STARTING AT THE TOP: INCREASING AFRICAN AMERICAN FEMALE REPRESENTATION AT HIGHER EDUCATION ADMINISTRATION IN THE UNITED STATES

A doctoral thesis presented

By

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ABSTRACT

The answer towards increasing the presence of African American women in administrative and leadership positions is embedded within the complex organizational dynamics and social cultural of higher education itself. Through a comparative examination of relevant literature against contemporary (Post-Obama era) interviews/survey responses, we may gain further insight into African American women administrators (defined as executive level positions of dean or above) experiences in higher education. The following doctoral thesis presents a brief, yet poignant phenomenological case study of shared ethnic experiences, modern social identity, and higher education administrative culture for three African American women at various higher education institutions in the southeastern corridor of the United States. Thus, the purpose of this study is to explore their experiences and challenges in higher education institutions in order to develop organizational leadership-based strategies to address them. In doing so, this doctoral thesis brings greater understanding towards breaking social, organizational, and representation barriers faced by African American women in higher education today.

Keywords: Higher Education, Intersectionality, Black women, Black Feminism, Reflexivity, Empowerment, Marginalizing, Transformational Leadership
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CHAPTER 1

INTRODUCTION

Statement of Problem Practice

Discrimination or inequalities towards Black women based upon race and gender are illuminated within the general workforce as evidenced by disparity in compensation and underrepresentation in leadership positions (Dey & Hill, 2007). The African American women identity role has been shaped by negative social-ethnic stereotypes. Henderson, Hunter, & Hildreth (2010), stated that “the historical images and worn-out representations of African American women populate the U. S. imagination from the 19th century mammy to welfare queens, matriarchs, and angry, menacing, and unintelligent Black women better known as the “Sapphire” (Bova, 2000; Hill Collins, 1991; Harley, 2008; Smith, 2000). The identity inequities for Black women exist not only between genders, but also between Black women and their white female counterparts as well. According to research conducted by Sanchez-Hucles & Davis (2010), “stereotypes of White women are focused less around individual identity and more around skills, whereas women of color face stereotypes first about identity (Brown, 2007). Women and members of racial minorities confront negative stereotypes, but gender and racial stereotypes may produce main effects that may interact and produce further negative effects (Bowleg, 2008) (p. 174). The negative effects extends into the professional organizational dynamics and occupational opportunities for black women. Sanchez-Hucles & Davis (2010) research notes that “occupational job segregation, pressures to modify sex and occupational roles, different predictors for advancement than African American men, early pressures to work, and negative career expectancies due to racism and sexism (Combs, 2003). African American
women are more likely to experience unfair treatment in training and advancement, disengagement, discrimination, prejudice, and lack of psychosocial and instrumental support (Bova, 2000). These work experiences reduce access to professional networks for African American women leaders (p. 174).

African American women in academe aren’t immune to the above issues. A. C. Collins (2001) states that Black women across higher education are “connected in their struggle to be accepted and respected, and to have a voice in an institution with many views”. As long as certain groups continue to have power and privilege in society based on their social, ethnic, and gender identities, there is growing need for expanding leadership and organizational pathways for negatively impacted groups. In doing so, social perceptions and organizational social constructs can be altered to mirror the ideal educational environments amidst in higher education institutions.

Significance of Research Problem

The great underlining draw of American higher education for Black women is the embedded notion that education is a “great equalizer for upward mobility and acceptance within society” (Lederman, 2013). This idealism is further conveyed throughout higher educational organizations via missions and vision statements. Therefore, the real issue goes beyond diversity; aiming towards creating true empowerment among all populations in the higher educational community. Since the decades following the second wave, the emphasis upon a collective socio-organizational identity has been mentioned regarding building Black women representation in higher education levels (Moses, 1989). In the year 2015, as the representation of Black women in higher education administration remains virtually unchanged, an examination of the “social
constructs, identity work, and organizational factors towards increasing their leadership development” within such institutions should be revisited (Carroll & Levy, 2010; Cross & Staler, 1994).

Jackson (2004) conducted a statistical analysis based upon two data collection cycles of the National Study of Postsecondary Faculty (1993 and 1999) as well as descriptive comparative research literature from leading mixed method studies related to the issue through the key search terminology used: Blacks, administrator (departmental chairs, deans, provost, and vice president), higher education, and postsecondary education. The reports revealed that senior level administrative appointments have gone primarily to White women; thus Black women continue to lag significantly behind White women in holding senior level administrative positions. The statistical analysis provided in the research provides clear quantitative evidence of the proposed issue from various levels and classifications within higher education. For example, Jackson’s (2004) found that “At public institutions, the percentage of both African Americans and Whites represented in executive-level positions decreased during the late 1990’s. The decrease effected African Americans more by reducing their representation to 5.8% in comparison to Whites at 88.2%” (p. 14). With this study, the researcher revisited and built upon Jackson’s findings; bringing forth greater understanding of the issue from additional theoretical perspectives using qualitative research methodology, and Jackson’s (2004) key terms, quantitative data, and relevant case study examples.

In order for higher education in the United States to remain globally relevant, this study supports re-defining organizational processes and social constructs towards diversifying leadership with further inclusion of African American women. In the Journal of Diversity
Management article on university presidents, the data derived from the Wallace et al. (2014) ongoing longitudinal study provides quantifiable evidence regarding current trends in higher education administration. Beginning in 2007–2013, the study indicated that:

- For minority groups, the percent of degree attainment and presidential attainment presents a different picture. For instance, 22 years ago, African Americans represented only 3% of doctoral degree holders. In the present study, they accounted for 10% of presidents.

- African-American and Hispanic females are reaching presidential status approximately one year quicker than white males, which is similar to a finding in an earlier study (Wallace et al., 2009).

At the time of this report (2013), approximately 10.2% (14) of 833 universities had African American female presidents. This represented a slight increase from the 2.1% (13) of 614 universities reported at the beginning of the study in 2007.

**Practical and Intellectual Goals**

The underrepresentation issue surrounding African American female leadership within the higher education institutions is a prime example of democracy not in motion. At the core of the issue is the complexity of intersectionality (as originally defined by Crenshaw (1989) as the “concept that oppressive social systems such as race, class, gender converge; and continuously shape one another” (p. 1246) lending question to the validity of education’s purpose itself. (Crenshaw, 1991). As research suggests that “women and people of color are less likely to get hired into higher ranking, more secure academic positions,” such facts could lead to combative environments regarding both race and gender matters in the hallowed halls in academe (Collins,
As the issues of African American women may differ from their non-Black counterparts, if not addressed and resolved, severe decreases in their representation in higher level academic positions.

While the answer to the problem is complex, gaining greater understanding of the issue is essential. From the literature readings on the issue, relieving some race and gender discrimination within organizations centers upon redefining the continued patriarchal structure (Ferguson, 1984) and “normalizes white, middle-class expectations for communication practice” (Calas & Smircich, 1993) can cause obstacles for this group. As miscommunication patterns persist among ethnic and/or gender minorities and their counterparts, professional gaps persisted as well. This gap seems to weigh heavily in decreasing minority (women and ethnic/non) opportunities to excel into leadership roles in organizations (including education). The issues implied by such patterns are:

- Women/minorities forces adaptation of attributes of the opposite sex/dominant ethnicity for professional achievement.
- Lack of diversity training within organizations
- Reinforced leadership stereotypes

Therefore, the real issue goes beyond just mere diversification, but aims at creating sustainable organizational cultural empowerment strategies among all populations in the higher educational community. As this study considers various resolutions for achieving this goal, changes can begin within organizational culture and structure. In the year 2011, as the Black women representation of Black women in higher education remains virtually unchanged since 1998; Davis, 2009; Holmes et. al 2007;The Unchanging Face of The Ivy League, 2005).
the publishing of Nellie Kay’s (1982) paper, an deeper examination of the social constructs and identity work regarding their leadership development within such institutions should be revisited (Carroll & Levy, 2010; Cross & Staler, 1994).

As the concept of collective identity has been successfully implemented in the political arena; developing one among higher educational leaders could bring forth a more unified experience between diverse groups. Collective identity does not take into consideration differences based on ethnicity, race, and gender (Robnett, 1996). Simply, when Black/minority women are able to equally exchange symbolic and human experiences with white counterparts as well as other minority women, organizational pathways are created; developing true educational truths and closing the hurdles of centuries of socio-economic and racial divides which continue underrepresentation issues in higher education today.

**Summary of Research Questions**

The purpose of this study is to explore African American women administrators’ experiences and challenges in higher education institutions in order to develop organizational leadership-based strategies to address them.

1. What is the identity role of the modern African American woman within higher education?
2. How can African American female higher education administrators overcome pre-existing ethnic and gender barriers within higher education?
3. How are educational organizational leadership cultures affecting African American female opportunities?
4. Subsequently, how can higher education institutions improve the number of African American women in leadership positions?

**Thesis Contents and Organization**

The following doctoral thesis will include the four additional sections: theoretical framework, literature review, research design and discussion of the findings. In the literature review, the researcher shall define several frameworks, which are used to address the problem of practice in question. Although several applicable theories are explored regarding the subject matter, this doctoral thesis will focus primarily on two dominant frameworks: Patricia Hill Collins Black Feminist theory, and Burns Transformational Leadership theory. A broad-based investigation of multiple literature sources builds a multi-facet perspective of ethnic, gender, and organizational challenges faced by African American female educators in the academy. Lastly, a comprehensive historical case study research design that provides contemporary insight to existing research.

**Theoretical Frameworks Explored**

Several theories were examined in the research review process. These frameworks were reviewed in order to assert that the issues surrounding the plight of African American female administrators in higher education span the complex nature of the subject matter itself.

The Social Reproduction theory (also known as the Structuration theory) challenges deficit thinking about “relational action and processes within the social structure (Poole & Hollingshead, 2005, p. 347). Rubin (2011) successfully summarizes Bourdieu's theory of social reproduction as “the relations between social and cultural reproduction and explains how the educational system reproduces intergenerational inequality. The seminal works of Bourdieu
(1973, 1977, 1984) emphasize the ways in which schools reproduce social divisions based on wealth, privilege, and power through the interaction of three sources of capital: economic, cultural, and social. Bourdieu argues that, in addition to economic capital, social classes possess social and cultural capital that are passed from parents to children as particular attitudes, preferences, and behaviors that have differential values (Lamont & Lareau, 1988). Beverly Lindsay (1999) research on three, African American female presidents and one African American provost between (4) universities of approx. 4,000–12,000 students, across (4) different geographical areas, and with diverse institutional structures, polices, program initiatives and missions are impacted by the issues of equity, diversity, and affirmative action while fulfilling their executive level positions (pp. 187–188). Designed along the lines of a descriptive, multiple case study, the researcher incorporates interviews, documentation, and individual institutional profiles towards creating in-depth, modern insight into issues facing African American female executives. The social reproductive factor of the university environment becomes reflected in the various responses of the chief executives themselves.

In understanding the Black Feminist theory’s impact upon African American women participation, research crossed into the Sociological Development theory. The political theories of Weber and Marx are applied to the Sociological Development theory by neo-Weberian approach, because it deals with “power relations in the context of class, the state, cultural interpretation, and so on, can lead to realistic strategies for the empowerment of the less powerful” (Vandergeest & Buttel, 1988, p. 685). While usually applied to study the progression of underdeveloped and developed nations, this theory has been adapted to explain the socialization impact on African American female participation. The sociological development
theory examined the effects of the social oppression on the education and professional achievement for Black women. Yolanda Moses (1989) posits that Black women are members of two populations—women and African Americans—that have been treated in an unjust manner within the higher education system. This is in part due to the effects from “gender and race discrimination that create a double obstacle for Black women (Moses, 1989, p.1). Jackson & O’Callaghan (2009) explored how the socially oppressive barrier known as “the glass ceiling” effected the “career advancement for women and people of color” (p. 460). Through an empirical review of data spanning several disciplines, the researchers were able to create research tools that “measure glass ceiling effects and their causes and origins regarding women and people of color” (Jackson & O’Callaghan, 2009, p. 473). The Jackson & O’Callaghan (2009) study defined the term “glass ceiling” as first coined by Hymowitz and Schellhardt (1986) Wall Street Journal article “to describe the experiences of women in corporate America, since the 1980s the Federal Government has recognized the existence of a glass ceiling which prohibited the advancement of women and people of color, among other disenfranchised groups, in the workplace” (p. 462).

In getting at the essence of the Vygotsky’s Sociological Development theory, we must acknowledge that human beings are shaped by social norms and attitudes. These norms and attitudes play an integral part of the development of their individual/collective social identity. In particular, with the female gender, inferior complexes in prescribed roles have been believed to cause a hindrance in equal social participation. Thus, Vygotsky’s theory makes great use of socio-historical/cultural analysis for viewing past to present educational, social, and political pathways achieved by Black women in higher education and politics (Miller, 2002, p.70; Engels, 1848). When incorporating Vygotsky’s theory, elite institutions could measure the impact of
their symbolic and human mediation upon the minority women towards validating socio-cultural relevance of the learning and socialization process for Black female administrators and students alike. Etter-Lewis (1991) were able to correlate similar, racial and gender background experiences within higher education upon second-generation African American female higher education students. Through the candid interviews, the researcher identifies the pre-conceived mental and social barriers, which are transferred between minority generations, and its lasting effects upon the participant themselves.

McLaren’s Critical Pedagogy (2010) (in affiliation with the Critical Race Theory) provides insight regarding perpetuating educational systems beyond “indoctrination, socialization, or sites of instruction, but as cultural terrains which promote student empowerment and self-transformation” (p. 70). Simply stated, the language, race, social class, and sexuality contexts of educational organizations can differentiate both our experiences and our interpretation of the systematic oppression that can endure for generations. Armed with the evidence of Europeanized historical effects upon the socio-economic systems and their latter influence in education, McLaren (2010) challenges the progressive education system to remove and revamp its standardized qualifications of success for its students and administrators alike. In other words, McLaren asks higher education to create a system free from the biases (perspectives/perceptions) of European and capitalist standards. By doing so, McLaren (2010) suggests not only the cultivation and incorporation of learning methods that speak to the multi-diverse masses, but also a return to what Smith & Bender (2008) refer to as the “deeply moral enterprise” of education itself (Smith & Bender, 2008, p. 54).
Howard-Hamilton (2003) categorized the primary theories facing African American women in academe as “racism, sexism, classism, loneliness, micro-aggressions, marginality syndrome, and the status of outsider within” (Collins, 1990, 1998, 2002; Robinson and Howard-Hamilton, 2000) (p.24). Racism, sexism, and classism are the most associated topics regarding Black women’s ascent into academic leadership positions. The most noted theories utilized to address these categories are Critical Race Theory (CRT) and Black Feminist Theory. According to Villalpando and Bernal (2002), the CRT “framework emphasizes the importance of viewing policies and policy making in the proper historical and cultural context to deconstruct their racialized content” (pp. 244–245).

**Primary Theoretical Frameworks**

As previously stated, several applicable theories are explored regarding this issue. For this doctoral thesis, the two dominant frameworks of preference are: Patricia Hill Collins Black Feminist theory, and Burns Transformational Leadership theory. These frameworks were selected in order to make the conversation surrounding Black women administrators experiences in higher education applicable to all academic stakeholders (and beyond) by reframing the topic as an universal issue facing the academe. In this research study, the Black Feminist theory highlights the on-going issues, while the transformational leadership perspective provides higher education administrations and organizations reasonable immediate solutions for addressing deeply embedded contexts surround the issue.

With the emergence of the feminist era during the second wave, the Black Feminist theory, as most appropriately defined by renowned theorist Patricia Hill Collins (1990, 2000), it encompassed the following four essential themes: “1) Black women empowering themselves by
creating positive self-definitions and self evaluations, 2) Black women dismantling the overarching structure of domination in terms of racial, class, and gender oppression, 3) intertwining intellectual thought and political activism, and 4) recognizing a distinct cultural heritage that gives them energy and skills to resist and transform daily discrimination” (Taylor, 1998, pp. 234–235). Within the political socialization history, the participators of the Black Feminist formula have lead to substantial evolutions in the American educational and political system. These changes have coincided with major political and social tides of this nation.

The history of African American political participation is vital to understanding the unspoken contextual origins of the problem. Ula Taylor's (1998) “The Historical Evolution of Black Feminist Theory and Praxis” was the fundamental background into the historical linkage between social movements and Black feminism. It explains the two pinnacle periods of time in which Black feminism arose. The periods, identified as waves, thoroughly detail the key participants in the development of Black feminism. It depicts the struggle that faced Black women in establishing their political roles. Particularly, the researcher focused on the key reasons why Black feminism needed to be separated from the other concurrent movements of the times. Although the article gave effective with factual detail of the theory, it was only a one side of the history.

Patricia Hill-Collins (1998) It’s All In The Family summarizes the plight of Black women within their ethnic community and other facets of social groups through intersectionality (six distinct dimensions based upon a family hierarchical system” towards defining who they are, (p.63). The article further indicates that the “naturalized value system” adopted through the family system predispositions Black women expect and accept certain social norms in other
aspects of society (Collins, 1998, p. 64). Anderson (1996) notes that while Collins (1990) “intersectionality and matrix of domination” regarding race, gender, and class are widely accepted towards synchronizing their relationships, an alternative view for understanding these concepts is through embeddedness (p. 736). Embeddedness advocates viewing any obstacles faced by Black women related to the concepts of “social identity and social structures as part of “inequality processes, “which” create, sustain, and change systems of social organizations,” (Anderson, 1996, p. 733).

No matter the type of organization, Marquardt (2011) denotes the undeniable impact of “external forces, which either demand adaptation or extinction” (Chapter 1: E-book Location 257-65). Burns (1978) transformational leadership theory offers higher education leadership a tangible avenue for addressing internal organizational practices, performance, and culture. Building upon the leadership theoretical movement of the late 1970’s, Burn’s transformational leadership challenged leaders and stakeholders alike to “raise one another to higher levels of morality and motivation” within their organizational process. Through this theory, leadership becomes social catalyst for internal changes by addressing relational woes. According to Goleman, Boyatzis, and McKee (2003), primal leadership is the ability of leaders “to prime good feelings in those they lead. Goleman et al., (2002) found that leaders who excel in this create what we call resonance—a reservoir of positivism that unleashes the best in people”. Goleman, et al.’s (2003) summary article of what is appropriately known as emotional intelligence (EI) denotes EI relevance in instituting a veritably unbreakable intellectual and emotional bond between a message, communicator, and their audience. For African American women administrators, when higher education leadership adopts a transformational approach to diversity
issues, then the internal social shift as described by Mullings (2000) can occur when: “…social movements in which everyday people, in their own language and from their own experiences, collectively work to change their world” (p. 28). In essence, the transformational theory relational approach challenges leadership to become self-conscious, then intelligent regarding the message dispelled to their organization (audience).

As discussed throughout this chapter, the plight of Black women in academe is significantly different unique from their white counterparts. As the existing research surrounding this issue in higher education is limited, every story, every piece of recorded data matters towards developing permanent social and organizational solutions. Thus, this study’s true relevance is in the ability to provide understanding for current and future African American women, but also assist with facilitating the discussion with our white counterparts.

**Definition of Key Terms**

*Higher education:* (for the purpose of this study) Two- and Four-year institutions that award post-secondary level degrees including: Associate’s, Bachelor’s, Master’s, and terminal degrees

*Intersectionality:* as defined by Patricia Hill Collins (2000) as “particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation.

*African American/Black women:* (Interchangeable throughout this study) Individuals or persons of color who identify as female and black residing in the United States.

*Predominantly White institutions:* institutions of higher education in which Whites account for 50% or greater of the student enrollment.
**Minority-serving institutions:** institutions of higher education that predominantly serve minority populations.

**Elite institutions (inclusive of the Ivy Leagues):** As defined by Merriam–Webster dictionary—a group of long-established eastern United States colleges and universities widely regarded as high in scholastic and social prestige; As stated on the Princeton Campus Companion website, Ivy League is “the name generally applied to eight universities (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale) that over the years have had common interests in scholarship as well as in athletics. Stanley Woodward, New York Herald Tribune sports writer, coined the phrase in the early thirties”.

**Post-Obama era:** Period of time occurring after the first election of President Barack Obama, the first African American President of the United States.

**Black feminism:** (as defined by Patricia Hill Collins, 1990) demonstrates Black women's emerging power as agents of knowledge. By portraying African-American women as self-defined, self-reliant individuals confronting race, gender, and class oppression, Afrocentric feminist thought speaks to the importance that oppression, Afrocentric feminist thought speaks to the importance that knowledge plays in empowering oppressed people. One distinguishing feature of Black feminist thought is its insistence that both the changed consciousness of individuals and the social transformation of political and economic institutions constitute essential ingredients for social change.
CHAPTER 2

LITERATURE REVIEW

There are several elements to understanding the obstacles hindering African American
female administrators within higher education: history, race, gender, and organizational
dynamics. Understanding the connection between elements and era is essential to acknowledging
the relevance of socio-economic and racial issues has/continues to be upon the Black female
higher educational administrator. Various elements and eras have been analyzed by reviewing
scholarly documents by authorities on each topic and articles involving current African
American female educational trailblazers.

African American Women in Higher Education (Historical Overview)

Beverly Lindsay (1988) develops the argument regarding the current state of academe
towards African American women by tracing the roots of inequality back to the federal passing
of the 1890 Morrill Act which established “land grant institutions for Black Americans” (p. 564).
Lindsay’s (1988) article contends that by tracing the most prevalent “legislative, judicial,
executive decision policies effecting Black women”, we’re able to determine key markers that
have transformed the Black women’s role in higher education (p. 564). While numerous
judiciary cases and policies are mentioned within the article to fortify the author’s point (i.e.
1935 Murray vs. University of Maryland, 1950 Sweatt vs. Painter, 1954 Brown vs. Board of
Education, 1964 Civil Rights Act), the research focalizes upon the 1970 Adams vs. Richardson
(10 southern state charge with failing to adhere to the Title VI Civil Rights Act despite receiving
federal funding) case to drive home this fact: the definitive connection between judiciary
findings, educational policies, organizational structure and culture have consistently negated
gender related concerns in favor of those focused on race; shaping the “philosophical premise of the higher education system itself (Lindsay, 1988, pp. 567–568). When higher education fails to address either race and gender considerations via policy and judiciary acts, Black women (being in the nexus of both classifications) become casualties of the decision-making process. In the descriptive analytical case regarding the State of Georgia’s response to noted judiciary acts, Lindsay (1988) notes statistical administrative and faculty differences between predominantly white institutions (PWI) and Minority Serving Institutions (MSI- also known as Historically Black Colleges and Universities, HBCU).

While Green (1988) stated that HBCU’s were accessible to African Americans, there’s a notable gap of statistical information available regarding all minorities between 1920’s to 1950’s time period. Chamberlain (1991) noted, “prior to World War II, information regarding minorities in higher education was limited” (p. 9). In Nidiffer’s (2007) essay review, African American women plights in higher education are taken down a historic trail via numerous prominent works on the topic. While each research is given due regard, the notable standout is the review of Stephanie Evan’s (2007) Black Women in the Ivory Tower. The synopsis provides a great introduction to the proliferation of African American issues within the upper echelon of the academe; better regarded as the ivy leagues. A considerable exploration of the foundational grassroots for the Black feminist movement is documented in the experiences of pioneering educators Mary McLeod Bethune and Anna Julia Cooper (Nidiffer, 2007, p. 379). The Black female educator presence and acceptance within the ivy leagues in recent decades is captured in review of Barreca’s (2005) Babes in Boyland. This synopsis reaffirms continued underlining
division within ivory towers despite the progressive movement of the times (Nidiffer, 2007, pp. 383–384).

Giles (2006) research of Dr. Anna Julia Cooper’s pioneering pathway as one of the first African American women in higher education (notably the ivy league) marries theory to testimony. While providing a detailed account of Cooper’s life, the article introduces the reality of Black women educators against a multitude of social dynamics. In particular, the probing of Cooper’s journey reveals diverging objectives for Black women in higher education even within the racial sphere (Giles, 2006, p. 625). Cooper faces many crossroads where the push towards conformity conflicts with the unique identifiers found within within Black female educators. Giles (2006) is able to utilize the “unique identifiers” demonstrated by Cooper’s life and matriculation in higher education to solidify the one of the greatest contributions learned garnered from this group: educational empowerment enhanced through diversification.

Since the passage of the civil rights initiatives of the sixties and seventies, minority and female employment at institutions of higher education has increased. Rusher (1996) notes: due to recognition of obvious shortages at ethnic and cultural diversity, and the effects of racism and sexism which have plagued the career development of Black females, recent commitments of institutions of higher education has been to diversify staff profiles by hiring and promoting various minority group members and women (p. 21).

**Barriers to African American Women in Higher Education**

Lucius J. Barker (1994) *Limits of Political Strategy: A Systematic View of the African American Experience* offers the first step to the racial perspective and situation in politics. As mentioned in previous reviews, it is difficult to deny the role history has in political policy and
educational progress. The article deals heavily with the concept of social experience and influence, which is crucial in the political success of African Americans in politics as well as other arenas (e.g. education). Barker elects to begin with the brief overview of African American legal and political history from the 1950's to current political times. The article is makes the statement that only when Black leadership has flourished, has fundamental policies occurred. This article strictly uses the correlation of political and legislative success for African Americans to demonstrate the key strategies illustrated by the author.

Margaret Trevor’s (1999) *Political Socialization, Party Identification, and the Gender Gap*, deals with the core rational of this research. The article examines the effects of “political socialization, identification, and the concept of gender gap as viewed through the American electorate process” (Trevor, 1999, p. 63). Using comparison data, she focuses on the influence of a female's social standing, education, and family as heavy influences on her political participation and decision process. The general point to Trevor's research was to see whether a scientific model maybe used in detecting the pattern in which an individual participates. This model is also attempts to determine whether a pattern may be noticeable throughout a familial generation line. The data from the study could also explain whether political identity has an effect in other parts of an individual's life. The final percentage results predicted by the Markov matrix compared with observed party identification were very close. Trevor (1999) iterates that the current patterns of change in aggregate party identification, the rise of independent identification, overall decline of Democratic identification, and increase in the gender gap are largely due to socialization patterns.
Crocco & Waite (2007) captures the pinnacle period of Black, feminine participation and leadership in higher education (1940–1955) in their study. While providing a historical overview of coinciding political and social factors impacting Black women’s cultivation in academe, the author’s cite and utilize three prominent dissertations as literary mouthpieces for the period. In the experiences of doctoral dissertation recollections of Cuthbert, Bolton, and Noble, there’s overarching themes of dissatisfaction and isolation over institutional opportunities available as well as ethno-communal obstacles facing them. Cuthbert characterization the sentiments of “snobbish and aloof” commentary expelled from less educated women and “antagonisms” from Black men exemplify what Marques, Abrams, and Serodio (2001) describe as the reactionary response towards deviant group members (in this case, the educated Black woman) (Crocco & Waite, 2007, p.79; Poole & Hollingshead, 2005, p. 116). The constant friction from competition between ethnic and gender classification and individual aspiration “heightens sensitivity to social identity concerns” for Black women in higher education (Poole & Hollingshead, 2005, p. 117).

Jackson (2004) points out that the senior level administrative appointments have gone primarily to White people; thus Black women continue to lag significantly behind White women in holding senior level administrative positions. The statistical analysis provided in the research provides clear quantitative evidence of the proposed issue from various levels and classifications within higher education. Hughes and Hamilton (2003) expressed similar sentiments when stating “African American women enter institutions of higher education that are characterized by barriers constructed according to race, sex,” (p. 95). Their sentiments echoed the same marginalization theme proffered by Moses (1989). Consequently, whether a member of the student body, staff, faculty or administration, African American women are forced to contend
with the supplementary challenges caused by the intersection relationship between race and gender.

Singh et al. (1995) addressed the issue of race and gender complexities faced by African American women and men at higher education utilizing a survey/questionnaire study. The study results from the sample population of 413 out of 1,054 minority man and women faculty and administrators-member of the Virginia Black Faculty and Administrators Association- focused on the primary organizational areas of “promotion, tenure, institutional climate, and professional life” (Singh et al., 1995, p. 401). The results of the study argue that particularly in the areas of promotion and tenure, female minorities faculty and administrators have significantly lower representation the other two minority populations (African American men and White women) (p. 402). Within the professional characteristics data acquired, the evidence presented indicate that even when professional credentials and employment length within university settings are similar, Black men received tenure faster than Black women (Singh et al., 1995, p. 403). The rationale behind the lag was credited to the organizational gaps for Black women mainly in areas, which effect professional socialization and development: administrative/professional support communities and collaborative research opportunities (p. 407). Singh et al. (1995) formerly conclude that not only does the gap effect the “professional trajectory” of African American women in academe, but also underlines the academe’s lack of commitment for providing said “integration opportunities “for their female counterparts (p. 407).

A devalued perception received by the African American female experiences can translate into general minority population perceptions as well as transcend into the communal beliefs of the academe. The lack of historical and contemporary research regarding African
American women in higher education further indicates our relatively low importance in academe. Howard-Vital (1989) research places all discussion of points regarding Black women administrators and challenges the academe to do more via research (p. 180). While providing a synoptically review of additional research sources, the article highlights the point that “difficulties in gathering materials for the article itself exemplifies the concerns” researchers have faced for decades (p. 183). While supplementary work continues to grow the research field regarding African American women, it’s imperative to look at modern driving forces influencing higher education’s response to the issue at hand.

**Solutions to African American Breaking Barriers in Higher Education**

The history of African American political participation is vital to understanding the unspoken contextual origins of the problem. Ula Taylor's (1998) “The *Historical Evolution of Black Feminist Theory and Praxis*” was the fundamental background into the historical linkage between social movements and Black feminism. It explains the two pinnacle periods of time in which Black feminism arose. The periods, identified as waves, thoroughly detail the key participants in the development of Black feminism. It depicts the struggle that faced Black women in establishing their political roles. Particularly, the article focused on the key reasons why Black feminism needed to be separated from the other concurrent movements of the times. Although the article gave effective with factual detail of the theory, it was only one side of the history.

At the time of this research, Black students and administrators still lagged behind white male and female counterparts regarding doctoral graduation and leadership positions (Lindsay, 1988, p. 570). Lindsay’s (1988) research notes that while *Adam’s* case resolved to include
additional external programs to address underrepresentation issues for students (i.e. financial assistance, student information sessions, etc.), it’s necessary to reconstruct internal administrative procedures surrounding recruiting, tenure, and evaluation (in the areas of “teaching, research, and service”) for increased minority representation at administrative levels (p. 573).

Burke, Cropper, and Harrison (2000) walk us through the African American experience through individual accounts from “three Black female lecturers in higher education” within the United Kingdom (p. 297). Personal vignettes provide visual contexts of the organizational and social strifes of the lecturers from a reflexive perspective (as defined by Hill- Collins, 1990 and Hooks, 1984): a “process by which individuals need to acknowledge their own role and position in any social interaction, its effects upon the interaction themselves, and the people with whom they are interacting” (Burke et al., 2000, p. 302). As each lecturer notes their application of the reflective process, the author’s draw upon the Black feminist theoretical principles to construct a strategy consisting: naming oppressive processes, access to organizational decision-making, creating teaching materials on oppression from individual biographies, and ethno-communal exchanges (Burke et al., 2000, pp. 306–308).

Gregory (2001) advocates that enlight of the issues surrounding tenure and promotion for African American women, higher education should focus on opportunities for “professional development, research and grant assistantships, experimentation with administrative internships” as a means of supplementing the void left from tenure delusion (p. 133). For Black women intent on tenureship, Gregory (2001) recommends the implementation of “creative contracts” as a way of maximizing teaching research potentials of African American women (p. 132). Through this
suggestion, Black women could increase their overall value within universities while simultaneously retaining their own self worth through this process. While the suggestion could be surmised as forcing higher education organizations to admit structural and cultural gaps, it can become an opportunity to develop a “salient social identity” between themselves and the African American female population during their re-categorization process (Poole & Hollingshead, 2005, pp. 117–118).

Belinda Robnett’s (1996) *African-American Women in the Civil Rights Movement, 1954–1965: Gender, Leadership, and Micromobilization* provides a similar historical overview (as Lindsay, 1988) regarding the Civil Rights era role in establishing the Black female collective identity within various social and political arenas. In particular, the article reflects upon racial and gender identity, political strategy, education, and social awareness in establishing leadership positions for African American women. Although centralized in the Civil Rights era, the article presents key notions for creating leadership pathways within difficult organizational and social cultures.

Patitu and Hinton (2003) define the concept of marginalization discussed throughout several of the literature review as “any issue, situation, or circumstance that has placed these women (African American) outside the flow of power and influence within their institutions” (p. 82). Through their study of “five middle and senior level African American administrators” spanning five categorical institutions, the author’s converse about the PWI’s organizational political culture and socio-structure impact upon Black women (Patitu & Hinton, 2003, p. 81). The relevance of the study lies in its ability to capture the respondent’s sentiments regarding institutional practices and translates them into symbolic examples for the greater African
American female population. Patitu and Hinton (2003) state that the respondent’s revelations indicate “a need for African American women administrators at PWI’s to have a voice, not just a place, in higher education” (p. 84). However, there research suggests that their voice and place are negated due to ethnic, gender, and sexual orientation ramifications felt under a Eurocentric, patriarchal hegemonic system and culture. Patitu and Hinton (2003) provide evidence to this effect via respondent’s statement regarding the topic affirmative action. In the statements, respondents noted a “lack of commitment as well conservative attitudes and beliefs; leaving most positions filled based upon the power of influence,” (Patitu & Hinton, 2003, p. 87). Furthermore, overt instances of discrimination that had been directly communicated or inflicted upon respondents (i.e. Sunni Day and Lemon State, “unwritten rules, higher expectations for faculty of color”, etc.) reinforced negative experiences for Black women and deprive “white faculty the opportunity to understand minority culture better,” (Patitu & Hinton, 2003, p. 81, 86, 89). Patitu and Hinton (2003) offer the following for improved organizational practice and culture for PWI’s towards African American women: diversity leadership resources for university search committees, continual discrimination assessments and evaluations, mentorship programs for “women of color”, and university assisted external community collaborations with the Black community,” (p. 90).

Elite universities should establish partnerships with historically black colleges/universities (HBCU) regarding cross training and faculty transitioning strategies towards reaching equitable leadership opportunities and levels in administrative roles. Particularly, as Black women remain underrepresented at every level of the educational hierarchy, there's a need to revive Dr. Ronald Walter's (1988) concept for a national congress of
Black faculty in the higher educational community. This body’s core responsibility would essentially be to “lobby for real change at predominantly white institutions” (Manning, 2000).

The positivity of mentorship and sponsorship for African American female educators is the main focus for researchers Allen, Jacobson, and Lomotey (1995). While the study results underline issues for Black women at the state (upper New York) level, prior literature mentioned in the paper validate the inextricable connection and influence of all levels of education administration upon the core problems facing African American women in academe. Using the Expectancy Theory conceptual framework (“the process of motivation and mechanisms that link rewards, both intrinsic and extrinsic, to behavior”), the author’s hypothesized that with increased motivational resources within the academe for Black women, the more Black women will aspire towards administrative positions (Allen et al., 1995, p. 410). Through the combined methodology of questionnaire and interviews, Allen et al. (1995) contend that mentors (“someone who provides counsel and moral support”) and sponsors (“someone who can actually open doors of opportunity and employment”) are necessary for African American women to excel in educational administrative positions (pp. 410–411). This becomes particularly crucial in addressing significant barriers facing African American women in regards to promotion in the academe. The “double bind” of gender and race for African American women lends to discrimination practices as they fail to matriculate into necessary, mentorship training programs (Allen et al., 1995, p. 411). The “old-boy networks” preference of self-replication (choosing other white men as their replacement) leaves little place for Black women career advancement in the administration—if any at all. More so, in attempting to adapt in order to get ahead, Black women often develop shell personal images (not truly grounded in their race or gender) of
themselves as they associate their mentor/social relationships with administrative ability (Allen et al., 1995, p. 413).

Morley’s (1997) study provides relevant points towards cementing African American women issues in higher education as a global phenomenon. While studying equity issues in England’s higher education system, Morley (1997) states that “while consideration of diversity in populations was once framed in discourses of equity and social justice, now it is the logic of the market that influences; universities now need to market themselves,” (p. 236). Simply, in order for higher education to move forward, it must not only acknowledge equality and discrimination practices via policies, but also present organizational structures and cultures, which appeal to a cosmopolitan marketplace. Morley (1997) denotes that in a post-modern era, education organizations must accomplish “granting subordinate groups (i.e. Black women) access to the cultural capital and code in the form of academic and professional training,” (p. 236). The predisposition of Black women and other minority into higher education culture could negate what Bourdieu (1979) described as the “elitist perception of dilution and pollution” of the education system due to the influx from “culturally arbitrary qualifications,” (Morley, 1997, p. 238). Thus, in order for higher education to remain germane to the global market, stability of equitable standards must be incorporated into its organizational structure and culture (as mentioned by Patitu & Hinson, 2003).
CHAPTER 3
RESEARCH DESIGN

Summary of Research Questions and Purpose

RQ 1. What Is the Identity Role of the Modern African American Woman Within Higher Education?

During literature reviews, a poignant position stressed was in regards to the collective identity of African American women in general. As the identity of Black women became a catalyst towards identifying problems related to a perceived identity, the definitions did not move beyond the late 1980’s and/or 1990’s. In order to create relevant solutions from today’s opportunities, we must define the modern identity of the African American educational leaders, faculty, and students against that of her predecessors. In doing so in this study, we are able to define what the new Black female educator collective identity is, and its ultimate impact upon diverse leadership representation within elite universities. While nothing new was uncovered within the research examine, the articles reflect a slow evolution away from perspectives steeped in the Civil Rights era towards modern theoretical methods.

RQ 2. How Can African American Female Higher Education Administrators Overcome Preexisting Ethnic and Gender Barriers Within Higher Education Institutions?

The great underlining draw of higher education for Black women toward elite universities is the promise that universities have resources and credentials which provide global platforms for our issues. Underlining their desire for excellence, elite universities are girded by a paramount moral mission to pursue knowledge; valuing openness of inquiry, as well as recognizing and cultivating merit wherever (and whomever) it derives from. However, this noble attraction has
been tarnished throughout history. Thus, a careful examination of key historical hindrances (e.g. race, gender) that have impacted African American female in the academic arena is required. By understanding key historical events and primary hindrances for Black women in academe, there’s the ability to not only chronologically map pinnacle points towards leading up to the current lack of representation gap, but also note possible ways of closing it.

To their credit, most elite colleges and universities have made strides towards opening gateways for minority faculty and students. Although, there were reasons to be concerned about both the pace of their efforts. In the 1960s, many northern colleges started recruiting students. But they often failed to foresee the kinds of problems Black female students might face, including isolation and discrimination by faculty and other students. (Robnett, 1996). Gose (2007) states that “While much has been written about elite institutions' "buying" diversity by offering high salaries to minority professors from other institutions, many colleges and universities, like Cal State at Los Angeles, are also engaged in serious efforts to expand the pipeline of minority scholars entering academe, particularly in fields where they are most underrepresented. Columbia University, for example, is investing $500,000 in a pilot program to expose a diverse group of recent college graduates, including those from underrepresented racial and ethnic backgrounds, to Ph.D.-level work in the sciences”.
RQ 3. How Are Educational Organizational Leadership Cultures Affecting African American Female Opportunities?

RQ 4. Subsequently, How Can Higher Education Institutions Improve the Number of African American Women in Leadership Positions?

The influence of technology in education as well as the rise of organizational culture studies has created an unprecedented opportunity to even out disparities in a way never seen within education. As such, it would be relevant to review the problem of practice from a perspective of the modern African American student, faculty, and administrators towards defining the extent contemporary technological and organizational changes in education impact leadership opportunities for Black women. Simply, technology is vital towards breaking the glass ceiling between African American/minority women and leadership positions as the capability in maximizing this tool becomes imperative for the modern educational leader. Whether performing everyday tasks or developing new avenues for professional growth for faculty (i.e. VCoP’s), technology is one place where race and gender disparities can be nullified.

In studying prior historical background, organizational culture in academe (e.g. Moses, 1989 & Jackson, 2004), and effects of significant technological changes (e.g. Barker, 1994), the research study hopes to draw vital connections as well as gain valuable insight; establishing building blocks for prospective/current educator striving towards major elite leadership success. This is not an attempt to negate the Black feminist influence, but shed more light on the problem under different theoretical lenses in a post-President Barack Obama era. While not professionally affiliated with an academic institution at this juncture, addressing this problem would bring fundamental understandings; negating “leadership behaviors that do not take
collective expectations of subordinates into account ... leading to dysfunction” (Hofstede, 2010, p. 332). As all organizations tend to be microcosms of contemporary life, understanding the undercurrents perspectives from every aspect of the organization becomes essential when developing organizational strategies (Hofstede, 2010, p.61).

**Methodology**

The vast majority of literature studies conducted evaluates the problem of underrepresentation from various qualitative methodological approaches. As the scope of knowledge on the topic remains relatively small within higher education, the variances in how the method is applied falls either towards establishing historical evidence of the issue and overall impact towards developing meaningful resolutions. Maxwell (2005) writes that qualitative research “involves interconnection and interaction among different design components (p.3). The summarization of the Maxwell (2005) readings further suggests when contemplating characteristics of qualitative research: seek to understand the phenomenon from the perspective of the participants, the researcher is the primary instrument of data collection, the theoretical framework/ strategy builds towards theory, and the result of the inquiry should be richly descriptive.

In accomplishing the task described by Maxwell (2005), the most common of the qualitative approaches utilized is that of narrative and historic research (Fraenkel et al., 2011, p. 432). Etter-Lewis (1991) chose to utilized a descriptive, collective case study from their two participants in a “natural setting” interview format (i.e. traversing to the participant’s residence-“the place of the historical experience itself” (Creswell, 2009, p. 175). Following an initial trial run of interview questions, the study the socio-linguistic, oral historical study was conducted
with the objective of comparing “particular aspects of the recorded narrative, such as quotes or reported speech, for vital clues about the speaker (participant), her relationship with others, and her view of self and the world,” (Etter-Lewis, 1991, p. 163). Other research have employed this as a secondary method historical studies, given the significant lack of human participants available and researcher requirements that must be met to validate any findings (Fraenkel et al, 2011, p. 432).

Patricia Hill Collins harnessed the concept of the Black Feminist theory as a theoretical lens as well as methodological tool for studying Black women. Collins (1990) expanded on the Black Feminist theoretical lens with the inclusion of the postmodernism perspective. In essence, Collins (1990, 1998, 2000) utilizes the accepted surface concept of postmodernism to give credence to the experiences of African American women subgroup. Upon its surface, postmodernism denies the traditional belief of a singular objective reality. In short, it supports the notion of various, legitimate objective realities for different groups of people. Collins eventually nullifies postmodernism due to its suggestion that the oppressed claim marginality to access legitimate power. She holds that the double edge of postmodernism requires the sacrifice of all self-pride by the oppressed. Thus, this sacrifice for power would undermine a key foundation to the Black Feminist Theory. While widely utilized as the barometer for studying Black Feminist theory, the study has faced criticism for what Fraenkel et al. (2011) has classified as the many disadvantages of historical research and research methods which includes: author biases (not declared by Collins) and content analysis of documents used for findings (p. 542).

Cacoullous (2001) practices the method through the use of the Feminist and Postmodernist theoretical lenses towards “organizing and identifying the social, political, and
historical contexts of the problems” associated with gender issues in the U.S culture (Creswell, 2009, p. 176). While the article reviews the common definition, arguments, and counterarguments, which surround feminism; the author includes modern examples of American feminist as well. Within the article, she addresses the need for Black feminist solely to state her recognition and understanding for division, but emphasize the need for unity within the gender for feminism to succeed. While the methodology was applied within the study, the lack of proprietary evidence regarding the necessity of unification within the gender and the ability to cohesively connect the numerous issues mentioned hindered the relevance of the article.

Historical methods can vary strictly on the intent of the study itself, and involve “a wider range of evidence” as gathered primarily from documents (Fraenkel et al., 2011, pp. 542–543). In Bates (2007) critical ethnographical study, archival documents were compiled for content analysis towards connecting the improved reading habits of educated African American women against their predecessors in a prior study (p. 374). The “homogenous sample’s characteristics underlining the study’s method provides a chronological timeline for mapping pathways blazed by African American female higher education presidential predecessors inclusive of individual strengths and missions per president (Fraenkel et al., 2011, p. 436). The researcher coincides this information with current higher education trends for the avocation of creating next generation, Black women presidents through the transfer of mentorships and leadership styles attributes exhibited by the trailblazers. While thorough in overarching biographical facts per study participant and use of a singular visual aid (organizational chart), the study did not note any additional triangulation of data methods (i.e. field notes, interviews, statistics) in order to validate the researcher’s comparative, relational connection between itself and the prior study.
Particularly with ethnographic research, Fraenkel et al. (2011) how this method strengthened mostly by an “emic perspective” (“the heart”) of it’s researcher. When such isn’t reasonably accessible as in the case of the Bates (2007) study, the researcher must engage from an “etic perspective”, with precise “crystallization” of the patterns, key events, and so forth within the study (p. 510, 5118).

**Site and Participation Selection**

As a phenomenological case study design, the primary source of participation will be derived from documentation, interviews, and historical subject analysis. In approaching 4–8 African American female primary subject unit of analysis, the researcher opted to utilize a holistic, embedded case study design as each human subject represents a “unique/extreme phenomenon in higher education leadership (Yin, 2003). Through the use of the holistic, embedded phenomenological case study research design, the researcher will be able to produce the deep knowledge required for a profound qualitative research. This is mainly due to the creative writing flexibility allotted for case study reports, the ability to complete data collection and analysis simultaneously, the designs use of multiple theoretical perspectives for validation purpose, and the acceptable of mix evidence and interpretation.

**Data Collection: Procedures and Instruments**

Clayborne & Hamrick (2007) conducted a qualitative, phenomenological study “exploring and subsequently conceptualizing leadership from the starting point of the personal and professional experience of African American women in midlevel student affairs positions” in higher education (p. 124). Under the Black Feminist theoretical framework as defined by Collins (2000), the researcher set forth to create greater knowledge surrounding the leadership attitudes,
issues facing participants/respondents as well as develop feasible strategies. The initial phase consisted of pre-research documentation and observation of campus sites as the researchers began to immerse themselves into the “research process” by keeping personal journals/field diary (Clayborne & Hamrick, 2007, p. 129; Fraenkel et al., 2011, p. 513). Prior to any hard data collection, the researchers established rapport with respondents through the use of introductory emails, telephone contacts and by providing respondents a selection their “memorabilia representing a culmination their personal and career experiences (Clayborne & Hamrick, 2007, p. 129). The “purposeful selection” procedures undertaken during this phase assists with negating reliability and validation issues later in study by considering the “setting, actors, events, and process prior to actual data collection (Creswell, 2009, p. 178).

The second phase used the Esterberg (2002) criterion and referral sampling method, six voluntary, mid-level administrators/participants from two-four year and four-two year higher educational institutions (narrowed after nomination process of sixteen) from one Midwestern state (not specified) of the African American female persuasion with years of experience ranging between six to fifteen (average of ten years experience) years were selected for the study (Clayborne & Hamrick, 2007, pp. 128–129). Over the course of (5) months, the Clayborne & Hamrick (2007) conducted “in-depth, semi-structured, audio-recorded interviews of approx. 1.5–2 hrs. in length (in-person and via telephone) which were transcribed and electronically forwarded per respondent for commentary and accuracy, and answers applied under an open and focused coding of analytical questions for the data collection process (pp. 129–130).

Respondents maintained reflexive journals throughout the process, reviewed, and approve all findings regarding “procedural, analytical, and content along with two peer de-briefers” of the
study (Clayborne & Hamrick, 2007, p. 130). This comprehensive checks and balances system limited over influence of the researcher’s “observation and interpretations” on the data (Fraenkel et al., 2011, p. 520).

While findings from the above study yielded the discovery of three principle themes regarding leadership development practices for African American women identified: “leadership approaches, professional experiences, and challenges”, a few hindrances abounded including, but are not limited to: a) small number of respondents used in study, b) differentiation of participant backgrounds (five attended PWI in undergrad vs. one Minority Serving Institution) five respondents are native to the region studied, d) two carry experiences of non-traditionally aged students in academe, and d) no hypothesis. Fraenkel et al. (2011) denotes that the lack of “numerical data” along with identification of a “specific hypothesis”, and “researcher/observer bias” makes this type of research difficult to validate (p. 520).

While statistical base research is far less utilized in qualitative research, two, different studies related to African American female issues in higher education were discovered and dissected for this review. Allen et al. (2000) casual comparative research study on faculty status (i.e. “prestige as well as correlating factors of recruitment, retention, and success”) took place across six “Carnegie classified” campuses (three public/ three private), and involved 1,189 respondents (with a racial categorization of 35 African Americans, 1,024 European Americans, and 130 Asian Americans) (pp. 115–116). While the researchers omitted a theoretical framework, over-arching theories (i.e. prestige hierarchy) allude to similarities aligned with the socio-cultural and conflict, power status perspectives are implied. All respondents’ data was
facilitated via mailed questionnaires that were inclusive under a larger umbrella study conducted circa 1990 (Allen et al., 2000, p. 116).

The overall findings yielded that African Americans continue to be statistically underrepresented at higher educational institutions despite judicial and legislative advancements. While the actual data emphasizes the value of situated analysis towards examining “multiple race–specific answers” in correlation to the contextual variables of “race, institution, career stage, and so forth” (Allen et al., 2000, p. 125). This was validated further as particular responses derived from European and African American respondents on the issues of workload and satisfaction find root in various institutional norms and organizational culture. Some clear limitations noted would impede the “population general ability” of the findings: singular geographically campuses used in the study, disproportionate sample size of African American respondents, and the type of campus classification used potentially eliminates additional resources for future studies (Fraenkel et al., 2011, pp. 103–104; Allen et al., 2000, pp. 115–116).

Jackson (2004, 2009) frequently utilizes empirical research techniques such as ANOVA under theoretical frameworks such as representative bureaucracy to validate their findings. In Jackson (2004), points out that the senior level administrative appointments have gone primarily to White people; thus Black women continue to lag significantly behind White women in holding executive level administrative positions. The statistical analysis provided in the research followed “three academic periods (1987–1988, 1992–1993, and 1998–1999)”, with sample sizes of 480 (statistical analysis period #1) to 974, evaluating collected responses (i.e. surveys and interviews) from instructional and department chair administrators within two and four year public and private not-for-profit institutions only (p. 8). A triangulation of resources were used
for the data and theoretical portions of the research including judicial rulings, monitoring reports from the American Council on Education and studies from the National Center for Educational Statistics (Jackson, 2004, pp. 5–8). A “change in percent” formula was used to determine “cross-sectional trending “results from the data (Jackson, 2004, p.9). Findings were later placed in categorical tables by ethnicity, institution classification, and position type. The findings provide a comprehensive snapshot at overall trends, institutional classification (i.e. Doctoral I, Liberal Arts, etc.), and student racial populations demographics play influencing administrative positions; avocation the higher education community to take heed to the alarming data (Jackson, 2004, p. 17).

**Data Analysis: Procedures and Models**

The first characteristic of qualitative research is that researchers endeavor to understand the meaning people have constructed about their experiences. At first, describing pertinent historical benchmarks, technological advances, and political trends will help validate the effects each has upon African American women in general. Each adds a dimension that may characterize and distinguish events of the current decade from former, as well as provide insight into the bearing of media in persuading the differences within the genders. Consequently, the researcher is interested in the participant’s perspective of the phenomenon, and the focus is on what it means from the participants’ perspectives to exist and socialize from stereotypical norms. All of the above aims towards answering the first research question and intellectual goal of this study.

The second characteristic of qualitative research discussed by Maxwell (2005) is that “you-the researcher- becomes the primary research instrument of data collection and analysis in
a qualitative study” (p. 79). From a combination of emic/etic relations gathered via voluntary African American female higher education participants of various academic disciplines (through direct or indirect contacts), the researcher will narrow research finding between those in existing and aspiring roles in higher education. Due to the researcher becoming a developmental instrument as well, the research can be enhanced through my immediate responses and observations within the researcher. Conversely, the researcher has to be careful of personal biases that might threaten the credibility of the research; thus it is vital that researcher’s biases, prejudices, and assumptions be revealed.

The third and fourth characteristics of qualitative research outline the procedures undertaken for conducting my study. The preceding discussion of qualitative research illustrates the ability to investigate the contemporary, lived experiences of a participant(s) to uncover prolific data that will detail the path to the end result (Kyburz-Graber, 2004). Given the fact the there’s limited units for analysis available for my study, the researcher has opted to use a holistic, embedded descriptive case study design; focusing on African American female administrators holding/have held administrative positions classified beyond the level of professorship. These Black women represent a unique/extreme phenomenon in higher education leadership (Yin, 2003).

Using triangulation method of sources such quotation from interviews, media sources, prior surveys, historical documentation, direct interview question guidelines (if possible), direct observation, the rich data chosen will attempt to distinguish a reliable chain of evidence regarding the following: women/minorities forces adaptation of attributes of the opposite sex/dominant ethnicity for professional achievement, lack of diversity training within organizations,
and reinforced leadership stereotypes in elite university administration toward the target population for data credibility (Yin, 2003). It should be noted that while the quantitative statistical analysis by Jackson (2004) will be referenced within the study; with the sole purpose as a secondary validation documentation to the qualitative method.

**Validity and Credibility**

Although the researcher acknowledges an equipoise regarding data collected and outcomes for this research, there is a given possibility of researcher biasness regarding the issues of race and gender (NIH IRB Certification). As such, the integrity of the research collected and analyzed shall be carefully guarded from biasness under the Northeastern University IRB. Through the use of the case study PBR (practice-based research), the researcher shall be able to produce the deep knowledge required for qualitative research; given the flexibility with creativity writing a case study report, ability to complete data collection and analysis are completed simultaneously, it’s encourages use of multiple theoretical perspectives for validation purpose, and ability to mix evidence and interpretation acceptable. However, the researcher shall be limited by the lack of first-hand access to my single case unit as well as the available data could be limited; requiring need for larger sample size. With this in mind, the researcher has chosen the multiple theoretical developments/perspectives of Vygotsky socio-historical/cultural analysis and McLaren’s Critical Pedagogy for the implementation of quality case selection, data collection protocols, and organization of initial data analysis strategies for this study. Although the researcher acknowledges an equipoise regarding data collected and outcomes for this research, there is a given possibility of researcher biasness regarding the issues of race and
gender (NIH IRB Certification). As such, the integrity of the research collected and analyzed shall be carefully guarded from biasness under the Northeastern University IRB.

**Protection of Human Subjects**

As the researcher’s case study intends to limit the use of human subjects during research by opting for text and documentation analysis instead, the core aspect of Mills (2007) “doing no harm” in research nullified (Young, 2011). If and when human participants are engaged, the researcher will ensure to value stakeholder’s confidentiality through informed consent forms and codification to avoid economic, legal, etc. backlash, gain approval from proper authorities prior to on-site observations, respect research sites, and so forth in accordance with IRB and HHS regulations. Furthermore, should this research progress with available human subjects, the researcher shall conduct a culture and race sensitive test study pilot in order to flush out ethical errors within the early stages of my research (Creswell, 2005). For this research, there will not be the use of any special populations. Although the researcher acknowledges an equipoise regarding data collected and outcomes for this research, there is a given possibility of researcher biasness regarding the issues of race and gender (NIH IRB Certification). As such, the integrity of the research collected and analyzed shall be carefully guarded from biasness under the Northeastern University IRB.

**Conclusion**

As elite institutions remain one of the preeminent forefronts and incubators for social change movements, the lack of diversity in elite higher education administration signifies absence from one of its key purpose: the cosmopolitan education. Throughout readings and coursework, the most interesting questions revolve around how social development,
organizational structure, ethics, and leadership communication style create educational transformation. As such, it would be relevant to review the problem of practice from a perspective of the modern African American student, faculty, or administrator when creating new solutions. The research reviewed raises the importance and relevance of tracing the historical, social, and political lineage of African American women to the problem of practice; with the intent of identifying the modern opportunities and face of the African American female educational leaders against her predecessors. Without more minorities, female representation among student populations, faculties, and administrators within elite schools, higher education could face discreetization and eventually, rejection, by the global community. The goal of such research should be inclined towards building elite universities that produce the finest minds from all aspects of humankind.
CHAPTER 4
REPORT OF RESEARCH FINDINGS

The qualitative phenomenological study purpose was re-examine and document the narrative accounts of contemporary African American female administrators in higher education administration. Specifically by exploring shared ethnic experiences, modern social identity, and higher education administrative culture for three African American women at various higher education institutions in the southeastern corridor of the United States, the researcher sought to update prior findings on this subject. The academic experiences and professional success of all participants were explored to determine what experiences, if any, were unique to the African American female administrators at higher education institutions (especially PWI’s). This chapter provides a qualitative analysis of individual interviews and online survey responses to answer the following four research questions:

1. What is the identity role of the modern African American woman within higher education?

2. How can African American female higher education administrators overcome pre-existing ethnic and gender barriers within higher education?

3. How are educational organizational leadership cultures affecting African American female opportunities?

4. Subsequently, how can higher education institutions improve the number of African American women in leadership positions?

This chapter contains an overview of the participants for this study. Besides the analysis of the information derived from fourteen interview questions, the chapter includes field
observations taken by the researcher. During in-person interviews and submitted online surveys, research study participants described their experiences (personal journey and perceptions in the path higher education administration. While subjective in nature, they reflected on the total impact of their experiences in respect their current professional position. The extent of the discussion incorporated professional relational interactions in a post-Obama era. The research findings that this chapter reports are based on analysis of the following data sources: semi-structured interviews, online surveys, and the researcher’s observations of participant responses (Yin 2003).

**Background**

From the start, the original qualification of “elite” in reference to university standings (as defined in chapter one) was modified during data collection. The modification was permitted given the significant lack of participants available at qualifying elite institutions to fulfill data collection minimums. Thus, the participant pool was ratified to include either: a) potential participants with prior professional experience in “elite” classified higher education administrations and b) potential participants currently employed in higher education institutions holding qualified administrative positions (i.e. Deans, College Presidents, etc.). The expansion of qualified institutions allowed for a broader range of potential data sources across every region of the United States of America.

**Demographics**

Beginning December 2013 through mid-January 2014, the specified sample of African American female higher education professionals fitting the intended profile were targeted for this research. Selection of the target population was based on two approaches: general Internet
searches using keyword identifiers or sequences and referrals from the researcher’s network. Internet search engines such as Google, LinkedIn, and later Facebook were initially sourced by inputting keyword patterns or combinations such as:

- African American female higher education administrators
- Ivy League African American female higher education administrators
- Modern Black female higher education administrators

The results yielded from the initial keyword patterns included all mentions of the keywords in discussion boards, publishing’s, websites, and other forms. After some forethought, revised keyword patterns were implemented specifically based upon institutions identified through Carnegie index under the study’s criteria or referrals from African American female higher education professionals known to the researcher. Some examples of the revised, narrowed keyword patterns which yielded better research results are:

- African American female deans in the Ivy League
- Black deans at Harvard, Yale, Stanford, etc.
- African American female Vice Presidents at HBCU’s

Upon reviewing various links and websites to extract contact information, a general list was compiled for the study. Simultaneously, study participants located from inter-personal, informal networks were contacted via email interview request letters (Appendix I) following electronic introductions from referral sources.

The final participants of this study were comprised of three current higher education administrators from two community colleges and one predominately white institution (PWI); all located in the southeastern portion of the United States of America. As the general study already
narrows the target research pool by gender (female), race (African American), and professional status (administrator), the only unknown demographic identifier entering data collection was age. For the record, additional descriptive qualifiers were sought when emailing all study invitations to potential participants. Additional qualifiers were written and distributed to potential participants in part of the online survey or interview questionnaire.

Although not specifically inquired during in-person interviews, the observable age of study participant’s ranged from 33 to 60 years old. On average, participants had a minimum fifteen years of higher education experience. Each participant has spent at least the past decade in higher education administration alone. One participant has a background strictly in higher education alone; two administrators began their higher education career paths at the instructor level. In addition, one participant reported having credentials from an Ivy League graduate program. One participant has extensive knowledge of diversity and multicultural issues due to research work and professional roles in academe. At the time of the study, all study participants have obtained terminal doctorate degrees in the education (Ed.D). All participants received terminal degrees from predominantly white institutions; two participants from “elite” classified universities. A subsequent personal qualifier such as marital status is known for one participant (Hannah). For reporting purposes and to protect participants’ identities, each study participant was assigned a pseudonym (i.e. Hannah).

Survey/interview Questionnaire Distribution and Collection

Beginning July 2014, emailed invitations for study participation were forwarded from the researcher to nine, first round potential study participants. Initial invitations were extended primarily to participants derived strictly from the original parameters of the research (elite tier
institutions only). More so, two invitations were requested from potential study applicants who are recognized as proverbial trailblazers for this topic. Eight of nine potential study participants currently work in higher education today. The ninth potential participant currently works in the private sector, but whose prior professional background would’ve been applicable to this study.

This invitation pool sampled participants belonging to community colleges, historically black colleges and universities (HBCU’s), and predominantly white institutions, PWI’s. Dependent upon proximity, invitations varied between in-person, telephone, Skype or online survey. Every in-person participant invitation (emailed) is located in the southeastern portion of the United States.

All in-person interviews throughout the study were collected in August 2014. Along with preliminary conversations, the recorded (via mobile voice recording app) lasted no longer than one hour. All recorded interviews were transcribed using a professional, online service. As modeled in the Duke University’s Data Collector’s Field Guide for Participant Observation (Family Health International, 2005), the researcher took notes and created a table detailing the physical attributes and environment of the final study interviewees (in-person only) (Appendix F). In addition to verbal recordings, the study indirectly noted physical characteristics and traits for later analysis.

While the online survey site was available in July, the online survey invitations weren’t forwarded to six, online only potential study participants in December 2014. The intermission between email and online survey distributed was intentionally planned for this study. As the response outcome for the July 2014 invitations was unknown, the gap provided a buffered time period for interview completion. The December 2014 online study participation pre-introduction
was slightly modified for the data collection format. The other variation exclusive to the online-only invitation participants was institutional location. At this juncture of the study, the participant pool covered higher educational institutions from across the country. One email inquiry about the research study was fielded from only online participants. Nonetheless, the identical questionnaire was distributed across both methods of data collection. Overall, the final interviewees contributed differing varying of information to the three themes that connects the narratives. In general, the final participants talked or responded (via online survey) at length on one or two themes; all participants made contributions across all three primary themes. Thus, all participants’ perspectives and voices are represented in this study.

**Interpretation of Our Voices**

Higher Education has a vast history with many layers to it. The academe’s organizational design and demographics abound with countless tales that reflects the birthplace of human thought and awareness in society. Behind every tale, there are voices that speak of the gray areas in between the black and white printed facts. In the case of the African American female administrators, their voices, our stories often fall in the gray areas of the academe. In this chapter, we unlock the haze behind the gray areas through the voices of the modern day Black woman higher education griots. In 2014, the researcher captured their stories in the form of two in-person interviews and one online web survey. While this research study participants are few in number, there is existing research supporting quality and relevance over substantial numerical sampling size. Nifeffer (2005) cites Elliott and Timulak statement that “qualitative research typically tries to sample broadly enough and to interview deeply enough that all the important aspects and variations of the studied phenomenom are captured in the sample” (p.151).
Englander (2012) states that “qualitative methods as such must adopt different data gathering and analytic strategies than quantitative methods. However, due to the fact that a large sample size is seen (even in the eyes of a layperson) as a matter of fact in order for a study to be perceived as a legitimate scientific activity, the question of the size of the sample has turned into an alleged and persistent problem. As Kvale (1994, p.165) puts it, “To the common question ‘How many interview subjects do I need?’, the answer is simply, ‘Interview so many subject that you find out what you need to know). Although I do not fully agree with the answer that Kvale provides, in a general way, I can sympathize with his point. A better general answer should be that the question (i.e., “how many?”) is irrelevant due to the fact that the research is qualitative and not quantitative” (p. 20).

Thus, the following excerpts derived from these griots, provide a snapshot of the connection to our past, strength of our character, and the relevance of our story to the higher education organizational dynamic. The snapshot’s images come into focus via these three lenses that are consistently interwoven throughout the transcripts: analysis of her reality, analysis of mentorship, and analysis of organizational dynamics.

**Analysis of Her Reality**

**Hannah**

Hannah, a Dean of Students Services, is the most seasoned of all the three interviewees. In her fifties or sixties, she has a distinguished background in academe. Hannah has accumulated credentials from several respectable institutions including Columbia University. Whether being mentored by the Archbishop Desmond Tutu or raising children bound for The White House, Hannah has emits a formidable, yet nurturing presence on her campus. Her crisp directions to
subordinates and equally crisp, professional attire suggest an administrator ready for anything. It should be disclosed that Hannah was discovered and agreed based upon a professional connection from the researcher’s referral network. The total interview of Hannah occurred across two sessions. At our first meeting, Hannah asked for a pre-interview discussion prior to an official interview. The pre-discussion interview was elected due to an unforeseen schedule change on for the administrator. However, the not-so brief conversation provided an overview of Hannah’s experiences, personality, and subjective perspective regarding the major themes of this study. Collectively, our dialogs provided a small window of Hannah’s (and other interviewee’s) professional and personal transformations through various dynamics in higher education.

Hannah’s words became photographic dialogue, small black and white snapshots aligned along a dark room wall. Over the course of two development stages, consistent themes revealed the final image—an educator committed to making a difference…one student at a time. Hannah shifted the pre-discussion topic to inquiries surrounding my personal objective for the topic:

Hannah: I’d like to have a conversation with you about why you’re doing this and what you hope to accomplish.

Me: Understood. That’s actually a fair question. I’m doing this particularly because, of course, as a woman of you caliber and from even doing some background research on yourself, you know how difficult it is to actually enter into higher education administration, itself alone, particularly being an African-American woman or any woman of minority.

If you can crack that ceiling at the education level by exposing more people to the benefits of having African-American female leadership amongst...
the administration, it really makes, particularly United States’ education system, more globally competitive and more realistic to the globalist trends that we’re better, coming forth.

For me, personally, because I do intend to one day be a Dean or some other type of position at Higher Education Administration, it’s a personal journey and a way for me to actually design a pathway for myself and women coming after me such as I’m coming after you.

From this snippet, the dark room of the interview begins with Hannah’s evaluation of the subject matter-me. Beyond email communications or professional referral, the line of question mimics her professional appearance and demeanor. Following the affirmation of sincere purpose behind the interview, the battle ready armor would soon be shed to enlighten the researcher about the shared plight of the black sisterhood sect of higher education administration.

I was fortunate enough to do the MDP program at Harvard. I don’t know if that’s part of your research with me but I did the Management Development Program at Harvard.

I was sponsored by the then Vice-Chancellor of Student Services at Kennedy. I came from Kennedy. When I was at Kennedy, I was afforded that opportunity, very great opportunity.

There are several Management Development Programs that Harvard, the Graduate School of Education, offers. One is in MDP, one is in MLE.

The MDP prepares Administrators to become Deans and Vice-Presidents. The MLE prepares Vice-Presidents to become Presidents. It’s an intense 6-week program, literally. I can’t even begin to tell you how difficult it was. It was my true test.
Anyway, I ran into … This is my Harvard class. You can see that there are a couple of Black women in there. One of them … I have her card here. There must be a reason why I did not file her card away.

She’s now the President of a college in the mid-west. She would be a wonderful person to talk to because she had had a very interesting journey. She was fired. It took her several years to land on her feet again.

This is from the National Conference, American Association of Community Colleges, the National Conference. I ran into her.

There’s this other very, very, very smart lady. Hispanic but she’s Black Hispanic. She’s the Vice-President of the Student Affairs at technical college in the Midwest region of the United States. I want to give you her information.

I want you to contact her because I tell you, if there’s any Black woman who’s been raked over the coals and has risen from the ashes, it is her. If I had gone through what she had gone through, I may have wound up in the looney bin.

She’s amazing. Her fortitude. She never gave up. She never lost faith. I will find her. I will find it. There’s two of them.

I came to this a while ago. I was fortunate … I came to it from a different era. I got my doctorate 30 years ago which is a relatively long time ago when Black women were not in doctoral programs.

I will find her card for you. Her name is Janice. This is her right here. It’s Janice, in this picture. I’ve been meaning to get another frame for this. It seems like it was light years ago. There’s Janice.
As you can see, there are only 4 of us. (Hannah, personal communication, January 19, 2014)

In the first theme, analysis of her reality, Hannah immediately begins the pre-cursory interview with a partial recount of her past. The familiar quote, “…you can’t know where you’re going until you know where you’ve been”, immediately came to mind. In the case of this session, Hannah’s lenses narrows to this particular intersectionary Black Feminist theoretical moment in time (Collins, 1990). In doing so, the pre-cursory interview transforms into a private tutoring; with Hannah as the teacher and myself, the pupil. From my view, the black and white photographic image proclaims the racial and gender separation prevalent of the era. The self-identification of the black sisterhood in academe becomes clear with phrases in the underlined portions of the snippet. The racial and gender solidarity is clearly defined in this participant’s photographic images of fellow administrators strewed around her office as well as her response regarding their perspective of black administrators within elite colleges and universities:

Well, I think that we play a very important role. First and foremost we represent a group of people who have historically not been represented in this arena. By virtue of us having attained that status so to speak we signify several things: A positive role model, a strong work ethic. How could I say this to be correct? By virtue of us attaining this, we are dispelling myths and stereotypes that have been historically pervasive. (Hannah, personal communication, January 19, 2014)

Hannah has the longest record of experience (over thirty years) of the three study participants. During the official, in-person interview (lasting approximately forty minutes), the interview outline was straightforward and direct. After engaging in brief pleasantries, the
discussion of the questionnaire began. Based on the pre-discussion interview from a few weeks ago, Hannah candidly and in great detail, expressed her experience in academe (response to interview question 1).

Me: What is your perspective on historic role of black administrators within elite colleges and universities?

Hannah: Well, I think that we play a very important role. First and foremost we represent a group of people who have historically not been represented in this arena. By virtue of us having attained that status so to speak we signify several things: A positive role model, a strong work ethic. How could I say this to be correct? By virtue of us attaining this, we are dispelling myths and stereotypes that have been historically pervasive.

Me: Well, thank you. That's very insightful. Next question: Please define what it means to be a modern or contemporary black woman administrator in an elite university or college?

Hannah: What does it mean? It means that we're probably really tired a lot because we're juggling so much. It means we have overcome a lot of obstacles. It means that we can really impact the academic success of people who would otherwise not have had the opportunity. It means that we can inspire and encourage and support students who have also overcome a lot of obstacles. By virtue of us spending time with them, I think we're able to help them along. There's a saying that I use a lot which is, "Each one teach one, reach back, lift as you climb." That's something that I really believe very strongly in because
there were people in my life who helped me when I had doubts. If it wasn't for them, I probably would not have persevered.

Me: Wonderful. Are there any specific experiences that support the response that you just provided?

Hannah: Okay. Yes. I was sponsored by the former Vice Chancellor of Student Affairs for City University of New York to participate in a management development program at Harvard, a postdoctoral program, which is an example of someone reaching back to help me. That probably changed my life that experience going to Harvard. (Hannah, personal communication, January 19, 2014)

This participant increasingly emphasized the necessity of remembrance regarding the trials faced by members of the black sisterhood. Blevins (2001) suggested similarly that “leaders need to leave a record regarding their experiences”…, inclusive of the legacies that they hope to leave behind. As the session deepens, I was encouraged to connect with as many of our stories as possible towards fulfilling this suggestion.

You might want to ask her … You don’t need to tell her that I told you of her business but you may want to ask her what experiences has she had that relate to building fortitude and stamina.

You might want to ask her…what personal characteristics would she feel essential to develop in order to withstand challenges of professional competence. Does that make sense?

Those are 2 really key character … Two ingredients that you must develop in your character, not to doubt yourself when you’re being discredited and to be able to hold on
to your sense of self and purpose and self-worth when it’s being challenged by people
who have other agendas because as a Black woman. (Hannah, personal communication,
January 19, 2014)

Further into the session, Hannah pays homage to lesser-known trailblazers of the black
sisterhood with recommending their inclusion for this study. Each name iterated in a manner of
military style respect and dignity.

Gloria

Contrary to Hannah, all interactions with Gloria were seamless (no pre-interviews
required nor reschedulings). From email communications to the official interview, the entire
process was completed in two weeks. Both Gloria & Hannah share the same professional
network point of contact, Dr. Claire (while not a participant in this study, their poignant role
shall be discussed in chapter five). A fated encounter, eliminated the awkward introductions
allowing us to begin our interview. While Hannah’s character occupied the character of the sage
matriarch, Gloria would play the role of experienced big sister to me. Gloria is what to be
considered the contemporary African American female administrator on the rise. Just hitting her
forty years old, Gloria has exceeded in obtaining high-level academic credentials and
professional administrative positions in higher education. More so, the professional
achievements spanning nearly two decades were made in the most difficult of academic terrains
for Black women- The Ivy League. In spite noteworthy accolades, she had surprisingly laid-back
yet corporate professional manner. Her office and interactions with fellow colleagues reflected a
confident, trendsetter model for upcoming Black women in academe. The conversation to follow
would be symbolic of synthesize wisdom keys bridging Hannah’s era to the researcher’s filtered
through Gloria’s window of our world in higher education. After brief introductions to her colleague, the interview began. Immediately, this participant responded to the first interview question in the same fashion as Hannah, recounting our past (response to interview question 2).

I think, and it's very connected to what I was saying earlier, clearly, historically black colleges and universities were where a lot of black women administrators got their start, so Howard University, early on with Spelman and some of the things that were happening, and women were actually in those positions. I think historically, black women administrators were granted the opportunity for these positions in historically black colleges and universities when we were not necessarily even a part of prior to integration. We weren't even given the opportunity to be at PWIs. I think that historic start is very critical and very important.

Also, as women, aside from black or white, a lot of the roles that we were given were teaching. From high school teaching and all of that, we went into the college teaching, and we went into administrative roles. Sadie T. M. Alexander's the person that I wrote down who was the first black woman to receive a PhD from the University of Pennsylvania.

When I think about trailblazers and I think about people who did that, you'll hear later in some of my other answers, I really believe that credentialing is so important. I feel like black women, we have to have the terminal degrees. We have to do those kinds of things, regardless of if we ever think we want to be a president or anything like that. We need to have the credentialing because ... it's interesting. When I ... I don't know if you watch Scandal or not, but when her father once said, "You always have to be 2 steps
ahead of whatever," I've always believed that that is true, that we have to have at least 2 steps ahead, be 2 steps ahead of the game, and credentialing does that for us.

I think historically, the role of black women administrators started in historically black colleges and universities, and then I think people like Sadie T. M. Alexander, who received her PhD at UPenn, and then others who followed her, that then set the tone for our entrance into predominantly white institutions. I think with the changes in society, our roles have changed, but we've always been caretakers and nurturers of students, especially students of color and African-American students, to make sure that their transition to college and their time in college has provided them matriculation to graduation. We've always provided that supportive role, which when you look at the black woman, that's what we've been in a lot of different situations, education and outside of education. That's pretty much my perspective on the historic role. (Gloria, personal communication, August 7, 2014)

Having recognized the consistency between their statements, the researcher reflected at the moment and afterwards the significance of this coincidence. Moving through the transcribed conversations later on, the researcher would come to realize the underlining generational influences in these perspectives. This observation becomes stark in the response provided by the youngest of the study participants, Julia (response to survey question 2):

While I am not certain how 'Elite university' is being defined in this survey, I believe the administrator's role will become more focused on Completion/Graduation rate and numbers of all students who enroll at our institutions. Furthermore, administrators must
be equipped and able to provide the support services (both student and academic) to help students succeed to graduation. (Julia, personal communication, Month Day, Year)

Julia was the single web survey respondent in this research study. As previously stated in the background section of the thesis, six participants were invited to the web survey. Based upon general research techniques (i.e. internet research) balanced against participant anonymity, the researcher can only state that Julia has approximately fourteen to twenty years’ professional experience in higher education administration. This professional experience is diversified across a range of academic environments (i.e. HBCU to PWI’s) along the east coast and diversity organizations.

The online survey site provided significant capacity for textual data as well unlimited as time. Designed with open-ended interview questions (in the same manner as the in-person interviews), the survey was developed to encourage unmitigated, user-friendly engagement by online participants. The survey time stamp marks the total survey process as being approximately eight minutes in length. Unless contacted, the researcher can’t account for the brevity of response or lack of historical reference from this participant. The analysis of Julia becomes limited to this degree.

The double-sided sword of gender vs. ethnicity interplayed throughout the experiences of each study participant. The following transcript excerpts suggest the struggle to balance the weight attached to being identified as African American and female in contemporary times. The relatively low numbers of Black women in positions of administrative authority in higher education combined with the low number of participants for this study should be noted. Given this truth, are gender and race perceptions associated with African American women tied with
slicing our representation rates and chances in the administration? Participants provided candid examples from their professional lives (in response to interview questions 7 & introductory interview session):

Through your experience in general, has your gender or race impacted your work relationships and overall influence in the university?

Gloria: When I read that question, the first thing that came to mind was Paula Giddings's book When and Where I Enter. It talks about specifically black women and how one determines how a situation should be viewed, from what perspective. What she says is when we enter a situation, we're a double minority in many cases. You have to be certain you are judging what happened to you on the right precept. Is this happening to me because I am African-American, or is this happening to me because I am a woman?

When I read your question, the other thing that popped into my mind ... because I can't think of specific instances where I feel like my gender or my race inhibited my ability to do my job, but I do know that my age has. There is a different perspective. When I came in, I was young, and I had opportunities to move up when I was in my 30s. For a lot of people who were in their 60s, they couldn't see the credibility in my abilities to do the job I was given to do because I'm just so young, or they would make jokes about, "This was before you were born," and things like that. I felt more of a discredit because of my age than I did because of my gender or because of my race. Now, I'll take you right back to that story. That's how I perceived it. I didn't perceive that I had a
problem because I was a woman, and I didn't perceive it was because I was black. I perceived it was more of an age. (Gloria, personal communication, August 7, 2014)

Me: There's an offshoot question that I will have to come back to regarding that, but from your perspective, do racial and/or gender stereotypes impede your leadership opportunities within elite universities?

Gloria: I think they can. I think they do. I do not know if I feel as if they have impeded mine. I think there will always be people who have them and who in their own individual minds believe, one, that I'm lazy, I don't do my job, I don't work hard, but overall, if I'm looking at it from the vantage point of, has it prohibited me from being able to move fluidly through my career? I can't necessarily say that I feel like it has. Now, there will be people who will challenge me, I think, because of it and because of stereotypes that they've heard.

There are people who ... okay, let's just say ... and this is as women. If you speak up at a committee meeting or at a table or whatever, sometimes you can be seen as assertive or aggressive, and men don't typically have to deal with that. They're just taking charge. They're just being the leader. The way that the stereotype comes in is when you add the fact that you are an African-American, and you're a woman, then African-American women have certain stereotypes that go with them. Then you become the sapphire or the jezebel. You become all of these other kinds of negative stereotypes that a lot of
people, that you talk all the time, you talk too much, you talk loud. Sometimes judging based on the way you dress or your hair, the way you do your hair, those kinds of things. I have not necessarily personally for myself dealt with it, but I do know it exists- Excuse me. I know it exists- Excuse me. I know it exists, and I know that people do experience it all the time. (Gloria, personal communication, August 7, 2014)

Hannah: I’ll give you a perfect example because you need to really understand this from a practical day-to-day experience, not just what the books say. You could go to the best of the best Ivy League schools in the country but if you can’t function and survive on a day-to-day basis with all the politics that goes on at so many different levels, you’re not going to survive.

Let me give you a perfect example. I’ve been asked to give feedback on a document. The person who’s asked me to do this, we don’t get along. I just spent a lot of time on this but because I don’t respect him and he doesn’t respect me. I don’t respect him because he doesn’t respect me.

I have approached this reluctantly but I’m going to do a good job, no matter what, because my professional credibility is at stake but what he teaches me and guides on is what battles to pick, what’s worth fighting, what’s not worth fighting, what’s worth just filing away for another day, how to be smart, how to be strategic.

It’s a very important thing to learn because we still live in a country where racism is alive and well. Because of the competition to get to the top, it
can be a very lonely journey because you’ve got White men who don’t …
White men will be the first ones to probably accept us and give us a pathway.
Fellow Black women might be the least because there’s a competitive spirit,
unfortunately.

That has been my experience but I think that in order to be successful,
politically, you have to be very careful not to be threatening, not to let
someone feel less than, to be humble, to be collegial and always gracious so
that everybody can always say, “Boy, she’s a really nice person.” Nobody
wants to be labeled as being a bitch. (Hannah, personal communication,
January 19, 2014)

In the above snippet, the ability to navigate the professional relational terrain in higher education
administration is heavily addressed by study participants. Gloria attributes difficulties in the
development or relationships towards some form of ageism discrimination. On the other hand,
Hannah clearly indicates the effect of negative gender and race perceptions for African American
women upon professional relationships including within the black sisterhood of higher education
itself. For either participant, the ability to successfully influence at the administrative level
derives from the capability to maintain professional demeanor in the face of preconceived
perceptions.

A subsection of the overt racial and gender issues was the need for self-identity for the
study participants. The participants needed to define themselves exclusive of their racial and
gender assignments was another shared aspect of the study. Gloria delineated this point when
responding to interview question 10:
Have elite universities done enough to address issues facing black women in their administration?

No. No. It goes very much back to the whole diversification. I think that people say they want diversity, but they don't want to do what it takes to get it and keep it. One size does not fit all. Just because you may have other people, other white women or other employees who are doing well, it does not mean that that shoe will fit the black woman administrator. I think we fall short sometimes because we don't understand that there are differences that exist, and people shy away from differences. They go, "We're all the same. We're all the same." Yeah, we may all be the same, but there are differences, and I want you to see my difference.

I teach a class called Leadership and Cultural Competency, and I tell these kids ... They aren't kids. They're grad students. I tell these students, when people say, "I'm colorblind," some people celebrate that. I don't celebrate that because when you see me, I want you to see that I'm a black woman because I want you to understand what that means. There's a difference in what you see when you see me as a black woman. Now, you can be colorblind to the sense that you will not treat me any differently because you see me as a black woman, but I want you to understand what is a part of who I am. If you're colorblind, you're just going to assume that I'm just like every other woman you see — I just have pigmentation. That's not it. There's a lot that comes with being a black woman, and you need to understand all aspects of that. I think that's what I mean by addressing the issues.
I think people just assume that, "Okay, we gave you the job, you do the job, and everything's going to be the same for you." They don't understand the fact that it's like you're a support project. You're a PhD group. We need that. That foundation is what supports. It gives us the strength we need sometimes when we're the only one in situations. We need to have somewhere to go. We need to recollect ourselves and be like, "You know what? I can take the mask off right here, and I can just be myself. I don't have to feel like I have to be anybody else in this particular situation. Y'all get me. You understand me. You know where we're going with this," and that's okay. Don't be threatened by that. Celebrate that because the more opportunities you give people to do that, the happier they're going to be in your setting and the better they're going to do their job.

Don't say, "There they are over there again, separating themselves, doing those kinds of things." If you do that all the time, okay, but if you set aside that time as professional development for y'all to just get together and encourage one another, there's nothing wrong with that. There's nothing wrong with that. If elite universities would understand that and not try and assume that one size fits all, they would retain more, and they would recruit more because that's that in-between space I'm talking about when we talk about diversification. We want to get you in the door, but we're not thinking about what's going to keep you here. (Gloria, personal communication, August 7, 2014)

Julia simply wrote “no in response to the question. Hannah took a slightly different approach when addressing the same inquiry:
That's a very general question. I'm not sure how you're defining elite institutions? To single out, to expect, an institution to do something special because you're a black female, I mean that would say to me, "Okay. That we should be doing something special for black males in elite institutions." I think you really have to come to the table with the credentials, and you have to prove yourself. I don't think that one should expect any special treatment. I've never expected special treatment. Now, that's just me. I know that people might feel differently. You have to come to the table with the credentials and the skills and the experience like anybody else. (Hannah, personal communication, January 19, 2014)

The research participants tackled this question from two positions: social versus organizational. Gloria suggested a need for increased social acceptance and diversity education in academe. While we could speculate regarding the differences in perspective, this division is quickly closed by the agreed upon resolution to the issue-credentialing. Whether online or in-person, each study participant emphasized the need for obtaining credentials by African American female administrators.

The external social implications of the themes of race and gender identity were further explored against the contemporary social climate of the Post Obama era. When directly asked if the aforementioned climate helped or hindered race and gender issues faced by study participants, the responses varied widely across the board (in response to survey and interview question 11):

Julia: It has not bearing other than to 'see' support for other ethnic group's advancement in the President's Cabinet. The election results have neither
helped or hindered issues faced by me, professionally. (Julia, personal
communication, Month Day, Year)

Gloria: I don't know. I don't know. I don't know. I didn't put an answer with that one,
too, because I wanted to say both. I remember exactly where I was on election
night, and I remember being so happy that America had done something that
nobody ever thought we could do. Even though I wasn't born during a time
that my parents and grandparents were, I still celebrate the fact that this
country, who has not the best [tasked 00:27:49] history, could come together
and actually elect a non-white individual to lead the country. I remember
feeling so happy, but I also remember feeling so scared because I thought to
myself, I just want them to be protected because I feel like there's still people
out there who are not happy that this has happened and then that a person of
color has risen to the highest power in the country. I don't trust well enough to
think that everybody would just say, "Okay, we lost, and so let's move on, and
we'll just support him." I was happy.

I've been so dismayed throughout this presidency that things that I feel
are totally disrespectful and should be off-limits that people have done to him
and to his wife and family. I'm from South Carolina, and I don't tell people
that because sometimes the things that people do in South Carolina make me
angry, and I don't want to be associated with them. When he was giving the
State of the Union address 2 or 3 years ago, and the congressman from South
Carolina said, "You lie," in the chamber halls of the most sacred place ever,
government-wise. That was totally unacceptable, but why did he think he could do it? I know there were people who thought George Bush lied. I know there were people who thought Bill Clinton lied. I know there were people who thought all of the other people who have been president have lied about something, but what gave you the level of comfort to think that you could do that?

I get it's that when people talk about Michelle Obama. I get ... and because we're talking about black women, maybe this fits even more. Her role in the way where she's taken on the role of first lady, I think, is very much connected to how black women are viewed across the board now. She's not just a stand-by-your-man first lady. She has her own agenda in moving things forward. She also, and not that the others haven't, but she's taken this whole balance of career and family life very seriously. She will say, "I'm going to fight for the rights of soldiers and their families, I'm going to fight for physical mental health issues, but I'm also going to be at home when it's time to put my kids to bed."

I think she has been a great example, but what I get upset about, I get upset when people feel like they can just say anything about her, and it's okay. The Wisconsin senator who said she had a big butt. What does that have to do with anything? We've never talked about Barbara Bush's behind. We've never talked about anybody else's butt. I feel like although it has shown that at some points, we could rise together and come together to elect somebody, I do feel
like it has opened up a door of comfort that people feel like they can do things that I don't think they ever really thought they could and say things that are totally disrespectful.

The other thing that it has done is that people say, "Since we have the first minority president, we're in a post-racial society." We're not. We're not in a post-racial society. We just have somebody who's in the White House who is bi-racial, basically, and looks different, but that does not mean that all of the things that have been happening in society have been mitigated. There are still issues with race. There's still issues with gender. There's still issues with sexual identity. There's still issues with religion. All of these things are still there. We are not in a post-racial society. We could have an African-American president now, an Asian-American president, and then a Latino, and then a Muslim. We'd have all of these different presidents for the next couple of years, and it is not going to change us to be a post-racial society. (Gloria, personal communication, August 7, 2014)

Hannah: I think that quite interestingly we still live in a very racist country. I think that the election of our first black president has caused the racist tendencies or the racist orientation to rebound. I think there're a lot of people in this country who are not happy that we have a black president. I think it has really caused people worst ... It's spurred up some old biases that maybe had got put away, shoved away for a minute. Because we've gone through the civil right era and things quieted down, but the election of a black president and him being so ...
What's the word? How would I describe him. I was watching him yesterday with this news conference about the summit in Africa. He's something else. He's not afraid to say what he thinks. He's not afraid to call people out. I think there're a lot of people who were not quite, quite ready for that. I think that there's definitely been a white backlash. Being here in Virginia it's very ... I have not experienced overt racism here, but I have been in the company of very conservative people who are really not taking this well. (Hannah, personal communication, January 19, 2014)

**Analysis of Mentorship**

The second theme strongly observed when interviewing participants was the importance of mentorship. Interestingly enough, for Hannah, this important step on the pathway towards higher education administration derived from an unlikely source (transcribed from introduction interview).

I Have This Very Fortunate … This Was A Very Life-Changing Moment. When I Was At Harvard, It Was A Case Study Method. The Workload Was Staggering. We Had To Read 100 Pages At Night. We Had To Know Those Cases, Be Able To Role Play Those Cases.

They Would Call On You Randomly To Play, The Provost Or The Vice-President Of Finance Or The Academic Dean. You Didn’t Know Who’s Going To Be Called On To Come Up To The Front Of The Room With All Those People And Play That Role. You Had To Know The Case Code.
This Is A True Story, I’m Going To Show You … I’m Going To Tell You This Little Story. About 2 Weeks Into This Program, I’m That Totally Stupefied. I’ve Got 3 Kids At Home That My Family Is Taking Care Of While I’m Away For 6 Weeks. I’m Just Exhausted. I Haven’t Been Back In School For A Long Time.

At That Point, I’ve Been Out Of School For A Long Time So I Had Not Done Homework Or Living In A Dorm. I’m A Mother Of 3, What Do I Remember About This Stuff, Right? So I Had A Panic Attack Because I Was Behind In My Reading.

I Wasn’t Prepared That Day And I Had A Little Anxiety Attack. I Decided … I Was Afraid I Was Going To Get Called On The Day, You Could Tell That I Was Panicked That I Hadn’t Done My Homework So I Bolted Out Of The Lecture Hall.


I Was Just Crying Because I Was Just Tired, I Was Scared That I Wasn’t Going To Make It Through This Program, It’s Just Really Hard. Harvard Is What You Would Think It Is, It Is The Hardest, It Is.

I Really Just Ran Into Him. He Asked Me What Was Wrong And What Happened To Me. Anyway, That’s Him And I, Right There Behind You. He Took Me Into His Office And He Gave Me Tissues And I Just Couldn’t Stop Crying, I Was Tired.

My Kids Were Home. I’m Having Problems Because I Have People Watching Them. My Mother Was Too Old To Take Care Of Them And Here I Was Trying To Do This.
“I Have Responsibilities. What Was I Thinking? I Was Going To Try And Do This. I Can’t Do This. I’m Going Home.”

Anyway, He Adopted Me And He Became My Mentor. He Really Got Me Through That Program. He Would Talk To Me And Hold My Hand, Prep Me For The Lectures. He Just Took Me Under His Wing.

I Can’t Tell You What An Experience That Was To Just Talk To That Man And Learn About His Experiences, About Fortitude And Never Giving Up, Believing In Yourself And Just Working Really Hard, Just Character Building.

It Was Amazing. I Look At Him Every Day. I Have That Picture There. I Look At Him Every Day Because He Really Got Me Through Harvard. If It Wasn’t For Him, I Probably Would Have Packed Up Gone Home. I Just Didn’t Think I Could Do It Because It Was Really Hard. I Look At Him Every Day And I Thank Him For Being In My Life.

(Hannah, personal communication, January 19, 2014)

For Hannah, her memories referenced the influence of the mentorship factor during the pre-academic employment stage of the pipeline into higher education administration. Another study participant, stressed the need for mentoring relationships for post-employment as well. Specifically, Gloria strongly emphasized the merits of ethnic and gender based academic support groups as a model for elite university environment (partial response to interview question 10).

I think people just assume that, "Okay, we gave you the job, you do the job, and everything's going to be the same for you." They don't understand the fact that it's like you're a support project. You're a PhD group. We need that. That foundation is what supports. It gives us the strength we need sometimes when we're the only one in
situations. We need to have somewhere to go. We need to recollect ourselves and be like, "You know what? I can take the mask off right here, and I can just be myself. I don't have to feel like I have to be anybody else in this particular situation. Y'all get me. You understand me. You know where we're going with this," and that's okay. Don't be threatened by that. Celebrate that because the more opportunities you give people to do that, the happier they're going to be in your setting and the better they're going to do their job.

Don't say, "There they are over there again, separating themselves, doing those kinds of things." If you do that all the time, okay, but if you set aside that time as professional development for y'all to just get together and encourage one another, there's nothing wrong with that. There's nothing wrong with that. If elite universities would understand that and not try and assume that one size fits all, they would retain more, and they would recruit more because that's that in-between space I'm talking about when we talk about diversification. We want to get you in the door, but we're not thinking about what's going to keep you here. (Gloria, personal communication, August 7, 2014)

The various degrees of mentorship (individual, group, or organizational level) described by study participants had a seemingly interesting convergence point for success- the white male. For Gloria and Hannah, both women noted pertinent professional peer mentorships with Caucasian males as gateways to their current success. In response to question 14, Gloria stated:

Me: How about EI mentorships, where you are paired with someone of a different ethnicity and race or gender or so forth versus, as far as being able to mentor you, especially in this particular context of this particular research study,
being an African-American woman, for example, being paired with a
Caucasian male who happens to be at a higher level within administration and
as being a mentor to you?

Gloria: It's funny you should say that. When I look back on my career, the people who
have helped me have been white males. That issue has helped me. Now, early
on- and I'm talking professional career-wise. I'm not talking about ... because
I'm one of those people that believes that one mentor doesn't do it. I'm a multi-
mentor philosophy type person, so I have people who mentor me in my
personal life, I have people who mentor me in my professional life, I have
people who mentor me in just random stuff. I think you can go to different
people for different things because everybody has their own strong suit. I
think it would work in that particular situation. When you're talking about in a
scale program type thing mentorship, absolutely, but if I thought bringing all
the presidents of colleges and universities or elite colleges and universities
together and say, "Let's have some EI training," and then I'd think that they're
going to walk away and come back and deploy their people to be much more
committed to diversifying and hiring. I'm not necessarily sure if that's the
case. I don't know if it would be a strong enough ...

It's kind of like the benefit part that we were talking about. People
want to know, what are the benefits of having this? What am I going to benefit
from having a diverse workforce? Business gets it. Business has always gotten
it. Education is second. Business has always said, "You know what? If we're
marketing something, we need to understand what all communities are thinking about the product that we're trying to market, and we will go to them." Sometimes it's not always a positive thing that they want to take to different communities and whatever, but at least they know that, "I don't have the credibility in that community. The people aren't going to talk to me the way in which they would talk to someone else if they look like them or whatever, and if I want to get the true definition or the true meaning of what that community is thinking, I need to put someone before them who might have more of an authentic response or get a more authentic response." I do think that EI can help, and more specifically, I think I can definitely go with the offshoot of your question with the mentorship program. (Gloria, personal communication, August 7, 2014)

Hannah reaffirmed the white male gateway premise during the introductory interview:

Because of the competition to get to the top, it can be a very lonely journey because you’ve got White men who don’t … White men will be the first ones to probably accept us and give us a pathway. Fellow Black women might be the least because there’s a competitive spirit, unfortunately. (Hannah, personal communication, January 19, 2014)

The literature on what could be classified as hybrid peer mentorships or the white male gateway continues to be explored in higher education and beyond. Better known as white social justice allies, Patton and Bondi (2015) study cites several scholars’ position on the role of white male allies to their minority counterparts across various fields including higher education:
Manning (2009) argues, ‘Many educators claim [the position of social justice] yet have an incomplete understanding of its full meaning.’ This is absolutely possible since higher education has developed elusive discourses around difference. If institutions lack clear articulations of diversity and equity, are individuals within these settings equally unclear about their roles as allies?” (as cited in Manning, 2009, p. 17)

Edwards describes three types of aspiring allies: (1) ally for self-interest; (2) ally for altruism; and (3) ally for social justice. Allies for self-interest serve those with whom they have personal relationships, and lack awareness of systemic oppression and their own complicity. Allies for altruism have awareness of white privilege but project oppressive behaviors on other whites. They distance themselves and become defensive when confronted with their own oppressive behaviors. They want to be perceived as the selfless hero to non-dominant populations and leave little space for them to develop agency. Allies for social justice recognize the interconnectedness of oppressive structures and work in partnership with marginalized persons toward building social justice coalitions. They aspire to move beyond individual acts and direct attention to oppressive processes and systems. Their pursuit is not merely to help oppressed persons but to create a socially just world which benefits all people” (as cited in Edwards, 2006, pp. 39–60).

Focusing on white men, is relevant because they occupy significant spaces in the academy as college presidents, senior administrators, and faculty (especially full professors), hence, their ability to wield power not experienced by non-dominant populations. White men who can explicitly move beyond minimization of oppression, accusations of reverse racism, and
acknowledge their complicity in white supremacy are few and far between in the academy because of the benefits they accrue as white men (as cited in Cabrera, 2014, pp. 30–55).

**Analysis of Organizational Dynamics**

During their interviews, participants talked about a third partner which has impacted their experience and behavior in higher education administration; namely, organizational dynamics. When each study participant was given the option of selecting race, gender, or organizational culture as greatest obstacle facing black women administrators in the elite academe, the responses in their own words (in response to interview and survey question 9):

One, I would say, is organizational culture, and then I would say race, and then I would say gender. A lot of people assume that affirmative action has benefited people of color, African-Americans, more, but the greatest benefactor of affirmative action are white women. They have been the greatest benefactor of affirmative action, this jump ahead. Gender can sometimes neutralize a situation for us, but then what carries the caveat of the obstacle is the fact that we're black women. When you look at black women and white women, you can't just put them all in the same scale. There's going to be an advantage that's given to a white woman. When people say, "We're women." Yeah, we are, but there is still something that is going to be different about being a black woman. I would say organizational culture, then race, and then gender. (Gloria, personal communication, August 7, 2014)

Hannah defines the impact of religious qualifiers upon organizational culture. The participant provided examples of two, prominent universities that she identified as lacking occupational opportunities for African American female administrators. The coinciding factors of both
Hannah: I would rank organizational culture as being the most significant because depending on the culture race and gender could be significant and it could be not significant. For example, suppose you were applying for a position at Smith or Barnard or Sarah Lawrence, woman colleges, or Spelman race and gender would be a positive thing. Right?

Me: Absolutely.

Hannah: If you were applying for a job at Regent or Jerry Falwell's institutions, race and gender would definitely impact your, I think, would impact your chances just because of they're traditionally very conservative white racist institutions historically that have not had the repetition of embracing diversity. Institutions that historically have not embraced diversity, race, and gender would be a more significant factor than institutions that have.

Me: Understood.

Hannah: That's why organizational culture would be the first one. (Hannah, personal communication, January 19, 2014)

In the survey, Julia ranked organizational culture as the primary obstacle, followed by gender and race.

Interview and survey question 13 purposely opened the discussion regarding organizational dynamics to include possible resolutions for obstacles stated by study participants. While Emotional Intelligence training was provided as an example, the inquiry was met with
reserved optimism to slight rejection based on each administrator’s experience (in response to interview and survey question 13).

Hannah expounded upon her slight rejection of organizational techniques for addressing biased issues with a cross generational tale to edify her statements:

I'm going to give you an example, a real live example of this in another arena, but I think it's just as interesting. This is a personal story. My daughter is a second year lawyer, second year in, working for a very, very prominent law firm. Her firm is probably number five in the world and has over nine offices both nationally and internationally a very, very, very prestigious law firm recognized throughout the world. She is probably one of three black females in a corporate setting of several hundred lawyers. She was selected after interning. She was invited to join the firm because she demonstrated a very extreme competence. They sized her up as being a really bright person. She doesn't have a traditional look. She was embraced.

She was plucked by one or two of the senior partners, male partners. One of those senior partners when she joined the firm assigned ... Very interesting strategically he invested time and energy in figuring out how he was going to promote her success. One of the most strategic things that he did is he gave her a secretary who had been with the firm for over twenty-five years who was secretary to some of the senior partners to look out for her, to bring her in, to train her. That was very, very, very strategic. She works really, really hard and has been fortunate to have been assigned a particular case that just one a multi-million dollar lawsuit against the Security and Exchange Commission.
In that firm the lawyers who worked on that case because it was such a huge case and because they won the case, the lawyers that had been picked to work on this case have been recognized within the firm. Low and behold when she got there, she had reached out to one of the black partners who pretty much didn't pay her any mind. She felt not rebuffed, but he did not respond in a way that she had thought, had hoped, a young black lawyer coming into this homogenous prestigious white law firm. He didn't pay her any mind until they won this case. Now she's been reassigned temporarily to another office where he's ... They have different offices. She's suddenly been picked to work on a case. He has requested her to work on this case, "Oh, where was he the last two years." That speaks volumes to me because he wasn't paying her any mind until she was recognized as being a really bright rising star in the firm. Isn't that interesting? (Hannah, personal communication, January 19, 2014)

Throughout this study, various external social and internal organizational obstacles have been noted by the research participant’s. Hannah’s descriptive example regarding her daughter provides a realistic side-effect of the combined obstacles- bootstrapping. The origins of bootstrapping “dates back to at least the 1890s, when Horatio Alger wrote novels about boys who worked hard and rose up the social ladder from poverty and is intertwined with that other mythical ideal, the American Dream” (Rooks, 2012). The applicability of bootstrapping in Hannah’s story of inner-racial organizational barriers facing Black women (and people of color to the larger extent) can be found in Watkins-Hayes (2009) research on the matter.

“We know a great deal about how blackness and other minority statuses are perceived by employers and coworkers. Racial ideologies are often imposed on workers of color as they
traverse these work environments (Neckerman and Kirschenman 1991; Waldinger and Lichter 2003). But we know less about how these actors are in fact agentic as they navigate experiences and perceptions of racial inequality in ways that are often informal but nevertheless strategic. These individuals must determine for themselves what significance they believe their racial backgrounds should play in how they understand their work and interactions with other institutional actors (Lacy 2007).

The plausible implications of the participant’s interviews, Watkins-Hayes findings, and this study suggest that African American women could very well be “boxed in” within diversity deficient organizations in the forms of racial, gender, social, occupational, and inner-cultural walls.
CHAPTER 5
DISCUSSION OF RESEARCH FINDINGS

This study examined the lived experiences of African-American female administrators in higher education administration. The purpose of this study was not only to understand and archive their experiences, but also develop plausible organizational solutions towards resolving administrative barriers. From this research, three themes emerged from the voices of the administrator’s narratives regarding their journey. The three themes dealt with perceptions of race and gender regarding self-identity, credentialing for occupational opportunities, and advice for African-American women seeking a similar pathway into higher education administration. Based upon the findings of this phenomenological case study, participant responses revealed obstacles of race and gender still exist in the administration, support systems, credentialing was invaluable credit for the black woman administrator, and personal or professional support systems were essential for remaining in higher education administration. Chapter five discusses interpreting the findings through the research questions, significance, and conclusions for further research. The study closes with a self-reflection.

Interpreting the Findings

The study for increasing African American female representation in higher education administration was guided upon three research questions and themes which were unearthed based upon the questions.
Major Themes

Three themes emerged from the data:

1. What are participants’ perceptions and experiences regarding race and self-identity in higher education administration?

2. What are participants’ perceptions and experiences with credentialing and occupational opportunities?

3. What recommendations, if any, do participants have for future African American women considering higher education administration careers?

There is considerable overlap of the above themes among each participant. Furthermore, participants’ responses to survey or interview questions often addressed multiple themes. In those cases, the interview data are interjected where they appear to fit most logically for the study. The narrative lenses utilized in chapter four directly corresponded to the overarching themes of the research questions. Thus, the primary purpose of this research study is to succinctly provide a detailed account “our” experiences to the themes. The phenomenological case study design permits such for this kind of research.

An interpretative phenomenology method was implored during the data collection and analysis stages of the study. This method analyses how participants lived experience help us understands the phenomenon (Willig, 2001). As such, conducting in-person interviews in the study participant’s administrative office was vital observational and narrative purposes. If you recall, Etter-Lewis (1991) chose to utilized a descriptive, collective case study from their two participants in a “natural setting” interview format (i.e. traversing to the participant’s residence-“the place of the historical experience itself” (Creswell, 2009, p. 175).
Research Question 1

The first research question of the study was: What is the identity role of the modern African American/minority females within higher education? According to Trevor (1999), the current patterns of change in aggregate party identification, the rise of independent identification, overall decline of Democratic identification, and increase in the gender gap are largely due to socialization patterns. For the contemporary African American female administrator, the fight against preconceived social perceptions regarding their race and gender is constantly at odds with individual identity. As Holmes (2003) stated, the “double whammy” effect of race (Black) and gender (woman) remains a relevant issue in higher education administration today. The study participants addressed the issue from the internal (individual) and external (social) perspectives. Yolanda Moses (1989) posited that Black women are members of two populations—women and African Americans—that have been treated in an unjust manner within the higher education system. This is in part due to the effects from “gender and race discrimination that create a double obstacle for Black women” (Moses, 1989, p.1).

The results of the study suggest that the manner in which this question was answered impacts the definition itself. For instance, narrative data collected during the introductory interview with Hannah directly revealed external influences or relationships as key when defining our role in higher education. Particularly, in her description for building professional relations essentially hinged upon evading certain character traits commonly affiliated with the African American female subgroup; otherwise known as the “bitch”. Harlow (2003) validated the administrators concerns when reporting that “black women have to negotiate ‘‘femaleness and Blackness’’—stereotypes of the nurturing mammy or the black bitch” (Pittman, 2010,
Henderson, Hunter, & Hildreth (2010), stated that “the historical images and worn-out representations of African American women populate the U.S. imagination from the 19th century mammy to welfare queens, matriarchs, and angry, menacing, and unintelligent Black women better known as the “Sapphire” (Bova, 2000; Hill Collins, 1991; Harley, 2008; Smith, 2000). While the fight against these negative perceptions exist, the collective narrative presented from research findings support a contrary image. From the sample research, it could be hypothesize that the mere awareness by study participant’s as a clear evidence negating this stereotype to our identity. The constant friction from competition between ethnic and gender classification and individual aspiration “heightens sensitivity to social identity concerns” for Black women in higher education (Poole & Hollingshead, 2005, p. 117). Thus, through her awareness, the modern Black woman administrator is capable projecting her true identity into tangible, valuable asset in academe. Julia stated this fact in response to survey question 3:

Modern Black woman Administrator: A woman who is able to think critically about the issues surrounding and of interest to the Board of Trustees, the community we serve, and the students, and be able to leverage resources to achieve the Mission and Vision of the institution while ensuring all other stakeholders' interested are taken into consideration.

Research Question 2

The second research question of the study: 2) How can African American female higher education administrators overcome pre-existing ethnic and gender barriers within elite institutions? In this era, it’s quite easy to forget the implications of race and gender upon the human self-identification process. The context in which shape our lives are seemingly can be easily founded in various other ways. However, for African American female administrators, the
hurdles coinciding with their assigned hue or sexual identity remains an ever-constant part of their existence. Every study participant acknowledges, to some degree, the reality of race and gender upon him or her. Studies regarding African-American women in higher education suggest that challenges still remain regarding diversity in institutions of higher learning (Gregory, 2001; Howard-Hamilton, 2003). Green (2008) stated “Some questioned my ability to cut it, because I am a woman and an African-American …,” (p. 813). Gloria shared a similar experience as depicted by Green. Yet, the participants in this research did not allow race or gender barriers to become hindrances for them. In response to interview question 10, she viewed the battle as more of an organizational challenge rather than strictly social, racial, or gender plight. In response to interview question 7, she recounts her experience with work relationships in similar fashion as Hannah. She connected any individual challenges faced during her professional administrative career to age in light of her occupational position versus gender and race. In combination with the reference to Paula Gidding’s book, we could presume the administrator individually embedded beliefs of “judging what happens to you on the right precept” as a plausible way to overcome ethnic and gender barriers in higher education administration.

**Credentialing**

An overarching message of preparation for overcoming barriers in academe resonated across the experiences of these women. Preparation was obviously a significant step on their pathways to success in higher education administration (in response to interview question 14).

Competence I can't stress enough you have to be really good at what you do. You have to be better than most because you're only going to gain that respect by being really good at what you do. You can be really good at what you do, but if you don't have the people
skills, then it can work against you. Because you can be really smart and really good at what you do but if you're not a nice person and if you don't treat people well and if you're not a team player and if you're not easy to get along with and fun to be with, then you're not going to get very far. You have to be liked. People skills are so important. (Hannah, personal communication, January 19, 2014)

According to study participant’s, academic credentialing was the other neutralizer to barriers found in elite institutions. Ebbers, Conover, & Samuels (2010) implied that degree credentials prevented qualified applicants from being “screened out” during the occupational hiring process; thus enhancing job attainment options and negating further market marginalization of this subgroup. The attainment of doctoral or terminal degrees for mobility into higher education was supported by numerous participant’s response. Gloria emphasized this point in response to interview question 12:

We need to be encouraging young women to pursue beyond bachelor's, to pursue beyond the master's, and to pursue the terminal degrees, whatever that is. If that's an MBA, if that's an EdD or a PhD or whatever, we've got to do that. We've got to show them examples and role models of people who've done it and what that means because even if you — and I think I said this before — even if you don't want to be at the highest level, you just need to have it so that if you ever changed your mind, that's one less thing they can say, "No, you're not qualified." You should never walk into a situation where someone says you're not qualified. (Gloria, personal communication, August 7, 2014)

Black women can expect a better probability of gaining leadership opportunities by: 1. earning a terminal degree, 2. identifying a mentor or set of mentors, 3. gaining
competencies necessary to excel in the workplace (via mentor, shadow, volunteer, civic participation, other), 4. leading with the organization's best interest (i.e.: fulfillment of Mission and Vision) at hand. (Gloria, personal communication, August 7, 2014)

The American Council on Education (2012) report suggests the administrators’ recommendation to be correct. In the report, the majority of college presidents had a terminal degree. Of these degrees, the majority of the doctoral level credentialing was specifically in education. As previously noted earlier in this dissertation, all study participants for this research had multiple degrees, inclusive of the doctoral degree.

**Research Question 3**

The third research question was: 3) How are educational organizational leadership cultures affecting African American female opportunities? Study participants overwhelmingly identified organizational cultures and structure as the primary barrier in occupational advancement and professional relationships by study participants (i.e. Hannah response to interview question 14).

People have to like working with you. If they don't like working with you, they will do you in. I find that I pay particular attention to be nice to people who are beneath me in the organizational structure because people look at you differently when you get to this level. I don't know. It's weird. I'm constantly amazed. I pay particularly attention to being nice and collegial to everybody from the custodial staff on up.

People beneath you in the organizational structure really appreciate people higher up taking time to be nice to them. It's a really good strategy. When you're building relationships in the organization, it's the worker bees that can make you or break you.
They can help you get things done, or they can put road blocks in your way. I would say as a suggestion for black women or anybody seeking to advance in the organization you have to be really nice to everybody and make people feel special and appreciated all the time. (Hannah, personal communication, January 19, 2014)

The ability and ambition of African American women to aspire for upper echelon administrative positions will be heavily impacted by pre-existing organizational culture and structures. Under the Expectancy Theory, Allen, Jacobson, and Lomotey (1995) study results validated the inextricable connection and influence of all levels of education administration upon the core problems facing African American women in academe. (Allen et al., 1995, p. 410). McLaren (2010) challenged the progressive education system to remove standardized qualifications (European and capitalist perceptions) of success for students and administrators alike. Julia reinforced the top-down approach for changing leadership through organizational policies (in response to survey question 10):

Racial obstacles can be overcome by educating the ignorant via Truly Effective cultural sensitivity training. In my experience, support has to come from the top administration (i.e.: the President) and be fostered through faculty and staff. Training cannot be a 'one-time only' event that takes place to "check a box", but be lived and practiced daily. Equally important, institutions should invest in Title VI and IX directors who can unbiasly address incidents at the organization without fear of retaliation.

An improvement solution to the organizational barriers is a never-ending enigma. As demonstrated in this study, a simple solution currently does not exist. However, research provides various pathways towards creating one. Morley (1997) denoted that in a post-modern
era, education organizations must accomplish “granting subordinate groups (i.e. Black women) access to the cultural capital and code in the form of academic and professional training,” (p. 236). Burke, Cropper, and Harrison (2000) noted “the Black feminist theoretical principles to construct a strategy consisting: naming oppressive processes, access to organizational decision-making, creating teaching materials on oppression from individual biographies, and ethno-communal exchanges” (Burke et al., 2000, pp. 306–308).

**Research Question 4**

The final research question was: 4) Subsequently, how can higher education institutions improve the number of African American women in leadership positions? Study participant’s revealed and reaffirmed professional mentorships or support groups as necessity for increasing the African American women’s representation in higher education institutions.

**Mentorship**

We need to place greater external and internal political pressures upon higher educational institutions to increase scholarship and mentorship programs to expand the academic pool of potential faculty and administrators.

To identify potential mentors I think that's huge. To seek out and nurture relationships with people who you feel would genuinely mentor you and help you advance and being as prepared and competent as you possibly can. One thing that I notice all the time that's helped me ... I don't know how it happened but thank God it did. I'm a really good writer. I don't know whether it's my Catholic school upbringing or what. I notice that not a lot of people are really good writers. I've gained a lot of respect because I am a good writer. (Hannah, personal communication, January 19, 2014)
Smith and Crawford (2007) revealed that mentoring is an institutional tool that could help retain, recruit, and advance women in the higher education. Mentoring relationships were an important aspect of the study participant’s pathway into prior and current administrative positions. Whether in the form of individual or external support groups, the supportive resource found in these relationships strengthen and guide the study participant’s leadership capabilities and style. The actual mentors crossed gender and ethnicity lines. Holmes et al (2007) stated an overall benefit for mentoring recipients “whether the mentors were male, female, Black, or White”. In this research study, participants highly favored the mentorship solution for unblocking the administrative pipeline for African American women in academe. Henderson et al., (2010) stated that peer mentoring also is consistent with African American women’s reliance on networks and relationships with each other to adapt and survive the material conditions associated with race, gender, and class oppression (e.g., Combs, 2007).

Ebbers and et al (2010) regarding community colleges stated networking would aid future leaders in this environment when applied under the mentor-protégé relationship model (p.62). Furthermore, their study suggest how relevant networking and actively practiced by women (Ebbers and et al, 2010). As personally experienced during the data collection portion of this study, even the accessibility to African American women in higher education for the collective narratives was only acquired through personal networks of the practitioner. Following the interview process, I understood why this so. The transcribed narratives paled in comparison to watching and listening how each study participant’s told their story. While not conclusive, a reasonable hypothesis for the Closed Social Collective Network (CSCN) circle approach to unknown outsiders of their personal network could be prior negative experience. Especially for
some study participants, if negative experience’s occurred within their specific ethnicity or
gender. Thus, a hybrid (i.e. racial, gender, etc.) from of the peer mentorship relationship could
develop as of a result. The hybrid peer mentorships proved to be one of the most fascinating of
the portion of this research study. Hannah exemplified this type of peer mentorship relationship
with the following statement (in response to interview questions 13):

Well, I think I've experienced both. I've experience support, and I have experience
nonsupport. I've experienced both. That's why I go out of my way to help other young
black males and females advance. Because I know firsthand how hurtful it is when you're
crushed by your own. It's nothing short of devastating. Because I've experience that, I
make sure that I go out of my way to help other black young people who are coming up
to help them because I know what it's like for that not to happen. (Hannah, personal
communication, January 19, 2014)

Practitioner and Scholarly Significance

The original purpose of this study is to explore their experiences and challenges in higher
education institutions in order to develop organizational leadership-based strategies to address
them. I Two studies mentioned at the beginning of this thesis, Moses (1989) on African
American women in academe and Jackson’s (2004) National Study of Postsecondary Faculty
(1993 and 1999) statistical analysis report which revealed senior level administrative
appointments have gone primarily to White women; thus Black women continue to lag
significantly behind White women in holding senior level administration positions in higher
education institutions, showed statistical evidence proving the occupational barriers exist for
Black women. While a primary focus of the study was to bring additional understanding
regarding the plight of African American women in academe, a secondary focus centered on developing plausible organizational solutions for the obstacles itself. Although no new experimental tools were developed and tested based on this research, the significance of the study lies in its ability add to the limited body of research on the problem in general while exploring organizational dynamics and organizational building blocks in a Post-Obama era. In order to qualify the significance of this study on this point, I’ll let the words from Gloria respond in defense of this study (response to interview question 12):

Sure. I think more research needs to be done. I think the outcomes of your study will be very helpful to add to the body of knowledge. I think we need to do more research and have more data available out there for people to read and understand because I think that's the only way people are going to change is when they know that these things are happening. I think when that happens, you need to respond. When you read this, and you see that there is a problem, you need to respond to it. You need to provide those professional development opportunities for people to get together and connect, to build up that support and advocacy so that they are able to be successful in their work.

I think we need to do a better job…. I think we can say, is it the elite universities' fault, or is it our fault? We've got to be partners in this. If you get to a point, then you've got to reach back and make sure others get up, too, because the pipeline can't get smaller. The pipeline has to get larger. If we do all this research, and we find out all this information, and we provide all these professional development opportunities, and there's no one to put in the pipeline, then what have we really done?...
Options are here now. When we think about back ... when my mom went to school, she didn't have the opportunity to do the things that I've done. Now, we have these opportunities. We don't even have to go to just a school that has African-Americans. We don't have to go to just HBCUs now. We can go to PWIs. We can go to military academies. We can do it all, so there's no excuse why we shouldn't. Why would we not do that? Culturally, we've got a real problem on our hands because our young people see people being successful immediately and real quick without having to put in the blood, sweat, and tears, and that's what they want. They want a quick fix. They want to throw it in the microwave and get it so quickly, but you can't always do that.

I tell every athlete ... I work a lot with athletes, and I tell them, "You know what? You're not guaranteed that you're going to the NFL, the NBA, the Major League or whatever at all. You might be good. You might be real good, but you are one injury away..., so don't put all your eggs in one basket. Excel on the field, on the court, whatever, but always have plan B. Always have plan B because one in 50,000 are going to be able to be in the hall of fame. You may not get there, but always have a plan B. I think that we have to do much more in making sure that we do the research, we put the research out there, we get more people in the pipeline, and then we share this research, so people can then provide professional development opportunities so that we retain and keep the people we have, but we also keep the pipeline open. (Gloria, personal communication, August 7, 2014)

The above snippet from the interview narrative goes straight to the essential heart of my study. With limited resources available to understand the plight of African American women
administrators in higher education administration, how can this issue be thoughtfully addressed? Gloria response places a challenge to three distinct groups for keeping this issue at the forefront. The first call goes to academic scholars and institutions themselves. As member of the academe, this administrator asks the higher education institutions to “partner” with African American women through professional development (i.e. VCoP’s), support, and advocacy initiatives. In addition, the lack of research on this issue provides new territory for future academic research by scholars alike. To her Black women peers, this administrator re-emphasizes the necessity of “reaching back” in order for the pipeline enlarge. Finally, to future African American women on the road to higher education administration (particularly in PWI’s), the administrator stressed the need for proper preparation as vital for this group. Gloria implored this group to take advantage of the full range of academic opportunities before them (i.e. reference to academic opportunities available between her (Post-Obama) and her mother’s eras). In reviewing research such as this study, hopefully, future generations would deter off the microwave path. The above all represent significant parts of organizational blocks for building a pathway for African American females in higher education administration.

While small in scale, this research should matter not only to the African American female student, faculty, and administrative populations, but to also stakeholders such as higher education leadership boards, higher education human resource departments as well as private sector organizations. Morley (1997) denoted that post-modern era educational organizations must accomplish “granting subordinate groups access to the cultural capital and code in the form of academic and professional training,” (p. 236). Patitu and Hinson (2003) affirmed higher educations’ to need for equitable standards into its organizational structure and culture to remain
relevant to the global marketplace. More so, as long as higher education desires to be the main pipeline for the next industry leaders, its internal organizational dynamics (i.e. human resources departments) needs to be responsive to the demands of the global community. According to a 2012 McKinsey & Company Report, “More than 80% of our participating companies’ HR leaders believe that gender diversity is a business imperative. CEOs articulate simple, compelling rationales: “getting the best brains to work on the problem” or having “a workforce that better matches their customer’s demographics.” When we asked for the business metrics that proved the return on investment, one senior executive told us, “It’s common sense—those who tell you they need more are just looking for an excuse not to act,” (p.4). While speaking specifically to gender diversity, the case has been made for diversification overall. The private sector has already begun the process of seeking greater diversification among its ranks; acknowledging the tangible consumer asset provide by all women. Unless, higher education aligns itself accordingly, the private sector could seek out other pipelines for industry leadership positions.

Finally, the underling significance of this study was to act as another historical marker in the pages of African American women in higher education. Through the course of this study, African American female administrators continued our long history of breaking the barrier’s captured in this study. On February 21, 2015, Dr. Valerie Smith became the 15th president of Swarthmore College (PWI) (“Swarthmore Names,” 2015). President Smith’s name will now be among the following African American female leadership pioneers in what Bates (2007) deemed as the “hallowed halls” of academe. This esteemed compiled list from Bates (2007) research includes, but not limited to the following pioneers (excerpts):
People in polite circles refer to Dr. Shirley Ann Jackson as the million dollar president (Jet, 2003). Appointed the eighteenth president of New York's Rensselaer Polytechnic Institute in July 1999, she received a salary and benefits package that reportedly exceeded any in academe in the nation, public or private.

Dr. Joyce F. Brown became the first woman and first African American to hold the position of president at the Fashion Institute of Technology, a school for art and design and business and technology (Business Wire, Inc., 2002).

Dr. Simmons became president of Rhode Island's Brown University July 3, 2001, becoming the first woman and the first African American to head an Ivy League institution (Basinger & Schneider, 2000).

Dr. Johnnetta B. Cole took the helm of Georgia's Spelman College in 1987. The historically Black women's institution in Atlanta is the oldest, most respected institution of higher learning for African American women in the United States.

The first African American woman college President since Mary McLeod Bethune and Anna Julia Cooper, Dr. Mable Parker McLean ("Women's Leadership Development Forum," 2004), a native of Moore County, near Southern Pines, North Carolina, became the ninth and first woman President in North Carolina's Barber-Scotia College's 108-year history.

African American women, such as Mary Jane Patterson, Anna Julia Cooper, and Mary McLeod Bethune, were among the first to break down educational barriers and pave the way for future generations. Mary Jane Patterson (Bennett, 2003), for example, was the recipient of the baccalaureate from Oberlin College in 1862, the
first African American woman awarded this distinction. Also achieving breakthroughs, Anna Julia Cooper (Cooper, 1892) was the fourth African American woman in the United States to earn a PhD, the first woman and the first African American woman resident of Washington, DC to earn a PhD from the University Paris-Sorbonne in 1925; she also became the second president of Frelinghuysen University in Washington, DC in 1930 (Cooper, 1892). With clarity of vision and determination of spirit Mary McLeod Bethune transformed the Normal and Industrial Institute that she opened for young women in 1904 into a college, merging with the Florida co-educational Cookman Institute in 1923. The merger was a courageous act, one that made Bethune a college president and established permanently access to higher education for African Americans (Hine, 1993).

Bates (2007) comprehensive list is truly impressive as well as a clear indication of the potential that lies before higher educational administration. Burns (1978) and Bass (1985) transformational leadership theories in conjunction with Bates (2007) “etic perspective” of the African American female administrators offers the academe a positive foundation towards increasing African American women’s voice at the leadership table. Through transformational theories, the etic perspective patterns regarding mentorship and credentialing would be applied towards restructuring organizational identity and infrastructures in higher education. The theories would challenge the leadership in academe to become what Burns (1978) classified as the “moral exemplars” for diversity within their organization while “simultaneously developing what Bass (1985) advocates as the transactional processes” to support their stance (Langston, p. 1).
Implications

The findings of this research reaffirm the issues facing African American women in higher education administration through the examination of several barriers or factors. The core factors explored were ethnicity, gender, and organizational regarding this subgroup’s matriculation into and within administrative positions. As an phenomenological case study, it intended to assist various stakeholders-mainly higher education institutions and future African American female administrators- in understanding Black women experiences not just for reflection, but also direction. Particularly in a Post-Obama era, we’re able to compare, contrast, and record the progression, if any, of the academe for addressing this issue.

The findings of this study revealed that African-American women are still faced with similar barriers regarding occupational success and professional relationships as their predecessors. Despite semi-significant age ranges, race, gender and organizational factors remained relevant in the lives of every study participant. Henderson et al. (2010) stated that “African American women in the academy experience the ongoing questioning and undervaluing of our scholarship, instruction, and other work (Chesney-Lind, Okamoto, & Irvin, 2006; Smith, 2000; Wright Myers, 2002). The lack of equal respect toward and for the educational background, credentials, experiences, and expertise of Black women (Smith, 2000; Wright Myers, 2002) is woven in the psyche of U. S. citizens and some educators; rational thinking inside and outside of the academy continues to be trumped by long-standing views, misperceptions, and values”. The findings suggested variation in coping approaches implemented by each study participant. Whether organizational (credentialing) or social (peer mentorships) in nature, these mechanisms aid in perpetuating the small pipeline of these women
into higher education administration positions. Thus, this study intended to enlarge the pipeline by delving deeper into the organizational factor of the issue. In short, this study highlighted real life experiences of the African American women administrators with plausible organizational leadership based solutions.

**Limitations of the Study**

This phenomenological study had significant limitations to this research study. As stated in Chapter four, the first limitation of this study was the limited-near non-existent potential study pool available under the original scope (Elite universities). After expanding the institutional range to include all higher educational institutions, the pool widened, but not significantly for the primary researcher. The second limitation was a closed network in the available research pool. The ability to access limited study participants hindered significantly on a network of personal referrals. Thus, the overall sample size for this study was negated to three study participants. As noted in Chapter four, two thirds of the study respondents were network affiliations of Dr. Claire. Acting as a gatekeeper, without Dr. Claire’s facilitation on the researcher’s behalf, the study would’ve been nullified completely. For future researchers, this core fact of the research process should be dully noted when constructing research designs. More so, verified gatekeepers assist in limiting the professional risk for brave Black women in academe. As this study has already noted several barriers facing the research participant’s, exposure regarding certain truths (transcribed and not) would pose additional obstacles for these brave voices. Thus, the whole truth of our story is exchanged between those privy to this particular sisterhood. The third limitation was the disparity in narrative data collection between in-person and survey only participants. As probably noted by readers of this dissertation, I captured significant amounts of narrative data
with in-person interviews versus online web surveys. While all technological measures were taken to provide equal opportunities for responses, it yielded minimal results for this study (i.e. one completed survey). The final limitation speaks to the presence of researcher bias throughout the study. As the primary researcher, I was able to accomplish neutrality throughout the majority of the data collection stage. However, as indicated in the transcripts, the inclusion unexpected pre-introduction interview with one study participant may suggest the appearance of biasness in this study.

**Recommendations**

The findings of this study have implications for future research in the academe. Since this research study explored African American women administrator experiences and challenges in higher education institutions in order to develop organizational leadership-based strategies, gathering more narrative evidence from this group is quite imperative. To that end, a national database cataloging Black women of this status would be essential for future studies. As the primary researcher, locating present or past potential research participants applicable to this study proved a daunting task of its own. Another recommendation derived from this experience would be independent private sector research studies on the impact of qualified African American female leadership in across varying industries- including higher education. During this study, the case has been made for higher education expansion of African American female representation in direct response to the global market place. The final recommendation would be for further research on the White male peer mentorship with African American women. This study highlighted the impactful influence of these hybrid peer mentorships upon study
participants. Further studies could discover significant information in these mentorships for
dismantling ethnic and gender barriers in higher education.

**Reflection**

In closing this study, I’ve gained more than justified by the words in this doctoral thesis. I
began this research with one inquiry in mind, “why don't I see more people like me in higher
education administration”? This inquiry was spurred when contrasting my personal experiences
across three different academic environments: historically black colleges and universities
(HBCU’s), conservative predominantly white institutions (PWI’s), and progressive research. As
the first of the millennial generation, I couldn’t understand how the outside student
demographics evolved, over time but not the internal demographics of the authoritative
leadership. While the external physical location impacted direct student populations, it couldn't
account for the lack of self-identification in the administrations (noted exception- HBCU’s) of
my alma maters.

After this study, I take away a greater understanding of the plight of African American
women in academe from a more personable point of view. With every personal engagement with
these dynamic women, I found myself challenged not just as Black woman, but also simply as a
human being to remember their struggle, strength, and story. This study responds to what
Hannah stressed as the need for remembering in order to move forward. More so, the study
epitomizes the undeniable truth that in order to start at the top, we need to grow from the bottom.
It’s time to become change agents in higher education by architecting pathways that reflect our
image, actively cultivate our talents, and redefine our organizational boundaries into the modern
era. Despite the large concepts presented throughout this study, I hope the greater message to keep moving forward resonates with the readers. I know it does with m
REFERENCES


APPENDIX A

INTERVIEW/SURVEY QUESTIONS

1. Address; Age Range; Highest Degree Earned; Race; Institution Region:

2. Institution Type (2 or 4 year, PWI, Ivy or HBCU) (confidential demographic use only)

3. What is your perspective on the historic role of Black women administrators within Elite universities?

4. Please define what it means to be a modern Black woman administrator in an Elite university.

5. Are there any specific experiences that support your response?

6. Do you feel appreciated and valued as an employee within the Elite university organization?

7. Have your current and/or prior organizations valued diversification among its administration?

8. In your opinion, has your gender and/or race impacted your work relationships and overall influence in the university?

9. From your perspective, do racial and/or gender stereotypes impede your leadership opportunities within Elite universities?

10. Please rank options in order in regards to the following statement: The greatest obstacle facing Black women administrators in the Elite academe is: Race, Gender, Organizational Culture, N/a

11. Have Elite universities done enough to address issues facing Black women in their administration: Yes, No, Other

12. Has the election of America's First Minority President helped and/or hindered issue(s) faced by you?

13. Are there systemic opportunities to address the obstacles facing Black women administrators in Elite universities?

14. Do you believe the use of emotional intelligence (specific definition provided upon request) training for Elite university administrators would change any existing organizational culture and (possibly negative) stereotypes barriers?

15. What suggestions (i.e. systemic, technological, etc.). can you recommend to increase opportunities for future Black women seeking administrative/leadership positions within Elite universities?
## APPENDIX B

### INTERVIEW TRANSCRIPT WITH SPEAKER 1

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Transcriptionist | Vinodkumar V.

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How did Vinodkumar do?

⭐⭐⭐⭐⭐

If you rate this transcript 3 or below, Vinodkumar V will not see your future orders.
Speaker 1: Did you send me something in writing?
Shakira: I certainly did.

Speaker 1: Okay, I am 100 emails behind at the moment. All the same, I still, I apologize.
Shakira: It’s okay. I did send you a copy of the interview questions. They’re very direct …

Speaker 1: Okay, so were you hoping to interview me today?
Shakira: I was.

Speaker 1: How far away did you come? From where?
Shakira: I live in north Suffolk.

Speaker 1: Okay, so what’s the commutable time?
Shakira: It’s about 45 minutes.

Speaker 1: Okay. Can I ask that we have a preliminary conversation?
Shakira: Certainly.

Speaker 1: That I have a chance to review your interview questions so that I can give you my best … I can be my best at this because, ultimately, it will help you.

Shakira: Yes, okay.

Speaker 1: I have not reviewed the questions and I want to have the chance to think about them because I want you to do well.
Shakira: Thank you.

Speaker 1: The better that I can answer your questions, it will benefit you in terms of your having the substance that you need.
Shakira: Oh, thank you.

Speaker 1: It’ll be worth the extra 45 minutes coming back.
Shakira: Absolutely.

Speaker 1: I’d like to have a conversation with you about why you’re doing this and what you hope to accomplish.
Shakira: Understood. That’s actually a fair question. I’m doing this particularly because, of course, as a woman of your caliber and from even doing some background research on yourself, you know how difficult it is to actually enter into higher education administration, itself alone, particularly being an African-American woman or any woman of minority.

What I have discovered in my interaction with fellow women that have attained that particular status is the fact that … Just the struggles that they have faced which is a plight for me to think someone who professionally has background in organizational leadership more so in government and in the private sector, I’m always trying to figure out how do we crack that glass ceiling or at least put a big enough crack into it so that we are in the value of African-American woman can be brought really to the forefront table.

Particularly with education because it really affects every aspect of any type of field that you deal with whether it be Criminal Justice or Human Services, from my personal experience.

If you can crack that ceiling at the education level by exposing more people to the benefits of having African-American female leadership amongst the administration, it really makes, particularly United States’ education system, more globally competitive and more realistic to the globalist trends that we’re better, coming forth.

For me, personally, because I do intend to one day be a Dean or some other type of position at Higher Education Administration, it’s a personal journey and a way for me to actually design a pathway for myself and women coming after me such as I’m coming after you.

Speaker 1: Good. Who else are you interviewing?

Shakira: Well, I put out a few more fielders. My goal is to cover different women at this caliber across a variety of types of universities and colleges. I’m technically not only to universities but I’m looking at predominantly white institutions, historically black colleges and universities as well as the Ivy Leagues.

I put out a couple of fielders. I’ve actually received some responses. I cannot specify because that’s part of the anonymity process of research design.

Speaker 1: Well, I’m asking you that question because there are a couple of women that come to mind.

Shakira: Referrals are wonderful. Actually, absolutely necessary.

Speaker 1: I was fortunate enough to do the MDP program at Harvard. I don’t know if that’s part of your research with me but I did the Management Development Program at Harvard.
I was sponsored by the then Vice-Chancellor of Student Services at Kennedy. I came from Kennedy. When I was at Kennedy, I was afforded that opportunity, very great opportunity.

There are several Management Development Programs that Harvard, the Graduate School of Education, offers. One is in MDP, one is in MLE. The MDP prepares Administrators to become Deans and Vice-Presidents. The MLE prepares Vice-Presidents to become Presidents. It’s an intense 6-week program, literally. I can’t even begin to tell you how difficult it was. It was my true test.

Anyway, I ran into … This is my Harvard class. You can see that there are a couple of Black women in there. One of them … I have her card here. There must be a reason why I did not file her card away.

She’s now the President of a college in the mid-west. She would be a wonderful person to talk to because she had had a very interesting journey. She was fired. It took her several years to land on her feet again.

This is from the National Conference, American Association of Community Colleges, the National Conference. I ran into her. There’s this other very, very, very smart lady. Hispanic but she’s Black Hispanic. She’s the Vice-President of the Student Affairs at [inaudible 00:06:22] Technical College. I want to give you her information.

I want you to contact her because I tell you, if there’s any Black woman who’s been [inaudible 00:06:37] over the coals and has risen from the ashes, it is her. If I had gone through what she had gone through, I may have wound up in the looney bin.

She’s amazing. Her fortitude. She never gave up. She never lost faith. I will find her. I will find it. There’s 2 of them.

I came to this a while ago. I was fortunate … I came to it from a different era. I got my Doctorate 30 years ago which is a relatively long time ago when Black women were not in Doctoral programs.

I will find her card for you. Her name is Janice. This is her right here. It’s Janice, in this picture. I’ve been meaning to get another frame for this. It seems like it was light years ago. There’s Janice.

As you can see, there are only 4 of us.

Shakira: I can see.

Speaker 1: This is Janice right here. I have to find her card because … Ahh! Janet, she is a Campus President for South in the campus of Ivy Tech. I’m going to make this copy for you.

Shakira: Thank you so very much.

Speaker 1: [Crosstalk 00:08:44] this card because I’ve been meaning to keep in touch with her because she was in our class. She was actually my roommate. I lived with her for 6 weeks.
I’m glad that I didn’t lose this card.

Shakira: Thank you very much.

Speaker 1: You’re welcome. My goodness, [inaudible 00:10:02] age gracefully.

Shakira: Yes, you have.

Speaker 1: It’s a long time. It seems like it was yesterday but it wasn’t.

Shakira: No, you do look like [inaudible 00:10:11] looking at the photograph and looking at the demographic make-up. Recently, I took of course with my classmates and colleagues coming out from our program. It would pretty much be identical. There were only about myself and 2 other individuals, African-American women, in the program.

Speaker 1: I’m going to give you her card too. I just met her for the first time but, boy, was she a powerhouse. She was a powerhouse. Here you go.

Shakira: Thank you so very much.

Speaker 1: [Inaudible 00:11:06] are you doing a qualitative or a quantitative study?

Shakira: This is a qualitative study.

Speaker 1: How many people are you hoping to interview?

Shakira: Well, because I’m only capturing historical, cultural experiences, minimally, I would like to capture 4, if they meet the minimum criteria as far as the broad span of Higher Education Administration that I’m looking to touch upon. Idealistically, at least about 8 different women.

Speaker 1: What are the criteria?

Shakira: The criteria simply means that they would have to hold a certain level on administration, preferably a Dean or above, administration or type of level in professional wise.

As far as a 2-4 year, I look at particularly at elite universities or colleges that fit that parameter particularly in the [inaudible 00:12:03] index which I’ve utilized for my research study.

Of course, preferably with a background of [inaudible 00:12:11] working in college and specifically one of the best community colleges in the country.

Speaker 1: Do people really feel that?

Shakira: Actually, they really do.
Speaker 1: Really? Great. What goes into that perception? Who feels that way and how did that come up?

Shakira: The [inaudible 00:12:31] index, which I’m sure you’re familiar with, they utilize a myriad of factors. I’m not even sure completely how they validated their studies with as far as what resource they pulled from in order to find this.

I basically just go into the system. I plug in the data that I’m looking for in the index and it just validates which universities fit my criteria.

Speaker 1: This one did?

Shakira: Yes, it did.

Speaker 1: Great. Did Ivy Tech?

Shakira: I didn’t look for them.

Speaker 1: Okay, I was just curious but okay. Well, even if you don’t use her in your study, she’ll be able to give an insight into … You might want to write this down.

Shakira: Certainly.

Speaker 1: You might want to ask her … You don’t need to tell her that I told you of her business but you may want to ask her what experiences has she had that relate to building fortitude and stamina.

You might want to ask her, and I’m simply [inaudible 00:13:51] I did, you might want to her what personal characteristics would she feel essential to develop in order to withstand challenges of professional competence. Does that make sense?

Those are 2 really key character … Two ingredients that you must develop in your character, not to doubt yourself when you’re being discredited and to be able to hold on to your sense of self and purpose and self-worth when it’s being challenged by people who have other agendas because as a Black woman …

Assuming that you’re smart enough to be at the table and being smart is not just being book smart, being smart is a lot of other ingredients that goes into somebody being smart.

I’ve been an Administrator now for, I think, 4 years. I’m just now learning what it really means to be smart. I’m learning how to be smart from my boss who’s incredible, incredibly smart man, who is totally dedicated to teaching me stuff that I am not so good at yet.

He does it in the same token as giving me credit for and acknowledging all the things that I’m really good at, that he will be the first one to verbalize and give me kudos for, but he’s an incredibly astute man in ways that I have not always been so good at.

I’ll give you a perfect example because you need to really understand this from a practical day-to-day experience, not just what the books say. You could go
to the best in the best Ivy League schools in the country but if you can’t function and survive on a day-to-day basis with all the politics that goes on at so many different levels, you’re not going to survive.

Let me give you a perfect example. I’ve been asked to give feedback on a document. The person who’s asked me to do this, we don’t get along. I just spent a lot of time on this but because I don’t respect him and he doesn’t respect me. I don’t respect him because he doesn’t respect me.

I have approached this reluctantly but I’m going to do a good job, no matter what, because my professional credibility is at stake but what he teaches me and guides on is what battles to pick, what’s worth fighting, what’s not worth fighting, what’s worth just filing away for another day, how to be smart, how to be strategic.

It’s a very important thing to learn because we still live in a country where racism is alive and well. Because of the competition to get to the top, it can be a very lonely journey because you’ve got White men who don’t … White men will be the first ones to probably accept us and give us a pathway. Fellow Black women might be the least because there’s a competitive spirit, unfortunately.

That has been my experience but I think that in order to be successful, politically, you have to be very careful not to be threatening, not to let someone feel less than, to be humble, to be collegial and always gracious so that everybody can always say, “Boy, she’s a really nice person.” Nobody wants to be labeled as being a bitch.

Now, you may have to be in order to get things done but it’s how you do it. My boss is brilliant at getting people to do things, all the while making them feel good about doing it. That’s a really, really difficult trait to master. Very hard. Very few people have those kinds of skills.

I consider myself to be very fortunate to be sitting at his knee because he’s teaching me skills that if I had had 20 years ago, maybe I would be someplace else.

Shakira: So mentorship is very essential.

Speaker 1: Mentorship is very essential. I have been mentored by some of the smartest people, by Vice-Chancellors, my Vice-Chancellor, particularly, who mentored me, but mentorship is really important. Someone who’s going to take the time to guide you and to teach you how to handle situations. That’s why positioning yourself in an organization with someone who will invest that time in you is key to your political survival.

As you progress and move on in this business, you don’t always want to go for the biggest job, you really want to choose your positions keeping in mind of the relationships that you feel you could have with your immediate supervisor and who in that organization could you cultivate a relationship, a mentoring relationship, because that’s going to be key to your survival.

When … Who was it that mentioned you were coming to ask me if I would …
Shakira: Dr. X.

Speaker 1: Right, Karen. I don’t know her very well at all but she’s a new Black woman administrator, who I don’t really know, but when she mentioned it, I said, “Absolutely, I’d be happy to help you” because I never had that from another Black woman.

Fortunately, I had a very successful, accomplished Black man who is a Vice-Chancellor in Community, Vice-Chancellor, Student Services in the largest public institution in the country is pretty big but he got help too and he got help from White people.

Interestingly enough, he really got double-crossed by a Black woman who was a College President, very disappointing.

You have to learn your craft, you have to know your stuff but the key to success is being able to forge and build relationships. Build alliances, build relationships where people will want to help you. They’ll want to be on your team, not only because they respect your competence but because they like you.

Even if they don’t like you, even if they don’t like the decisions that you may have to make, they respect you as a person and know that you have the best intentions, that you put students first and that you don’t have a hidden agenda for your own personal advancement.

Nobody likes somebody who’s pegged as somebody who’s ambitious, who’s blindly ambitious trying to climb up the ladder and will have no conscience about collateral damage on the way. Nobody likes that kind of person.

Is this helpful at all?

Shakira: No, it is and actually taps in a number of questions that I had submitted to you for the interview process. You’ve actually given me quite in-depth even in this brief time period. I would definitely want to continue our conversation.

Speaker 1: I’m sorry I didn’t a chance to review this. I was at such short notice. I’ve been working on some documents so I’m behind in my emails [inaudible 00:25:01] my existence because we’re email driven out here.

Shakira: No, I completely understand. I just appreciate it. Again, I really wanted to just capture … I know it’s a lot of information to capture even within a 60 minute timeframe because the women that I’m targeting, you have such …

For me, it’s the most surrealistic experiences that you have but they really are real and they need to be heard. The research that I’m doing, it hasn’t really been done in quite a number of years. I think the last most validated was somewhere in early 2000 that someone actually took a moment to capture our experiences from our perspective.

For me, it’s now, yes, it’s a couple of decades later but it’s more so about … We’ve had this discussion, it’s a relevant discussion. It’s still relevant even almost 15 years later, what can I really do about it? What can I present to an Administration that makes sense not only from a ‘feel good’ or a politically
correct type of standpoint but I’m a business person and I come from a business background, [inaudible 00:26:07] background, and there are resolutions and solutions that actually affect bottom lines.

For me, my end goal is if I can develop an organizational pathway that not only feels good, it is the right thing to do, but it also helps your bottom line in being a better academic institutional for all and being more competitive that resonates with management and business worlds.

That makes them a different look and different approach of a necessity of diversification in the administration.

Speaker 1: You do have a Doctor Williams, she’s the former President of Bronx Community College?

Shakira: No, I don’t.

Speaker 1: Do you have Dr. Marcella Maxwell?

Shakira: No, I do not.

Speaker 1: Well, they’re 2 very, very … Dr. Marcella Maxwell and Dr. Williams, the former President of Bronx Community College are 2 of the most noteworthy senior women, Black women, in our industry.

Marcella Maxwell’s got to be in her early 80s, late 70s. Oh my God, she’s the President we … She’s our hero. Dr. Marcella Maxwell has been in Higher Education for over 50 or 60 years.

Dr. Williams is the former President of Bronx Community College. She’s retired. She’s amazing to talk about. You could learn from them.

What’s your goals in terms of your own professional development?

Shakira: Generally speaking, my personal/professional background has generally been as far as management consulting. Basically, I’ve been always the person or individual that looks at how the organization is run from the external and internal standpoints.

I basically point out the flaws or the places that can be improved, needs areas of improvement. I actually, somewhat, restructure from the inside out.

Particularly for me, the emphasis in the [inaudible 00:28:42] portion of my years have been changing organizational culture because I realized how much of an impact that can be as far as with staff, particularly with staff, in any type of field.

They’re not into the culture, they’re not really invested then it will show in their work very heavily.

Also, I’m very much an analytical person. About the bottom line, a lot of times I have to present to investors who want to see where their dollars are coming from or if I’m in a government position, then I’m also presenting to
individuals who are Administration in governments. They want to know where
tax dollars are being utilized.

My position, honestly, is just pretty much, again, just not addressing it
from a culturally sensitive type of awareness, type of perspective, but really
delving into the fact that …

What I notice is that they really want to see how is this really going to
benefit us in more ways than just, what I can say, is just a kumbaya moment
because, obviously, if we’re still having this discussion, 15 years later, if I can
look at your photograph and it’s very reminiscent of the fact that I’m
matriculating throughout this time, that says a lot for me.

Speaker 1: I have this very fortunate … This was a very life-changing moment. When I was
at Harvard, it was a case study method. The workload was staggering. We had to
read 100 pages at night. We had to know those cases, be able to role play those
cases.

They would call on you randomly to play, the Provost or the Vice-
President of Finance or the Academic Dean. You didn’t know who’s going to be
called on to come up to the front of the room with all those people and play that
role. You had to know the case code.

This is a true story, I’m going to show you … I’m going to tell you this
little story. About 2 weeks into this program, I’m that totally stupefied. I’ve got 3
kids at home that my family is taking care of while I’m away for 6 weeks. I’m just
exhausted. I haven’t been back in school for a long time.

At that point, I’ve been out of school for a long time so I had not done
homework or living in a dorm. I’m a mother of 3, what do I remember about this
stuff, right? So I had a panic attack because I was behind in my reading.

I wasn’t prepared that day and I had a little anxiety attack. I decided … I
was afraid I was going to get called on the day, you could tell that I was panicked
that I hadn’t done my homework so I bolted out of the lecture hall.

I guess I was just stressed entirely. I just started crying and I ran into a
very famous person. I recognized him immediately. I ran into Desmond Tutu. I
ran right into him.

I was just crying because I was just tired, I was scared that I wasn’t going
to make it through this program, it’s just really hard. Harvard is what you would
think it is, it is the hardest, it is.

I really just ran into him. He asked me what was wrong and what
happened to me. Anyway, that’s him and I, right there behind you. He took me
into his office and he gave me tissues and I just couldn’t stop crying, I was tired.

My kids were home. I’m having problems because I have people watching
them. My mother was too old to take care of them and here I was trying to do this.

[Inaudible 00:33:07], “I have responsibilities. What was I thinking? I was
going to try and do this. I can’t do this. I’m going home.”

Anyway, he adopted me and he became my mentor. He really got me
through that program. He would talk to me and hold my hand, prep me for the
lectures. He just took me under his wing.
I can’t tell you what an experience that was to just talk to that man and learn about his experiences, about fortitude and never giving up, believing in yourself and just working really hard, just character building.

It was amazing. I look at him every day. I have that picture there. I look at him every day because he really got me through Harvard. If it wasn’t for him, I probably would have packed up gone home. I just didn’t think I could do it because it was really hard. I look at him every day and I thank him for being in my life.

There’s a book … Have you read Reframing Organizations?

Shakira: I’ve heard of the book.

Speaker 1: That you have to read. I hope I haven’t lent it to somebody. I was just talking about that book. I’m going to be really upset if I lent it to somebody and I didn’t get it back.

Reframing Organizations, you need to get a copy of that book. I was just talking about that book to the President [inaudible 00:35:05] College because she uses [inaudible 00:35:09] all the time. Do you know I didn’t [inaudible 00:35:11] lent it to somebody?

It’s a book you should really read before you finish writing your dissertation. It will help you. Wow, what happened to it? There’s a chapter in there that you should read. I refer to the cases all the time.

At some point, I could give these required readings. See this? Every day, you had to [inaudible 00:37:05]. Your every waking moment was programmed. I’m going to find this book for you.

It may not be here because I think they gave us that book. You have to read [inaudible 00:37:58]. You should get somebody to sponsor you for this program within a couple of years. It will jumpstart you light-years.

Here it is, it’s by Bolman and Deal. I’m [inaudible 00:38:32] my book. This is called Reframing Organizations. Write this down.

Shakira: I’ve read a couple of chapters out of this book for classes.

Speaker 1: You should buy the book. You should buy the book and read it cover to cover. Actually, I’m going to leave it now because I’m going to have to get my copy. I don’t know that happened to mine. I should be referring to it more often because it’s very helpful. Yeah, you want to get that book.

When I’m looking at these questions, what will be helpful to you for me to keep in mind?

Shakira: Honestly, in order for us to just retain the integrity of the research [inaudible 00:39:54], just answering it to your best ability, to your best knowledge.

If you can supply enough information as possible for [inaudible 00:40:01]. You’ve actually done quite a bit in this conversation.
Shakira: Yes. Honestly, a lot of your … The conversation that we’ve had touches upon a great deal. As you look at the interview questions, I would like to get a perspective as far as [inaudible 00:40:16].

One of the questions deals with how the election of President Barack Obama, hasn’t that affected or impacted … Do you believe that it impacted the ability of African-American women to be able to ascend into Administration? Do you feel so that it’s aided or, in any way, did any gender ethnic issues?

That’s one of the questions to consider …

Speaker 1: That’s a very interesting question. You’re going to be very surprised with my answer. I’m not a Republican.

I’m closer to that topic than most people because my daughter-in-law works in the White House and my son works for Treasury and was very active in his campaign. He was National Director of [inaudible 00:41:14] outreach for his reelection campaign.

That’s interesting. You’re going to be surprised at my answer.

Shakira: I’m looking forward to. As promised, I [inaudible 00:41:27] that I will not take up anymore of your time for today but I will contact [inaudible 00:41:32]

Speaker 1: Actually, let me just go and schedule you.

Shakira: Okay.

Speaker 1: Do you have your calendar?

Shakira: I certainly do.

Speaker 1: Okay, just because I feel so bad that I didn’t get to answer your questions but just shared with you some of my thoughts.

Shakira: No, I totally understand.

Speaker 1: I think about this all the time, actually, because I have 2 very good friends. One of which hasn’t come to work for 2 years and is [inaudible 00:42:09]. She’s a Harvard grad.

She has not been able to land a position because I think mostly because of her age, she’s 65 but she’s a PhD trained Clinical Psychologist. Really smart. She’d be [inaudible 00:42:30].

What’s your timeframe?

Shakira: My goal is, initially, was August the 9th, however, because I know that calendar’s in the way that academic goes, if I can somehow have an hour of your time sometime in the month of August in general, that’d be great.
Speaker 1: During the month of August, okay. Could it be after … I’m going on vacation on the 29th.

Shakira: Okay, it can be after the 29th.

Speaker 1: I’m coming back … I’m back the 5th, the 6th and the 7th. [Inaudible 00:43:21] in the afternoon is best. You’re travelling back to Suffolk so you don’t have to worry about traffic. Is morning better for you?

Shakira: Mornings are conditionally better, I’m a mother of 2, but I’m perfectly fine to work within your schedule.

Speaker 1: Mother of 2 meaning what times do you need to be mothering?

Shakira: Well, my children are older, they’re 10 and 6. They’re in elementary school so …

Speaker 1: Okay, they’re not older. All day in school during the summer?

Shakira: No. During the summer, they are actually … Currently, we’re picking them up actually this weekend from my parents. They’ve been on vacation the last few weeks.

Speaker 1: Good for you, you got a break.

Shakira: Yes, to work on my studies.

Speaker 1: Good for you. Okay, so when in the week of August 6th? Thursday, the 7th. How’s Thursday, the 7th, Thursday morning, the 7th?

Shakira: If that works within your schedule or if you prefer to have in September, after your vacation, that’s perfectly fine as well.

Speaker 1: No. September …

Shakira: I know it’s beginning of the fall term.

Speaker 1: Yeah, but I have some personal commitments. My daughter’s getting married the first week of September in San Francisco.

Shakira: Congratulations.

Speaker 1: Thank you. I’m totally … The closer it gets to September 7th is the crazier I will become. I think probably you should catch me before I get … Everybody knows my daughter’s getting married, she’s in San Francisco. You all have to understand, she’s my baby girl and I’m the mother … I’m into this. I’m trying to help her get this together here because she’s got a very demanding job.

How about Thursday, the 7th at 9:00?
Shakira: That’ll be perfect.

Speaker 1: That way I won’t feel so bad that I wasn’t prepared for you.

Shakira: No, not at all.

Speaker 1: An hour?

Shakira: That will be perfect.

Speaker 1: Okay, give me your first name again.

Shakira: My first name is Shakira, S-H-A-K-I-R-A. My last name is Mendem. M …

Speaker 1: M-E-N-D-E-M?

Shakira: That’s correct.

Speaker 1: Okay. Let me just make sure that I have your email. When did you send it?

Shakira: I sent the email last week.

Speaker 1: I may have read it on my iPad. When you read these on your iPad, it shows off as being read even though you didn’t see it?

Shakira: Yeah.

Speaker 1: If somebody opens it up, it gets me in trouble all the time.

Shakira: The last communication would be about July 18\textsuperscript{th}. That’s when I actually sent the interview questions to you.


Shakira: Yes.

Speaker 1: Pretty name.

Shakira: Thank you.

Speaker 1: Here it is. You sent me 3 emails. Okay, Sorry. I did see this. I may have even printed it out. I apologize.

Shakira: No, not at all. I understand. This is definitely part of the process especially a research in dissertation.
Speaker 1: Now, I understand that you have not had the benefit of a dissertation advisor, the dissertation seminar in your program?

Shakira: We do have dissertation as far as [inaudible 00:47:37] weeks during the summer that we attend so we have the option to attend [inaudible 00:47:42] which gives us an opportunity … [Inaudible 00:47:44] we have a year-long adviser during the duration of our dissertation.

Speaker 1: Have you had course work in terms of how to write a dissertation?

Shakira: We do. We developed research [inaudible 00:47:59] the last 2 quarters of our term within our program before we officially enter dissertation mode or ADD mode, just focused on preparing for dissertation.

Speaker 1: Okay, so you’ve been taught. Do you feel comfortable that you’ve been taught how to write a dissertation?

Shakira: I feel comfortable enough … Probably [inaudible 00:48:35] in my professional experience. I’ve actually already written the first 3 chapters and they’ve already been approved by my committee. This is actually for chapter 4 just the actual research design and all the data collection.

Speaker 1: Good.

Shakira: Following the collection and [inaudible 00:48:53] up all my information for a chapter 4, then I will write my [inaudible 00:48:57] chapter which is chapter 5.

Speaker 1: Good. Good for you. I’ve always wondered how you do a PhD online because I’m old-school. I was a 90 credit program in the classroom. I’ve never understood it.

Shakira: Well, actually, my program is hybrid which means I’ve spent a good amount of time in Boston, particularly during the summertime. My family was very supportive. My parents would take my children during the summer and my husband would come along, take breaks from work to support me in Boston.

Speaker 1: Good. How did you like Boston?

Shakira: It’s a great city. I spent most of the time in a classroom on campus but it’s a great city. Between that and the library.

Speaker 1: I love the [inaudible 00:49:49]. I loved it. Loved it, loved it, loved it.

Shakira: I think I really appreciate the [inaudible 00:49:57] aspect, [inaudible 00:50:00] Hall. I mean, it really is truly a city [inaudible 00:50:03].

That and my husband, and I found a fascinating beach [inaudible 00:50:11] of Dunkin Donuts everywhere we went.
Speaker 1: [Inaudible 00:50:18] diet. Okay, I’ll be ready for you. I promise, promise, promise.

Shakira: No, not at all.

Speaker 1: If you feel that you’re comfortable with it, reach out to Janet.

Shakira: Yeah, absolutely. This process requires a lot of [inaudible 00:50:40] connected networks because there’s a lot of people that I may not know of. You only come across so much in research.

Speaker 1: [Inaudible 00:50:48] Marcella Maxwell, wow, she is a pioneer. She was a College President 50 years ago. [Inaudible 00:51:05]

Shakira: [Inaudible 00:51:12], honestly, inspirational, and I’m looking forward to continue on with our conversation.

Speaker 1: Oh yeah. I’ll be happy to help you along the way, after the interview. Really, if it wasn’t for Vice-Chancellor [inaudible 00:51:27] who believed in me and who sponsored me to take that Harvard program, and the wonderful people that I met as a result who just mentored me …

There’s another person, Dr. Julius Ford, he was the Vice-President of the Student Services at a SUNY campus in Westchester who mentored me. He was my dissertation advisor, he was my boss. He was a Teacher’s College graduate and he was on my dissertation committee.

Oh man, if you’d read my chapters he edited. I wrote my dissertation and we were using typewriters and whiteout, we didn’t have computers.

We have to step up and mentor those coming behind us. It’s really our responsibility so I’m happy to do it. I’m just paying it forward. There were certain people there for me.

I’m honored to do it. I’m honored that you chose me. I can’t imagine why but thank you, really. I’d be happy to help you.

Shakira: Thank you.

Speaker 1: Yeah, we got to help you get through this.

Shakira: Well, [inaudible 00:52:41] that’s my prayer, my prayer to graduate by the end of this year so my Christmas present will be to finish my program, defending and graduating.

Speaker 1: Then you’re going to be job hunting?

Shakira: Then I shall be job hunting.

Speaker 1: Okay. In the Higher Education arena?
Shakira: Preferably that.

Speaker 1: Okay, good. It’s good to know. Okay. [Inaudible 00:53:05]. We might be saying goodbye for a while but that’s all part of [inaudible 00:53:17]. Thank you for thinking of me. I hope I can help you.

Shakira: Absolutely. I’m just going to think about the [inaudible 00:53:33] so much. You were very, very helpful. [Inaudible 00:53:36] foundation of “Where do I begin?”

Speaker 1: [Inaudible 00:53:41]

Shakira: [Inaudible 00:53:48], see you in the next week.

Speaker 1: A week after…

Shakira: [Inaudible 00:53:51]

Speaker 1: Yeah. Let’s not rush it. Please, I’m trying to slow down the summer. There’s a lot to be done. Okay.

Shakira: Sounds good.

Speaker 1: Okay, have a great day.

Shakira: You too, bye.

Speaker 1: Bye.

Speaker 2: What happened?

Shakira: Oh nothing. Long story short, when I got [inaudible 00:56:24] she was … I mean, she’s just busy. She was busy and she had a busy day so I didn’t even get in to see her until about 10 to quarter after 3.

She was highly apologetic because she definitely received all the stuff that I sent but she didn’t have a chance to [inaudible 00:56:52] them. [Inaudible 00:56:54] because she think [inaudible 00:56:56] came up, she didn’t have time to really sit down and be interviewed.

What ended up turning out was she sat down and had a conversation with me. I have to actually come back here again on August 7, [inaudible 00:57:11] to interview her.

It’s going to be at about 9 in the morning. Just got to make sure that I have coverage in that morning so [inaudible 00:57:23] going late or something. [Inaudible 00:57:29]

We had a conversation and she answered a lot of my questions, inadvertently by just [inaudible 00:57:38] conversation without even really realizing it, but she really wanted to take a chance so that she would take an
opportunity to sit down and to review my conversation and my study design and so forth.

She has a very [inaudible 00:57:49] thing about [inaudible 00:57:50], just like, “Wow.” When she heard what my purpose was, she gave me names, the contacts of additional people to reach out to, resources, even actually in the conclusion of this that if I decided I wanted to pursue the Harvard Kennedy [inaudible 00:58:08] Program, [inaudible 00:58:10] program at Harvard University, she’s a graduate of it, that she would sponsor me.

Speaker 2: What is that?

Shakira: It’s an intensive program with a certification in Leadership, Education and so forth, but Harvard is the certification that’s a very difficult program. Literally, thousands upon thousands of people apply every year and they only select 30.

She said she would sponsor … Usually, you get selected by having sponsors who [inaudible 00:58:43] program. I know about the program. It’s very difficult to get into but she said she’d be glad to sponsor me.

Literally, you will see, she has this photograph of the past, who graduate [inaudible 00:58:53]. Usually, about 3, maybe 4 Black women in the entire class.

I was like, “Wow, all those years later, you took a picture of my class. Me and about 2 or 3 other Black women, maybe [inaudible 00:59:10] don’t change that much.” [Inaudible 00:59:14]. I have a lot to do, I have some books to read that she recommended. That’s it.

Are you ready to go [inaudible 00:59:30]? Our dinner reservation [inaudible 00:59:33].

Speaker 2: Right.

Shakira: [Inaudible 00:59:38]. Thank you. You know, she’s really [inaudible 01:00:11] and very gracious with the whole process. She really wants to help me as much as possible. If I needed help writing the dissertation chapters. She mentioned that somebody really stepped out for her [inaudible 01:00:25] so she just wants to pay it forward. [Inaudible 01:00:29]

It was fascinating. It was information I did end up recording. I end up recording the conversation even though, technically, it wasn’t answering my direct research questions, I still recorded the conversation because there was still a lot in them, key personal things, key aspects [inaudible 01:01:09].

How did Vinodkumar do?

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## APPENDIX C
### INTERVIEW TRANSCRIPT WITH SPEAKER 2

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### Transcriptionist

| Transcriptionist | Michelle L. |

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Speaker 1: All right. Hannah, for X Community College campus, would you please answer my first question. What is your perspective on historic role of black administrators within elite colleges and universities?

Dean: Well, I think that we play a very important role. First and foremost we represent a group of people who have historically not been represented in this arena. By virtue of us having attained that status so to speak we signify several things: A positive role model, a strong work ethic. How could I say this to be correct? By virtue of us attaining this, we are dispelling myths and stereotypes that have been historically pervasive.

Speaker 1: Well, thank you. That's very insightful. Next question: Please define what it means to be a modern or contemporary black woman administrator in an elite university or college?

Dean: What does it mean? It means that we're probably really tired a lot because we're juggling so much. It means we have overcome a lot of obstacles. It means that we can really impact the academic success of people who would otherwise not have had the opportunity. It means that we can inspire and encourage and support students who have also overcome a lot of obstacles. By virtue of us spending time with them, I think we're able to help them along. There's a saying that I use a lot which is, "Each one teach one, reach back, lift as you climb." That's something that I really believe very strongly in because there were people in my life who helped me when I had doubts. If it wasn't for them, I probably would not have persevered.

Speaker 1: Wonderful. Are there any specific experiences that support the response that you just provided?

Dean: Okay. Yes. I was sponsored by the former Vice Chancellor of Student Affairs for City University of New York to participate in a management development program at Harvard, a post doctoral program, which is an example of someone reaching back to help me. That probably changed the my life that experience going to Harvard.

Speaker 1: As a current African American woman, do you feel appreciated and valued as an employee within the elite university and college organization that you're a part of or prior organizations for that matter of fact?

Dean: I do feel valued here. I have a wonderful mentor in my provost Dr. Summers. It's a really wonderful feeling. Have I always felt valued? No.

Speaker 1: Have your current or prior organizations valued diversification in general among it's administration?
Dean: At one institution, yes; at one institution, definitely not, and it was a very hurtful experience.

Speaker 1: What would you say in your opinion ... Just your straight opinion has your gender or race impacted your work relationships and overall influence in the university or college settings?

Dean: Yes. I think that I have experienced racism mostly from white females. They have been subtle but definitely strategically damaging. I've also experienced jealousy from other Africa American women who have probably suffered from poor self-esteem. That's been probably even more hurtful. I think that that we bring to the work place our own baggage. We're not always able to leave at the door. Colleges and universities are just as political as any corporate America structure. College and universities are just as complex. I think that it's an interesting ... It's and experience.

I'm sharing this with you because I would be surprised if you did not experience it already if you have not experienced it. You probably will. I'm being very honest with you because I think that to not be honest with you would do you a disservice in terms of this whole process. I think that you will experience probably ... I would be surprised if you did not experience push back and resentment from other black woman who have not either yet achieved or worked or have been fulfilled professionally and will look at you as someone who they have not yet become and all of the psychological ramifications of that.

The way that I would advise you to best handle that is by being very humble, compassionate, and being prepared to go the extra mile in whatever way you would find appropriate to dispel any threatening or ... To make them feel comfortable, to reach out to them, to turn the other cheek so to speak, and to try and resolve it. When you're dealing with people who have got deep-seated ... Either people who've got deep-seated racism that they may not even know they have based upon their upbringing and the stereotypes that they have held on to these are deep-seated psychological issues.

The best way to dispel them is to conduct yourself and carry yourself in a way where you're setting a positive example for everyone around you. At the end of the day people want to be able to say, "Gee, what a nice person she is." Sometimes in these positions you have to make decisions. People who get to very high levels in administration have had to be tough. There's a character ingredient that out of sheer survival sometimes you have to be not ruthless, but you have to be really tough. That's can sometimes be misunderstood.

Speaker 1: I understand. Well, speaking of which my next question actually deals with and inquires about from your perspective do racial and gender stereotypes impede your leadership opportunities within elite universities and colleges?

Dean: I think that because I've been fortunate to have gone to three Ivy league schools, it's sets me apart. I think as a result I have on the one hand gained more respect
than I would have if I had just gone to say middle tier schools. I think there's a lot to be said for it. That I why I think that I guess I could say that I've really been fortunate because I've gone to NYU, Columbia, and Harvard those are three really good schools.

People look at you differently when you have had the Ivy league experience. People look at you very differently when you've had the three tier, three different schools. It says that I been able to beat the odds. It does inspire other people. I've noticed that when students find out that I'm a Harvard graduate, they look at me differently. I hope that it gives them the fuel to really reach for the stars.

Speaker 1: Wonderful. In the context of our conversation, I would appreciate it if you can rank, just based upon your opinion, the greatest obstacle facing black woman administrators in the elite academe? Is it race, gender, the organizational culture, or is there's some other reason that you believe out weighs it?

Dean: I would rank organizational culture as being the most significant because depending on the culture race and gender could be significant and it could be not significant. For example, suppose you were applying for a position at Smith or Barnard or Sarah Lawrence, woman colleges, or Spelman race and gender would be a positive thing. Right?

Speaker 1: Absolutely.

Dean: If you were applying for a job at Regent or Jerry Falwell's institutions, race and gender would definitely impact your, I think, would impact your chances just because of they're traditionally very conservative white racist institutions historically that have not had the repetition of embracing diversity. Institutions that historically have not embraced diversity, race, and gender would be a more significant factor than institutions that have.

Speaker 1: Understood.

Dean: That's why organizational culture would be the first one.

Speaker 1: Thank you.

Dean: Does that make sense?

Speaker 1: It really does. Well, falling back to that question, have elite universities done enough to address issues facing black women in their administration?

Dean: That's a very general question. I'm not sure how you're defining elite institutions? To single out, to expect, an institution to do something special because you're a black female, I mean that would say to me, "Okay. That we should be doing
something special for black males in elite institutions." I think you really have to come to the table with the credentials, and you have to prove yourself. I don't think that one should expect any special treatment. I've never expected special treatment. Now, that's just me. I know that people might feel differently. You have to come to the table with the credentials and the skills and the experience like anybody else.

Speaker 1: Very interesting. Well, my next question in sequence it naturally asks has the election of America's first minority president helped or hindered issues faced by you on a daily basis?

Dean: I think that quite interestingly we still live in a very racist country. I think that the election of our first black president has caused the racist tendencies or the racist orientation to rebound. I think there're a lot of people in this country who are not happy that we have a black president. I think it has really caused people worst ... It's spurred up some old biases that maybe had got put away, shoved away for a minute. Because we've gone through the civil right era and things quieted down, but the election of a black president and him being so ...

What's the word? How would I describe him. I was watching him yesterday with this news conference about the summit in Africa. He's something else. He's not afraid to say what he thinks. He's not afraid to call people out. I think there're a lot of people who were not quite, quite ready for that. I think that there's definitely been a white backlash. Being here in Virginia it's very ... I have not experienced overt racism here, but I have been in the company of very conservative people who are really not taking this well.

Speaker 1: Understood. Well, from the depths of our conversation or this particular interview as you understood my research really deals with looking at pragmatic way of trying to ease if not alleviate some of the issues that are face by black women in order to gain more of our prominence in administrations and higher education. With that being said and from your experience at this level, are there systemic opportunities to address the obstacles facing black women administrators within elite universities and colleges? Do you have ways to really address the issue at hand?

Dean: I think that the best way to address it is to be really, really good at what you do, to be very competent, well educated, well spoken, that we need to carry ourselves in an extremely professional manner. That we need to live our life every day in a way that will dispel the stereotypes that have been attached to us. You have to represent. You have to command respect. You only can do that by being unequivocally competent and good at what you do. You have to be more competent in order to be able to do that.

Speaker 1: Well, you addressed what the Africa American woman needs to do as far as leadership in order to excel in these types of university or college environments.
For my perspective and my particular research I've also been looking at emotional intelligence training basically training those that we interact with to be more enlightened as far as the benefits of having more diversification within university administrative environment. My next question would go do you believe that the use of these types of emotional intelligence trainings for elite university administrators would actually change any existing organizational cultures and possibly negative stereotype barriers and boundaries?

Dean: I'm not sure. I teach emotional intelligence in my freshman seminar class. I think that when you're dealing with adult colleagues, you're not going to change their opinion of the black female administrator by a seminar or a workshop. You're going to change their opinion by them observing and being with you in the workplace and getting to respect you as a competent person. I'm going to give you an example, a real live example of this in another arena, but I think it's just as interesting. This is a personal story. My daughter is a second year lawyer, second year in, working for a very, very prominent law firm. Her firm is probably number five in the world and has over nine offices both nationally and internationally a very, very, very prestigious law firm recognized throughout the world. She is probably one of three black females in a corporate setting of several hundred lawyers. She was selected after interning. She was invited to join the firm because she demonstrated a very extreme competence. They sized her up as being a really bright person. She doesn't have a traditional look. She was embraced.

She was plucked by one or two of the senior partners, male partners. One of those senior partners when she joined the firm assigned ... Very interesting strategically he invested time and energy in figuring out how he was going to promote her success. One of the most strategic things that he did is he gave her a secretary who had been with the firm for over twenty-five years who was secretary to some of the senior partners to look out for her, to bring her in, to train her. That was very, very, very strategic. She works really, really hard and has been fortunate to have been assigned a particular case that just one a multi-million dollar lawsuit against the Security and Exchange Commission.

In that firm the lawyers who worked on that case because it was such a huge case and because they won the case, the lawyers that had been picked to work on this case have been recognized within the firm. Low and behold when she got there, she had reached out to one of the black partners who pretty much didn't pay her any mind. She felt not rebuffed, but he did not respond in a way that she had thought, had hoped, a young black lawyer coming into this humongously prestigious white law firm. He didn't pay her any mind until they won this case. Now she's been reassigned temporarily to another office where he's ... They have different offices. She's suddenly been picked to work on a case. He has requested her to work on this case, "Oh, where was he the last two years." That speaks volumes to me because he wasn't paying her any mind until she was recognized as being a really bright rising star in the firm. Isn't that interesting?
Speaker 1: It certainly is.

Dean: He didn't reach out to help her or to welcome her before. Low and behold now that she was on this team that won this case ... Now she's getting the recognition from him which I find very disturbing.

Speaker 1: Well, this technically is not a part of the line of questionings that I provided, but given the example that you just actually stated, I would actually have to fail to recognize is do you feel as though there's a bootstrapping type of clause or caveat in the interactions between African American females or in general amongst one other as a race? Do we really ascribe in these type of higher education or in general in corporate settings to a bootstrapping type of mentality amongst one another?

Dean: Well, I think I've experienced both. I've experience support, and I have experience nonsupport. I've experienced both. That's why I go out of my way to help other young black males and females advance. Because I know firsthand how hurtful it is when you're crushed by your own. It's nothing short of devastating. Because I've experience that, I make sure that I go out of my way to help other black young people who are coming up to help them because I know what it's like for that not to happen.

Speaker 1: Well, in just rounding out our conversations, again, thank you so much for participating. You've already mentioned organizational culture as well as education being to prominent ingredients as I would say in order for Africa American women to have more opportunities in elite universities and colleges. What suggestions can you recommend to further increase opportunities for future black women like myself seeking administrative and leadership positions within elite universities and colleges?

Dean: To identify potential mentors I think that's huge. To seek out and nurture relationships with people who you feel would genuinely mentor you and help you advance and being as prepared and competent as you possibly can. One thing that I notice all the time that's helped me ... I don't know how it happened but thank God it did. I'm a really good writer. I don't know whether it's my Catholic school upbringing or what. I notice that not a lot of people are really good writers. I've gained a lot of respect because I am a good writer.

Competence I can't stress enough you have to be really good at what you do. You have to be better than most because you're only going to gain that respect by being really good at what you do. You can be really good at what you do, but if you don't have the people skills, then it can work against you. Because you can be really smart and really good at what you do but if you're not a nice person and if you don't treat people well and if you're not a team player and if you're not easy to get along with and fun to be with, then you're not going to get very far. You have to be liked. People skills is so important.
Speaker 1: It's undeniable. It's really undeniable character of leadership.

Dean: People have to like working with you. If they don't like working with you, they will do you in. I find that I pay particular attention to be nice to people who are beneath me in the organizational structure because people look at you differently when you get to this level. I don't know. It's weird. I'm constantly amazed. I pay particularly attention to being nice and collegial to everybody from the custodial staff on up.

People beneath you in the organizational structure really appreciate people higher up taking time to be nice to them. It's a really good strategy. When you're building relationships in the organization, it's the worker bees that can make you or break you. They can help you get things done, or they can put road blocks in your way. I would say as a suggestion for black women or anybody seeking to advance in the organization you have to be really nice to everybody and make people feel special and appreciated all the time.

Speaker 1: Well, thank you. Well, that concludes me direct questions. I appreciate your time. I apologize for going over by six minutes of the thirty minute count. Again, this has been quite insightful and useful so I appreciate it. Thank you.

Dean: You're welcome.

How did Michelle do?

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APPENDIX D

INTERVIEW TRANSCRIPT WITH SPEAKER 1 AND GLORIA

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Transcriptionist | Harlan R.

How did Harlan do?

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Speaker 1: Good afternoon. For the record, would you please state your name, your title, position, and your university?

Gloria: Gloria X, Chief Diversity Officer, X College.

Speaker 1: Thank you so much, Dr. X, for having me in your office this afternoon. I will go right ahead and start with the very first question. What is your perspective on the historic role of black women administrators within elite universities?

Gloria: I think, and it's very connected to what I was saying earlier, clearly, historically black colleges and universities were where a lot of black women administrators got their start, so Howard University, early on with Spelman and some of the things that were happening, and women were actually in those positions. I think historically, black women administrators were granted the opportunity for these positions in historically black colleges and universities [when 00:01:01] we were not necessarily even a part of prior to integration. We weren't even given the opportunity to be at PWIs. I think that historic start is very critical and very important.

Also, as women, aside from black or white, a lot of the roles that we were given were teaching. From high school teaching and all of that, we went into the college teaching, and we went into administrative roles. Sadie T. M. Alexander's the person that I wrote down who was the first black woman to receive a PhD from the University of Pennsylvania.

When I think about trailblazers and I think about people who did that, you'll hear later in some of my other answers, I really believe that credentialing is so important. I feel like black women, we have to have the terminal degrees. We have to do those kinds of things, regardless of if we ever think we want to be a president or anything like that. We need to have the credentialing because ... it's interesting. When I ... I don't know if you watch Scandal or not, but when her father once said, "You always have to be 2 steps ahead of whatever," I've always believed that that is true, that we have to have at least 2 steps ahead, be 2 steps ahead of the game, and credentialing does that for us.

I think historically, the role of black women administrators started in historically black colleges and universities, and then I think people like Sadie T. M. Alexander, who received her PhD at UPenn, and then others who followed her, that then set the tone for our entrance into predominantly white institutions. I think with the changes in society, our roles have changed, but we've always been caretakers and nurturers of students, especially students of color and African-American students, to make sure that their transition to college and their time in college has provided them matriculation to graduation. We've always provided that supportive role, which when you look at the black woman, that's what we've been in a lot of different situations, education and outside of education. That's pretty much my perspective on the historic role.
Speaker 1: Wonderful. Following the description that you just provided, please define what it means to be a modern black woman administrator in an elite university.

Gloria: I think times have changed, so I think that there are more black women administrators in elite universities at all levels. I think there are more that are in dean positions. I think the pipeline has allowed for that to happen, and so you have more women who are matriculating and getting the terminal degree, so that means there are more faculty, there are more tenured faculty, which then means that there are more opportunities for administrative roles because typically, you go from a faculty position to an administrative role if you want to do the administration route.

I think it means that you have to be credentialed. I go back to that. I think it means that you have to be networked. You have to be connected, and not just connected within your own racial ethnic group, but I think you have to be connected outside of that. I think you have to have a political savviness to understand the environment, both your university but also society. I think it means that you also have to be well-versed and current in knowing what's happening in higher education so that when things present themselves, you're not trying to catch up to understand where all of this is coming from. You have a better understanding and perspective of what it means to be in an administrative role.

It depends on what the role is. I'm a chief diversity officer. For us here, that's a cabinet level position, but I still need to be in tune with what that means for faculty, what that means for professional staff and for us, professional staff like student affairs and other places, I need to understand what's happening in all of those areas because in many cases, I may be the sole voice of the table. I can't just say, "This is what Chon believes." When you get to the table, you almost get to the table representing as many people as you possibly can, and so you need to be knowledgeable of that. It means all those things: credentials, network, political savviness, and also a full understanding of the institutional culture.

Speaker 1: Thank you. Now, speaking into the definition you just provided, are there any specific experiences that support your response?

Gloria: Yeah, my own experiences and then those that I've read about at other institutions. I've seen how not being credentialed will stop you. The glass ceiling is real. It's real for all women, but it's even more real for us, and that's why I push so hard, black women, other women of color, to do the PhD because my mom always says to me, "That's the one thing nobody can ever take away from you is your education." It's the first thing and the last thing that somebody can say, "You're not qualified," so you got to get it. That's one experience.

I've been fortunate that I haven't been turned away for something because I wasn't credentialed because I was always in the process of. When I finished my master's, I took a year off, and then I went straight for my doctorate. Now, I sacrificed a lot for that because I sacrificed my personal life in the sense that I'm not married, and I don't have children because during those times when I was
working on my doctorate, I was working full time and working on that doctorate. I didn't have time for anything else. Those are personal sacrifices that one makes, but I'm also a believer in the sense that if that's for me, it will be for me even at this point in my career, this point in my life. It was one of those things that I was destined to do.

Specific experiences? I can't say that I was ever cut down because I didn't have the credentialing, but I have seen that people who are not savvy enough to understand their university or their culture have not been able to last long at the school because they may have taken on a political cause or a cause. When I say political, I'm not talking Democrats, Republicans, Tea Party, that. I'm talking about they take on a cause, and they don't understand that you've got to be networked. You've got to engage people around understanding what the cause is. You can't be the only person out there. You've got to build your group of people around you that you're going to take forward on this cause. You can't try to just take it on by yourself. I would say that would be two experiences that have shown me why I think this in itself is very important.

The other part, here's one other experience, too. Hasn't happened to me, but I have seen it. When you get to a certain level, if you forget from which you've come, people are going to follow you, [and it's 00:08:53] not going to follow you. You will just be leading yourself. I'm a strong proponent of the fact that you've got to make sure that you establish credibility, that you're genuine, and that you're authentic, and people see and know that, and they will then follow you because a leader is definitely someone who follows them. A person who was just going and nobody's following them is just taking a walk. I think those were my examples of specific experiences.

Speaker 1: No, thank you so very much. Do you feel appreciated and valued as an employee within a university organization? It doesn't have to be the current organization. It can be prior organizational experience as well, but just in general.

Gloria: Can I say it depends on the day?

Speaker 1: You can say whatever you like.

Gloria: I didn't write an answer down for this one because I really, really hate to deal with it. I do feel appreciated. I've been here at this institution for 18 years, and I've had ... this is my sixth position, I think, sixth, and all of them have been positions that have been upward mobility. I've been very blessed. I guess one could assume from that that would be valued also because people don't give you opportunities or create opportunities for you if they don't value you as a person. There are times that I feel more appreciated and more valued and times that I feel less appreciated, less valued.

I feel as if in my position as a diversity officer, there's so many things that I have to fight against, and so I have to be the one who's leading the charge. That can take a lot of energy out of me. You're always fighting a fight. You're always
leading the battle, and it's difficult because you have to muster up the energy in
yourself to be able to do that, but then you have to create that energy for other
people to want to follow and do the same thing. I feel appreciated. There are just
times when I feel like I've fought so hard, and nobody really cares. I guess it just
depends on the day.

Overall, I wouldn't have stayed. If you're talking about the current context,
I wouldn't have stayed if I did not feel like, one, that what I was doing was
appreciated or valued; or two, it was anti to my values, to who I am, what the
mission and the direction of the institution, if it didn't line up with my values, with
my core values, then I wouldn't have stayed; and three, I wouldn't have stayed if I
didn't see that there was still some promise and potential. That's good and bad
because we, and I don't know if it's we as African-American women, but we can
see something that looks ... we will find a diamond in the rough anywhere, and we
will shine that diamond up to be the most beautiful cut carat ever, but when we
see it, it has dust all over it and everything.

I think that's good and bad. I think, one, it's good because it's vision, and
we don't sell ourselves short to say, "There's no work that can be done here. I'm
just going to throw in the towel," but it's bad in the sense that sometimes you have
rose-colored glasses on. You don't see the reality, but you're so seeing the
possibilities that you fail. I shouldn't use this, but it's synonymous with the thing
of I've always been told, "You can't ..." what is this cliché? Don't take a man to
the altar to think you can alter him. Don't think that, "He'll change. Once we get
married, he'll change, and he'll be perfect, and everything will be fine," those
kinds of things. Sometimes I think you can have rose-colored glasses on, and it
can be [inaudible 00:13:34], for lack of a better word. I do feel appreciated, and I
do feel valued, but I can't say that it's 365 days of the year that I'm working.

Speaker 1: That's a fair response. Speaking of values, has your current or prior organizations
valued diversification amongst its administration?

Gloria: Before coming here, I worked at Presbyterian College, which was my
undergraduate alma mater. I was their first black administrator. I don't think it was
that they didn't value it. I think they didn't understand what it meant that you
needed to have people who look different in those positions. I came along, and I
had been really active as a student, and I'm assuming that they saw that it would
be good to have me as a part of this higher education movement because we were
moving toward inclusiveness, and so they created this opportunity for me, which
I'm very thankful for because then it has led to what I'm doing now. I wouldn't
have known that this is what I wanted to do had they not done that.

I think we value diversification, but I don't know if we val- I'm talking
currently now, at William and Mary. I don't know if we ... I know we value it, but
I just sometimes don't know if we understand or if we value what you have to do
to get it and keep it. It's one of those situations where you invest a lot of time and
energy into bringing people into a particular environment, but that's a waste of
time if you're not going to do whatever you can to make sure that they are
nurtured, that they are successful, and that they complete whatever they're trying to complete.

It's just with students, when I used to work with students, I would say it's great that we had a good class, a diverse freshman class, but if they don't graduate, that's not going to ... We're here to do a full spectrum job, not just to get you in the door, and you say you were admitted to William and Mary. You got to graduate. That time in between is a part of our responsibility, and it's a part of the students' responsibility. I think my organization values diversification, but we're working on helping them to understand what that means. I'm not talking about any affirmative extra assistance or whatever, but I'm thinking you need to understand and recognize [that the faculty member's 00:16:16] the only person of color in that department, and it's feeling that isolation.

There are people who are stereotyping or undergirding what he or she is doing. You have to understand what that feels like, and you have to make sure that you train people to not do those kinds of things. Don't express those biases because they want to do research on black women, and you think that that's not big enough for the research world. Research is imparting knowledge and adding to the body of knowledge. A lot of times, people from racial ethnic backgrounds want to do things that are very pertinent to them and that speak to them, and it's not valued by their colleagues. Then they get into a system. They're not tenured, and then they have to go find somewhere else, or they're not given the resources to support what they want to do. I think it's all of it. I think they value diversification, but they don't understand all aspects of it.

**Speaker 1:** Interesting. Now, you've spoken about your own personal promotion experience. Through your experience in general, has your gender or race impacted your work relationships and overall influence in the university?

**Gloria:** When I read that question, the first thing that came to mind was Paula Giddings's book *When and Where I Enter*. It talks about specifically black women and how one determines how a situation should be viewed, from what perspective. What she says is when we enter a situation, we're a double minority in many cases. You have to be certain you are judging what happened to you on the right precept. Is this happening to me because I am African-American, or is this happening to me because I am a woman?

When I read your question, the other thing that popped into my mind ... because I can't think of specific instances where I feel like my gender or my race inhibited my ability to do my job, but I do know that my age has. There is a different perspective. When I came in, I was young, and I had opportunities to move up when I was in my 30s. For a lot of people who were in their 60s, they couldn't see the credibility in my abilities to do the job I was given to do because I'm just so young, or they would make jokes about, "This was before you were born," and things like that. I felt more of a discredit because of my age than I did because of my gender or because of my race. Now, I'll take you right back to that story. That's how I perceived it. I didn't perceive that I had a problem because I
was a woman, and I didn't perceive it was because I was black. I perceived it was more of an age.

Speaker 1: There's an offshoot question that I will have to come back to regarding that, but from your perspective, do racial and/or gender stereotypes impede your leadership opportunities within elite universities?

Gloria: I think they can. I think they do. I do not know if I feel as if they have impeded mine. I think there will always be people who have them and who in their own individual minds believe, one, that I'm lazy, I don't do my job, I don't work hard, but overall, if I'm looking at it from the vantage point of, has it prohibited me from being able to move fluidly through my career? I can't necessarily say that I feel like it has. Now, there will be people who will challenge me, I think, because of it and because of stereotypes that they've heard.

There are people who ... okay, let's just say ... and this is as women. If you speak up at a committee meeting or at a table or whatever, sometimes you can be seen as assertive or aggressive, and men don't typically have to deal with that. They're just taking charge. They're just being the leader. The way that the stereotype comes in is when you add the fact that you are an African-American, and you're a woman, then African-American women have certain stereotypes that go with them. Then you become the sapphire or the [jezzie 00:21:23]. You become all of these other kinds of negative stereotypes that a lot of people, that you talk all the time, you talk too much, you talk loud. Sometimes judging based on the way you dress or your hair, the way you do your hair, those kinds of things. I have not necessarily personally for myself dealt with it, but I do know it exists- Excuse me. I know it exists- Excuse me. I know it exists, and I know that people do experience it all the time.

Speaker 1: Given so far the context of our conversation, please rank options in order [in 00:22:01] regards to the following statement. The greatest obstacle facing black women administrators in the elite academe is race, gender, organizational culture, or there could be an answer that is currently not available that you can actually offer.

Gloria: One, I would say, is organizational culture, and then I would say race, and then I would say gender. A lot of people assume that affirmative action has benefited people of color, African-Americans, more, but the greatest benefactor of affirmative action are white women. They have been the greatest benefactor of affirmative action, this jump ahead. Gender can sometimes neutralize a situation for us, but then what carries the caveat of the obstacle is the fact that we're black women. When you look at black women and white women, you can't just put them all in the same scale. There's going to be an advantage that's given to a white woman. When people say, "We're women." Yeah, we are, but there is still something that is going to be different about being a black woman. I would say organizational culture, then race, and then gender.
Speaker 1: Have elite universities done enough to address issues facing black women in their administration?

Gloria: No. No. It goes very much back to the whole diversification. I think that people say they want diversity, but they don't want to do what it takes to get it and keep it. One size does not fit all. Just because you may have other people, other white women or other employees who are doing well, it does not mean that that shoe will fit the black woman administrator. I think we fall short sometimes because we don't understand that there are differences that exist, and people shy away from differences. They go, "We're all the same. We're all the same." Yeah, we may all be the same, but there are differences, and I want you to see my difference.

I teach a class called Leadership and Cultural Competency, and I tell these kids ... They aren't kids. They're grad students. I tell these students, when people say, "I'm colorblind," some people celebrate that. I don't celebrate that because when you see me, I want you to see that I'm a black woman because I want you to understand what that means. There's a difference in what you see when you see me as a black woman. Now, you can be colorblind to the sense that you will not treat me any differently because you see me as a black woman, but I want you to understand what is a part of who I am. If you're colorblind, you're just going to assume that I'm just like every other woman you see — I just have pigmentation. That's not it. There's a lot that comes with being a black woman, and you need to understand all aspects of that. I think that's what I mean by addressing the issues.

I think people just assume that, "Okay, we gave you the job, you do the job, and everything's going to be the same for you." They don't understand the fact that it's like you're a support project. You're a PhD group. We need that. That foundation is what supports. It gives us the strength we need sometimes when we're the only one in situations. We need to have somewhere to go. We need to recollect ourselves and be like, "You know what? I can take the mask off right here, and I can just be myself. I don't have to feel like I have to be anybody else in this particular situation. Y'all get me. You understand me. You know where we're going with this," and that's okay. Don't be threatened by that. Celebrate that because the more opportunities you give people to do that, the happier they're going to be in your setting and the better they're going to do their job.

Don't say, "There they are over there again, separating themselves, doing those kinds of things." If you do that all the time, okay, but if you set aside that time as professional development for y'all to just get together and encourage one another, there's nothing wrong with that. There's nothing wrong with that. If elite universities would understand that and not try and assume that one size fits all, they would retain more, and they would recruit more because that's that in-between space I'm talking about when we talk about diversification. We want to get you in the door, but we're not thinking about what's going to keep you here.
Speaker 1: Thank you. Speaking of the last question, do you feel that the election of America's first minority president has either helped or hindered the issues faced by you?

Gloria: I don't know. I don't know. I don't know. I didn't put an answer with that one, too, because I wanted to say both. I remember exactly where I was on election night, and I remember being so happy that America had done something that nobody ever thought we could do. Even though I wasn't born during a time that my parents and grandparents were, I still celebrate the fact that this country, who has not the best history, could come together and actually elect a non-white individual to lead the country. I remember feeling so happy, but I also remember feeling so scared because I thought to myself, I just want them to be protected because I feel like there's still people out there who are not happy that this has happened and then that a person of color has risen to the highest power in the country. I don't trust well enough to think that everybody would just say, "Okay, we lost, and so let's move on, and we'll just support him." I was happy. I've been so dismayed throughout this presidency that things that I feel are totally disrespectful and should be off-limits that people have done to him and to his wife and family. I'm from South Carolina, and I don't tell people that because sometimes the things that people do in South Carolina make me angry, and I don't want to be associated with them. When he was giving the State of the Union address 2 or 3 years ago, and the congressman from South Carolina said, "You lie," in the chamber halls of the most sacred place ever, government-wise. That was totally unacceptable, but why did he think he could do it? I know there were people who thought George Bush lied. I know there were people who thought Bill Clinton lied. I know there were people who thought all of the other people who have been president have lied about something, but what gave you the level of comfort to think that you could do that?

I get it's that when people talk about Michelle Obama. I get ... and because we're talking about black women, maybe this fits even more. Her role in the way where she's taken on the role of first lady, I think, is very much connected to how black women are viewed across the board now. She's not just a stand-by-your-man first lady. She has her own agenda in moving things forward. She also, and not that the others haven't, but she's taken this whole balance of career and family life very seriously. She will say, "I'm going to fight for the rights of soldiers and their families, I'm going to fight for physical mental health issues, but I'm also going to be at home when it's time to put my kids to bed."

I think she has been a great example, but what I get upset about, I get upset when people feel like they can just say anything about her, and it's okay. The Wisconsin senator who said she had a big butt. What does that have to do with anything? We've never talked about Barbara Bush's behind. We've never talked about anybody else's butt. I feel like although it has shown that at some points, we could rise together and come together to elect somebody, I do feel like it has opened up a door of comfort that people feel like they can do things that I
don't think they ever really thought they could and say things that are totally disrespectful.

The other thing that it has done is that people say, "Since we have the first minority president, we're in a post-racial society." We're not. We're not in a post-racial society. We just have somebody who's in the White House who is bi-racial, basically, and looks different, but that does not mean that all of the things that have been happening in society have been mitigated. There are still issues with race. There's still issues with gender. There's still issues with sexual identity. There's still issues with religion. All of these things are still there. We are not in a post-racial society. We could have an African-American president now, an Asian-American president, and then a Latino, and then a Muslim. We'd have all of these different presidents for the next couple of years, and it is not going to change us to be a post-racial society.

Speaker 1: You've spoken about positions. You spoke about position of our first lady, Michelle Obama, even going into your personal positions in university arena. Are there systemic opportunities to address the obstacles facing black women administrators within elite universities?

Gloria: Sure. I think more research needs to be done. I think the outcomes of your study will be very helpful to add to the body of knowledge. I think we need to do more research and have more data available out there for people to read and understand because I think that's the only way people are going to change is when they know that these things are happening. I think when that happens, you need to respond. When you read this, and you see that there is a problem, you need to respond to it. You need to provide those professional development opportunities for people to get together and connect, to build up that support and advocacy so that they are able to be successful in their work.

I think we need to do a better job of [inaudible 00:33:39]. I think we can say, is it the elite universities' fault, or is it our fault? We've got to be partners in this. If you get to a point, then you've got to reach back and make sure others get up, too, because the pipeline can't get smaller. The pipeline has to get larger. If we do all this research, and we find out all this information, and we provide all these professional development opportunities, and there's no one to put in the pipeline, then what have we really done? We need to be encouraging young women to pursue beyond bachelor's, to pursue beyond the master's, and to pursue the terminal degrees, whatever that is. If that's an MBA, if that's an EdD or a PhD or whatever, we've got to do that. We've got to show them examples and role models of people who've done it and what that means because even if you — and I think I said this before — even if you don't want to be at the highest level, you just need to have it so that if you ever changed your mind, that's one less thing they can say, "No, you're not qualified." You should never walk into a situation where someone says you're not qualified.

Options are here now. When we think about back ... when my mom went to school, she didn't have the opportunity to do the things that I've done. Now, we
have these opportunities. We don't even have to go to just a school that has African-Americans. We don't have to go to just HBCUs now. We can go to PWIs. We can go to military academies. We can do it all, so there's no excuse why we shouldn't. Why would we not do that? Culturally, we've got a real problem on our hands because our young people see people being successful immediately and real quick without having to put in the blood, sweat, and tears, and that's what they want. They want a quick fix. They want to throw it in the microwave and get it so quickly, but you can't always do that.

I tell every athlete ... I work a lot with athletes, and I tell them, "You know what? You're not guaranteed that you're going to the NFL, the NBA, the Major League or whatever at all. You might be good. You might be real good, but you are one injury away from [not 00:36:20], so don't put all your eggs in one basket. Excel on the field, on the court, whatever, but always have plan B. Always have plan B because one in 50,000 are going to be able to be in the hall of fame. You may not get there, but always have a plan B. I think that we have to do much more in making sure that we do the research, we put the research out there, we get more people in the pipeline, and then we share this research, so people can then provide professional development opportunities so that we retain and keep the people we have, but we also keep the pipeline open.

Speaker 1: Speaking of the ability to basically increase diversity awareness, my next question deals with the use of emotional intelligence, which I'm sure you're familiar with. Do you believe the use of emotional intelligence training for elite university administrators would change any existing organizational culture and possibly negative stereotype barriers?

Gloria: I don't know if I think a training would do that. I think to be aware of it, I think, is great, but I don't know if I necessarily think that EI training is going to make people any more aware or break down any more stereotypes or create more doors open. I think it would be helpful. I really do. I think it would be very helpful just to understand how our emotions and how the ways in which we interact with people, I think that would be great to know, but I don't know if it's going to cut it. I don't know if it's strong enough to cut against some of the ills that we have here.

Speaker 1: [There is 00:38:18] an offshoot of this question that I've come across within my interviews. How about EI mentorships, where you are paired with someone of a different ethnicity and race or gender or so forth versus, as far as being able to mentor you, especially in this particular context of this particular research study, being an African-American woman, for example, being paired with a Caucasian male who happens to be at a higher level within administration and [they take on 00:38:49] as being a mentor to you?

Gloria: It's funny you should say that. When I look back on my career, the people who have helped me have been white males. That issue has helped me. Now, early on-and I'm talking professional career-wise. I'm not talking about ... because I'm one
of those people that believes that one mentor doesn't do it. I'm a multi-mentor philosophy type person, so I have people who mentor me in my personal life, I have people who mentor me in my professional life, I have people who mentor me in just random stuff. I think you can go to different people for different things because everybody has their own strong suit. I think it would work in that particular situation. When you're talking about a scale program type thing mentorship, absolutely, but if I thought bringing all the presidents of colleges and universities or elite colleges and universities together and say, "Let's have some EI training," and then I'd think that they're going to walk away and come back and deploy their people to be much more committed to diversifying and hiring. I'm not necessarily sure if that's the case. I don't know if it would be a strong enough ...

... It's kind of like the benefit part that we were talking about. People want to know, what are the benefits of having this? What am I going to benefit from having a diverse workforce? Business gets it. Business has always gotten it. Education is second. Business has always said, "You know what? If we're marketing something, we need to understand what all communities are thinking about the product that we're trying to market, and we will go to them." Sometimes it's not always a positive thing that they want to take to different communities and whatever, but at least they know that, "I don't have the credibility in that community. The people aren't going to talk to me the way in which they would talk to someone else if they look like them or whatever, and if I want to get the true definition or the true meaning of what that community is thinking, I need to put someone before them who might have more of an authentic response or get a more authentic response." I do think that EI can help, and more specifically, I think I can definitely go with the offshoot of your question with the mentorship program.

Speaker 1: Thank you so much. Thanks for that.

Gloria: Yes, I could definitely do that.

Speaker 1: Finally, to conclude the interview, final question is, what suggestions can you recommend to increase opportunities for the future black woman, such as myself, seeking administrative or leadership positions within elite universities?

Gloria: I'm going to go back to that C word, credentialing, and you're well on your way to that. You've definitely got to do that. I would seek as many opportunities to hone in on skills that you know you don't have. For example, when I'm looking for jobs, I will pull up a job description, and it's an [aspirational 00:42:07] position. I will pull up a job description, and I will see, what are the things that they're looking for? I will then look in my current role to see if I am getting those skills, and if I am not, then I will find a way to try to get them. I think you always need to be thinking ahead. You need to be thinking for the next position.
For myself, I've always wanted to be a college president, and so as I looked at the ads and everything for presidents, I know you've got to have development experience, you've got to be able to friendraise and fundraise, you've got to be able to work with multiple constituents in different groups, you've got to have the appropriate oral, written, verbal communication skills, you've got to understand the institutional culture, you've got to be able to have a political savvy. Those are the kinds of things you want to look for, and if you don't have them, you want to find ways that you can get them, whether it's an online course ...

I did the Bryn Mawr program, Summer Institute for Women in High Education, in 2006, and it was one of the best experiences I've ever had. I networked with 60 women who were aspiring women to be senior leaders. Then they have that every year, and so for 30+ years, they've had this program. You're always connected with other [inaudible 00:43:33] women who have gone through the program. I was able to do ACE, American Council on Education has a women's leadership program, and I was able to do that. Anything that you can put yourself in that will give you just a little bit more, just a little bit more and a little bit more, I would do that. That's a part of the credentialing.

The degree is one part of it, but the networking and the honing in on the skills, I think, is another thing. I think institutions, I think the research base is going to help because more and more people are going to say, "You tell me diversity is important, but why? What is it really going to change? What is it going to do?" Some are even going to say, "How is it going to affect the bottom dollar?" Okay, because every institution's trying to get money, so how is this going to impact the bottom dollar? We've got to find a way to help them understand that if you don't do this, your relevance is going to fall. It's a changing demographic. You have to understand that society is going to change, and the people in society are going to change.

I always say ... you see the Time magazine, in 2025, that the majority of the people are going to be people of color. Okay, that's fine, but there's not going to be this ceremonial Chariots of Fire ceremony where people who have been in power are going to say, "Here's the torch. Now you get to run the world, and you're going to be in power." That's not going to happen. Just because you have numbers doesn't mean you have power, so we've got to find a way to make sure that demographically, [it's colleges 00:45:13] and university, the kids that are coming to us are going to be different. We have to alter and change in order to be relevant.

Tradition is great, and I'm at a traditional university. We have to preserve the tradition, but we can't live in the tradition. We've got to keep it, we've got to appreciate it, but we can't live in it because kids these days are much more savvy. They're technologically 15 years ahead of us. They've studied abroad. They've done all these kinds of things, and when they come to a college or university, they expect that to be there and be at a different level.
We get kids from northern Virginia all the time [and affluent 00:45:52] kids, so when they get here, for some of them, it's a step back in a time capsule. They have been around people who speak different languages and all this kind of stuff. They come here, and everybody's just [monolithic 00:46:04]. They [ain't 00:46:05] speaking the same language. They don't have the global interaction and all that kind of stuff. They're looking for that. They yearn for that, the service opportunities. They've studied abroad. It used to be just upward people, but kids study abroad all the time now. If we aren't providing those kinds of study abroad opportunities, they're going, "I'm not going to go to William and Mary."

We have to understand. We have to let them know what the benefits are of that, and we have to say more and more, just like the instances I've said, that if you want to recruit diverse people, you've got to have diverse people. This does not mean, and I don't ever want to be limited to the fact that you think I can only deal with people from diverse backgrounds. I want to be able to deal with all people, but I also want it to be recognized that you need to have some people who look like what society looks like because if you don't, you're going to be missing out on some rich opportunities.

Speaker 1: Thank you, Dr. X. I appreciate your insightful responses to my inquiries.

Gloria: No problem.

Speaker 1: [Inaudible 00:47:10]. Thank you.

Gloria: You're more than welcome, more than welcome. Hope it was helpful.

Speaker 1: Extremely helpful.

How did Harlan do?

⭐⭐⭐⭐⭐

If you rate this transcript 3 or below, Harlan R will not see your future orders
APPENDIX E

ANONYMOUS WEB SURVEY RESPONSE

Copy of African American Female Administrators in Elite Universities (2014)  SurveyMonkey

#3

Collector: New Web Link (Web Link)
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Last Modified: Monday, December 29, 2014 2:12:48 PM
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PAGE 2

Q1: Address
Name
Company
Address
City/Town
State/Province
ZIP/Postal Code
Country
Email Address
Phone Number

Q2: Please classify the type of university/college you are currently or formerly affiliated with:
Historically Black College or University (HBCU)

Q3: What is your perspective on the historic role of Black women within elite university administration?
While I am not certain how 'Elite university' is being defined in this survey, I believe the administrator's role will become more focused on Completion/Graduation rate and number of all students who enroll at our institutions. Furthermore, administrators must be equipped and able to provide the support services (both student and academic) to help students succeed to graduation.

Q4: Please define what it means to be a modern Black women administrator in an Elite university.
Modern Black women Administrator: A woman who is able to think critically about the issues surrounding and of interest to the Board of Trustees, the community we serve, and the students, and be able to leverage resources to achieve the Mission and Vision of the institution while ensuring all other stakeholders' interests are taken into consideration.
Q5: Are there any specific experiences which support your response?
Experiences related to the ‘former’ role of institutions to focus on enrollment/admissions of a cadre of students which has now ‘transformed’ to ensuring institutions ‘graduate’ (completers) students who are competent to perform duties, manage projects through completion, and be valuable citizens in their communities (i.e.: Gainful Employment accountability for all institutions in the USA). However, I am not certain to what extent Universities (whether Elite, or otherwise) are being held to the same Standard that two-year colleges are being held to by President Obama’s American Graduation Initiative, 2020.

Q6: Do you feel appreciated and valued as an employee in your organization?
Yes

Q7: Have your current and/or prior organizations valued diversity among its administration?
Yes,
Please provide support regarding your answer. Diversity of gender, race, ethnic background, beliefs and others have been demonstrated and witnessed in prior organization’s senior leadership teams.

Q8: In your opinion, has your gender and/or race impacted your work relationships and overall influence in the university?
Yes.

Q9: From your perspective, do racial and/or gender stereotypes impede your leadership opportunities within Elite universities?
No.

Q10: Please rank options in order in regards to the following statement: The greatest obstacle facing Black women administrators in the academe is:

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<tr>
<td>Gender</td>
<td>2</td>
</tr>
<tr>
<td>Organizational Culture</td>
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Q11: Are there systemic opportunities to address any noted and/or additional obstacles facing Black women administrators in elite universities?
Racial obstacles can be overcome by educating the ignorant via Truly Effective cultural sensitivity training. In my experience, support has to come from the top administration (i.e.: the President) and be fostered through faculty and staff. Training cannot be a ‘one-time only’ event that takes place to “check a box”, but be lived and practiced daily. Equally important, institutions should invest in Title VI and IX directors who can unbiask address incidents at the organization without fear of retaliation.
Q12: Have elite universities done enough to address issues facing Black women in their administration?  
No

Q13: Has the election of America’s First Minority President helped and/or hindered issue(s) faced by you?  
It has not bearing other than to ‘see’ support for other ethnic group’s advancement in the President's Cabinet. The election results have neither helped or hindered issues faced by me, professionally.

PAGE 4

Q14: Do you believe the use of emotional intelligence (specific definition provided upon request) training for Elite university administrators would change any existing organizational culture and (possibly negative) stereotypes barriers?  
It could. Please refer to my previous answer addressing consistent, on-going cultural/race relations training for all faculty and staff (with support from the top administrator).

Q15: What suggestions (i.e. systemic, technological, etc.). can you recommend to increase opportunities for future Black women seeking administrative/leadership positions within Elite universities?  
Black women can expect a better probability of gaining leadership opportunities by: 1. earning a terminal degree, 2. identifying a mentor or set of mentors, 3. gaining competencies necessary to excel in the workplace (via mentor, shadow, volunteer, civic participation, other), 4. leading with the organization’s best interest (i.e.: fulfillment of Mission and Vision) at hand.
### PARTICIPANT OBSERVATIONAL FIELD NOTES

**Participant Observation: Hannah**

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<td>Verbal behavior and interactions</td>
<td>Direct dialect; conversation flow</td>
<td>Profession: Community College Dean</td>
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<td>Domineering in presence</td>
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<td>Human traffic</td>
<td>(2) Administrative assistant and instructor</td>
<td>Brief lingering and conversations with (Caucasian) admin. assistant and (African American) instructor (work-related only)</td>
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</tr>
<tr>
<td>Verbal behavior and Interactions</td>
<td>Direct dialect; easy conversation flow</td>
<td>Profession: Chief Diversity Officer</td>
</tr>
<tr>
<td>Physical behavior and Gestures</td>
<td>Speaks with hand motions</td>
<td>Conversational communication pattern</td>
</tr>
<tr>
<td>Personal space</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Human traffic</td>
<td>(1) Caucasian Administrative Colleague</td>
<td>Intermittent conversations with Colleague (work-related and interpersonal in nature)</td>
</tr>
<tr>
<td>People who stand out</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Participant Observation: Julia (Online only Survey Participant)

<table>
<thead>
<tr>
<th>Category</th>
<th>Includes</th>
<th>Researcher should note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Business professional, age: approx. 35–45 yrs.</td>
<td>n/a</td>
</tr>
<tr>
<td>Verbal behavior and Interactions</td>
<td>n/a</td>
<td>Profession: VP of Student Affairs and Enrollment Management</td>
</tr>
<tr>
<td>Physical behavior and Gestures</td>
<td>Young, contemporary professional (according to online photo)</td>
<td>n/a</td>
</tr>
<tr>
<td>Personal space</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Human traffic</td>
<td>(n/a related only)</td>
<td>n/a</td>
</tr>
<tr>
<td>People who stand out</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
APPENDIX G

ONLINE (SURVEYMONKEY) SUMMARY AND GRAPHS

Copy of African American Female Administrators in Elite Universities (2014)  SurveyMonkey

Q1 Address
Answered: 1  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>100.00%</td>
</tr>
<tr>
<td>Company</td>
<td>100.00%</td>
</tr>
<tr>
<td>Address</td>
<td>100.00%</td>
</tr>
<tr>
<td>Address 2</td>
<td>0.00%</td>
</tr>
<tr>
<td>City/Town</td>
<td>100.00%</td>
</tr>
<tr>
<td>State/Province</td>
<td>100.00%</td>
</tr>
<tr>
<td>ZIP/Postal Code</td>
<td>100.00%</td>
</tr>
<tr>
<td>Country</td>
<td>100.00%</td>
</tr>
<tr>
<td>Email Address</td>
<td>100.00%</td>
</tr>
<tr>
<td>Phone Number</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Q2 Please classify the type of university/college you are currently/or formerly affiliated with:

Answered: 2  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historically Black College or University (HBCU)</td>
<td>100.00%</td>
</tr>
<tr>
<td>Predominately White Institution (PWI)</td>
<td>0.00%</td>
</tr>
<tr>
<td>Ivy League</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>
Q6 Do you feel appreciated and valued as an employee in your organization?

Answered: 3  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q7 Have your current and/or prior organizations valued diversity among its administration?
Answered: 3  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q10 Please rank options in order in regards to the following statement: The greatest obstacle facing Black women administrators in the academe is:

Answered: 2  Skipped: 1

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>0</td>
<td></td>
<td></td>
<td>100.00%</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Gender</td>
<td>0</td>
<td>2</td>
<td></td>
<td>0.00%</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>2</td>
<td></td>
<td></td>
<td>0.00%</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Q12 Have elite universities done enough to address issues facing Black women in their administration?

Answered: 3  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.00%</td>
</tr>
<tr>
<td>No</td>
<td>100.00%</td>
</tr>
<tr>
<td>Other</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
NOTIFICATION OF IRB ACTION

Date: April 9, 2014
IRB #: CPS14-03-14

Principal Investigator(s): Kristal Clemens
Shakira Mundon

Department: Doctor of Education Program
College of Professional Studies

Address: 20 Belvidere
Northeastern University

Title of Project: Starting at the Top: Increasing African American Female
Representation at Elite Education Administration in the United States

Participating Sites: N/A

DHHS Review Category: Expedited #6, #7

Informed Consents: One (1) signed consent form

Monitoring Interval: 12 months

APPROVAL EXPIRATION DATE: APRIL 8, 2015

Investigator’s Responsibilities:
1. The informed consent form bearing the IRB approval stamp must be used when
recruiting participants into the study.
2. The investigator must notify IRB immediately of unexpected adverse reactions, or new
information that may alter our perception of the benefit-risk ratio.
3. Study procedures and files are subject to audit any time.
4. Any modifications of the protocol or the informed consent as the study progresses must
be reviewed and approved by this committee prior to being instituted.
5. Continuing Review Approval for the proposal should be requested at least one month
prior to the expiration date above.
6. This approval applies to the protection of human subjects only. It does not apply to any
other university approvals that may be necessary.

C. Randall Colvin
Northeastern University Institutional Review Board

Nan E. Regina, Director
Human Subject Research Protection

Northeastern University FWA #4630
Recruitment Letter

[Letterhead of program or institution, if applicable]

[Date]

[Interviewee Name]
[Address]

Dear [Interviewee Name]:

My name is Shakhira Munden and I am a Doctor of Education candidate at Northeastern University (Boston, MA). I am writing to seek your participation in a research study to document the experiences of contemporary Black women higher education administrators within Elite universities. The research shall consist of no more than (15) questions that focus on how Elite higher educational organizational leaderships respond to the diversified characteristics of Black women in the academy. The interviews will be conducted and recorded via telephone (i.e. Skype), web-based format (i.e. Survey Monkey), or in-person (as scheduling and resources allow). You will only be asked to participate in (1) of the above listed formats for this study (i.e. online survey only participant). This shall be clearly identified in the subject line of your email correspondence.

Before you agree to the interview, I can confirm that:

- A copy of the interview questions will be sent to all potential participants (interview or online) before participation in this study.
- All potential participants shall have (1) week from receipt of study request to ask any additional questions via email (Munden.s@husky.neu.edu) regarding the research study.
- In-Person/Telephone Interviews: With your permission, the interview will be recorded. Survey Participants: shall have access to the online web survey until 11:59 pm on April 26, 2014.
- In-Person/Telephone Interviews: Upon your request, a transcript of the interview will be sent to you after the interview.
- Your confidentiality will be maintained at all times and no comments will be ascribed to you by name in any written document or verbal presentation. Nor will any data be used from the interview that might identify you to a third party. All interview recordings are secured and maintained by the student researcher at their home office under lock and key. Online responses are only accessible to the student researcher and website administrators at Survey Monkey.com. In addition to the student researcher, the Principal Investigator, Dr. Kristal Clemmons, shall have access to all research responses related to this study.
- You will be free to withdraw from the research at anytime and/or request that your transcript, recordings, and/or survey responses not be used.
- Please forward via email (Munden.s@husky.neu.edu) whether or not you are interested in participating in this study. All study participation responses are requested by April 11, 2014.

I sincerely hope that you will consider participating in this important effort to document the history of us. Please feel free to contact me as specified below with any questions. Thank you.

Sincerely,

Shakhira Munden
Ed.D Doctoral Candidate (Student Researcher)
College of Professional Studies
Northeastern University
Email: Munden.s@husky.neu.edu
Mailing address: 6234 Heather Glen Dr., Suffolk, VA 23435

APPROVED
NU IRB 1514-03-19
VALID 4-24-14
THROUGH 4-23-15

Northeastern University - Human Subject Research Protection
Rev. 6/30/2013
Northeastern University, Department of: College of Professional Studies (CPS)
Name of Investigator(s): Principal Investigator, Dr. Kristal Clemons, Student Researcher, Shakira Munden
Title of Project: Starting At the Top: Increasing African American Female Representation At Elite Higher Education Administration in the United States

Request to Participate in Research
We would like to invite you to participate in a web-based online survey. The survey is part of a research study whose purpose is to compare and contrast the contemporary experiences of African American female higher education administrators with their historical predecessors. In doing so, this research intends to not only shed light upon the plight of this population in general, but more so stress their essential value (i.e. diversification) to the evolution process of the Elite academe in the U.S. The research contends that when the characteristics of this population is truly embraced and represented within the highest ranks of elite academe, only then can U.S. Elite universities remain competitive among its global counterparts. This survey should take about 15-30 minutes to complete.

We are asking you to participate in this study because you are a qualified, African American female administrator/professional with experience at an identified Elite university in the United States. You must be at least 18 years old to take this survey.

The decision to participate in this research project is voluntary. You do not have to participate and you can refuse to answer any question. Even if you begin the web-based online survey, you can stop at any time.

There are no foreseeable risks or discomforts to you for taking part in this study.

There are no direct benefits to you from participating in this study. However, your responses may help us learn more about contemporary experiences of the African American woman within Elite universities administrations.

You will not be paid for your participation in this study.

Your part in this study will be handled in a confidential manner. Any reports or publications based on this research will use only group data and will not identify you or any individual as being affiliated with this project.

If you have any questions regarding electronic privacy, please feel free to contact Mark Nardone, NU's Director of Information Security via phone at 617-373-7901, or via email at privacy@neu.edu.

If you have any questions about this study, please feel free to contact Shakira Munden, Munden.e@husky.neu.edu the person mainly responsible for the research. You can also contact Dr. Kristal Clemons, K.Clemons@neu.edu, the Principal Investigator.

If you have any questions regarding your rights as a research participant, please contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: n.regina@neu.edu. You may call anonymously if you wish.

By clicking on the survey link below, you are indicating that you consent to participate in this study. Please print out a copy of this consent form for your records.

https://www.surveymonkey.com/s/GZK8NM4X

Thank you for your time, Shakira Munden

APPROVED
NU IRB
VALID THROUGH 5-31-17

Northeastern University - Human Subject Research Protection
Rev 05/2013
**Signed Informed Consent Document**

**Name of Investigator(s):** Principal Investigator, Dr. Kristal Clemmons, Student Researcher, Shakira Munden

**Title of Project:** Starting At the Top: Increasing African American Female Representation At Elite Higher Education Administration in the United States

---

**Informed Consent to Participate in a Research Study**

We are inviting you to take part in a research study. This form will tell you about the study, but the researcher (Shakira Munden) will explain it to you first. You may ask this person any questions that you have. When you are ready to make a decision, you may tell the researcher if you want to participate or not. You do not have to participate if you do not want to. If you decide to participate, the researcher will ask you to sign this statement and will give you a copy to keep.

---

**Why am I being asked to take part in this research study?**

We are asking you to be in this study because you qualify the study parameters of being an African American female administrator (or faculty/staff member) at a 2-4 year Elite Higher Education Institution. Your unique professional and personal experience at these institutions qualifies for the research study.

---

**Why is this research study being done?**

Simply, this research is intended to compare and contrast the contemporary experiences of African American female higher education administrators with their historical predecessors. In doing so, this research intends to not only shed light upon the plight of this population in general, but more so stress their essential value (i.e. diversification) to the evolution process of the Elite academe in the U.S. The research contends that when the characteristics of this population is truly embraced and represented within the highest ranks of elite academe, only then can U.S. elite universities remain competitive among its global counterparts.

---

**What will I be asked to do?**

If you decide to take part in this study, we will ask you to participate in either a documented (i.e. audiotape, iPhone recording app, Skype, etc.) in-person interview or online survey questions pertaining to the research study solely. Participants will have the opportunity to preview questions (1) day prior to in-person interviews. Online survey participants must respond to select questions as indicated within the survey.

---

**Where will this take place and how much of my time will it take?**

- In-person Participant Activities: Based upon availability, student researcher will engage participants at a location of their choosing for approximately 1-2 sessions (30 mins-2 hours per session) between March 26–April 26, 2014. The sessions shall be documented using traditional methods (i.e. audiotape, recording app, Skype, web conference, etc.) for accuracy purposes only.
- Online Survey Participation: Online surveys shall be distributed to pre-selected/pre-qualified and consenting participants between March 26–April 26, 2014. Participants will be given until April 26, 2014 to complete online surveys. Surveys shall be distributed and submitted to through the website: Surveymonkey for review by the principal and student investigator only.
Follow-up sessions: Any sessions shall be conducted on an as needed basis. Long-term follow-up sessions aren't foreseeable for this research. However, research results will be available to participants at their request.

Follow-up sessions: Any sessions shall be conducted on an as needed basis. Long-term follow-up sessions aren't foreseeable for this research. However, research results will be available to participants at their request.

**Will there be any risk or discomfort to me?**

Due to the confidentiality of interview and survey questions and responses, there is minimal foreseeable risk and/or discomfort for the study participant. Minimal plausible risk include, but are not limited to: Faculty/University persecution for any unfavorable commentary; loss of confidentiality and fiscal gains due to any negative comments.

The risks are serious to participants given the nature of academic society. Therefore, the anonymity option is available should the participant deem necessary.

**Will I benefit by being in this research?**

There will be no direct benefit to you for taking part in the study. However, the information learned from this study may assist in creating greater leadership opportunities for future African American females in higher education.

**Who will see the information about me?**

Your part in this study will be confidential. Only the researchers on this study will see the information about you. No reports or publications (except for the dissertation itself) will use information that can identify you in any way or any individual as being of this project. In-person interview participants will have the option to allow research statements to be utilized for publication in conjunction with their legal name or remain confidential.

Quotes and statements used by the researcher shall only reference source by first and last name initial. No other identification will be permitted. Interview data recordings will be maintained within the home office of the student researcher in a locked cabinet. Online surveys shall be maintained by the website: SurveyMonkey; accessible by the student researcher only. All data shall be destroyed within (30) days of the official graduation of the student researcher (Shakira Munden) from the doctoral program at Northeastern University.

**What will happen if I suffer any harm from this research?**

No special arrangements will be made for compensation or for payment for treatment solely because of my participation in this research.

**Can I stop my participation in this study?**

Your participation in this research is completely voluntary. You do not have to participate if you do not want to and you can refuse to answer any question. Even if you begin the study, you may quit at any time. If you do not participate or if you decide to quit, you will not lose any rights, benefits, or services that you would otherwise have as study participant (including confidentiality).
If you have any questions about this study, please feel free to contact Shakira Munden, Munden.s@husky.neu.edu, the person mainly responsible for the research. You can also contact Dr. Kristal Clemons, K.Clemons@neu.edu, the Principal Investigator.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: n.regina@neu.edu. You may call anonymously if you wish.

Participants shall not be compensated at any time before, during, or after this research study.

There is no cost to participate in this study.

This is not applicable to my study.

I agree to take part in this research.

Signature of person agreeing to take part

Date

Printed name of person above

Signature of person who explained the study to the participant above and obtained consent

Shakira Munden

Date

Northeastern University - Human Subject Research Protection
Rev. 9/30/13
APPENDIX I

RESEARCH PARTICIPANT SIGNED CONSENT FORMS (ANONYMOUS)
If you have any questions about this study, please feel free to contact Shakira Munden, Munden.s@husky.neu.edu, the person mainly responsible for the research. You can also contact Dr. Kristal Clemmons, K.Clemmons@neu.edu, the Principal Investigator.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: n.regina@neu.edu. You may call anonymously if you wish.

Participants shall not be compensated at any time before, during, or after this research study.

There is no cost to participate in this study.

This is not applicable to my study.

Date
8/7/14

________________________

Name of person above

Signature of person who explained the study to the participant above and obtained consent

Shakira Munden

Date
8/7/14