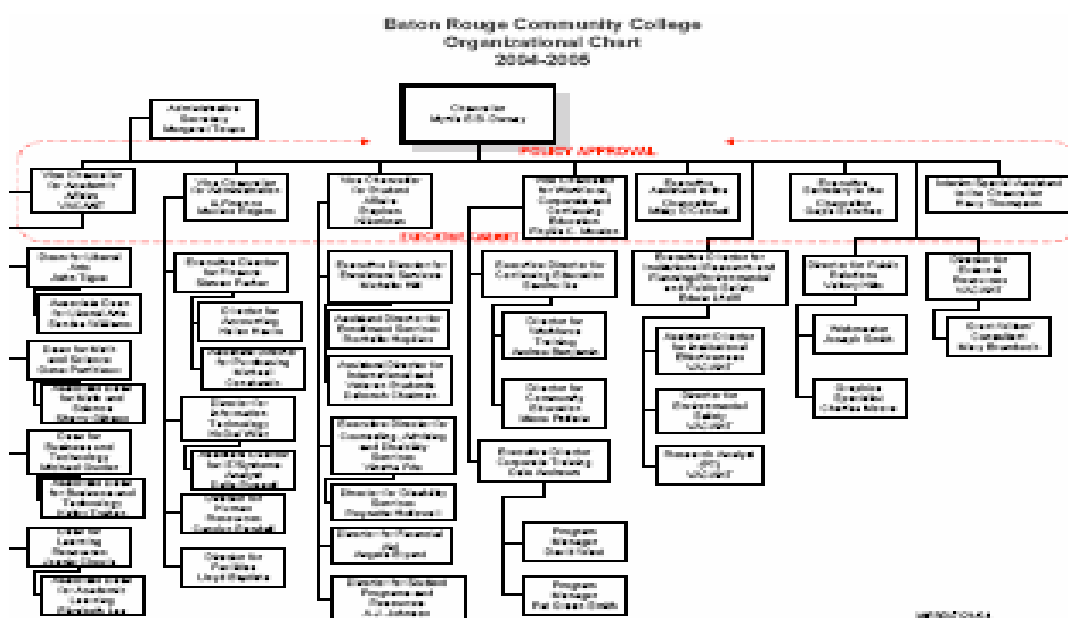
Respondent two felt differently about the long hours being a deterrent for AAW to apply for CEO positions:

No, I don't agree with that. I don't think long hours at this stage are any surprise to anybody, in my mind. For the people that I know, especially AAW, long hours are part of any job, anywhere, anytime. There have been so many roles for us. We have not been at home waiting for permission to work. That has not been our role. That's where white women and AAW have a little different slant on things. We've always worked. Long hours are not an oxymoron in our lives. We've watched, in many cases, our mothers and grandmothers and everybody work long hours, and for low pay. I don't see it as a dissuader, or dissuading people from going into the role. I think for the people that I know those hours, even outside of education, those hours are not a dissuader.

Similarly, Respondent three shares that she has often been guilty of working extremely long hours:

My husband calls me at the desk at 10:00 p.m. OK, that's all I get, he doesn't say anything, but that's enough. I don't do that much anymore... As an example of the demands described by the respondents, Table 12 illustrates the tremendous responsibilities of an African American CEO in the position of chancellor.

**Table 14**



## Knowledge of Institution

Mabokela and Green (2001) state that not only is it imperative for AAF administrators to be competent and knowledgeable of the responsibilities and tasks related to the position of CEO, but it is also important for them to have a working knowledge of the institution—the structural, human, political, and symbolic frames of the college. The researcher asked each respondent whether or not it was more difficult for African American women to gain this knowledge. All of the CEOs in this study agreed with Mabokela and Green’s statement and shared some reflections on the various frames, and the ability of African American women to gain this knowledge:

### Respondent One

No, it is not more difficult for African American women to gain this knowledge. You really don't have any surprises when you have spent that much time in lower-level positions gaining insight and gaining the knowledge base, so you then have tools in your tool kit to deal with the variety of responsibilities of the CEO position.

### Respondent Two

...You can't be a successful CEO unless you do know all of those things. And that's what I was saying earlier, you do need to know how the organization works, you clearly need to know the political stuff, whenever you have unions. I have five unions to deal with, and I have an Academic Senate. The Faculty Union, of course, is the biggie; there's the Staff Guild Union that's kind of a problem; and the symbolic frame of who the campus is, so yeah, I think you need to know all of those pieces.

...Is it more difficult for African American women? I think it depends upon the environment they're in. ...An example when I first came here, and I was a surprise to the campus, a predominately white faculty. There were some people who were like, "what is she doing here?" and there were other people who didn't have that feeling. There are some environments ... I have an African American sister working at another campus, and you would think the [African American] folks would be nicer to her. Folks eat her up left and right. And I say, "you people ought to be ashamed of yourselves, you ought to be supporting this black woman up here." And instead they are giving her hell. Which is amazing, because the white president that was there before her, they never did that to her. And, she was much more dictatorial, not collaborative. This woman is collaborative, tries to bring people in and these folks are eating her up, I can't believe it. So we are not always good to our sisters. Unfortunately, some of that stuff still goes on. I think it's just depends upon the environment that they are in, as to whether or not it is more difficult for African American women to gain that knowledge. Usually those of us in CEO positions have been through a lot to get where we are, so we are smart enough to have maneuvered this far. I think as a CEO you would be smart enough, if you have gotten that far, to Table out how to do it.

### Respondent Three

Yes. I think it is, only because they might not be allowed opportunities to be in the circle where you would get this information. Many times they are not brought to the table. They are not in a position where you would get to experience this information or have a mentor that would share this information with you.

The researcher followed up with this question to respondent three: What do you mean by “the circle where you would get this information?”

Different leadership positions, key committees, or key organizations; all the deals are not made in the office. Those relationships have to be developed. A lot of things are based on relationships, not based on rules or policies, they are based on relationships. So if you are not privy to being a part of those relationships then you won't be able to understand as well the politics of different situations, or the structural human framework. You just won't be a part of it. You can study all of the policy you want, but it's relationships. My major is business—organizational behavior. I also know that the whole word “exception” is so that we can get by policies and procedures; we simply make an “exception.” So if you are not one of the people who can be a part of one of those “exceptions,” then you will be left out of a whole array of things that can be done. A lot of things can be done. Now if you have some influence or your network has some influence, or you know someone with influence then we can make many exceptions, but if you don't know anyone, then we say that policy says no, we can't do that. People who have influence, or are able to influence people...then you have a lot of power.

Beyond the tremendous time commitment and networks required to successfully perform the duties of a CEO of a community college, several other themes emerged from the telephone interviews and the Achieving Styles Inventory related to strategies for leading a diverse faculty and staff, and managing board relations.

## **FINDINGS RELATED TO ACHIEVING STYLES INVENTORY**

### **Preferred Behavioral Leadership Skills**

The primary goal of this study was to identify the behavioral leadership skills called upon by African American female chief executive officers to lead and manage two-year institutions. In order to achieve this objective, the Achieving Styles Inventory (ASI) leadership measurement tool was utilized to determine the behavioral leadership skills that are most often called upon by the research participants. This research study identified that the respondents used the following Relational Set of behavioral leadership styles most often: contributory, collaborative, and vicarious behavioral leadership styles.

These findings are congruent with Gilligan's (1986, 1982) study that reported that women practice relational leadership. Another study that explores female collaborative approaches to leadership was conducted by Eagly (1991). He conducted a meta-analysis of 162 studies of gender differences and concluded that women were more likely than men to share decision making and to lead collaboratively. His comprehensive study follows this line of reasoning as well.

**Table 15****Analysis of Behavioral Leadership Skills Practice by AAF 2-Year CEO's****(as determined by Achieving Styles Inventory)**

	Resp. E	Resp. C	Resp. G	Resp. H	Resp. D	Resp. A	Resp. I	Resp. J	Resp. K	Resp. B	Total	Avg.
Collaborative	5.8	6	5.8	4.6	6.2	5.8	6.2	5.6	6.4	6.8	59.2	5.92
Competition	4.8	4.6	3.8	5.2	7	3.8	2.8	2	3	2	39	3.9
Contributory	5.6	6.2	5.8	5.6	5.8	5.8	5.2	5.8	6	7	58.8	5.88
Entrusting	6.2	4.8	5.8	4.4	5.8	5.8	5.2	3.6	2.4	4	48	4.8
Intrinsic	5	5.6	5.6	5.2	6.4	5.6	3.8	5	6.4	3.8	52.4	5.24
Personal	5.6	5.2	4.4	5.2	6	4.4	4.4	2.6	2.2	1	41	4.1
Power	5.4	5.4	4.4	5.2	6.6	4.4	3.6	5	4.8	2.6	47.4	4.74
Social	5.6	5	5	4.2	5.6	5	3.8	2.2	4.6	3.2	44.2	4.42
Vicarious	5.6	6	5.8	5.2	5.6	5.8	5.2	3	5.2	5	52.4	5.24
Total	49.6	48.8	46.4	44.8	55	46.4	40.2	34.8	41	35.4	442	44.24
Average	5.5	5.4	5.2	5.0	6.1	5.16	4.47	3.87	4.56	3.93	49.16	4.92

Based on data collected from the Achieving Styles Inventory, August 2004

The data in Table 15 represents the mean scores of the ten survey participants.

The nine leadership styles were measured on a seven-point Likert scale that represents how frequently individuals call upon these behaviors to accomplish their goals. Each scale ranges from 1 (never) to 7 (always). An analysis of the ten scores, revealed that skills listed in the table were mostly frequently called upon the study participants.



**Table 16**

<b>BEHAVIORAL LEADERSHIP STYLES OF AAF CEOS OF TWO-YEAR COLLEGES</b>
<b>RELATIONAL SET (oriented toward goals of others)</b>  <b>Collaborative</b> Given a task, first response is to form a group Easily accepts or helps fashion group goals Expects to share both rewards and penalties of group
<b>Contributory</b> Helping others to achieve their goals Overall achievement attributed to person being helped not leader Must strike balance to avoid upstaging the individual being helped
Lower levels of <b>Vicarious, Intrinsic and Social</b>

Blumen, J.L. 1996. The Connective Edge: Leading in an Interdependent World, p. 268.

Research on the Women's Movement suggests some similarities in approaches used by activists lobbying for women's rights and the leaders interviewed for this study. Astin & Leland (1991) found that female leaders involved in the Women's Movement viewed power and leadership through a different lens than did men and earlier women leaders (p.158). These leaders believed, as did the participants of this study, in collective action based on empowering others by creating and working through networks. In the area of power, these women perceived it as energy to be generated and shared with others.

In similar fashion, the participants interviewed for this study, utilized the collaborative, contributory, and vicarious behavioral leadership skills to identify

problems, while accepting complexity and challenges as an opportunities for growth and development. The respondents emphasized the need to work through a network of like-minded people both within and outside the community college system. Some of the specific strategies that the respondents explored were: clearly-defining values, listening to and empowering others, and being prepared or “doing your homework.” Along with these strategies, the participants stressed the necessity of self-awareness and interpersonal communication skills. Collaborative approaches to leadership such as those cited by the participants are thought to be in opposition to the direct behavioral leadership skills that advocate individualism.

Further research on female leadership points to other significant differences between female and male leadership styles. While each individual leader has his or her individual style, research typically reports that female leaders tend to downplay their certainty, while male leaders tend to downplay their doubts. Tannen (1994) attributes this notion to the following:

From childhood, girls learn to temper what they say so as not to sound too assertive, aggressive or certain. From the time they are little, most girls learn that sounding too sure of themselves will make them unpopular with their peers (p.36).

Tannen and anthropologist Marjorie Goodwin assert that American society holds an expectation that constrains how girls express leadership. Being a leader often involves giving directions to others, “but girls who tell other girls what to do are called bossy” (p. 39). Goodwin highlights that as a result, girls and women learn to phrase their ideas as suggestions that are good for the group, as opposed to orders. And while this way of communicating may make them more likable, it also presents the risk of making women appear less competent and self-assured in the world of

work. The unfortunate conclusion is that women who appear competent and self-assured are in danger of being negatively labeled.

### **Achieving Style Comparisons**

A comparative means test was utilized to rank order the achieving styles according to most used and least used. In addition, this comparison provided a statistical view of differences between the African American female CEOs participating in this study and the comparative group selected from the Achieving Styles Project (an extensive study of 5,100 managers, conducted between 1984 and 1995 at the Peter Drucker School of Management, p.268).

**Table 17**

<b>Comparison of Means of African American Female Chief Executive Officers and Comparative Groups</b>					
Achieving style	Comparative group		AAF (n= 10/40)	Mean difference	
	Men (n=2,371)	Women (n=1,7680)		M	W
Intrinsic direct	5.43	5.58	5.14	.44	.29
Competitive direct *	4.48	4.03	3.88	.60	.15
Power direct *	5.31	5.31	4.20	1.11	1.11
Personal instrumental *	4.69	4.59	3.98	.71	.61
Social instrumental	4.34	4.31	4.40	.6	.9
Entrusting instrumental	4.62	4.66	4.50	.12	.16
Collaborative relational	5.10	5.09	5.81	.71	.72
Contributory relational	5.11	5.08	5.82	.71	.74
Vicarious relational	5.00	4.81	5.26	.26	.45
Source: Blumen-Lipman, J. & Robinson, J. (2002). Journal of Education for Business, p. 30. Dissertation results of participants completing ASI inventory (2004).					

Based on the respondents' survey data, the following achieving styles had the lowest mean scores: competitive, power direct, and personal instrumental. An interesting question emerges from this finding and may be the groundwork for further

study: Do African American female CEOs experience issues related to the competition, personal, and power achieving styles differently than the members of the hiring boards, to whom they must communicate experiences and qualifications essential to the selection priorities? How might these differences in experiences impact selection decisions?

In comparison to the Achieving Styles Project results, the data collected from the African American CEOs revealed preferred behavioral leadership style differences in two categories. The comparative group relied on intrinsic, power, and lower levels of relational behavioral skills to lead their respective organizations. According to Lipman-Bluman (1996), leaders in this group prefer achieving styles that focus on one's own objectives, rarely requiring intermediaries, and prefer to control the goal and the means (p.119).

An initial review of the data indicates that African American CEOs scored very low on the behavioral leadership skills related to competition and power with a total mean score of  $M = 3.8$  for Competition, and  $M = 4.8$  for Power (out of a possible 7.0). In the follow-up interviews, two of three respondents addressed the issue of competition, questioning the precepts of competitive behavior in which "someone must win and someone must lose." The data suggest that African American women may express different worldviews related to competitive, personal, and power behaviors. The respondents in this study shared divergent definitions and concepts related to competitive and social behaviors. Power and competition were the least used behavioral leadership skills, with the exception of one respondent, who scored very differently from all of the other nine respondents, and will be considered as an outlier.

**Table 18**

<b>Respondent with Outliner Score - RESPONDENT D</b>			Mean
Competitive 7.0	Collaborative 6.2	Contributory 5.8	6.1
Power 6.6	Personal 6.0	Social 5.6	
Intrinsic 6.4	Entrusting 5.8	Vicarious 5.6	

Based on results of Qualitative Interviews, August, 2004

Respondent D scored 7.0 on the competitive behavioral leadership skill and a 6.6 on the power behavioral leadership skill, which were the highest scores. Unfortunately, we were not able to conduct a follow-up interview with this respondent. This respondent's input would have been a valuable addition to the study of how African American female CEOs view the leadership skills power and competition. As noted by the mean score in these two areas, the majority of the other respondents scored a total mean score of 3.8 on the competition behavioral leadership skill and 4.8 for power.

With the objective of learning more about the competition and power scores, , the researcher included the following question in the interview protocol:

I: Would you please share your thoughts on the behavioral skills related to power and competition? It appears that many of the practicing African American CEOs do not frequently call upon these skills to accomplish their tasks. Do you feel that they are forgoing any particular benefits (or creating a leadership profile that is less marketable)?

### Respondent One

I don't think you lose by not having those as predominant traits or a style. I think that from my perspective you get much more done if you can do it in a team effort, as opposed to win-lose. If everyone has some win, in moving forward initiatives within your leadership, the end result is far better. I'm not saying I think power or competition is negative, however, as defined according to the *Styles Inventory*, from a female perspective, it gives a little sense of negativity. I don't see myself necessarily competing with others, but I do see myself competing with myself—to do things better, to reach greater heights. So I'm not so much looking at the external factors as I am my own performance: what I think I can accomplish, or what I think the college is capable of doing, or what the team I'm with is capable of doing, so if I'm competing, I'm competing against myself.

### Respondent Two

So much of the literature around [competition] is superficial to me. Competition can be very one-sided... If I'm competing against you, somebody has to win and somebody has to lose. ...nobody wants to lose.

### Respondent Three

Well I don't think that people are in presidential jobs across the board without having a sense of competition. Anytime you are in a CEO type position there is a certain amount of ego involved and a certain amount of competition involved. And so I think you absolutely have to maintain a competitive edge, not only within your organization, but within the community, and around surrounding community and business folks. I think competition and power have to be a part of it. I don't think you can be a successful CEO if you don't put some of that out there.

**Table 19**

<b>ANOVA OF CG -M, CG-W, &amp; AAF CEOs' COMPETITIVE &amp; POWER SCORES</b>			
Study Groups	Competitive	Power	<i>n</i>
*CG-M	4.48	5.31	55
*CG-W	4.03	5.31	56
AAF	3.88	4.20	10
Note: CG-M= Comparative Group - Men      CG-W= Comparative Group-Women AAF=African American Females Source: * Data taken from Lipman-Blumen, J. & Robinson, J. (2002). Journal of Education for Business, p.32			

Tannen (1994) contends that “rather than thinking of status and connections as mutually exclusive opposites, researchers should explore the ways they are intertwined” (p.205). Her work may shed some light on the African American CEOs responses for the social achieving styles. In one discussion, Tannen offers the example of a female manager who is viewed by a female colleague as having connections with many of the company’s departments, allowing her to successfully fulfill her agenda. The male colleague injects that “what you mean is that she has clout.” Not really, the woman said, “I mean she has connections, she’s built relationships with people that she can call on to get things done.” Tannen argues that to imply that status and connections are parallel and mutually exclusive is a mistake. They are different dynamics of interaction that often dovetail each other (p.205).

Tannen shares this gender explanation on connection and status, “...competing for status can be a means of establishing connection, which happens in

sports and in boys' social groups. People can also compete for connection, which is what happens in popularity contests, and in girls' social groups" (pgs.205-206). Participants also expressed strong differences in their definitions and experiences relative to the social achieving styles. As noted earlier, people who prefer this style like to do things through other people, instead of relying exclusively on themselves; these individuals utilize relationships with others as instruments to their desired ends. Faced with new tasks, social achievers search their database for those individuals whose specific characteristics match the task. Using their many contacts, social achievers seek and offer the latest information. They always recognize the connections between people and tasks. Although the data shows that African American women prefer to work in teams and to work with others behind the scenes, as Respondent two noted, they may not always have the opportunity to participate in social settings where they would have the opportunity to get key information or resources.

**Table 20**

<b>ANOVA OF CG -M, CG-W, &amp; AAF CEOs' PERSONAL AND SOCIAL</b>			
Study Groups	Personal	Social	<i>n</i>
*CG-M	4.69	4.34	55
*CG-W	4.59	4.31	56
AAF	3.98	4.40	10
Note: CG-M= Comparative Group - Men CG-W= Comparative Group- Women AAF=African American Females Source: * Data taken from Lipman-Blumen, J. & Robinson, J. (2002). Journal of Education for Business, p.32			



While this study found limited differences in the range of behavioral leadership skills used by African American female CEOs and the comparative group of upper managers, it highlights significant differences in the way that African American females use behavioral leaderships skills to manage two-year institutions. As indicated in Table 21, the comparative group prefers the Direct Set which includes intrinsic, power, and collaboration behavioral leadership styles, while African American female CEOs prefer the Relational Set which includes collaborative, contributory, and vicarious behavioral leadership skills.

**Table 21**

**COMPARISON TABLE OF BEHAVIORAL LEADERSHIP SKILLS**

<b>Behavioral Leadership Styles Comparative Group</b>	<b>Behavioral Leadership Styles AAF CEOs</b>
<b>Intrinsic</b>	<b>Collaborative</b>
<b>Power</b>	<b>Contributory</b>
Lower levels of <b>Collaborative, Contributory &amp; Vicarious</b>	Lower levels of <b>Vicarious, Intrinsic &amp; Social</b>

Blumen, J.L. 1996. The Connective Edge: Leading in an Interdependent World., p. 268., and data collected for dissertation study, August, 2004.

The tables highlighting the behavioral skills of both the study group and the comparative group suggest that African American female CEOs may be highlighting and communicating skills that are in opposition to the members of the hiring boards, to whom they must communicate experiences and qualifications essential to the selection priorities. Can preferential differences related to behavioral leadership

skills be prohibiting the selection of African American females by the hiring boards? Grant's (1988) findings from a 1972 national survey of attitudes towards male and female managers revealed that the five personal characteristics of corporate leaders most valued by Americans are: analytical ability, decisiveness, consistency, objectivity, and emotional stability; these are also qualities generally associated with male leaders and masculinity. Tables 20 and 21 provide a description of the behavioral leadership skills preferred by African American female CEOs; and a comparative group of upper level managers. The data suggest that African American females do not operate from the preferred personal qualities listed by Grant as dramatically as their male comparative group.

**Table 22**

<b>BEHAVIORAL LEADERSHIP STYLES OF COMPARATIVE GROUP OF UPPER LEVEL MANAGERS</b>
<p align="center"><b>DIRECT SET (oriented toward goals of individuals)</b></p> <p align="center"><b>Intrinsic</b></p> <p align="center">Focuses primarily on personal mastery or execution of task Look to selves to make things happen/can be indifference to opinions of others Guided by strict, internal standards of excellence</p>
<p align="center"><b>Power</b></p> <p align="center">Turned on by taking charge - Knack for organizing people &amp; resources Delegate tasks but maintain control over means &amp; ends Not concerned with enabling other people to accomplish their goals.</p>
<p align="center">Lower levels of <b>Collaborative, Contributory &amp; Vicarious</b></p>

Blumen, J.L. 1996. The Connective Edge: Leading in an Interdependent World, p. 268.

Research confirms that many of the work styles of women and men are learned. Unfortunately, these work styles have different consequences in the workplace. Both men and women pay a price if they do not behave in ways expected of their gender: men who are not very aggressive are called “wimps,” whereas women who are not very aggressive are called “feminine.” Men who are aggressive are called “go-getters,” while women who are aggressive are called “arrogant” (Tannen, 1994, p.41).

### **Conclusion of Achieving Styles Inventory Analysis**

Overall, the participants reported that they found the Achieving Styles Inventory “interesting as a personal development tool, and found the triads of their scores to mesh with their own beliefs.” (Respondent two)

Respondent one shared:

I’m not saying I think power or competition is negative; however, as defined according to the Achieving Styles Inventory, from a female perspective, it gives a little sense of negativity...

It may have been that their translation—given those words—those words may have had emotions attached to it for them, and they just said, “oh no, that’s not me, I don’t do things that way.” But in reality they may be very competitive. They may play to win.

I: Maybe it’s a cultural definition issue?

Respondent one: I would not be surprised.

Respondent two shared similar views about how competition and power are defined in our society:

I tend to see that terminology (power and competition) as one that has a negative connotation, in that it tends to subscribe to the ideal that you are (leaders) wielding something over somebody. Maybe influence is very powerful. Influential is powerful in my mind.

However, Respondent two did not perceive the wording of the Inventory itself to be negative:

Nothing came to mind. No I didn't get that it was negative.

### **LEADERSHIP THEMES SIGNIFICANT TO AFRICAN AMERICAN WOMEN CEOS OF TWO-YEAR COLLEGES**

The themes identified by the researcher in the literature search were synthesized and woven into the interview protocol developed for this study. The researcher analyzed the interview responses and distilled the leadership perspectives presented below. Among the significant themes that were common in the interviews with the CEOs were competition, preparation, and sacrifices, as explained in Table 23.

**Table 23**

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#### **CANONS OF LEADERSHIP DEVELOPMENT FROM AFRICAN AMERICAN FEMALE CEOS OF TWO-YEAR COLLEGES**

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**I. COMPETITION**

AA female CEO's compete against selves in order to get better. Do not view competition as win-lose stratagem but as ongoing effort to help everyone win.

**II. PREPARATION BEYOND DOCTORATE. NEED TOOL KIT**

Beyond the doctorate, aspiring leaders should spend eight years teaching, and eight years in various administrative levels/positions, in order to learn inner workings of college before applying for a presidency.

**II. SACRIFICES.**

The CEO position is a 24-hour a day job; much like the minister of a church, president while on vacation, must be willing to accept this lifestyle.

Based on results of Qualitative Interviews, August, 2004

## **Discussion of Key Themes**

The primary theme resonating from the stories of these CEOs is that the position of CEO is time consuming, challenging, rewarding, and requires many leadership talents. Future leaders should be prepared for the many controversial situations, and responsibilities that will be placed upon them. Future leaders should not be surprised if being African American and female brings about extra challenges that may not be faced by other CEOs.

Respondent one summed up what she believes is one of the general attitudes surrounding leadership positions, and why she believes many people are dissuaded from seeking out the CEO position. She says, “Many individuals want all the trappings of a CEO position, but not the responsibilities.”

In an attempt to provide aspiring community college leaders with the tools to successfully prepare themselves for this leadership role, this study highlighted a small segment of tasks that CEOs are called upon to complete in an efficient and successful manner. It is within this framework that this discussion focuses on the core tasks of African American female CEOs. , This position is the end point—the ultimate goal for many aspiring doctoral students; however, the literature and the findings of this study reveal that a terminal degree is only an entry level tool for this position. Without it an individual is unlikely to get an interview or an opportunity to apply for the CEO position.

### Respondent Two

I think that I could do this job without the education. I don't think my doctorate prepared me for this job; I think I was already prepared to do this job before the doctorate, but I wasn't going to be sitting here without the doctorate. I think that a lot of people have ability to do something, and they may not have the degree or piece of paper. But in terms of getting an appointment, or the rank of president, you have got to have that education and experience, because they are not going to let you in the door without it—it's a gatekeeper.

### Respondent Three

Education is an entry tool.

Respondent one stressed and highlighted the importance of being prepared, and what she felt was necessary to qualify a potential candidate for a presidency.

This respondent discussed the need for developing a 'tool kit' on which one relied to manage the diverse set of presidential tasks and expectations:

You have to be prepared. You have to be prepared for the tasks. I did not apply for a presidency until after I had the doctorate, until after I had eight years of college teaching behind me, until I had served in various levels of administration for six to eight years. So I felt like when I applied for a presidency that I had a lot of experience, a base, and so I had a lot of tools in my tool kit, going into the presidency, to use, so that whenever any situation came up, for the most part I would have encountered it before at a lower level. So it wasn't a surprise to me. And I wasn't saying, oh my goodness, how do we solve this? Where do we go for that? Or, I don't understand that. So I think that experience base and education are so important, being prepared for the job that you're getting. I think a lot of times people desire and seek positions when they are not prepared for them, and I don't only mean the presidency; it could be deanships, it could be vice presidencies. Because they just kind of assume that they are ready for those, or 'I should have it.' I think that's more often the case with men than with women that men often think they are ready for a position when they really have not prepared themselves. I think women tend to gain more experience, spend more time getting prepared, and they are far more ready sometimes than they think they are, because they have already put in a lot of time at the various levels. But for me, I think that was a really

important piece, knowing that when I applied for the presidency, I was taking with me the tools that I needed to be successful. And then beyond that, having some plans, ideas, innovation, vision for what I think could happen. And then finding people that shared those visions and views with me, and plans with me so that we could execute them together.

### Respondent Three

You get to a certain point where experience overshadows education by leaps and bounds. ...I started as a counselor in 1978; the fact that I've sat in a lot of those chairs coming up the ladder has been helpful. So when the counselors come in and tell me I don't understand how hard they work, I look at them and say, 'been there, done that.' Or when the Voc Ed dean comes in and says I don't understand the complexities of the Perkins Act, 'been there, done that.' When the Student Services Dean comes in and says, you know, student discipline is such a problem, yeah, got that, so I can say 'been there done that' on all of those positions. And even classroom, the classroom is the least experience I've had. But I think it has helped me, I sort of built this ladder.

Based on the fact that all of the respondents addressed the importance of having earned a doctoral degree as an entry tool into the position of CEO, the researcher asked whether or not respondents felt Schools of Education were doing a good job of preparing future leaders. The researcher included queries about how much is being done to teach the leadership history of African American women in the community college movement and beyond. In addition, the researcher sought to discover whether or not the respondents believed this teaching to be important to the development of future educational leaders.

### Respondent One

I would answer Yes, I think it would be very valuable for people to know [leadership history of African American women], and it helps them gain insight that if others could do it, so can I.

...it's hard for me to generalize about Schools of Education, I just don't know enough about all the different Schools of Education and what they do and don't do in their programs, so it is a little hard for me to generalize about that. I can only speak to my program; I don't know what happens in others. In the program that I attended at the University of Texas in Austin, there were role models that came through the program who were African American, there were talks about successful presidents, and there were successful presidents that I had an opportunity to meet and then do follow-up conversations with when I saw them at conferences and other things. So I can only speak to that, but I don't know how typical that is in terms of other higher education programs.

#### Respondent Two

No, I don't think we are doing a good job of teaching the history of African American women in schools of education and partly because of that question before, where, you know, African American women tend to get lumped in with minorities on one hand and women on the other hand, or blacks on one hand and then women on the other. So I don't think anyone is doing a good job of educating people as far as the history of African American women is concerned. Do I think that it is important to the growth and development of future leaders? Yes, especially since African American women are making up a large part of the student population, and we hope will one day be in those leadership positions; they need to have that history, and understand what went on before them.

Respondent two articulated the following questions, which addressed the issue of grooming future leadership:

Given that African American females make up a large population of community college students,

- (1) Are they being prepared for leadership roles?
- (2) Or are African American females the ones that are revolving through the doors of our nation's community colleges?

#### Respondent Three

Well, clearly [Schools of Education] are not, and I think that they are doing a poor job of teaching leadership history of African American women because I don't think that they see that as an issue. I think the population of African American women in leadership is too small. I think it is too small for them to



feel that they need to spend some time on it. As an African American person, I've never counted upon the academic institutions to give me all the information I needed about African American folks. So you have to kind of do it, that's where the leadership come in, you have to go out and do it on your own. The institution has a lot of stuff to cover and they are going to cover what they think is most important. And I don't think African American women in education are real high on their list.

When I was going through my doctoral program in higher education at UCLA, a very theoretical program, they were talking about a lot of theoretical leadership issues, and I just walked out of an Academic Senate meeting where two faculty were trying to play "get the president," most of it is not in the textbook. I've always found it very interesting (as did a couple of my colleagues who were also administrators at the time): we walk out of these situations on the campus that are everyday craziness and you go into an academic setting at UCLA and they had no clue as to what was happening on a day-to-day basis, or what I call "in the field."

### **Work Ethic**

In order to fulfill the many duties and responsibilities required of them, the respondents stated that they rely on their strong work ethic.

#### Respondent One

On the work ethic I can't say enough about that.... I think we as African American women have to work diligently, have to work hard, and are kind of always in a position of proving ourselves. And that is sort of a fact of life. And so I think going into it knowing that you need to put one hundred percent out all the time is extremely important. So having a strong work ethic, I think also is important because you are serving as a role model for others in your institution who are watching your performance. And there is seldom anything that I ask people to do here at the institution that I have not rolled up my sleeves and been part of, or am part of, at the college. So I think that is extremely important. My car is the first here and the last to leave. And I think that's the kind of thing sometimes people don't think about in these jobs. It's not something that you can do on some eight-hour a day or ten-hour a day basis.

#### Respondent Two

A strong work ethic is definitely a contributing factor to my success.

### Respondent Three

In terms of a strong work ethic, again, you cannot do this job without it. There is no room for fluffing off.

### **Board Relations**

As far as working with Boards of Trustees, all respondents agreed that “fit is important.” Furthermore, they shared that aspiring leaders of two-year colleges should work very hard to ensure that there is a fit between the CEO and the board before accepting the position of CEO.

### Respondent One

I really think that working with the Board, I am now more and more of the belief, and I used to not be, that “fit is important.” It is hard to swim upstream, if you and your Board are not of one mind and thinking together; I think it’s very difficult for a president. Therefore, I think when you are hired, it is very important to be hired by a board that thinks in similar ways, that you agree, that you have some things that you agree on. And that in general, you agree on the direction that your leadership will take the college. So I think that fit becomes extremely important at the beginning.

Once you’re hired, then I think you have to respect that Board, and be respectful of them, because they are your bosses. It doesn’t mean you have to cow-tow down to anybody, but I think you do have to be respectful. You have to always inform them. You have to give them enough information from which to vote, to be able to vote on policies for the college, so I think that inclusion and informing are two very important parts of working with a Board. And I think that they have to be with you as you are moving forward in the decision making, in that, given enough advance notice and advance information, I think they can be with you. If you spring something on them at the last minute, chances are they are not going to be very likely to vote ‘yes,’ or in favor of what it is you want. So I think you educate them all along, you provide information all along, so that when you get to a point of where you are looking at a policy change or initiative, and you want their support, they’ve been aware of what you want for awhile, and there are no surprises. And if they have questions, those questions have been answered for them in advance. I think that is a big piece.

Finally, the other thing is, doing your job. I think you as a president have to understand what their expectations are of you as a president. And I think you have to roll up your sleeves and work very hard to deliver what they are expecting. I am a big one, big believer in evaluations. And I think you have to provide through the evaluation, information, feedback between the president and the board to know how satisfied, or not, they are with you. It gives you a chance to change behavior that you may need to modify, or re-negotiate whatever it is that you are doing, so that there is a greater fit. Ultimately, I think you have to be willing to pursue other opportunities if the fit is not right. If the direction you want to go is not the direction the Board wants to go, I don't think going against the desires of the Board usually reaps good benefits for a president.

All of the respondents found their boards to be very supportive of them—both respondents one and three have worked with their boards for over ten years.

Conversely, on the subject of Boards of Trustees, all of the respondents acknowledged that it is the Boards' role to hire the CEO. They deferred the question of why 32 of 50 states in North America do not have an AAF CEO for members of the community college Boards of Trustees to answer. But the respondents offered the following observations.

#### Respondent One

If *Boards* hire presidents, it doesn't matter what I think, what matters is what they think. Are you with me? I don't hire presidents. So if I follow, I'm just trying to stay with you here on that piece for a minute, if we look at why aren't there more African American presidents, or African American women presidents, his quote has some meaning. Because if in fact it is true, and I don't know that it is true, then elected boards who fear what their constituents say or think, and if they thought that they (their constituents) may not be accepting of an African American woman president, then you can follow that through to say that they may not be so quick to hire an African American person or African American woman.

## Respondent Two

There's that fear. You know that we won't be accepted, and if you're black, female and single, that's just too many marks against (AAW), and Boards just don't want to take that great of a chance *unless* they are talking about a predominately black audience or neighborhood or community.... As African American females, we have it hard. I really think we are almost at the bottom of the barrel, as far as the food chain for selection purposes. I think that often times what's available to us are predominately black institutions, inner city, or those institutions that have not been run well or are on their last leg or something. While that statistic does not surprise me, it does sadden me. I think that these are some of the reasons we don't see more African American females when it comes to selection time. Or when it comes to standing in front of the Board of Trustees, or chancellor, (whoever is making that decision). First they are looking at color of skin, then looking at the female. So you are not only black, you're black and female (bf).

Black females tend to have a lot of stereotypical negative images about them (i.e. they are mad, they are angry, flirtatious, and they don't have a whole lot of good/common sense). While it is not politically correct to expound on those things or to say those things, it doesn't stop people from thinking those things. I also think that because many African American successful women are single, that too leads to some hesitancy on the part of Boards or Chancellors to hire. Black, female, and single, oh no!

Respondent three concludes with the following advice to individuals in commission as Trustees of our community college systems:

I can't think of any reason why each of the states would not have an African American female. I think we have come far enough now, so that we are in educational institutions in sufficient numbers for someone to be interested in taking those positions. I would hope that we are beyond that issue, that if you have an African American president they are only going to be dealing with that population. I don't think you make it successfully in this country if you do that.

In light of the issues of fear or ambiguous attitudes and negative myths surrounding the hiring of African American CEOs, respondent one said she would offer the following advice to aspiring community college leaders:

Then I have to teach them, if what Dr. Phelps said was true, that you may not go into interview situations or job seeking situations where you are going to have an opportunity. You need to look for those places where there are Boards who would be open to you as a leader. That's what I would have to teach them based on his quote.

When asked if there were any advantages or disadvantages to having an African American female CEO, respondent two was the only one to definitely confirm that there are some advantages:

I think there are advantages to being an African American woman... especially at diverse institutions, because I have a perspective that cuts across just being Black. I also have the perspective of being female. However I also have a perspective of being white and male, because I have to live in those worlds. I think that is something that, say, a white male does not have the perspective of being Black or the perspective of also being female, because that is not the dominant culture. That's not what is expected. But being male, our society is patriarchal, so I have had to live in that kind of environment all of my life and try to succeed. Same thing is true of being Black. I've had to learn how to adapt and to maneuver in order to succeed. So I think from that perspective, of having a broad perspective of how to deal with different publics that have given me an advantage and many African American females a definite advantage in being able to operate on several levels and through several perspectives.

#### Respondent One

Do I think African American women can be effective? Yes. Do I think African American women can provide strong leadership for community colleges? Yes!

#### Respondent Three

I don't think there are any advantages or disadvantages to having an African American female CEO, I can't think of any particular advantage or particular disadvantage; I think it is all about the individual.

## **The Experience of Being Black and Female: Falling Between the Cracks**

There were several other interview questions designed to capture the experiences and reflections of being an African American female CEO, in that the literature suggests that African American female CEOs (1) are not often addressed directly in research data and therefore fall between the cracks of data on blacks and data on women (2) have to work with a suspicious or hostile faculty, and (3) are often not succeeded by another African American female. On the issue of falling between the cracks or of reports that fail to capture data on African American female CEOs, two of the respondents reported that it did not disturb them, but that it would be interesting and informative for educational studies to break out and report data on African American females.

### Respondent One

I guess I've never thought about it a lot. I know that it happens in medicine, where African American females are not often included in the study of medical practices, and whatever is good medicine for men becomes good medicine for women, and what's good medicine for majority women is good medicine for minority women. So it is a little bit of the same kind of thing, that as a group there is not as much information in terms of the studies about us and who we are. It doesn't bother me, personally, but it bothers me for other young women to whom it could perhaps provide some guidance.

### Respondent Three

It doesn't particularly trouble me, would it be informative? Yes! Would it be interesting to have it separated out? Yes. But I don't find it particularly troubling; I think it would be interesting and informative if it were.

Respondent two was much more expressive and outraged about this issue:

Yes, it does trouble me because it leaves out what I think is a very important perspective, and that is the perspective of African American females who can see things in a totally different way. You know we are not males or just females, we have a whole different perspective. And the literature is right: when you talk about blacks, it is actually men they are talking about, but you assume they are picking up black women. And any literature on women assumes that it is picking up black women. And that can be a very, very, very, very different perspective. I think black women have a very different perspective because of being in the gap. It's almost like you're in the center and you can look to the left and look to the right; we have that 'centered eye.'

### **Working with Hostile or Suspicious Faculty**

On the issue of working with a hostile or suspicious faculty, all agreed that they have had to work through some thorny issues related to faculty attitudes:

#### **Respondent One**

I don't know that I have experienced it any more than any other woman. But it may have a lot to do with my approach toward life, too. And I approach things pretty openly, and I try to approach with a fairly positive attitude. And I think how you respond to people often generates what comes back to you. I'm not defensive, so I don't approach a situation in a defensive manner. Even though the other person may not be open to me, I don't approach them as if they are not. And sometimes that causes a different reaction than maybe what they were going to give me. I would put more emphasis on positiveness, being positive, being self-assured, and having confidence. And so when I approach something with that kind of attitude, seldom do I see, it may be there, but seldom do I see those negative responses.

### Respondent Two

I haven't had the hostile reaction but the ignored or patronized, yes. Mostly the ignored, you know. There will be conversations and you put in your idea, and then it's just on to the next, glossed over, type of thing. But I've also even had people in the same meeting share the same idea and it's been accepted, the same idea that I had given them. It really is sort of annoying when it happens, but I have had that happen.

I have worked with a suspicious faculty and hostile faculty at another campus, in fact that's why I'm not there anymore. But basically my response was to keep doing what I was doing because I felt justified in what we were trying to accomplish. The good news is that even though there were hostile faculty, there were also some very good faculty, and very good people to work with who wanted to do some of the right things. They wanted to promote student success and wanted to try some new things to promote that. So my way of responding is to focus on the positive and to keep moving forward, not to diddle-daddle around in the negative sand box, but to keep moving forward.

### Respondent Three

When I first became president, the AFT Staff Guild wanted to sit in on an interview. ... this was my first interview to do when I became president. The union (representative) president came in and told me that if I did not allow her to sit in this meeting she was going to make my life miserable, and the union would not support anything I did all year. And I looked at her in total amazement, and I said, "you mean, our first encounter and you are going to come in and threaten me. I'm totally amazed. Why didn't you just say you'd like to sit in on the interview? Not a problem for me, but I'm aghast at the fact that you think that our first encounter is one where you are going to threaten me." I couldn't get over it, so I don't react real well to people threatening me, not at all (they are going to sue me, they are going to do etc.) and, I'm like, yeah, that is going to happen. I don't take well to threats at all...

Absolutely, just negative people, [people who] talk about you behind your back. Because you know other people have to come and tell (you know what so and so said), because they have an agenda for telling you, which I always find interesting, too. Usually it's because they're mad at that person and they want me not to like that person, so they come and tell me they're racist. I go, 'really.' And, then I have to Table out, 'why are you giving me this message? What is it in your day that makes you feel you need to come up and tell me



this?’ And usually, it is because they have an issue with the person. So it’s like a big jigsaw puzzle; you have to constantly keep track of all the pieces. How have I responded? Well, you don’t respond with hostility for sure. I on occasion have lost my temper, and said things and used four letter words that people were surprised about. But that’s usually when I get pushed. I ’m real cool up until a certain point, then I tell them to get the hell out of my office; which has happened only once or twice. But people know, I think they know, I’m capable of doing it, but I don’t do it a lot.

(2) And, when people are hostile to me. I just look at them and say, OK. One of my Science Chairs...was very angry about something. ...She was using her own time to do all of this. Now, I didn’t ask this woman to do anything, she volunteered for all of this, right. ... she just went off, “someone ought to be...” I looked at her and I thought... ‘you know, obviously you are having a bad day today.’ Clearly, she was. This wasn’t about me, this was about her having a bad day. So sometimes I just take a step back, and realize that it’s not personal, sometimes it’s not personal. So I think I have handled it by listening to what people have to say and deciding how I am going to react to it.

Sometimes it’s damn personal, and I think when it’s really personal, I react that way. I mean I will react differently. If it is personal then I will react differently than if they’re having a bad day and they have to blame somebody. You can figure that out sometimes, who they are mad at....

...But I’m smart enough to know that I don’t have to be the one that puts the idea on the table. So sometimes when I really want something done, I find people that I know within the faculty leadership to do it. And you work with them, and you tell them ‘you know I was just thinking, and what do you think about this, and gee, you know...,’ and three weeks later, they will be sitting on the Senate floor saying ‘you know we ought to do this.’ and I sit there and go, ‘gee, that’s a great idea.’ I know if I put it on the table, there will be people waiting there to shoot it down. Without question, without question. And, I don’t know, again, if it is because of any one of those factors: African American, female, or because she’s the president, and we just are not going to do it because she said it. I’ve learned a long time ago, that it doesn’t have to be my idea. I’m real comfortable if it is someone else’s idea, as long as I get what I want.

All of the respondents reported that they have not had to use institutional policies to handle hostile or uncooperative faculty and staff.

### Respondent Three

You can only use policies for what they are designed for. You can't take a policy and try to fix a problem with it that doesn't fit the policy. So I don't think I use institutional policies in a 'just to get my way' kind of thing, no. I think when they have reacted with hostility, I try to measure what the issue is about and react to it accordingly. But, I don't put other people in it. That's a bad thing to do, to try to line up sides, that kind of stuff.

### Respondent One

I think you are better off (it may be a little hard to do) if you stay in procedure, stay in policy, as opposed to the emotional response. Because that only begets, it's only a feeder for those kind of emotions. So I think if you can stay within your role as the president, and that is not kneel to someone else's level.

### Respondent Two

I have not had to make use of any issues of policies or procedures. I go in armed, like I said with (for example), my hiring committee, I go in with my ammunition, prepared, but not from a standpoint of the policies, saying 'we are going to do this or that.' In my mind, people don't care about that. Unless you have a definite way to make people adhere to policy, you might as well forget about leading on that. I have not had a situation to come up where we had to go to court or look at the actual policies or procedures for sexism or racism. But in situations that are gray, (i.e. where you are trying to recruit more diverse faculty) in those situations I try to arm myself with research that states what we are trying to do and why we need to accomplish what we are trying to accomplish.

## **SUCCESSION**

Schultz (2002) wrote in his leadership brief, *The Critical Impact of Impending Retirements on Community College Leadership* that forty-five percent of community college presidents are planning to retire by 2007 (p.2). To complicate matters more, a leadership survey conducted by the American Association of Community Colleges (AACC) revealed that 33 % of presidents estimate that one-fourth or more of their

chief administrators will retire in the next five years, while 36 % anticipate that at least one-fourth of their faculty will retire in the next five years,” (McClenney, 2001, p.24).

According to DePree (1989), “succession is one of the key responsibilities of leadership” (p.12) With such a large number of retirements on the horizon, the issue of succession is a big one. During the interviews, each respondent was asked whether or not an African American female would succeed her, and whether or not the CEO would advocate for this to happen. Respondent two was the only one who stated in definite terms that an African American female successor would be good for the institution:

My campus has a minority-majority population; we remain at more Hispanics and blacks than whites, so I do think that there is a good chance that an African American will follow me. Whether it's female or male I don't know; it will be up for grabs. But I do think it would be a good idea because on this campus it has been very positive to have me in a leadership position for the students.

Respondent two's position on advocating for a successor created some confusion for this researcher:

Well, I would, providing that she is qualified for the position because I don't believe in advocating for someone, just to get an African American woman. I think it does us more harm than good. And I think it is a ploy that is used sometimes to do exactly just that, more harm than good.

### Respondent One

I would say that it is possible. And yes, if there was someone who was a finalist or in the pool, I certainly would be an advocate for the person. But I most importantly would be an advocate for the person that I think could do the best job. Because I won't have worked here for however many years I stay, and leave to have anybody, whether it's African American or anybody else, not continue and build on that foundation. So I certainly would advocate for whoever could continue that, and build on it. Not necessarily the way that I have done it. Because each person has his or her own unique style. But if there were an African American woman in the pool who certainly exhibited that I would be more than thrilled to advocate for it.

### Respondent Three

I have no idea. Would I advocate? Quite frankly, I would advocate for the best person to take the job. There's no point in advocating for someone, just....

One of the things I've learned with faculty, I have bent over backwards to try to hire faculty of color. I mean absolutely. If there is a way I can swing it, I go that way. And unfortunately, there have been a few times, not only where I have been disappointed, but majorly disappointed. So it's that old thing when you were a little kid, (maybe not you, but when I was a kid) and there was somebody who robbed the bank, and my grandmother would say, "Oh, I hope they were not black" (laughter).

...The faculty is already gunning for me, the word has already gone around. This is the quote from one department, "if you send up a woman or minority that is who she is going to hire," so they already know that is my leaning. And the brother or sister lets me down, I mean, didn't even make it through probation, not because the department was gunning for them. But it's been unfortunate because some of us immediately come in and assume, 'they don't like me because....' No, they don't like you because your butt did not get here on time and do your job. That's why they didn't like you.

On the other hand, I recently had an instance with an African American woman in one of the sciences who we hired; who I think was doing a very good job. And the department kind of got on her case and didn't want her to complete probation. And I said, "Oops, I don't think so, we need to rethink this. You're telling me she does a good job in a whole bunch of other areas, but you have a question." I don't think it was a racial thing so much as it was

a personality thing. ...Had I not been here, that [not completing probation] probably would have happened.

So in terms of succeeding, would I advocate? I wouldn't want to put anyone, black, white, or brown in a position where they are not going to be successful. So would I advocate for that? Absolutely, if it's the right person and if they are strong enough to handle the job. If not, then it's only going to hurt them and the institution. So I would advocate, and I know this sound like a cliché. I would have to advocate for the person that I think could really do to the best job. Because remember part of my job is taking care of a whole bunch of students here, so the issue isn't necessarily having an African American female follow me, the issue is having somebody follow me who is going to take care of those students the way they need to be taken care of.

One respondent shared that she has had to defend her decision to hire an African American administrator due to rejection from the status quo:

I'm a firm believer that as an African American woman, I will help other AAW without being afraid that "Oh she's going to bring all the AAW on board, or she is only going to help AAF." I've had to respond to those type of issues. I worked in a 98 % white institution and I hired one black female and all of a sudden the whole world went to hell in a hand basket. "Oh she's going to bring in all the black females." So I've had to respond to that.

The researcher initially formed the impression that all of the respondents automatically assumed that the AAF candidate or successor would not be qualified for the position, and that they would have to take personal responsibility for the failure of this person. Respondent two entered into the discussion of the employment of African American females as executive leaders; the issue of fear to hire other African Americans administrators due to rejection from the status quo.

This study like so many before it mirrors the challenges and barriers faced by administrators who insist on hiring and developing a diverse faculty and staff at our community colleges. While it is politically correct to say that you support diversity

and the development of minorities for leadership positions, the gap in hiring and promotion of African American CEO's remains. Each of the respondents was asked to share some strategies for achieving a more diverse presidential applicant pool.

### **STRATEGIES FOR DEVELOPING A MORE DIVERSE CADRE OF PRESIDENTIAL LEADERS**

Respondent one captured it best, in one word, *courage*...

We need to have more courage and step out there and do it. I think we need not be afraid to bring people who are culturally diverse into the fold. We have to be willing to weather the storm in order to bring more people to the table.... We are doing a lot of hiring here and...even though we are a very diverse institution, our student population is extremely diverse, almost minority-majority, our faculty and staff are not. And that is because...there has not been a lot of turnover; thirty years ago we were not hiring a lot of diverse people (blacks, Hispanics, etc). But now we have that opportunity, because so many people are retiring, now that they have their thirty or thirty-five years, and they are leaving en masse. And we have a wonderful opportunity, but when I went to talk with all of my screening committees, I made sure that I brought literature with me that support the idea that students who are taught by diverse faculty and staff are better off. We are preparing them for the real world, and the real world is more diverse. *This is not something that is a nicety, but a necessity.* And so we need to bring more diverse people into the fold and then be willing to step out there and give them opportunities to advance.

Interviewer: A follow-up question: How do we get educational leaders to that level of courage?

...By mentoring people in the pipeline that are starting out, by mentoring them and sharing with them that these are the experiences that we have had. People can learn by the negative experiences you have had. They can learn that it is okay to do this; it's okay to step out there in faith and in courage. For some of the people that we have in place now, I don't know what we can do about that, getting them the courage, but for some of the people coming through the pipeline, I think there is hope. I think if we share with them our stories, when we tell our stories, even if they are war stories—'this was not an easy journey, but you can get through it'—then they will be more willing to take a risk. It's okay to do this. They will be more acculturated with 'hey, it's

okay to do this, this is all right, even if I get thrown out of the institution, I have to take a stand.

#### Respondent One

...Everyone has an obligation to help provide a multifaceted community for people.

I think as we are bringing students through our community colleges, we have to nurture, support, and coach people who could become future leaders. I think we have a lot of opportunity within our own institutions to certainly bring leaders to the forefront, and that is a wonderful place to begin, in our own community colleges.

I think mentoring and sponsoring are different, and that is something people seldom talk about. Mentoring is one thing, but to really sponsor somebody is a different thing, and that means that you become her advocate. Not only are you willing to coach and guide them in their development, to give them advice, to monitor what you think they are doing right and wrong, to give them feedback, but I think you are also willing to write letters of support to help seek out opportunities that are out there for them, and I think that is a big part of sponsorship. It is not necessarily what is always happening in mentorship. In mentorship, people will often give you advice and give you ideas, but they don't take that next step of action, to really provide you with opportunities, and put you in places where opportunities are, which is critical to success.

### **Additional Strategies for Achieving a More Diverse Presidential Applicant Pool**

#### Respondent Three

I don't think you can run an institution and not be sensitive to everybody's cultural needs. I think we have to look within our own ranks every time we see somebody who has potential, like for example at my institution, even though the faculty is majority white. Because that is the tradition in this area. So with faculty of color, be they African American, or Latino, or any other group, you sort of make sure that they understand you're available to talk to them, to try to mentor them, let them know what the good parts about moving into administration are. Be open and willing to talk with them when they come in. I've had a couple of them call and want to come talk to me and I always take them up on that, and offer that opportunity if they have questions. And I'm pretty open about situations because I've been doing this a long time,

so I don't have time to be hiding things....

When asked to share some of their success strategies and ways in which they navigate a community comprised of diverse cultures and ethnicities, while maintaining their sense of culture, and commitment to help other African American professionals and students, the respondents provided the following:

**SUCCESS STRATEGIES OF AFRICAN AMERICAN WOMEN EMPLOYED AS COMMUNITY COLLEGE EXECUTIVES**

1. Be comfortable with yourself, and with who you are in your own skin.
2. Be able to cope, be able to survive, to take it, because you are in the spotlight.

Everywhere I go people know me; I don't care if there are a hundred thousand people there, you're spotlighted. Even on my dissertation study, I worked with black students returning to school, and they found the same thing, they were spotlighted. Like the fly-in-the-milk type thing. There are not a whole lot of black female provosts, so you get spotlighted, so you have to be able to take it (respondent two).

3. Be true to self.

...I'm a genuine person, and I believe in integrity. I don't put out there what I find not to be true. I try to be real upfront and honest. I Table at the end of the day if I'm honest with myself and honest with the people that I'm working with, then people can't come back to you. Sometimes people game play and I don't do a lot of that. I don't think I do a lot of that. So I think being true to thyself... (Respondent one)

4. Respect everybody's culture.

We are in a community where I am trying to uplift Hispanic students, recruit more Hispanic students, make sure that we are expressing an appreciation for their culture, and the kind of activities they want to have at the college, and how they see themselves as part of the college, making sure we have other people who are hired in the college who reflect their race and their culture and so forth. [This is] no different than what I would want, in terms of the African American culture. So I think recognize that your culture isn't the only one, and sometimes as African Americans, we do, we think everything is African



American, everything is black. But it's saying that there is room for lots of other cultures, and you have to be particularly sensitive to not viewing when the word 'minority' comes up, that it only means African American or black, and we are often guilty of that. ...I really go out of my way to make sure that with Native Americans, I am aware and sensitive to what it is they need in the college; [likewise,] Hispanics, Jews, religious groups, gays. If you are president of the college, you are president of the whole college. So we have to have the same kind of sensitivity that we want others to have for us (respondent one).

5. You just do it.

I think you just do it. You are constantly aware of those issues, and with me, it's my young athletes, because that's a huge part of our African American population here. It's just something you have to be mindful of. I balance out with the student activities calendar; I make the Armenian Cultural Day.... I make the Jewish Halo day, the Latino Heritage Day, Philippine Student program, ...I go to all of them. I make it known that I am there and available for students. You just have to make sure that it is on your calendar, and you make your calendar the important thing, so that you include them (respondent three).

6. Take care of self.

One strategy for success is being able to take care of yourself, that's an important one. I didn't learn that until later in the game. I was too busy trying to do everything. I didn't learn until a couple of years ago that I really needed to take care of myself too. You know the old adage, "put your gas mask on." It's not a thing about being selfish; you can't help anybody [if you're] dead. You put your gas mask on so that you can help a whole lot of people, once your mask is on. That's sort of my philosophy with work now. I take care of myself, I stay in peace. I rely on my God to give me peace and stability, so that I can help other people to do the same thing, and help people move forward, even if they don't want to, or they don't think that they want to at the time. So I think you have to take care of yourself. We do need to do the things we have to do like get the education. If that is what is required then that is what we have to get. We certainly cannot give up, so we have to have the tenacity to stick to it even when things look grim. And then be able to learn from others. We can't think that we just know it all ourselves; we have to be able to use the wisdom of others.

7. Do not respond to hostility with hostility, remain focused and on task.

...I'm amazed at how evil some people are ... just down right nasty.... I don't know if it is because I'm African American, female, or because I just happen to be the President. I learned ...earlier in my career ...that they say administrator in the same tone they say the N---- word in the south. "Oh, she's an administrator."

Faculty have this need to talk about how administrators come and go, and how they are the life blood of the campus, especially the politically active faculty, and how if you haven't been in the classroom in a long time, oh, it all B--S---. I'm amazed sometimes how negative people can be, that's why, I stay on point, do my thing, make sure ethically I'm doing what I'm supposed to do. And yeah, I stay on point, and, yeah, I will go after something, if I think it's really important (respondent three).

8. Do not try to make your staff your friends.

...You can't be their friend; you come with friends. You are their boss, you like people, but I don't think you come to the position with the idea that this is where I am going to develop my social contacts (respondent one).

9. Build, develop, and maintain Mentor-colleague relationships.

...People that you can call when you are supposed to be the one in charge is very helpful (respondent three).

10. Leave a written record of your tenure.

Respondent One

... It could perhaps provide some guidance to other young women.

Respondent Two

I do a lot of storytelling. I try to share my story with different females and males, especially blacks

11. Provide encouragement to students.

Respondent Two

...Especially our students who are not doing well, make a point to interact with them, because they really need it. ... I'm in the lounge telling them to get off their butts, 'what are you doing in here, out....' And I think those are the

kinds of things we should be willing to do; we need to be willing to get real with folks.

Respondent Three

Especially when I work with my young athletes, God knows. I know for me there is a way they are supposed to behave, and I have made it very clear to the coaches that we don't play players that are not eligible; we don't play players that do stuff they are not supposed to do. I just don't have patience for it. So you live your life the way you are supposed to live your life, and if you can't do that, I don't care how fast you run, you don't play on these teams. I have to watch our young men, they do carry attitude. 'We don't do that here, I don't care who you are and what star you think you are.'

13. Have eyes and ears out there to bring information to your office.

Respondent Three

That's...where you need to know what else is going on in the institution. So when I'm sitting in a meeting and somebody says: "well, so and so, and such and such is saying," and I'm looking at them thinking, 'this is not what this is about. It's about the fact that last summer your daughter went to the transfer center and had a run-in with this woman and that's why, six months later, we are having this conversation.' You have to know what's going on enough at your institution to know what the underlying agendas are.

While all of the CEOs interviewed for this study expressed that it was important for African American females to leave a written record of their leadership experiences, each respondent shared that there has not been sufficient time to complete a book.

In addition to the above themes related to the CEOs leadership, two additional themes were identified—tenacity to overcome barriers, and spirituality. These factors were noted by the respondents as being important contributors to the success of African American females in their quest to acquire and maintain a CEO position.

The following responses address both tenacity and spirituality.

### **Tenacity to Overcome Work Place Barriers**

Respondent three:

I think you have to have tenacity in the sense that you have to be there, you have to be strong, you have to stay on message, and you have to get your point across.

Respondent two:

...My mom was very much my mentor. She struggled and went to school to achieve her goal. So I saw that she didn't just say things, I lived with them. Because I saw her in this role, a lot of that gave me the *tenacity* [my emphasis] to overcome the obstacles. I learned not to give up when there was a struggle, and to keep going.

### **Spirituality**

#### Respondent One

I think it's the only way you survive the experiences. There are so many challenges and barriers to these jobs that if you aren't a spiritual person, it would be very difficult, because so often, like a marathon runner, I'm digging very deep within my own soul to find the strength to do the things that I need to do. And so I think the spirituality becomes extremely important to giving you the energy you need, the connectivity to the earth, to the world to keep going and doing your job. I think it would be very difficult without it.

#### Respondent Two

...Spirituality [is] definitely a contributing factor to my success. My insight (as in being able to observe situations from different perspectives) came from my upbringing and from my spirituality.

### Respondent Three

...I think for me, it is important, I am a people person, I started out as a counselor. I think you have to be in tune with people and where they are coming from and what their needs are. So that's the woman side of me, and I guess maybe the spiritual side of me. I think you have to take time out for self-reflection and spiritual issues, to walk out and appreciate the world around you, and the trees on your campus, and how you are as a person. And what is right.

The CEOs interviewed for this study were very candid and thoughtful about their leadership experiences. They provided future minority leaders with a roadmap to help navigate the rocky and oftentimes cruel pathway to community college president, provost or chancellor. The interviews were concluded with the researcher asking each respondent to share their thoughts regarding the future for African American women in higher education, especially at the community college level.

### **OUTLOOK FOR AFRICAN AMERICAN FEMALES WITHIN THE TWO YEAR COLLEGE SYSTEM**

#### Respondent One

I think the opportunities are only going to get better. I think we need to make sure that more are in the pipeline and that more are prepared for the openings that are out there. But I think it is only going to get better. I don't think it is going to get worse. I think it is going to get better. The landscape will be better, the opportunities in that landscape for jobs will be better.

While respondent one shared a very optimistic picture of the future for African American females, she was the only respondent who thought that overall African Americans “

...In terms of the percentage or the ratio in the field, more will lose their jobs. I don't think more necessarily go from presidency to presidency.

Respondent Two was not very optimistic:

Oh boy, I would love to paint a rosy picture. But I just don't see it. I think that the community colleges or higher education is fertile ground for us. But I think that those of us here are going to have to do a better job of recruiting and soliciting and getting African American women in the pipeline and supporting them.

We just have to do a better job, because I just don't see them in the pipeline. And if they are not in the pipeline, they will not be sitting at this table when I am gone. Somehow we have to bring them together, because if we look at the community college student population, there are more African American females attending school than males, by a large percentage. But I have to wonder if we are nurturing these females in this environment, or are they turning around? You know the revolving door of community college—are African American female students the ones that are revolving?

In closing, respondent three was much less expressive on this issue, and left the fate of African American females' ascension to community college CEO to their individual enterprise:

I think if they want it they can be a huge part of it. But they've got to understand that it is there and seek it out.

## **CONCLUSION**

In conclusion, African American female CEOs have a propensity to use more relational behavioral leadership strategies (including collaborative, contributory and vicarious skills) than their male counterparts. The data from the oral history interviews confirmed that African American female CEOs prefer collaboration and team building skills over competitive astuteness. The majority of African American female CEOs participating in this study scored in the low range (1.5 -2.0 out of a possible 7.0) on skills related to competitive leadership. These women call on their

competitive abilities much less frequently than their male counterparts. Two of the interview respondents reported that they either ascribed negative connotations to the word “competition,” or viewed statements on the leadership instrument related to competition, as negative, concluding that competition forces someone to win and someone to lose, as opposed to creating a win-win scenario.

This finding is very significant to understanding the differences in workplace attitudes among various cultural, gender, and racial groups. Diversity of perspectives is important, as are cultural and racial diversity. A non-competitive approach to leadership, as implied by these findings, brings a different set of approaches to leadership in the community college environment.

McClenney (2001) articulates this type of need and value of diversity well in the following: There could hardly be a need more pressing than the development of leaders who embrace diversity as a strength; who insist that diversity be reflected in college culture, curriculum and personnel; who demonstrate forthrightness and skill in addressing diversity issues; and who are themselves diverse (pp. 25- 26).

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **INTRODUCTION**

The researcher conducted an exploratory examination of the behavioral leadership skills and strategies most often called upon by African American women (AAW) employed as community college executives to lead a diverse faculty and staff and to manage Board relationships. In order to develop a written profile of their behavioral leadership styles, educational backgrounds, and qualities important to their appointments as chief executive officers (CEOs) the researcher collected and aggregated data relative to the forty African American female CEOs, who served during the 2003-2004 academic year.

Chapter one provided an overview of the state of headship for African American women in the field of community college leadership. This study began with the finding that there are only a small number of African American females employed as CEOs of the recognized 1,173 community colleges located in North America; a corollary finding of this data revealed that over fifty percent of states do not have an African American female CEO of a two-year college.

Chapter two examined the historical origins of leadership roles maintained by African American women. The researcher attempted to chronicle the community college movement and to highlight the contributions made both black and white women. This chronicle revealed that despite strong opposition, women were very



involved in the development of grammar schools, in the public, private, and religious sectors. Dating back to the 1700s in American history, African American women were involved in starting schools for both children and adults.

The public school system continued to grow and to develop units for the education of adults. Joliet Junior College is the product of such growth, and is lauded as the first American two-year institution, established in 1901. While there were many institutions established to train adults in various subjects prior to 1901, due to their structure, governance, or curriculum, these schools are often not recognized as part of the history of the community college. In addition, the researcher included in the history of the community college movement, an overview of governing boards, the governing body responsible for the comprehensive management of two-year colleges within the United States. In addition to their financial and legal responsibilities, governing boards are also responsible for the selection of the top executive—a president, a chancellor or a provost.

Much of the literature on community college leadership acknowledges that minorities and women are not as well represented in leadership positions as they should be according to population demographics. In many ways, the literature attributes the primary reason for this employment gap to the perceptions of members of the governing boards. These perceptions range from competency to socialization to pipeline issues. The researchers traced the origins of these perceptions back to the 1800s, when negative views and public commentaries about blacks were commonplace. Blassingame and Richings (1902) provided numerous examples of

newspapers in which a slanted profile of African Americans was created by sensationalizing their weaknesses, and eliminating any discussions about their achievements.

Chapter three described the research methods used to determine the behavioral leadership skills most often called upon by African American female CEOs of two-year colleges. The researcher developed an interview protocol distilled from the themes found throughout the research literature to develop a written profile of their leadership skills.

Chapter four provided the findings of the Achieving Styles surveys and telephone interviews, giving voice to a generation of African American women who have worked tirelessly through the ranks to achieve the top level position at their respective institutions. They shared stories rich in descriptions revealing some of the challenges and rewards associated with this position.

The purpose of chapter five is to briefly present conclusions drawn from the findings of the literature on community college presidents, the Achieving Styles Inventory (ASI), and from the three African American executives, who candidly shared through one-hour telephone interviews, strategies they use to overcome the many challenges and obstacles they face as decision-makers of two-year colleges. The information presented in this chapter is designed to provide a written profile of African American females employed as executives (president, chancellor, or provost) within two-year institutions.

## **LEADERSHIP QUALITIES**

To initiate an examination of the pathway leading to community college CEO, the researcher explored themes in the literature identifying qualities important for an African American woman to receive an appointment to the position of CEO. The interview participants were asked to rank these qualities in order of importance. The rankings were tabulated (according to similarities reported among the respondents) and are listed according to those rankings.

## **PROFILE OF AFRICAN AMERICAN FEMALE CHIEF EXECUTIVE OFFICERS OF TWO-YEAR COLLEGES**

**Table 24**

### **VARIABLES IMPORTANT TO CEO LEVEL APPOINTMENT (AS DETERMINED BY RESPONDENTS)**

1. SELF MOTIVATION
2. EDUCATION/EXPERIENCE
3. PERSONAL & PROFESSIONAL SUPPORT
4. WORK ENVIRONMENT
5. NETWORKING/MENTORING
6. SUCCESS STRATEGIES
7. SURVIVAL STRATEGIES

Based on results of dissertation interview respondents (August, 2004).

The respondents emphasized to the researcher that self-motivation is a key factor needed to meet the performance goals, timelines, diverse constituents' demands, and the long hours required of this position. In addition to the professional

qualifications, they advised future leaders to surround themselves with a support group or network of people with whom they can share their professional experiences:

You need the support, somebody you can turn to help you go through the rough parts. (Respondent two)

...having that person you can call when you are supposed to be the one in charge is very helpful. (Respondent three).

Working under such demanding timelines, what type of leadership skills are needed to serve as an African American female community college president? This section begins our analysis of the African American executive and the leadership skills that they bring to the top positions at community colleges; and, the impact that their diversity has on the student body, the community it serves, faculty and governing boards.

#### **PREFERRED LEADERSHIP STYLE OF PARTICIPANTS**

The researcher concluded, based on data collected through the Achieving Styles Inventory (ASI), and presented in the table below, that the participants in this study prefer the *relational* path to leadership, to include contributory, collaborative, and vicarious achieving styles. These strategies allow African American women employed as CEOs to link themselves to the goals of their Boards, faculty, staff and students.

**Table 25**

**PREFERENTIAL BEHAVIORAL LEADERSHIP STRATEGIES ACCORDING TO  
ACHIEVING STYLES INVENTORY**

<b>Rank Order</b>	<b>Achieving Style Leadership Behavior</b>	<b>Mean Score</b>
#1	Collaborative	5.9
#2	Contributory	5.4
#3	Vicarious	5.2

Based on responses of the ten participants completing Achieving Styles Inventory for dissertation study, May 2004.

**Relational Leadership**

The findings of the Achieving Styles Inventory utilized for this study extend on Gilligan's groundbreaking book, *In A Different Voice: Psychological Theory and Women's Development* (1986), which posited that the moral judgments and leadership styles of women differ from those of men. This study concludes that the participants of this study display moral judgments that are often tied to feelings of empathy and compassion and are generally concerned with the resolution of real as opposed to hypothetical dilemmas. Examples of this type of moral judgment related to empathy and compassion are presented below:

I recently had an instance with an African American female [faculty] in one of the sciences whom I thought was doing a very good job. The department kind of got on her case and didn't want her to complete probation. And I said, Oops, I don't think so, we need to rethink this (Respondent 3).

The respondent follows this quote by sharing the belief that if she were not the president at that time, that particular African American faculty member would have lost her job.

Respondent two shared another example of moral judgment related to empathy, describing how she interacts with students often, especially students who are not doing well. The respondent shared that she makes a point to interact with them, and schedules impromptu visits to the student lounges to check on students and to encourage them to attend class and to excel academically. She also expressed the belief that the students need the extra reinforcement. She also firmly believes that her presence as an African American woman as provost has been very positive, a good thing (role model) for her students. She believes that current and future leaders should be willing to lead out of the box and to address students on all levels about real issues.

These strategies often differ from those of the CEOs male counterparts (based on results of Achieving Styles Project, 1984- 1995), who prefer the direct path to leadership, which includes intrinsic, power and vicarious achieving styles. In contrast to the female respondents in this study, these male leaders prefer achieving styles that “favor strong individualistic actions that can be accomplished directly without depending on the help of others, except in crisis situations” (Lipman-Bluman, p.165).

While relational leadership strategies are not widely used in the United States, they are dominant in other countries, such as Argentina, Egypt, and Singapore (ibid). Unlike many other management theories, where relational is equivalent to “referent power, or people skills” and the focus is on individuals who like people or thrive on relationships, in the framework of the Connective Leadership model, relational means, “identifying with people and meeting one’s achievement needs through close

or even distant relationships” (p.166). As team members, African American CEOs are constantly engaged in the following:

...reaching out through discussions, even when, it’s not always what [they] want to say, or what [they would] like to say. [They] talk with people based on how [they] think [they] can understand what their audience is trying to do and still get [their] point across (Respondent two).

Identification is more of a driving force than affection in the Connective Leadership model. The respondents related stories in which they have worked as team members and leaders to accomplish the goals of diverse constituents.

Respondent three speaks about this association when she disclosed her disappointment with various hiring decisions:

I have bent over backwards to try to hire faculty of color. I mean absolutely, if there is a way I can swing it, I go that way. And unfortunately, there have been a few times, not only where I have been disappointed, but I mean majorly disappointed (Respondent 2).

According to the Connective Leadership model, relational leadership strategies include collaborative, contributory and vicarious leadership actions. These actions include, but are not limited to joining force with others to accomplish goals, working behind the scenes to help others and mentoring activities. The researcher attempts to outline the strategies associated with each of the relational skills listed below.

### **Collaborative Leadership**

Just over 18% of the ASI respondents preferred the *collaborative* style of leadership, working in groups is their primary driver, believing that two heads are

better than one. Even more, they enjoy the synergy of the group interactions, and contribute to the development of group goals.

I'm involved often interacting with people in teams, working in team efforts (Respondent one).

A lot of things are based on relationships, not based on rules or policies; they are based on relationships (Respondent two).

...we meet every Monday morning at 9:00, and we go over what the issues are in each of their respective areas (Respondent three).

Collaborative leaders are able to contribute actively or passively to objectives established by others. This type of contribution allows collaborative leaders to derive a strong sense of achievement, pride, and pleasure from their enthusiastic participation in the success of others with whom they identify, even when no personal relationship exists between them. They share in the glory and hard work that brings success, but they also accept their share of the responsibility for failures.

Collaborative leaders are competence mediators and can generally work through perceived failures and conflicts, primarily because they are able to relinquish resources, while maintaining some degrees of control or power. African American female CEOs in this study perceive the act of collaboration as just another tool to advance their vision. Advancing the shared vision of the stakeholders (the students in this case) is the primary goal of the CEOs interviewed for this study.

All successful achievements demand appropriate allocations of resources, including ideas, labor, and material. A final strength of the collaborative leader is a willingness to relinquish control over both the means and the ends of accomplishment:



You had better get people to think the way they think and think that what they are thinking is a great idea to do (Respondent two).

...I'm smart enough to know that I don't have to be the one that puts the idea on the table. So sometimes when I really want something done, you find people that you know within the faculty leadership to do it. And you work with them. (Respondent three)

Although leaders in our comparative group often prefer competing and acting independently to collaborating, a growing body of research indicates that collaboration leads to greater success than competition. Researchers at the University of Minnesota (Johnson and others, 1981), compared more than fifty years of research on competitive, cooperative, and individualistic classrooms, and found that:

1. Cooperation led to higher achievement than did competition; and,
2. Cooperation was more likely than independence to be linked to higher achievement.

Respondent two shared a similar view, which she termed, "Coopertition":

We [AAF] are cooperating to compete; we're cooperating to get better. We're challenging ourselves; we're competing with ourselves, so there isn't a loser.

We need to constantly seek to improve ourselves I'm into continuous improvement, but it needs to be '*coopertition*'. We need to compete with ourselves to do better... To get better we have to be reaching out there. Good is not good enough....If I'm competing against you in a competitive situation, somebody has to win and somebody has to lose. The idea is that nobody wants to lose and so I think that as [we work] with people, it is in more of a '*cooperative*' fashion (Respondent two).

Respondent one also shared similar views on competition:

I think that from my perspective, you get much more done if you can do it in a team effort, as opposed to win-lose. If everyone has some win, in moving

forward initiatives within your leadership, it becomes a far better end result.

I don't see myself necessarily competing with others, but I do see myself competing with myself to do things better, to reach greater heights. So I'm not so much looking at the external factors as I am my own performance, as to what I think I can accomplish. Or what I think the college is capable of doing, or the team I'm with is capable of doing, so if I'm competing, I'm competing against myself.

### **Contributory Leadership**

A little more than 12% of respondents completing the ASI, ranked contributory as the second most used behavioral leadership skill called upon to lead a diverse faculty and staff and to manage Board relationships. Very similar to the contributory achieving style, African American women's place in America's life cycle has been that of nurturer, caretaker, and helpmate, the weaver of those networks of relationships on which she in turn relies. Working behind the scenes to help others obtain their goals is the mantra of the contributory leader, which is not an easy feat. Contributory leadership requires one to be skilled in balancing to avoid upstaging the person (s) for whom the help is intended. Respondent two best exemplified this style of leadership:

...when people are concerned, what has served me best is to find out what is important to each individual and then (try) to construct an initiative or project or philosophy in terms that would be important to them, in order to make it meaningful for individuals. In fact, I spent my first year here as Provost, in addition to all my other duties (learning the various processes, and procedures, and politics of the organization), but also individually walking around, individually talking with people, so that I could assess and find out their individual interests, what turns you on, what turn this person on, and what turns that person on. So when I'm relating to them about things we might need to do, I know what to say to get them going. And as we are

working together, I can relate it to their interest.

### **Vicarious Leadership**

Given that 9% of respondents ranking vicarious, intrinsic and social as the third most widely used behavioral leadership skills called upon to lead a two-year institution, a brief discussion of each will follow. Vicarious leaders' stance is that they encourage and guide others, but they do not directly participate in the actual role tasks of the achiever. They understand and identify with the dreams and goals of other leaders, as well as their own constituents. They also endorse the means that others have chosen to achieve their objectives. Vicarious leaders nurture the real and imagined relationship between themselves and their patrons.

Lipman- Bluman (1996) suggested that the vicarious style achiever possesses the ingredients most important to serving as a mentor or aspiring successors. Even though this style ranked third among our respondents, there was evidence to suggest that all of the interviewees supported mentoring and internship programs. Each respondent reported providing opportunities for aspiring leaders to job shadow and learn from their experiences.

### **Social and Intrinsic Leadership**

Social leaders, according to the Connective Leadership model, possess a complex understanding of human interactions, and intuitively sense what makes groups tick. Rather than relying on themselves, these leaders utilize relationships with others as instruments to their desired ends. Their extensive networks allow them

to maneuver through formal structures and to seek and offer valuable information through counsel, affirmation, and solace (Lipman-Bluman, 1996, p.143).

Intrinsic leaders, as discussed earlier in this chapter, rely on themselves, receive excitement from excelling in their tasks, and in meeting challenges that they set for themselves. This style of leadership was ranked highest among male executives, according to the Achieving Style project.

Unexpectedly, respondents completing the ASI, ranked all three instrumental skills as those least called upon to complete their tasks as CEOs of community colleges. In her book, *Connective Edge*, the author acknowledges that few leaders fit into the instrumental category.

By combining collaborative, contributory, vicarious, intrinsic, and social leadership strategies, the respondents are able to address issues related to hostile and suspicious faculty. All of the respondents admitted to having encountered negative perceptions and people. Respondent three expressed addressed negative perceptions in the following statement:

You will have people dislike you or attack you because you are an administrator, and/or/because you are an African American, and/or/because you are a woman.

Respondent three also shared a story of how a union representative threatened her with political action during their first meeting. Respondent three laughed in reflection of this event, which happened earlier in her tenure, seven years prior to the interview. She encouraged future leaders to act ethically, stand on their values, and to take a stand when needed. No one reported utilizing institutional policies or

structures to address issues related to gender or race. However, respondents stressed that individuals should seek new opportunities if major conflicts or oppositions arise among faculty. The respondents all agreed that the stress is not worth compromising your health or safety.

Essentially, the respondents reveal that they are working to replace the politics of indifference with the politics of commonalities by contributing to the dreams of others and diversifying our community college systems.

**Table 26**

**LEAST USED BEHAVIORAL LEADERSHIP SKILLS BY  
AFRICAN AMERICAN FEMALE CEOs**

<b>Rank Order</b>	<b>Achieving Style</b>	<b>Mean Score</b>
#9	Competitive	3.9
#8	Personal	4.1
#7	Social	4.4

Based on responses of the ten participants completing Achieving Styles Inventory for dissertation study, May 2004

Over 15% of the respondents completing the ASI inventory ranked competitive leadership as the behavioral skill least called upon to lead a diverse faculty and staff and to manage board relationships. As discussed earlier, primarily because the African American women in this study do not view competition in the traditional sense, where one is trying to out perform someone else, or create a win-lose situation.

The behavioral skills related to personal, social and entrusting styles are termed the instrumental set of the Connective Leadership model, and are thought to be the most crucial to “knitting groups of leaders with distinct missions and diverse constituents into mutually enhancing coalitions” (Lipman -Bluman, 1996, p.194). The author concludes that instrumental leaders focus more on the connections rather than the chasms between people. Where others only perceive discord, they see the relationship between ideologies and the mutuality between seemingly divergent groups, calculating everyone’s usefulness, including their own in order to reach their goals. Instrumental leaders are thought to possess the ability to bend their personalities and talents, their achievements, as well as their relationships with family, friends, colleagues, and casual acquaintances, into instruments for new accomplishments (Ibid, p.194).

#### **IMPLICATIONS FOR FUTURE AFRICAN AMERICAN FEMALE LEADERS**

The researcher selected the Connective Model because of its ability to help portray how people go about achieving their goals, the means that people use to accomplish their objectives. The model helps reveal implementation strategies, personal technologies, or the methods leaders learn throughout their development to accomplish the goals of the institution. One intriguing fact regarding leadership behaviors, as discussed by the author, is that most people repeatedly draw upon the same two or three combinations of behaviors, even when they are less effective in helping to accomplish their goals. The final and most important factor regarding this model is that most of the behavior styles are usually learned early in life and

reinforced by a lifetime of success or failures. Because these behaviors are learned, they can also be unlearned, altered, and expanded to increase their effectiveness Lipman-Bluman 1996, p.114.

This model allowed the researcher to highlight a pattern of leadership behaviors utilized by both the comparative group and the African American female study group. The combinations of behavioral styles called upon by African American women employed as CEOs are effective in helping them to accomplish their tasks once selected for the position, but may not be the best way to communicate skills during a hiring interview to a prospective Board of Trustee for the position of CEO. As demonstrated below, each group prefers a pattern of operation that is in direct contrast to the other. Statham (1987) found in her research that applicants communicating preference for the “person-oriented” style instead of the “task-oriented” style and women disclaiming the authoritarian style may not be a good advertisement to potential employers. This may be especially relevant when times are hard and companies are very concerned with the bottom line and getting the task done.

**Table 27**

**COMPARATIVE TABLES OF BEHAVIORAL LEADERSHIP STYLES**  
**Behavioral Leadership Styles**                      **Behavioral Leadership Styles**  
**Comparative Group**                                      **AAF CEOs**

<b>Intrinsic</b> Excels Independently	<b>Collaborative</b> Joins Forces
<b>Power</b> Takes Charge	<b>Contributory</b> Helps
Lower levels of <b>Collaborative, Contributory &amp; Vicarious</b> Mentors	Lower levels of <b>Vicarious, Intrinsic &amp; Social</b> Networks

Blumen, J.L. 1996. The Connective Edge: Leading in an Interdependent World., p. 268, and data collected for dissertation study, August, 2004.

This data may offer schools of education and executive leadership training programs additional insight into developmental needs of African American female students. Prospective leaders may have to adjust their personal profiles to include specific areas related to intrinsic and power behaviors. Interview coaches may need to help African American women adjust their interview responses to reflect their educational accomplishments and philosophy in a more task oriented manner.

A second implication related to this model deals with the issue of competition. This framework helped to highlight differences related to competitive leadership behaviors. Participants interviewed for this study expressed major differences in the way they define and experience competition as defined by the Connective model. The researcher suggests that this is another area that graduate education program should explore and address with their students. It would be beneficial for African American females to review their competitive leadership behaviors to determine how often they utilize them and in what context. Students may find that they will need to adjust how they view and utilize this behavior in order to move into



the executive office.

## **BOARD RELATIONS**

Respondent one spoke extensively on the subject Board relations and shared a wealth of knowledge on how to interact with Board members. She encouraged future leaders to consider first and foremost, whether or not a “fit” exists in educational philosophy related to the institutional vision, values, and accountability measures, before accepting the position. Once selected, it is the responsibility of the CEO to understand the needs and expectations of their boards. According to Respondent one, future leaders should:

1. Work to keep their Boards informed of issues affecting the college
2. Provide accurate data for policy development, be available to address questions and concerns, and,
3. Maximize evaluations to ascertain changes in goals or performance plan.

The respondents acknowledged that it is the responsibility of the Board of Trustees to hire presidents, chancellors and provosts for two-year institutions. While the respondents expressed some theories to explain why thirty-two states do not employ an African American female, they expressed that they were not in a position to measure or to change the hiring process. However, they would advise future candidates to seek out institutions where the Board members are accepting of them. They also acknowledged that there will be cases where an African American female

will not be a fit for an institution because of her race or gender. They advised that candidates should avoid such locations. Their overwhelming message to governing boards is that African American women can be effective chief executive officers and provide strong leadership for community colleges.

In sum, the strategies most often utilized by African American CEOs to lead a diverse faculty and staff, and to manage board relations, as distilled by the researcher from the qualitative interviews are as follows:

1. Work with/through individuals; relate to their interests, try to connect with them on projects meaningful to their interests.
2. Communicate, listen and try to understanding where other people are coming from, try to understand their agenda (s).
3. Work with people on teams; put forth a team effort by informing; inclusion; and respecting the expectations of your board and faculty.
4. Utilize evaluations to improve self and others.
5. Be the first one to arrive to office, and often the last to leave; be prepared with information by doing your homework, and, work hard to possess a real understanding of the institution and where it needs to be.

African American women will always have to prove their capabilities and work harder than their counterparts. This is just a fact of life.

## **LIMITED NUMBER OF AFRICAN AMERICAN FEMALE CHIEF EXECUTIVE OFFICERS**

People have bought into the idea that minorities can't contribute in this area.

That's a problem I see that, at some point, we've got to deal with head on,  
Hamilton, 2004.

Each of the interview participants shared that they were surprised to learn of the low number of African American females employed as CEOs at our nation's two-year colleges. Respondent one noted that it would be easy to associate the causes of the low number of African American women in community college CEO positions on racism and sexism but that we just do not have enough data to support those claims. While these factors may play a major role in the lack of promotion of African American females to the oval office, the aim of this study is to provide voice to the women who are currently serving in this leadership position as a way of conveying insight for improving the community college landscape for future leaders. However these issues continued to present themselves in the literature and during the interviews. Respondent two expressed that African American women are at the bottom of the selection chain when trustees select an executive to lead one of our nation's two-year colleges because of negative stereotypes.

In order to improve our academic workplaces, issues related to the recruitment, selection, and retention of minority individuals must be addressed. The literature is rife with discussions related to the disparity of the hiring of minority individuals. To this aim, we must address biases in the hiring process of

administrators and faculty. Questions related to racism and sexism have been debated and studied for decades, with limited progress; however the field of community college leadership is breaking barriers and promoting women in record numbers. Still, African American women fear they are not getting the opportunities to move into executive leadership positions, according to their expertise, population, and student demographics.

### **Pipeline or Dissonance Issue**

The *Journal of Blacks in Higher Education* (January, 2005, Issue 45) reported that the number of African Americans earning doctoral degrees reached an all-time high in 2003. But there continues to be wide differences among blacks and whites in terms of the academic fields in which they earn doctorates. For instance, 43.5% of all doctorates awarded to African Americans in 2003 were in the field of education. In contrast, only 19.3 percent of doctorates earned by whites were in this discipline. This large percentage of all black doctorates in the field of education has existed for decades with only minor fluctuations. Are blacks practicing academic and career suicide by selecting education as their primary field of study? Should colleges intervene and promote more diversification in academic fields selected by their African American students? Is this a contributing factor to what is perceived as a “pipeline issue,” not enough African Americans with doctorates in competitive fields of study?

Over a decade ago, Tannen (1994, p.133) wrote that “many earnest executives sincerely believe that there is no glass ceiling but only a pipeline problem.” The

pipeline theory posits that when women have been in the organization or the field long enough to work their way up, some will reach positions at the top. However, Tannen emphasized that the longer this situation exists the less tenable the pipeline theory becomes. Respondent three, concurs with Tannen's view of the pipeline theory through her shared belief that,

...African American women have been in the education institutions in sufficient numbers for someone to be interested in and qualified for those positions...

According to Hamilton (2004) in the article, "*Faculty Science Positions Continue to Elude Women of Color*," the pool of qualified women is not limited. Instead the number of PhD recipients has grown dramatically from 1983 to 2002, even in the hard sciences. She argues that hiring remains the stumbling block.

The gender disparities in the hiring of recent PhD recipients are startling in certain fields. In biological sciences, for example, women were 44.7 percent of the doctoral recipients between 1993 and 2002, but only 30.2 percent of the assistant professor hires. White males, meanwhile, got 43.2 percent of the doctorates and 55.4 percent of the jobs (Hamilton, 2004, p.39).

With such a high number of African Americans obtaining the basic criteria for entry to administrative and faculty positions, the following questions remain: Why is the process related to the hiring of minority executives and faculty so problematic? Is racism and sexism really dominating the culture of our institutions relative to their hiring and promotion? According to Wheeler & Fiske (2005), prejudice has been a natural part of human life since the beginning of time:

When humans left their birthplace in Eastern Africa, the separate groups tended to keep to themselves. When a stranger, usually someone hunting for food, wandered into their hunting grounds, they could allow the rational part of the brain to assess the situation carefully or let the primitive, vigilant part of the brain take over, identifying the newcomer as a potentially dangerous outsider and attacking him or her. The latter option increased the group's likelihood of survival, so it became the norm (Psychological Science, vol. 16, 1, p.56).

They conclude that “we, the descendants of such people, inherited our genetically based brain modules, which reflexively classify people as like me or unlike me.” (Ibid, p.56).

This new research reinforces the old idea that whites may subconsciously attach negative attributes to African Americans. According to the study, when faces of African Americans were flashed before white participants for 30 milliseconds—so quickly that only the subconscious could see them—researchers typically saw a spike in activity in the amygdala, a part of the brain that is the source of wariness and vigilance. But when white volunteers saw the African-American faces for 525 milliseconds, there was greater activity in the prefrontal cortex and the anterior cingulate—regions of the brain that are associated with higher thought and control of reflexive responses. The research concludes that the rational part of the brain can combat the subconscious prejudice the amygdala causes, “if people have a chance, they can modify or override their emotional responses with the *cognitive regions* of their brain. (Ibid).

Festinger’s (1957) theory of cognitive dissonance supports the fact that there is

a tendency for individuals to seek consistency among their cognitions (i.e. world views, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance. In the case of a discrepancy between attitudes and behavior, it is most likely that the attitude will change to accommodate the behavior. Dissonance occurs most often in situations where an individual must choose between two incompatible beliefs or actions. The greatest dissonance is created when the two alternatives are equally attractive (Behm & Cohen, 1962). Festinger's (1957) research concludes that attitude change is more likely in the direction of less incentive, since this results in lower dissonance. Dissonance theory applies to all situations involving attitude formation and change. It is especially relevant to decision-making and problem-solving. The researcher added this data from Wheeler & Fiske (2005); and Festinger (1957), to this discussion to suggest that community college leaders need to expand beyond basic training programs to advance diversity issues. This data suggests that much more therapeutic intervention is needed to address cognitive issues affecting individual biases toward people who are unlike the majority population.

This study has attempted to make clear that individual behaviors are the foundation of policy development within our two-year institutions. In order to make effective and positive change we must work through individuals to educate and combat biases that are preventing two-year institutions in over thirty-two states from making the oval offices of their institutions accessible to African American women. Additional research is needed to study this phenomenon, but we also need to adapt

present day training programs to include information on how the cognitive messages imbedded in our culture and in our perceptions affect the way community colleges recruit, hire and promote people who are unlike the majority population.

Likewise, the researcher acknowledges that change is difficult, and that there are a number of factors complicating the employment process for African American female executives. In addition to issues related to biases, African American women have different world views and ways of communicating that appear incongruous to the pre-determined needs of hiring boards.

## **RESEARCH NEEDS**

Dr. Evelyn Hammonds, the fourth African American woman to achieve the rank of full professor in Harvard's Faculty of Arts and Sciences has been advocating for years for more information on women of color in the sciences.

In terms of the quantitative work that needs to be done to build better tracking systems, in terms of the qualitative and historical analyses, we have nothing comparable to the kind of historical analysis that's been done of the history of women in science —and by that, what's meant is the history of White women, not the history of African American women and women of color, that will allow us to say we know something about why this is happening, we're just at the beginning. They could have been collecting this data all along... it's appalling that her study may be the first to make a serious attempt to disaggregate data on women and women of color. A study of this importance should not fall to a lone chemistry professor at the University of Oklahoma. That produces a significant gap in our knowledge -- there's just too much we don't know about how gender and race work together to produce marginalization (Hamilton, 2004, p.12).

The interview protocol guiding this study, questioned the participants about their feelings regarding this issue (the collection, aggregation, and dissemination of



data about African American females in the field of higher education and community college leadership). The respondents agreed that it would be a good policy for research organizations like the American Council on Education, American Association of Community Colleges, and the Chronicle of Higher Education to begin a practice of breaking out data for all ethnic and gender groups. One respondent reflected that the numbers might be too limited for such organizations to expend the time and money.

The literature makes clear that individuals are tied to their past lives, and that prior experience of their families, communities, and cultural scripts impact their decision-making abilities within the workplace. Tannen (1994) posits that:

...when someone takes a job, they are entering a world that is already functioning, with its own characteristic style already in place. While there are many influences such as regional background, the type of industry involved, whether it is a family business or a large corporation, in general, workplaces that have previously had men in positions of power have already established male-style interaction as the norm. In that sense, women, and others whose styles are different, are not starting out equal, but are at a disadvantage (p.24).

A range of initiatives have been developed within diverse institutions of higher education to combat past cultural scripts or what Stewart (2004) terms as “bias” (Chronicle of Higher Education, Vol. 51, p.A8). The University of Michigan developed an initiative to help combat bias among hiring committees by distributing sociological studies to faculty members in the sciences and engineering departments. They found that bias happens even when people don’t intend it. The second phase of the initiative enlisted senior professors in the disciplines to conduct ongoing

workshops for their colleagues on how to avoid bias. The workshops addressed focusing on applicants' professional characteristics versus their personal characteristics. Second, search committees were asked to rate finalists specific criteria related to teaching and research, as opposed to gender impressions (ibid, p.A8). As a result, the departments experienced a 26 percent increase in the hiring of female professors for the 2003-2004 academic year. Without question, one of the most pressing items on the agenda for research in higher education is the need to delineate in African American women's own terms the experience of their pathway to leadership positions.

Especially since African American women are making up a large part of the student population, and we hope, will one day be in those leadership positions, they need to have that history, and understand what went on before them (Respondent 2).

This examination into the leadership behaviors and attributes of African American females indicates that the inclusion of African American women's experiences brings a new developmental understanding of *relational* and *competitive* leadership that may expand our discussions on these behaviors to include more diverse definitions, and ways of relating to diverse constituents. The concept of leadership expanding to include the experience of interconnection, that “connectivity to the earth, and to the world around them,” (Respondent 1), adds new dimensions and ways of solving complex problems.

This study concludes that despite African American female's educational preparation, professional performance, leadership styles, commitment to scholarship,

and history of having worked tirelessly to build our two-year educational institutions, the status quo, in their theories of leadership development, continues to devalue African American females and the level of care they bring to all of our institutions.

### **CHALLENGES FACED BY AFRICAN AMERICAN WOMEN IN COMMUNITY COLLEGE LEADERSHIP POSITIONS**

The evidence is clear that there are individuals who do not wish to see African American women advance. It may be that the presence of African American females in their work lives is a complication they did not bargain for when they chose their life's work, as noted by Tannen (1994). She asserts that some individuals may see every African American female who fills a job in their field as taking that job from a man (rather than seeing half the men in their field as taking jobs that should have gone to qualified African American female. Furthermore, many people feel that African American women do not belong in positions of authority. To combat this limited way of thinking, the actions taken by Dr. George Vaughn and the American Association of Community Colleges and Dr. Kay McClenney advocate for increasing diversity within the community college system. They represent the many people in higher education who are working for positive change and sincerely want to see more African American women and others advance..

### **Marginal Numbers of African American Women in CEO Positions**

Table 28 presents specific demographic data for the 32 states in which there is no African American female CEO.

**Table 28****STATES WITHOUT AFRICAN AMERICAN FEMALES AS COMMUNITY COLLEGE CEOs  
2005-2006 ACADEMIC YEAR**

1. Alaska	2. Arizona	3. Arkansas
4. Colorado	5. Delaware	6. District of Columbia
7. Hawaii	8. Idaho	9. Indiana
10. Iowa	11. Kansas	12. Maine
13. Maryland	14. Massachusetts	15. Michigan
16. Minnesota	17. Missouri	18. Montana
19. Nebraska	20. New Hampshire	21. New Jersey
22. New Mexico	23. North Carolina	24. North Dakota
25. Oklahoma	26. Oregon	27. Pennsylvania
28. Rhode Island	29. South Dakota	30. Tennessee
31. Utah	32. Vermont	33. Wisconsin
35. Wyoming		

Note: The information in this table is based on vitae from the Presidential Roundtable, 2005 Directory of African American CEOs.

The chronicles of African American women involvement in the community college movement as students and administrators, along with current demographics related to African American female CEOs, serve as evidence that African American women are more than qualified to assist in the development of a new and diverse cadre of community college leaders. Yet, trustees of community colleges, who are responsible for hiring the president, chancellor, or provost are often reluctant to hire an African American female as demonstrated by the low number of existing AA female CEO's of community college (total is 37 out of 1,173 community college, as of October, 2004).

Beavers, professor of English and director of the Afro-American studies program at the University of Pennsylvania, sums up the critical point of this study when he concluded that,

There are all kinds of black scholars... who can ... flourish [in CEO and faculty positions]. When you don't cast the net broadly enough, then yes, you will have a limited pool. Every school that has ever made serious gains in minority [administrators] or faculty, it came from the [top]. If they push it, things happen. If they don't push it, nothing happens (Daily Pennsylvanian, 12-7-04).

#### **SUCCESSION OF AFRICAN AMERICAN FEMALE CHIEF EXECUTIVE OFFICERS**

When this study began in 2003, there were forty African American female CEOs serving in our nation's recognized community colleges. A lot of changes have occurred within the African American female presidential ranks, according to the Roundtable Directory 2005. The researcher revisited the Directory and found that in 2006 the number of African American female CEOs is less than forty. During the 2005 academic year, the researcher found that one African American female president passed away and was succeeded by a man. A second African American female president moved to a different field, and was succeeded by a man. A third moved to another college, and was succeeded by a man. A fourth, African American female president retired, and was succeeded by another woman, but not an African American. As the 2006 academic year gets underway, the researcher found that the two African American females holding leadership positions in Georgia during the 2003 academic year were no longer there; in Michigan, two African American females were also lost and, the only African American female president in North Carolina is no longer employed at the community college found in the original data, along with the president at Los Angeles City Community College. Longtime president of Parkland Community College will be retiring June 2006, her successor is

not female nor African American.

The good news is that the state of Georgia appointed Brenda Jones, an African American woman as president, while the state of Nevada moved from our list of states with no African American president, after appointing Kathryn Jeffery as chief campus administrator. There were also two promotions: Constance Carroll was promoted to Chancellor and Francis White was promoted to Superintendent, both in the state of California. There were four other new appointments of African American women at the presidential level including Jackie Fisher in California; Grace Jones in Connecticut; Jennifer Wimbish in Texas; and Mildred Olle in Washington. At the level of provost, Hortense Hilton was appointed in the state of Virginia; and at the level of chancellor, Margaret Montgomery Richard was appointed in the state of Louisiana. In addition, three additional presidents transferred to other community colleges.

Despite the new appointments, the number of African American female CEOs for the 2006 academic year is still just below forty—there are thirty-seven African American female CEOs according to the Presidents' Round Table Directory (2005) and various community colleges' websites (2006). This data may lead one to ask whether non-African American female community college executives leave community college leadership positions at a similar rate. The researcher compared the data on African American female CEOs to career information on college presidents for the 2001 academic year, as reported in the *Chronicle of Higher Education*. Findings from the 2001 data on the average length of tenure for

community college executives revealed that: 28% of presidents were in their current positions for 6-10 years; 14 % remained in the same position for 11 to 15 years; 10% were in their current position for 1 year. The median number of years in the current position was noted as five years (p. 22).

**Table 29**

**AFRICAN AMERICAN FEMALE CEOs YEARS IN CURRENT POSITIONS: 2006**

# of AAF CEOs	Years in Current Position
2	16 or More
5	11 to 15 Years
6	6 to 10 Years
17	Up to 5 Years
7	Data not available
<b>37</b>	<b>Total</b>

Based on data collected from college websites or telephone survey, April 2006

All of the CEOs participating in the oral interviews were asked if they thought they would be succeeded by another African American female, and whether or not they would advocate for such to happen. They all responded that they would advocate for another African American female provided that she was qualified for the position.

I most importantly would be an advocate for the person that I think could do the best job (Respondent 1).

I would, providing that she is qualified for the position because I don't advocate, OK, let's just get an African American female to get one (Respondent 2).

... absolutely if it's the right person and if they are strong enough to handle the job (Respondent 3).

Only one of the respondent shared that she thought it would be good for her campus and students to have another African American [female] to succeed her.

... I do think it would be a good ideal because on this campus it has been very positive to have me in a leadership position for the students (Respondent 2).

And finally, respondent three, shared,

...the issue isn't necessarily having an African American female follow me, the issue is having somebody follow me who is going to take care of those students the way they need to be taken care of.

As an aspiring CEO, the researcher was initially disturbed by the finding that the respondents were not necessarily willing to be advocates for other African American female candidates. However, upon further analysis, the researcher considered that the participants may be acting out cultural scripts as described by Tannen (1994),

when women are in positions of authority, in fields dominated by men, they are judged as women. All women are implicated by what she does (p.201).

In contrast, "when men are in positions of authority, they are judged as the boss" (ibid, p.201). Tannen concludes that women in positions of authority face a special challenge. Society's expectations for how a person in authority should behave are at odds with expectations for how a woman should behave. Our participants are models of this dichotomy, not only are they challenging the scripts of how women in authority behave, they are also challenging how they should look.



## Qualifications of African American Women

The evidence clearly shows that a wide range of African American women possess the education and the experience to move into the oval office. The literature indicates that in terms of qualifications, in the area of education, African American females in the position of CEO are more likely to have earned a PhD than other CEOs.

**Table 30**

COMPARISON OF PERCENT OF HIGHEST EARNED DEGREE HELD BY PRESIDENTS OF TWO-YEAR COLLEGES			
Educational Background	2003 AAF Total	Percentage	2001 All Percentage
Ph.D.	20	50%	45.9%
Ed.D.	18	45%	41.9%
J.D	1	.025%	2.0%
M.A/M.S.	2	.050%	8.9%
Unknown/Other	4	10%	1.2%

Note: The information in this table is based on vitae from the Presidential Roundtable, 2003 Directory of African American CEOs.

In the area of experience, the majority of African American female CEOs held the position of vice president of Academic Affairs prior to their first appointment to president.

**Table 31**

<b>POSITIONS HELD IMMEDIATELY PRIOR TO FIRST APPOINTMENT TO A PRESIDENTIAL LEVEL POSITION</b>		
<b>Number</b>	<b>Percent</b>	<b>Positions</b>
9	22.5%	Vice president, academic affairs
6	15%	Dean
5	12.5%	Vice chancellor
3	.075%	Executive vice president
3	.075%	District management
3	.075%	Mid-level management (Director, Coordinator)
2	0.05%	Interim chancellor
2	0.05%	Vice president, planning & college relations
1	0.025%	Interim president
1	0.025%	Assistant provost
1	0.025%	Business & Industry
4	10%	Unknown
Total	40	100%

Note: The information in this table is based on vitae from the Presidential Roundtable, 2003 Directory of African American CEOs.

Respondent one spoke of this in her interview, when she mentioned that women are more likely to have gained more experience than their male counterparts:

I think women tend to gain more experience, spend more time getting prepared, and they are far more ready sometimes than they think they are, because they have already put in a lot of time in the various levels.

Whatever the reason, the number of African American women receiving appointments to the position of Chief Executive Officer is on the decline, not on the incline. With the office of Trustee being one that is most often an elected or appointed position that carries a term limit, our community college systems are suffering from a framework that makes it difficult for them to solve the issue of leadership succession. Developing successors is an important mechanism for ensuring

the long-term success of our community college systems. Anita Roddick, founder of the Body Shop, asserts views on succession that offer an important lesson to community college policy makers:

What I am trying to do in my company at the moment is to push it away from being personalized by me, as the [sole] visionary leader. I have to go through another decade of really planned thinking of how the leadership can be [extended to others] in the company....You've got to do it! There's no 'How will you? How can you?' You just do it (Lipman-Bluman, 1996, pgs.188-189).

If governing boards are going to meet their social, legal, economic, educational and political obligations, they must begin to address the issue of succession. And if they are going to provide an educational climate where students are represented with models of all racial and ethnic groups, they must promote more African American females to the rank of CEO.

## **CONCLUSION**

History proves that there are measures that African American women can take to deconstruct the myths circulating among governing boards, related to their readiness and qualifications for the position of chief executive officer. To begin, individuals associated with community college life should encourage voter-participation. One of the overriding themes of the literature review is that higher education is political. Based on the fact that governing boards are either elected or appointed, community college leadership positions are tied to the electoral process. Individuals interested in changing the diversity make-up of community college leaders, must address the issue of political patronage, as one way to ensure that the

needs of community colleges are addressed by competent professionals.

Although, the majority of states without an African American female president have a Republican governor, the literature demonstrates that this fact alone does not prevent African American women from securing presidencies in these states, as indicated by the political breakdown of the states with African American women employed as CEO (8 Democrats, 8 Republicans). If provided with the proper information and political lobbying, these states can become more inclusive in their selection of community college presidents.

Challenges remain for African American women despite diversity programs. While some African American women feel that diversity policies have been successful, most feel that these policies are not effective in helping to create inclusive environments. According to Catalyst (2004), sixty percent of African American respondents reported that diversity programs fail to address racism against members of their racial/ethnic group and, view their opportunities for advancement as declining over time.

In an effort to address the weaknesses of some of our current diversity programs, the researcher recommends the following strategies based on the findings from this study:

First, a salaried director, staff position should be established within the American Association of Community Colleges - National Association of Black American Affairs, to address diversity and equity issues. This person should be encouraged to advocate for improved placements and working conditions for African American female administrators.

Second, African American women need to increase awareness of their leadership credentials by highlighting and promoting their leadership history. All of the respondents felt that schools of education should do a better job of teaching the leadership history of African American females. To address this need within the field, a panel of African American women should be appointed to serve as spokespersons for equity and diversity issues among the governing boards located throughout the United States. In addition, a speaker's bureau, representing African American female CEOs should be established. Their primary task would be to make presentations on the leadership history of African American women. As these types of presentations grow in number, a dialogue becomes possible. Until we address these issues publicly and with the proper audiences, improved communications and understanding will not be possible.

A third and final project should consist of student interns (i.e. service learning project or grow-your-own projects) to assist in the development of research initiatives to educate, advocate, and implement equity and diversity projects across the country. This group would focus on community initiatives and would be encouraged to use creative presentations/expressions to share the leadership history of African American women and other women of color.

The projects listed above are suggested as methods to address the cognitive landscape associated with the hiring bias practiced by members of our community college systems. More initiatives are needed from key leadership organizations at the national, state, and local level to address the negative stereotypes associated with African American women by hiring boards.

Employee Assistance Programs (EAPs) are found on nearly every community college campus in the United States and many are under utilized. The researcher believes that these programs might be a key link to strengthening diversity programs. In addition to providing diversity trainings/workshops, decision-makers should look to their EAP professionals to design programs to address more complex cognitive issues related to diversity and equity.

Finally, community colleges should aggressively institute into their professional development programs, learning tools highlighting the histories of their student populations (e.g., Asian, African American, Indian, and European history). All of the respondents concluded that it is the responsibility and obligation of everyone working within the field of community college leadership to promote and to provide a multifaceted community of students and professionals. Acknowledging that there is still much to be shared and learned about our cultures and differences, community colleges should continue to be at the center of these developments. In sum, Respondent one shared that she believes the future community college landscape is full of opportunities for African American women who prepare themselves; while respondent three, shared that the opportunities are there but African American women must seek them out. We applaud our current leadership for the work that has been done to improve the diversification of faculty and administrators within our two-year colleges. The researcher hopes that the experiences shared by these women will help to expand the dialogue on how to prepare future leaders who will embrace diversity as strength, in a position that is very complex and draws on many leadership talents.

Even still, the statistical data presented in this study demonstrated that African American females possess the behavioral leadership skills, pedigree, fortitude, and love for students to reside in greater numbers, in the oval offices of our nation's two-year colleges. "There is hope, African American women must continue to share their stories, even if they are war stories—the pathway to the presidency is not an easy

journey, but future leaders can get through it...” (Respondent two).

The participants provided stories of encouragement and support for future leaders. By modeling themes of leadership and Africana feminism, they demonstrated through shared experiences their courage, faith, and history related to educating all citizens.

### **RECOMMENDATIONS FOR FURTHER STUDY**

- I. Additional studies are needed to further explore the processes and attitudes surrounding the recruitment and hiring of African American females to the position of CEO. Longitudinal studies should look for patterns to determine: 1) if African American women are applying for CEO positions; 2) levels of experience; and outcomes. If biases in hiring practices are detected, this data should be identified and highlighted for further prescriptive actions. If applicants are not meeting qualifications for positions, this data should be used to design or restructure executive training and graduate education programs.
- II. Longitudinal studies regarding the hiring and promotion of African American females should examine whether differences in communication and behavioral leadership styles are inhibiting equal access to the oval office.
- III. Graduate education programs, including master and doctoral level programs are key links to helping students prepare for the professional world. The participants in this study were asked to give their view on the importance of theoretical education versus practical, field-based education; the respondents

credited the networking, academic rigor and field based experiences as being instrumental in helping them to actualize a presidency. Since eight of the current African American CEOs matriculated through the same graduate education program, this program and others should be studied to gain additional insight into methods that are instrumental in helping students to prepare for a CEO level position. Graduate education programs should address differences in communication and leadership styles between genders and cultural groups. This process should help all parties understand the dynamics that may be positively or negatively impacting success. Students should be encouraged to train themselves to identify gender differences and to model career interviewing strategies to address the gender of the hiring boards.

- IV. Are African American females a significant percentage of students revolving through the doors of our community college systems? More research is needed to determine if the limited number of African American female role models is having a negative impact on African American female students, who make up a very significant percentage of our community college student body.
- V. The research literature demonstrates that the media plays a major role in disseminating perceptions regarding various ethnic groups; more research is needed to determine what impact the media has on members of community college governing boards as it relates to hiring an African American female to



lead the institutions that they represent. Findings from this research should be presented to decision makers within the media industry to encourage partnerships to promote educational programming to address negative stereotyping and other diversity issues.

- VI. Finally, all of the interviewees raised questions about whether or not marital status impacted an African American woman's decision to pursue a presidency and whether or not the marital status impacted the Board's decision to employ a single African American female in the capacity of CEO. Further studies should seek to determine if single women are being overlooked for opportunities for employment at the presidential level of community colleges due to biases against unmarried executives.

## **APPENDICES**



OFFICE OF RESEARCH SUPPORT & COMPLIANCE

THE UNIVERSITY OF TEXAS AT AUSTIN

P.O. Box 426, Austin, Texas 78713-0426 • FAX (512) 477-8873  
North Office Building 4 Suite 5.200 • Mail code 45200

Date: 12/18/2003

PI's: Penny L Logan

Department & Mail Code:

Dear: Penny L Logan

IRB APPROVAL - IRB Protocol # 2003-12-0013

Title: A Study of the Pathway to Community College Presidency for African American Women: An Oral History

In accordance with Federal Regulations for review of research protocols, the Institutional Review Board has reviewed the above referenced protocol and found that it met approval under an Expedited category for the following period of time:

Your study has been approved from 12/18/2003 - 12/18/2004

Expedited category of approval:

- (1) ☐ Clinical studies of drugs and medical devices only when condition (a) or (b) is met. (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.) (b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared approved for marketing and the medical device is being used in accordance with its cleared approved labeling.
- (2) ☐ Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: (a) from healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or (b) from other adults and children<sup>2</sup>, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.
- (3) ☐ Prospective collection of biological specimens for research purposes by Non-invasive means. Examples: (a) hair and nail clippings in a non-disfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) un-cannulated saliva collected either in an un-stimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

- (4) ☐ Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications). Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- (5) ☐ Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt).
- (6) ☒ Collection of data from voice, video, digital, or image recordings made for research purposes.
- (7) ☒ Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt).
- (8) ☐ Continuing review of research previously approved by the convened IRB as follows: (a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or (b) where no subjects have been enrolled and no additional risks have been identified; or (c) where the remaining research activities are limited to data analysis.
- (9) ☐ Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two through eight do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

**\* Please use the attached approved informed consent**

**\_\_\_\_ You have been granted Waiver of Documentation of Consent**

**According to 45 CFR 46.117, an IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either:**

\_\_\_\_ The research presents no more than minimal risk      **AND**

\_\_\_\_ The research involves procedures that do not require written consent when performed outside of a research setting

**or**

**45 CFR 46.117(c)(2)**

\_\_\_\_ The principal risks are those associated with a breach of confidentiality concerning the subject's participation in the research      **AND**

\_\_\_\_ The consent document is the only record linking the subject with the research

**45 CFR 46.117(c)(1)**

Approval dates: 12/18/2003 - 12/18/2004

Protocol # 2003-12-0013

\_\_\_\_ You have been granted Waiver of Informed Consent

According to 45 CFR 46.116(d), an IRB may waive or alter some or all of the requirements for Informed consent if:

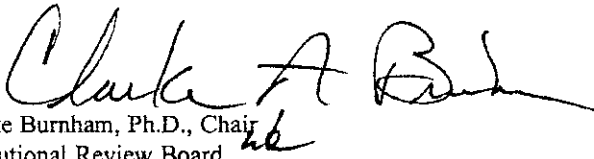
- \_\_\_\_ The research presents no more than minimal risk to subjects;
- \_\_\_\_ The waiver will not adversely affect the rights and welfare of subjects;
- \_\_\_\_ The research could not practicably be carried out without the waiver; and
- \_\_\_\_ Whenever appropriate, the subjects will be provided with additional pertinent information after they have participated in the study.

**RESPONSIBILITIES OF PRINCIPAL INVESTIGATOR FOR ONGOING PROTOCOLS:**

- (1) Report **immediately** to the IRB any severe adverse reaction or serious problem, whether anticipated or unanticipated.
- (2) Report any significant findings that become known in the course of the research that might affect the willingness of subjects to continue to take part.
- (3) Insure that only persons formally approved by the IRB enroll subjects.
- (4) Use **only** a currently approved consent form (remember approval periods are for 12 months or less).
- (5) **Protect the confidentiality of all personally identifiable information collected and train your staff and collaborators on policies and procedures for ensuring confidentiality of this information.**
- (6) Submit for review and approval by the IRB all modifications to the protocol or consent form(s) prior to the implementation of the change.
- (7) Submit a **Continuing Review Report** for continuing review by the IRB. Federal regulations require **IRB review of on-going projects no less than once a year** (a Continuing Review Report form and reminder letter will be sent to you 2 months before your expiration date). Please note however, that if you do not receive a reminder from this office about your upcoming continuing review, it is the primary responsibility of the PI not to exceed the expiration date in collection of any information. Finally, it is the responsibility of the PI to submit the Continuing Review Report before the expiration period.
- (8) Notify the IRB when the study has been completed and complete the Final Report Form.
- (9) Please help us help you by including the above protocol number on all future correspondence relating to this protocol.

Thank you for your help in this matter.

Sincerely,



Clarke Burnham, Ph.D., Chair  
Institutional Review Board

cc: DRC

## **INFORMED CONSENT TO BE A RESEARCH PARTICIPANT**

### **PURPOSE**

I understand that I am being invited to participate in a doctoral research study. Penny Lee Logan, a graduate student in Educational Administration at University of Texas, Austin, Texas, is conducting the study. The purpose of this study is to highlight the behavioral leadership skills used by African American female community college presidents, to lead a diverse faculty and staff in order to accomplish the mission of their respective colleges, and to manage board relationships.

### **PROCEDURES**

I understand that Ms. Logan will provide an on-line survey, entitled 'Achieving Styles Inventory' for me to complete in approximately ten minutes. The results will be tabulated on a group basis and the results will be provided as part of the findings for her dissertation study.

I may also volunteer to participate in a one hour follow-up interview related to the Inventory and individual leadership skills.

### **RISKS/BENEFITS**

I understand that there are no risks. The primary benefit of my participation in this study is to contribute to the literature that may benefit others. Finally, I will gain additional insight into my behavioral leadership strengths.

### **CONFIDENTIALITY AND PARTICIPATION**

I understand that my participation is voluntary. I am free to terminate my participation at any time without penalty to me. I understand that my name will not be disclosed and I will not be identified in any reports of the findings.

Only the researcher will have access to the data and know the source of the survey interview data. Data will be destroyed at the end of five years.

### **QUESTIONS**

I have had all of my questions pertaining to this study sufficiently answered, and I understand the answers. If I have questions about the research or my rights, I may contact the researcher at (318) 624-3181 or her dissertation advisor, Dr. William Moore at (512) 471-7545.

---

**Signature of Participant**

**Date**

           ***Yes, I would like to participate in follow-up interview.***

**Subject:** Appendix - Permission to use ASI  
**Date:** Thursday, May 18, 2006 2:03 PM  
**From:** plogan9@juno.com <plogan9@juno.com>  
**To:** <sarahj@mail.utexas.edu>  
**Conversation:** Appendix - Permission to use ASI

Dear Penny:

Your project sounds interesting. You have my permission to use the ASI.

Please make arrangements with Nancy Kramer, by new assistant, at the

university. Her e-mail is Nancy.Kramer@cgu.edu <[http://webmaila.juno.com/webmail/8?folder=Inbox&](http://webmaila.juno.com/webmail/8?folder=Inbox&msgNum=00001CW0&block=1&msgNature=all&msgStatus=all&count=1147978928#)

[msgNum=00001CW0&block=1&msgNature=all&msgStatus=all&count=1147978928#](http://webmaila.juno.com/webmail/8?folder=Inbox&msgNum=00001CW0&block=1&msgNature=all&msgStatus=all&count=1147978928#)> ; her phone

is 909/607-9061.

Tell her you are to get the student discount price of \$10/ea. Hope this helps.

Cheers,

Jean Lipman-Blumen

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January 27, 2004

Dr. Patricia W. Nichols, President  
St. Louis Community College at Forest Park  
5600 Oakland Avenue  
St. Louis, Missouri 63110-1393

Dear President Nichols:

My name is Penny Logan and I am currently conducting research for the completion of my doctoral degree in educational administration at the University of Texas at Austin. My dissertation project is entitled, "A Study of the Pathway to Community College Presidency for African American Women: An Oral History". The study begins with a historical profile of African American female pioneers in the community college movement, to include Artemisia Bowden, first president of St. Philip's Community College (1901- 1952), and Lucy C. Laney, founder of Haines Industrial Institute in 1886, to name a few.

During the course of my research, the literature identified forty African American females who are currently top administrators (President, Chancellor, or Provost) at one of the 1,200 community college within the United States. The literature suggests that the reason for this small number is related to apprehension among Board of Trustee members who are not convinced that African American females make good presidents. The goal of my research is to challenge this notion by analyzing the behavioral leadership profile of current African American CEOs, such as you to help highlight the skills used to lead a diverse faculty and staff in order to accomplish the mission of their respective colleges, and to manage board relationships.

**I am writing to ask you to participate in this study by completing an on-line 'Achieving Styles Inventory' developed by Dr. Jean Lipman-Blumen.** The Inventory measures nine behavioral leadership skills under the following categories: Direct (competitive, intrinsic, and power), Instrumental (entrusting, personal, and social), and Relational (collaborative, contributory, and vicarious). **The inventory only takes ten minutes to complete.** No one except you will see your individual scores. Upon completion you will receive a polar graph of your achieving styles and a narrative profile of your behavioral leadership skills.

I will aggregate the final data from all of the respondents to construct a written profile of the behavioral leadership skills of African American female CEOs at two-year colleges. To date, many of the profiles detailing the characteristics of community college presidents do not highlight or profile African American women (Vaughan Career Lifestyle Survey, Chronicle of Higher Education Almanac, and the Profile of American College Presidents).

In closing, I realize that you receive numerous requests to participate in various studies and that your time is valuable and limited. However your assistance is critical to the development of this profile, if is to reflect the results of all forty African American female CEOs. Please help me to construct a written profile of the leadership characteristics of African American female community college presidents.

If you have any questions or concerns regarding the Inventory or this study, you may contact me by e-mail at plogan9 @ juno.com or by phone at 318-624-3181. Or you may contact my dissertation advisor, Dr. William Moore at 512-471-7545.



Thank you in advance for your time and attention into this matter. I have enclosed instructions for the use of the Inventory, along with the required consent form and a self-address envelope for the return of form. If you would like to participate in a follow-up interview regarding the inventory or your leadership skills, please indicate on consent form by checking the box entitled "agree to participate in follow-up interview".

I hope that you will find the results of the Achieving Style Inventory helpful to your professional growth and development.

Sincerely,



Penny Logan  
Doctoral Student

**Group Instructions for taking the L-BL Achieving Styles Inventory (ASI)**

1. Go to [www.achievingstyles.com](http://www.achievingstyles.com)
2. Click on "Use an ASI Inventory online"
3. Click on first button- use inventory as part of pre-paid group
4. A dialogue box will appear: Enter the username and password assigned to your group
5. (lower case):           **Username:** logan                           **Password:** prince
6. Choose Achieving Styles – Individual Inventory
7. You may now complete the Inventory. The inventory will ask for personal and demographic information. There are three sections of the Inventory all need to be completed for data to be analyzed.
8. After the completion of the inventory, click on the box "View your results."
9. Please contact Nancy Kramer at 909-607-9061 for questions or technical help with inventory (please refer to group 456).
10. THANK YOU FOR COMPLETING INVENTORY.....

## **Achieving Styles Inventory (Draft)**

1. For me the most gratifying thing is to have solved a tough problem
2. I get to know important people in order to succeed
3. I achieve my goals through contributing to the success of others
4. For me, winning is the most important thing
5. When I want to achieve something, I look for assistance
6. I work hard to achieve so people will think well of me
7. I want to be the leader
8. More than anything else, I like to take on a challenging task
9. Faced with a task, I prefer a team approach to an individual one
10. I seek out leadership positions
11. Winning in competition is the most thrilling thing I can imagine
12. I feel the successes or failures of those close to me as if they were my own
13. I strive to achieve so that I will be well liked
14. The more competitive the situation, the better I like it
15. Real team effort is the best way for me to get a job done
16. I achieve by guiding others towards their goals
17. For me, the most exciting thing is working on a tough problem
18. I seek guidance when I have a task to accomplish
19. I have a sense of failure when those I care about do poorly
20. I develop some relationships with others to get what I need to succeed
21. I seek positions of authority
22. I am not happy if I don't come out on top in a competitive situation
23. My way of achieving is by coaching others to their own success

24. For me, group effort is the most effective means to accomplishment
25. I look for support from others when undertaking a new task
26. I establish some relationships for the benefits they bring
27. I try to be successful at what I do so that I will be respected
28. I want to take charge when working with others
29. When a loved one succeeds, I also have a sense of accomplishment although I make no direct contribution
30. I strive to achieve in order to gain recognition
31. I look for reassurance from others when making decisions
32. For me, the greatest accomplishment is when the people I love achieve their goals
33. I go out of my way to work on challenging tasks
34. I succeed by taking an active part in helping others achieve success
35. I use my relationships with others to get things done
36. Working with others brings out my best efforts
37. I select competitive situations because I do better when I compete
38. Being the person in charge is exciting to me
39. I work to accomplish my goals to gain the admiration of others
40. I establish a relationship with one person in order to get to know others
41. My way of achieving is by helping others to learn how to get what they want
42. The accomplishments of others give me a feeling of accomplishment as well
43. For me, the greatest satisfaction comes from breaking through to the solution of a new problem
44. When I encounter a difficult problem, I go for help
45. My best achievements come from working with others

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## **VITA**

Penny Lee Logan was born in Detroit, Michigan on July 1, 1962, the daughter of Francis Wilson Logan and John D. Logan. After completing her work at Finney High School, Detroit, Michigan, in 1979, she entered Grambling State University in Grambling, Louisiana. During the summer of 1981, she attended the University of Houston. She received the degree of Bachelor of Arts in Political Science from Grambling State University in December 1982. During the following years she was employed as a community specialist for elected officials, instructor, and substance abuse counselor. In 1989 she established Career World Educational Services to address career education needs among urban youth. In January, 1995, she returned to Grambling State University and completed a Master of Science in Developmental Education (Guidance & Counseling). After which she worked with the Housing Authority, City of Austin, and was recognized in 1996 by KVUE News and the National Association for Housing and Residential Organization (NAHRO) for special programming implemented at seven learning centers. She also served as adult education coordinator for Austin Community College, during her tenure, she was recognized for special literacy assessment and computerized reading program for adults, and for re-entry collaboration with Travis County Correctional Facility. In August 2000, she entered the Graduate School of The University of Texas. In 2003, established JFR Learning Center and Career Institute in Haynesville, Louisiana to help facilitate the creation of employment and life long learning opportunities for rural families.

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