

Spring 2007

African-American Male Senior Administrators in Predominantly White institutions: A Study on Resilience

Georj Lemont Lewis
Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>

Recommended Citation

Lewis, Georj Lemont, "African-American Male Senior Administrators in Predominantly White institutions: A Study on Resilience" (2007). *Electronic Theses & Dissertations*. 204.
<https://digitalcommons.georgiasouthern.edu/etd/204>

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

AFRICAN-AMERICAN MALE SENIOR ADMINISTRATORS IN
PREDOMINANTLY WHITE INSTITUTIONS: A STUDY ON RESILIENCE

by

GEORJ LEMONT LEWIS

(Under the Direction of Meta Harris)

ABSTRACT

The African-American male faces several challenges while working towards the attainment of success in many aspects of today's society. Regardless of social status, the Black male's experiences in the legal system, educational environment, and in the work place can be described as stressful due to the presence of stereotypes, prejudice, and racism. This study explores the African American male's experience as a senior administrator at Predominantly White Institutions (PWIs) from the perspectives of four Participants. This study is being conducted to identify what factors impact the resilience of African American male senior administrators at PWIs.

In order to capture the experiences from the Participants' point of view, a qualitative methodology is used in the study. Semi-structured interviews are conducted which can be characterized as "elite" interviews due to the Participants' knowledge, positions, and experience in higher education. As a result of the Participants' demanding schedules, proximity to the researcher, and responsibilities to their respective Universities or organizations, the interviews were conducted via telephone.

Findings of the study, while similar to some of the literature on African-American males, contributed to the research. Identified themes derived from the study that impact

the resilience of African-American male senior administrators are the following: the importance of mentoring relationships, the value of a supportive family, a positive self-esteem, possession of integrity, the significance of a “diversity friendly” work environment, ownership of a passion for working in higher education, perseverance despite racism and stereotypes, and the preparedness for a heightened level of scrutiny as a result of being an African-American male.

INDEX WORDS: African-American males, Administrators, Black

AFRICAN-AMERICAN ADMINISTRATORS IN PREDOMINANTLY WHITE
INSTITUTIONS: A STUDY ON RESILIENCE

by

GEORJ L. LEWIS

B. S., Edinboro University of Pennsylvania, 1993

M. A., Edinboro University of Pennsylvania, 1998

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in
Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

2007

© 2007

Georj LeMont Lewis

All Rights Reserved

AFRICAN-AMERICAN MALE SENIOR ADMINISTRATORS IN
PREDOMINANTLY WHITE INSTITUTIONS: A STUDY ON RESILIENCE

by

GEORJ LEMONT LEWIS

Major Professor: Meta Harris

Committee: Ming Fang He
Erik Brooks

Electronic Version Approved:
May 2007

ACKNOWLEDGMENTS

I would first like to acknowledge my Lord and Savior Jesus Christ. Through Him the perseverance and strength required to complete this process was given to me. Second, I would like to acknowledge and thank my beautiful and loving wife, Anchelle, and my children, Miles, Georj II, and Jazmyn for their love, support, and patience through out the entire process. Many individuals start doctoral programs with a family and end the program without the family. I want to thank my family from being with me from the beginning to the end.

Professionally, I would like to thank my colleagues who have given me a push from time to time to persist while providing valuable feedback and counsel. Finally, I would like to acknowledge my committee for presenting challenges, support, and guidance through out the entire process.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES	x
CHAPTER	
I INTRODUCTION.....	1
Context of Study.....	1
Research Questions.....	5
Autobiographical Roots of The Study	5
Preliminary Literature Review	8
Methodology.....	15
Significance	17
Summary.....	19
II REVIEW OF LITERATURE.....	22
Introduction.....	22
History/Background.....	23
African-American Male Societal Experiences	27
The African-American Male Experience at PWIs.....	39
Factors Impacting Resilience in the Professional World.....	51
Summary.....	58
III METHODOLOGY	62
Introduction.....	62
Research Questions.....	63

Research Design	64
Participant Selection and Profiles	65
Data Collection Methods	66
Data Analysis/Data Reporting	67
Summary	68
IV FINDINGS	69
Introduction.....	69
Participants' Demographic Profiles	70
Professional and Personal Profiles.....	77
Research Question Analysis	85
Summary.....	93
V SUMMARY, CONCLUSIONS, AND IMPLICATIONS	97
Introduction.....	97
Summary.....	97
Analysis of Research Findings	98
Discussion of Research Findings.....	99
Conclusions.....	105
Implications	107
Recommendations.....	108
REFERENCES.....	110
APPENDICES	
A INFORMED CONSENT.....	119
B DEMOGRAPHIC QUESTIONNAIRE	122

C	INTERVIEW QUESTIONS	125
D	PARTICIPANT 1 INTERVIEW.....	128
E	PARTICIPANT 2 INTERVIEW.....	146
F	PARTICIPANT 3 INTERVIEW.....	160
G	PARTICIPANT 4 INTERVIEW.....	176
H	INSTITUTIONAL REVIEW BOARD LETTER.....	188

LIST OF TABLES

	Page
Table 1: Frequency Distribution of Participants by Age (N=4).....	71
Table 2: Frequency Distribution of Participants by Marital/Relationship Status (N=4) ..	71
Table 3: Frequency Distribution of Participants by Number of Children (N=4).....	71
Table 4: Frequency Distribution of Participants by Parents' Marital Status (N=4).....	72
Table 5: Frequency Distribution of Participants by Rearing parents(s) (N=4).....	72
Table 6: Frequency Distribution of Participants by Highest Level of Education of Male Parental Figure (N=4).....	72
Table 7: Frequency Distribution of Participants by Highest Level of Education of Female Parental Figure (N=4).....	73
Table 8: Frequency Distribution of Participants by Family Class (N=4)	73
Table 9: Frequency Distribution of Participants by Home Community Type (N=4)	73
Table 10: Frequency Distribution of Participants by Highest Level of Education (N=4).....	74
Table 11: Frequency Distribution of Participants by Type of Undergraduate Institution Attended (N=4).....	75
Table 12: Frequency Distribution of Participants by Area of Undergraduate Study (N=4).....	75
Table 13: Frequency Distribution of Participants by Type of Masters Institution Attended (N=4).....	75
Table 14: Frequency Distribution of Participants by Area of Masters Study (N=4)	75

Table 15: Frequency Distribution of Participants by Type of Doctoral Institution	
Attended (N=4).....	76
Table 16: Frequency Distribution of Participants by Area of Doctoral Study (N=4).....	76
Table 17: Frequency Distribution of Participants by Traditional or Non-traditional	
Undergraduate College Student Status (N=4)	76
Table 18: Frequency Distribution of Participants by Years of Higher Education	
Experience Possessed (N=4).....	76
Table 19: Frequency Distribution of Participants by Number of Institutions Worked at	
(N=4).....	77
Table 20: Frequency Distribution of Participants by Current Years in Position (N=4)....	77

CHAPTER I
INTRODUCTION
Context of Study

It is not foreign for the African-American male to experience various factors that may adversely impact their resilience in many facets of the U.S. society. African-American males are often viewed as aggressive, at-risk, and cognitively inferior in the United States society. These often unsubstantiated societal perceptions are coupled with the challenges of being subject to discrimination or racism. Regardless of the venue, context, and environment, the African-American male population is disproportionately prone to negative experiences and risk factors in society. The presence of these risk or negative factors, with limited protective or positive factors creates continuously challenging situations for the African-American male.

The problems African-American males face in greater society also hold true for the African-American male in the higher education environment. Exploration of the African-American male's experiences in various roles at Predominantly White Institutions (PWIs) will often result in findings characterized by feelings of loneliness, isolation from one's culture, and pressures to conform to the "white-normed" environment. Although studies are somewhat limited that focus on the African-American male in senior administrative roles in higher education, researchers are relatively consistent in identifying the general barriers and challenges of all African-American males in higher education. Researchers often identify the low African-American male participation rates in the educational pipeline as well as this population's common negative experiences in society as barriers.

On the other hand, the common factors that have enabled African-American male administrators to demonstrate resilience and reach senior administrator status are seldom addressed. The extent to which the attainment or lack thereof, of senior administrative roles can be attributed to risk and protective factors remains a question. The components to an optimal professional environment for African-American males have been identified but the success factors involved in being resilient in a realistic environment have not. Opportunities currently exist to address these missing areas of the literature.

Being that the general state of society and higher education is resistant to radical change and since stereotypes, discrimination, and isolation continue to be symptomatic of the African-American male experience, this researcher takes account of the African-American male's situation from a different perspective. This perspective looks beyond identifying the challenges, it addresses what impacts resilience. This researcher intends to embark upon the elements that contribute to African-American males obtaining senior administrative roles. Therefore, the researcher's purpose is to examine how African-American males have exhibited resilience and obtained senior administrative positions at PWIs.

Taking history into consideration and the impact the past has on the present and the future, progress of the African-American population has been vast. For example, in 1735 Carolus Linnaeus, an acclaimed biological taxonomist, labeled Blacks (this term will be used interchangeably with African-American in this study) as lazy and careless; in 1781 John Friedrich Blumenbach, a physiologist and father of modern anthropology, as well as Ernst Haeckel, a German zoologist, in 1874 situated Blacks on an evolutionary tree below gorillas and chimpanzees; and Benjamin Rush in the late 1700's proclaimed

that Blacks were pathologically infected (Watkins, 2001). In Watkins (2001), reference is also made to a “respected” French scholar (Arthur de Gobineau) in the 19th century, who is possibly the earliest significant intellectual racist that labeled Blacks as unstable, easily enslaved, and the lowest in the hierarchy of the human race.

If the previously mentioned scholars, who proclaimed that Blacks were lazy, easily enslaved, pathologically infected, and ape-like (Watkins 2001), had an opportunity to review some of the current educational statistics of this population they might be surprised. For example, relating to higher education, in 2004 African-Americans were nearly 13 percent of the U.S. population and earned 7.1 percent of the doctorate degrees, slightly exceeding one half the level that would occur if racial parity were to prevail; the *Journal of Blacks in Higher Education* (2006), states that 1,869 African-Americans earned doctorates in 2004, which is more than a 9 percent increase from 2003 and for the second year in a row the number of Black doctorates has set an all-time high (*The Journal of Blacks in Higher Education*, 2006). Another fact that conflicts with some of the early scholars is, according to information retrieved from the United States Department of Education National Center for Educational Statistics (2004), since 1977, the African-American population has doubled their share of doctoral degrees.

Although this researcher’s vehement disagreement with the previously mentioned racists scholars’ assessment of Blacks is supported by some of the recent educational statistics, it would not be accurate to indicate that this demographic group’s situation has improved to the level where the historical thought has been negated by Blacks’ recent successes in today’s society. For example: (1) Harper (2006), states that Black men are underrepresented at institutions of higher learning over all, (2) in 2004, Black men

comprised just 2.8 percent of undergraduate student enrollments across the 50 flagship universities (Harper, 2006), (3) African-American male students have the lowest six-year completion rate among students across all racial groups and for both sexes (Davis, 1994), and (4) According to Davis (1994), African-American males disproportionately represent statistics as it relates to withdrawals from college, lower academic performance, and negative college experiences. As it relates to the general society, the United States boasts of being one of the most culturally diverse nations in the modern world but it is also one of the most socially segmented (Jackson & Crawley, 2003). According to Carroll (1998), two centuries after slavery, many people of African descent still feel like outcasts in America, and according to West (1993), after centuries of oppression and degradation, being Black in America still means being subject to some white supremacist abuse.

The concern of African-American progress is heightened when gender is taken into consideration. A poll conducted by *The Washington Post*, the Henry J. Kaiser Family Foundation, and Harvard University finds that serious problems exist even for those Black men who possess college degrees. Thirty percent of all Black men with a college degree and an income of more than \$75,000 say that they have been physically threatened or attacked because of their race. Nearly two thirds of educated Black men with high incomes say they have been unfairly stopped by police. Sixty percent of these college-educated Black men say they had a close friend or relative who was murdered, and 60 percent said a close friend or family member has served time in prison.

The above information sets the stage for this study on the African-American male senior administrator's experience in higher education leadership. This researcher will focus on the African-American male experience in higher education. While some of the

challenges are apparent, factors important to those who have exemplified resilience and been successful despite the challenges are not clearly defined in the literature.

Specifically, this researcher examines the factors that have impacted the resilience of African-American male vice-presidents and presidents in higher education.

Research Questions

This study has one overarching research question and four sub-questions:

What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions (PWIs)?

- What organizational factors contribute to the resilience of African-American male senior administrators at PWIs?
- How does the availability of protective factors for African-American males differ by institutional characteristics?
- What personal characteristics contribute to the resilience of African-American male senior administrators at PWIs?
- How does the knowledge of stereotypes impact the performance of African-American male senior administrators?

Autobiographical Roots of the Study

Although my environment as a youth (mother was an educator, father was an educator, grandmother was an educator) was quite nurturing compared to some who were less fortunate and I needed not look outside of the home for mentor, growing up in a rural northern town with an African-American population of less than 5 percent provided ample opportunity to be subject to stereotypes, prejudice, racism, and a common lack of concern for my perspective as a young Black male. Hearing the “N Word” from non-

Blacks and overhearing “Black jokes” were things that were too often common in my community. I am almost embarrassed to say that I really was not aware of how bad it was, until I left. Possibly this ignorance was a subconscious survival technique or coping mechanism that contributed to my resilience as a youth.

As an aspiring African-American male future Vice-President and President, this study has a great significance to me as the researcher. While I have survived many challenges and persisted through several situations in spite of the barriers, senior administrative status as defined by this study has not been attained. Experiences of being told the following makes this study of paramount interest to me: (1) you must be better than anyone else to achieve success because you are African-American, (2) you are lucky to have been given that great opportunity, you should be glad that you are Black, (3) in order to survive you must be able to “code switch” (having the ability to be Black and “act White”), (4) you should get that job, they need a Black male in that role, and (5) “they” will only let you get so far “up the ladder” if you are Black. These comments have been messages that are permanent fixtures in my mind. Whether these comments were authentically meant to be helpful, insulting, encouraging, or discouraging is unknown but regardless of the intent, they are a large part of the motivation for this study.

Although some of the past experiences have not been positive, they have lead to the development of a strong motivation and drive for the attainment of the senior administrative status while building decision making and coping skills to deal with the trials and tribulations of the predominantly white institutional environment. Unfortunately, moving up the administrative ladder has not only enabled me to experience some of the institutional challenges that many Black males working in a

predominantly white environment must experience from Whites, but challenges from other African-Americans also seem to increase as a result of this upward movement in the hierarchy of the university. It is very similar to my experiences of being labeled “smart” and taking college prep classes as a high school student. The smarter a person was, the “whiter” they were. Fortunately since I lived up to the stereotype by being a good athlete, I didn’t endure the level of ridicule that the other “smart Black kids” did. Akin to k-12 experiences, maintaining the energy to be “cool”, athletic, smart and black is similar to the energy required to be successful at being a Black leader on at a PWI. In my opinion, it is just as difficult to be a young Black male in school who excels in the classroom, as it is to be a Black leader who excels in a predominantly white environment. I believe that anything is possible and that I have an intrinsic desire to exemplify the energy to succeed as a Black male in our current education environment. Ergo, I aspire to be a senior higher education administrator.

The desires to obtain senior administrative status, assist other aspiring African-American males in moving through the educational pipeline, and implement programs at PWIs to increase the numbers of African-American male senior administrators are of great importance to me as a man, student, and professional. Although a demanding expectation, but one that I embrace, the African-American male senior administrator’s role should not only be to perform at a high level, it should be to assist in paving the way for others in the future. One of my goals in the study is to assist in paving the way by providing a foundation or frame of reference that will assist other African-American men in moving up in the educational pipeline. Having experienced what a great deal of the

research indicates about the African-American male experience, this research topic is more than a study to me, it is “real” life.

Preliminary Literature Review

The following paragraphs are a precursor to a more comprehensive literature review in Chapter 2 of this study. Some of the major factors of the research, including resilience, leadership theory, risk/protective factors, stereotypes, and the state of African-Americans in higher education are introduced in this section. Some of the successes and challenges of this population are presented, which sets that stage for a more holistic review of the African-American male’s experience and how those experiences impact success in the higher education administrative arena.

Resilience occurs when environmental factors and individual differences in responding to environmental stressors influence how individuals successfully adapt to adverse circumstances (Zimmerman, Ramirez-Valles, & Maton, 1999). Resilience is also described as the positive adaptation despite negative environmental influences, and furthermore, it is one’s ability to be successful despite challenging and threatening circumstances (Miller & Macintosh, 1999). According to Palmer and Johnson-Bailey (2005), the presence of structural, attitudinal, and personal factors impact resilience and contribute to outcomes in career development of African-Americans. In this study, resilience at the highest level is demonstrated by the attainment of a senior administrative position in the higher education community.

Obtaining a senior administrative position in higher education is the attainment of a position of leadership on a college campus. According to Northouse (2004), leadership is process that includes influencing a group of people to achieve a goal. Leadership is a

process that involves influence (Northouse, 2004). Bass (1973), posits that leadership is the observed effort of one member to change other group members' behavior by altering the motivation of the other members or by changing their habits. According to Gordon (2000), The individual who occupies a position of leadership exceeds the average member of his or her group to some degree in the following respects: (1) sociability, (2) initiative, (3) persistence, (4) knowing how to get things done, (5) self confidence, (6) alertness to, and insight into, situations, (7) cooperativeness, (8) popularity, (9) adaptability, and (10) verbal facility. When considering leadership from the African-American perspective, other variables exist that create additional challenges if one applies leadership theory from the white perspective. When exploring African-American leadership the major issues, in addition to possessing some of the above characteristics, are the struggle for opportunities within the broader society and being faced with the responsibility of focusing on the advancement of the entire Black race, ranging from the struggle for educational opportunity, for freedom, for civil rights and for economic self-sufficiency (Gordon, 2000). Even when an African American has the ability to lead and possesses some of the qualities identified by researchers as it relates to leadership and success, the presence of stereotypes, racism, and biases often prevail over positive leadership characteristics the African American holds (Gordon, 2000). The impact of these other factors will be further explained below.

Opportunities to reach the senior administrative level regardless of leadership characteristics, potential, or skill are impacted by several risk and protective factors. Risk Factors are situations and events such as, unemployment, racism, stereotypes, etc., that are considered as challenges to resilience (Miller & Macintosh, 1999). Protective Factors

are situations, events, and resources such as, mentoring programs, family support, colleague support, etc. that work to counteract the effects of risk factors (Miller & Macintosh, 1999). Palmer and Johnson-Bailey (2005), enlist the following protective and risk factors for African-Americans that include but are not limited to: (1) the existing “Good Old Boy network”, (2) diversity in the work place, (3) mentoring, (4) planning, (5) stereotypes, (6) and discrimination. In addition, a major factor that maintains a stronghold on the African-American community, the ‘color line’, continues to have a major impact on nearly every aspect of African American’s lives (Carroll, 1998). For African Americans, today’s environment can be described as one where racism and subtle oppression are ever-present, constant, continuing and commonplace (Carroll, 1998). Historically, society’s beliefs of African-American inferiority have limited this population’s access to basic things such as: housing, education, and employment (Williams & Williams-Morris, 2000).

The stereotyping of African-Americans in the United States plays a major role in their quality of life (Dey & Thompson, 1998). Blake and Darling (1994), posit that the stereotypes that society often holds for the African-American male include, but are not limited to being lazy, violent, and mentally inferior to whites. In reference to stereotypes, Davis and Smith (1990), indicate that Whites view 29 percent of African-Americans as unintelligent, 44 percent of African-Americans as lazy while another 56 percent would rather be on welfare, and 51 of percent African-Americans are prone to violence.

Even when there is no evidence of action based on stereotypes, they play a major role in the experiences of African Americans. For example, according to Niemann, O’Connor, and McClorie (1998), when in-group and personal stigmatization result from

the content of negative stereotypes, the targets of those stereotypes may operate in a state of reflective expectancy and believe that others hold general stereotypical expectancies of them (Niemann, O'Connor, and McClorie, 1998). Steele (1997), describes this phenomenon by using term of stereotype threat, which in summary is a concept where one's mere knowledge of a negative stereotype creates a level of anxiety. Although most of Steele's research focuses on African-Americans in academia, he reports that negative stereotypes pose a threat which undermines successes that may generalize to domains outside of academia (Steele, 1997). Stereotypes in the lives of African Americans are, but are not limited to, the following traits: ambitionless, uneducated, unmannerly, lower class, antagonistic, loud, criminal, dumb, deprived, dangerous, deviant, and lazy (Niemann et. al., 1998).

Stereotypes are not typically viewed as positive for anyone, but on the other hand and according to Madison, Colmore, Moore, and Smith (2003), a phenomenon exists that may account for an increase in achievement that may come from stereotypes called the "Prove Them Wrong Syndrome". This syndrome is characterized by the stereotyped individual assuming a more assertive posture, a stronger sense of purpose, commitment, and confidence in their performance because of the stereotype (Madison-Colmore, Moore & Smith, 2003). Whether they are motivators (Madison-Colmore et. al, 2003) or factors that adversely impact performance at various levels (Steele, 1997), stereotypes add a level of stress that can be detrimental to the comfort level of African Americans in society.

This negative impact of stereotypes described above often increases when the focus is on the African-American male. According to Brunswick et. al (1988), African-

American males are being miseducated by the educational system, mishandled by the criminal justice system, wrongly labeled by the mental health system, and mistreated by the social welfare system. Several of the major institutions of American society fail to respond appropriately to the needs of African-American males and as a result, they are becoming second-hand goods to affluent society and misfits in their own communities (Bruswick et. al., 1988).

In the United States the African-American male has been over-represented when looking at the statistics in areas such as unemployment, violent crimes, and placement in the criminal justice system for many years (Adejokun, 1998). Conversely, this group is under-represented in college participation, terminal degree attainment, and serving in CEO positions in industry and education (Adejokun, 1988). The problems that African-American males face in the attainment of success, regardless of their position in the American social structure, are relatively consistent.

Although the current situation is somewhat discouraging, it should not be viewed as a generalization for all African-American males today. Several members of this identified group, albeit at a much lower rate than their White counterparts, are serving in major roles and decision making positions in higher education (Jackson, 2003). According to Jackson, the number of African-American male administrators reaching the executive or cabinet level at predominantly white institutions (PWIs) has modestly increased over the past decade due to some special diversity initiatives that campuses have implemented. Unfortunately, the same diversity initiatives are forcing these same administrators to deal with additional stress as a result of being challenged to prove their competence (Jackson, 2003). Even with this population's growth, Justiz (1994), suggests

two words that describe the presence of the African-American professional in PWIs, small and nonexistent.

African-American males are often first seen as being a part of a group rather than as unique individuals (Madison-Colmore, Moore & Smith, 2003)). The impact of these perceptions affects the academic development as well as the educational experiences of African-American males; images of inferiority are communicated to African-American males at an early age; the negative messages African-American males receive over time make it difficult for adjustment in life as well as in various social institutions in American society (i.e., higher and postsecondary education); and many higher education researchers and scholars have found that constant exposure to negative attitudes, biases, and prejudices has debilitating effects on African-American male students' social and emotional growth (Madison-Colmore, Moore & Smith, 2003). The growth stifling information mentioned above provides a further justification for the results of a study in which Jackson (2003) reports that the participation gap between African-American CEO's and White CEO's on campuses in the year 2000 was 75.2%.

Since senior administrators often emerge from the faculty ranks, it is appropriate to introduce issues surrounding African Americans serving in these roles. Predominantly White Institutions (PWIs) have not been successful retaining minority faculty and when success is achieved in this area, the faculty tend to remain in disciplines traditionally held by Black faculty such as, Black or Ethnic Studies, and in lower academic rank positions (Patitu & Hinton, 2003). This second rate status is not a novel occurrence in higher education. According to Rai and Critzer (2000), only recently have Black faculty established a minimal place in PWIs. In the past there were few examples of African-

American scholars employed at PWIs. Even a notable such as W. E. B. Du Bois was unable to find employment in a prominent university, except for a brief stay at the University of Pennsylvania in the late 1890s, and ultimately he was employed by a Black institution, Atlanta University (Rai & Critzer, 2000).

As the number of faculty of color increases, the literature in this area will grow. According to Jackson (2003), a greater part of the research on minority faculty speaks of negative experiences that often are characterized by words such as: racism, tokenism, and stereotypes. The negative experiences of African-American faculty result in a situation where they are ten times more likely to leave an institution than their white counterparts; this phenomenon is known as the “revolving door” (Jackson, 2003). According to Rolle, Davies, and Bannon (2000), the path to the presidency typically starts in the ranks of a faculty member and with the African-American presence growing at a lesser rate than whites, the prospect of increasing the numbers of African-American presidents is bleak.

The desire or goal to obtain and retain a representative faculty and administration at PWIs is often not met and when the focus is on the African-American male, many of these institutions do not even come close (Rolle, Davies, & Bannon, 2003). As is the case in most areas of industry, business, and education the African-American male is under-represented. Often times nicknamed an “endangered species” (Brunswick et. al 1988), the African-American male is often forced to navigate the challenges and barriers of the professional arena alone. Survival in any professional arena for the African-American male is consistently characterized by fighting the battle of myths and stereotypes, dealing with accusations of being unqualified, enduring pressures to maintain a cultural identity while also “fitting in”, and progressing without assistance from a professional mentor

(Dey & Thompson, 1998). One can quickly see that the challenges, although not insurmountable, are often discouraging. Change is necessary but according to Tien (1988), since colleges and universities are bound years of conservatism and tradition, this change will not come easy in higher education.

Methodology

Design

This researcher's intention in the study is to investigate how African-American males have exhibited resilience and obtained senior administrative positions at PWIs. Due to the fact that research on the African-American male senior administrators in higher education is not well developed, a qualitative approach is taken. This methodology allows the researcher to better generalize the findings and identify the major variables that impact resilience with African-American male senior administrators. Furthermore, qualitative research allows for the attainment of more in-depth information and a deeper understanding of lived experiences from the participants point of view. This process permits the researcher to learn specific experiences through out the participants' careers.

Participant Selection

The participants for this study were African-American males from various institutional types who are currently serving, or who have served, as senior administrators at PWIs. For the purpose of this study, senior administrators are presidents or vice-presidents at four-year colleges and universities. The participants derived from the following groups, organizations, and activities: (1) the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT), (2) the Brothers of the Academy, (3) the National Conference on Race and

Ethnicity, and (4) the National Association of Student Personnel Association (NASPA) African-American Male Summit and (5) researcher networking.

Methods

The participants for the study were ultimately being selected based on their willingness and ability to take part in the study. Approval of the demographic questionnaire and the semi-structured, open ended, interview questions were obtained from the university Institutional Review Board (IRB). The questionnaire assisted the researcher in becoming familiar with the background of the participant as well as it highlighted some of the common themes related to characteristics of African-American men who are successful in this study and the research. Four Participants were selected to partake in the in-depth interviews. Semi-structured interview questions were given to the participants and these interviews took place via telephone. In each interview, recording devices were used. Some of the questions were as follows:

- In your opinion, what are some of the personal characteristics necessary for the African American male to advance to the vice-presidency or the presidency?
- Moving through the educational pipeline, what situation, if any, would you declare as nurturing and why?
- What factors do you feel has had the greatest impact on your longevity and advancement in higher education?

Using open ended, in-depth, interview questions allowed the Participants to comprehensively articulate their reality as it relates to resilience in obtaining a senior administrative position. Since this study is qualitative and involves in-depth interviewing,

the researcher guided the interview processes. The researcher's role was to facilitate the conversation through follow up questions and probing as necessary to discover the meaning of the participants' experiences.

Data Analysis

This researcher interviewed the Participants and the data was transcribed. Notes were taken at a minimum during the conversations in order to focus full attention on the participants. Notes were also taken at a minimum since a mechanical device was used to ensure accurate recording of the conversations during the interviews. Subsequent to the phone interviews, responses were also checked with the Participants to ensure accuracy. The data was, transcribed, coded, and analyzed in order to determine common patterns and themes.

Significance

The significance of this study to the higher educational environment and society at large intersects with its significance to the researcher. Being that much of the research on the African-American male in higher education is limited to describing their unsuccessful journey in the educational pipeline; a void exists in the literature. In addition to addressing the challenges, this researcher attempts to assist in filling the void in the literature by examining success factors of African-American males, which may have contributed to their attainment of Senior Administrative roles at PWIs.

This researcher's efforts in this study represent an endeavor to assist in identifying organizational characteristics that can assist PWIs in recruiting and retaining African-American male administrators, while at the same time, providing information that may assist African-American males in obtaining senior administrative roles at PWIs. The

Mission Statements in many institutions of higher education often cite diversity, civility, and promoting an environment that facilitates success as tenets. The researcher's findings may assist the PWI in addressing a set of these tenets as they relate to African-American male administrators.

An attempt is made to address the needs of society and of the target population simultaneously in this study. The problems of society and of the African-American male cannot be separated. With the African-American male population commonly being under-represented in areas that are positively valued by our society (enrolling in college, serving in leadership roles in business, industry, and education), while being over-represented in negatively valued areas (special education classrooms, prisons, and unemployment), it is clear that additional work is necessary in improving the status of this population. This researcher may provide findings that the African-American male population and greater society can use to move beyond merely describing the situation to intentionally creating a better situation.

This study also represents an effort to inform the educational administration community, the aspiring African-American male educator, and society as a whole of not only the challenges, but the success factors that impact resilience for a population that lags behind in almost every area in the professional arena. Although the number of African-American males in senior administrative roles do not positively compare with this population's representation in other negative areas of society, there are examples of success as it relates to achieving senior administrative status. This researcher uses these examples to assist in examining how African-American males have exhibited resiliency and obtained senior administrative positions at PWIs.

Summary

In general, the African-American male's position in society is one that is not favorable in several facets of today's environment. Whether one is referring to education, crime, employment, alcoholism, drug abuse, etc., the African-American male often fares worse when compared to other demographic groups. Although there are African-American men who are not part of these negative statistics and rank relatively high on the social ladder, they are often subject to some of the same challenges as a result of being an African-American man.

In this study, this researcher focuses on the experiences of those African-American men at PWIs who have defied the statistics and succeeded despite the challenges. These challenges include but are not limited to, racism, isolation/loneliness, and stereotypes. In this study, the success despite the challenges, or resilience, is defined as the African-American man's ability to navigate the educational pipeline and obtain the position of Vice-President or President at a PWI.

The purpose of this study is to examine how African-American males have exhibited resilience and obtained senior administrative positions at PWIs. The overarching research question that is addressed during the study is "What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions?"

Chapter one provides a context for the study and briefly describes the experience of African-Americans and specifically, the African-American man in today's society through a preliminary literature review. The concept is introduced that despite the progress that has been observed for African-Americans, today's "white normed"

environment continues to present challenges supported by the past scholars' labeling of this group as lazy, careless, and on an evolutionary tree below gorilla's and chimpanzees (Watkins, 2001). Regardless of the African-American male's educational level or social status, several experiences are similar. Chapter one also identifies the researcher's motivation for selecting the research topic and concludes by identifying the significance of this study.

Chapter two will be a review of the relevant literature on the experiences of African-Americans in higher education. While literature that addresses the barriers of African-Americans and African-American males in higher education will be included in this study, efforts to provide a comprehensive investigation of this group's experience will be demonstrated by a literature review of African-Americans in other factions of society as well. First, an exploration of the history of African-Americans that extends to the 17th century is to be conducted to provide a foundation for current day experiences. The remainder of Chapter two will focus on African-American societal experiences from the following perspectives: the American environment, K-12 education, corporate America, experiences at PWIs, the professional world, and academia.

Chapter three will be a discussion of the manner in which the research is conducted. The purpose of the study, the overarching research question, and the sub-questions are to be revisited in this chapter. A justification for qualitative research and the in-depth interview process will be made along with the rationale behind the selection of the Participants. All areas of the research methodology are to be addressed in this chapter.

Chapter four will consist of a presentation of the findings to the demographic questionnaire and the in-depth interviews. The data will be presented in narrative and

table form. Factors that impact the resilience of African-American male Vice Presidents and Presidents will be discussed from the view of the Participants. In addition to the demographic information, Chapter four will be designed in a manner that provides an extensive professional and personal profile of the Participants. The profiles will be followed by the results of the in-depth interviews.

The findings of the study may assist PWIs in recruiting and retaining African-American administrators and faculty while providing additional information for the aspiring African-American male in higher education. These findings may also give support of efforts to increase the African-American male's position in greater society.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This review of the literature relates to the experiences of African-American male senior administrators at predominantly white institutions (PWIs) of higher education and examines the factors that impact their resilience. The purpose of this literature review is to contribute to the answer of the overall research question, “What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions?”

Much of the literature on African-American males in education focuses on their experiences and challenges of making it through the pipeline from elementary school to high school and additional research exists that covers the remainder of the pipeline to include university undergraduate and graduate education. This body of literature is significant since one cannot reach a senior administrative role without successfully moving through the educational pipeline. Another portion of the research on African-American professionals in higher education addresses the experiences of faculty and, to a lesser extent, literature exists that addresses the African-American female and male administrators in higher education. Reviewing the literature on the experiences of African-American men in the educational environment will not be sufficient without considering other factors that impact success for the African-American male. The world in which the African-American male is reared and lives has a major impact on the potential to move through the educational pipeline and ultimately achieve success. Some researchers identify items that only impact the African-American male while others

identify the factors that impact all African-Americans. This researcher explores both in an effort to present a more holistic view of the African-American male's total experience. Therefore, this literature review is arranged in a manner that examines African-American male experiences from three perspectives; it first examines the experiences in the United States society; secondly, experiences at PWIs are examined and; finally, the factors that impact resilience in the professional arena are explored.

History/Background

A brief review of African-American history sets the foundation for the study of African-American male senior administrators today. This review of African Americans and their position in American society in the past can be viewed as an antecedent to this group's experience today. This background information provides a look at the past, which possibly gives a rationale for the manner in which the African-American culture is viewed and treated today.

Conflicts between Blacks and Whites in contemporary culture can be traced back to the 17th century (Marable, 1994). The history of Blacks in American began in 1619 when they arrived in the new world as captured indentured servants and shortly thereafter, the status of these Africans arriving in the new world became that of slaves (Rome, 2004). For the next 300 years, this status of chattel slaves, owned by plantation barons and without the rights of human beings, was very important because it shaped the way African-Americans would be perceived after they received their freedom in the United States (Rome, 2004). The rationale for the precept of inferiority was that Blacks, for reasons of color, physiology, culture, behavior, and even religion, were something less than fully human and were therefore inferior to whites; hence, the subsequent

labeling of African-Americans as criminals, lazy, etc. are ways in which this form of superior/inferior ideology continues to manifest itself (Rome, 2004). The full extent of slavery's damaging impact on the social and economic conditions of Africans in the United States may never be completely revealed, however, some obvious effects can be identified as the conscious effort to replace the African personality with a slave mentality - a belief in one's own inferiority and in the superiority of those who enslaved him (Baily, 1971). The racist sentiments which emerged from this institution were embedded in the constitutional documents underlying this country's existence and were quite naturally implanted as deeply in the minds of men. (Baily, 1971)

Holmes (2004), indicates that no institution in the United States was exempt in putting forth discriminatory practices against African-American people. *Plessy vs. Ferguson* in 1896, which ruled that separate but equal was not in violation of the constitution, set the stage for policy making that limited African-American participation in all areas of society. Structural and psychological obstacles have consistently been placed in African-Americans' paths which ultimately thwarts attempts to take advantage of the unalienable rights of all citizens. Feagin and Spikes (1994), purport that during the 20th century, the civil rights revolution occurred, legal segregation was gradually destroyed, and the old racial order seemed to be targeted for systematic destruction. However, many white decision makers in the private and public sectors abandoned aggressive programs to redress racial discrimination and retreated to a rhetoric of formal equality, and as a result, racial discrimination remains at the heart of U.S. society (Feagin & Spikes, 1994). The efforts through some of the main institutions in our society (government, religion, judicial system) have not been able to overcome racism and

discrimination (Mitchell, 2002). Considering the broad view presented above, the subsequent paragraphs focus on the African-American male's experiences.

According to Franklin (1994), a Black male experiences society through a triangle that includes the primary group, the peer group, and mainstream society. Black males becoming men typically experience a primary socialization in school in which they learn values of freedom, equality, opportunity, individualism, work ethic, and several values and beliefs shared by all Americans. At the same time, as the Black male's rearing continues, he learns from caretakers and his peer group that these values are accepted in American society but are not real for him (Franklin, 1994). As this growth, learning, and rearing continues the Black male is more often taught what not to do versus what to do, further giving credence to the possibility that the Black male is not recognized as a man in similar ways to the majority race of men (Franklin, 1994). In other words, the Black male is taught to maintain a safe position based on avoiding punishment, where his White counterparts are taught to grow, move forward, and progress through taking calculated risks (Franklin, 1994).

Jones (2002), indicates that Black men have been at risk since being brought as slaves centuries ago, and today they are still vulnerable. During the years of slavery, many Whites were conditioned to think of the Black male as one step above animals, possessing great physical power but lacking intellectual ability (Marable, 1994). The Black male represented a potential political threat to slavery, and the Black male symbolized a lusty sexual potency that was a threat to White women, some of this thought still exists today (Marable, 1994). The situation described above provides reason

to some of the current challenges the African-American male experiences in his quest for equity in every facet of society.

At risk and endangered are ominous descriptions of conditions facing Black males that are justified by a broad array of social and economic indicators, all of which point to the undeniable fact that large numbers of individuals who fall within these two social categories, Black and male, are in deep trouble (Noguera, 1997). The historical presence of social, economic, and cultural forces has generally resulted in a significant disadvantage for African-American males which has prevented African-American males from successfully developing as children and adolescents, as well as negatively influencing their academic, career, and social success, in later stages of life (Courtland 1991). For example according to the Journal of Blacks in Higher Education (2006), on June 30, 2005 12% of African-American males between the ages of 25-29 were in a federal or state prison, only 1.7% of their white counterparts were in federal or state prison on the same day.

African-American males have had an arduous time in attempting to obtain equity and inclusion in the United States society (Mitchell, 2002). Harvey (2004), identifies several aspects of the United States society that has been adopted from the Europeans that adversely impacts the African-American male today. One area is social stratification. Social stratification ranks people in a hierarchy from the superior to the inferior and is based on the interrelated systems of race, class, and gender (Harvey, 2004). In American society, this stratification also impacts the way in which one is punished. Many African-American males find themselves on the lower end of the social stratification scale which creates a situation where successes are minimized and failures are magnified (Harvey,

2004). Harvey (2004), also identifies other ideologies and practices adopted from European thought that have set the foundation for a United States structure that does not create a level playing field for African-American males. Feudalism is the foundation of the English society's structure. In this society the nobility owned the land, were allegedly intellectually superior, and reaped the benefits of the exploited serfs who were relegated to hard labor (Harvey, 2004). This doctrine of feudalism was brought to the "New World" and when success was not made with the indigenous people, the institution of slavery started (Harvey 2004). History has set the stage for African-Americans in society and currently many African-American males who find the road to economic and material success, both valued concepts in American society that have been adopted from the Europeans, blocked due to racism and white privilege, and as a result the African-American male, in order to access the goods and services that Whites traditionally hold, resorts to rebellion that is consistent with violence, selling drugs, committing various crimes, is resorted to (Harvey, 2004).

African-American Male Societal Experiences

The Environment

The society in which one exists has a major impact on individual experiences. Success can be facilitated or blocked due to environmental privileges and stressors. The subsequent paragraphs will describe the African-American experience in the United States society that will explore areas ranging from poverty, employment, and the prison system.

The environment in which African-Americans live can be described as a mundane extreme environment: an environment where racism and subtle oppression are

ubiquitous, constant, continuing, and mundane (Carroll, 1998). African Americans must daily suffer experiences of being ignored for service, assumed to be guilty of anything negative, treated as inferior, stared at because of color, ridiculed because of hair texture, or singled out for being different (Carroll, 1998). The stress of living in such an environment can cause Mundane Extreme Environmental Stress (M.E.E.S.): mundane, because this stress is so regular, a part of the day-to-day experience of all African-Americans that it is almost taken for granted; extreme, because it has a harsh impact on the psyche and world view of African Americans; environmental, because it is environmentally induced and advanced; stress, because the ultimate effect on African Americans and their families is indeed stressful, detracting and energy-consuming (Carroll, 1998).

Statistically, the Black male's experience in the American environment is described as follows: African-American males have a shorter life expectancy than any other group in American society (65 years for the Black male versus 72 years for the white male); mortality rates are higher for African-American male youth than White male youth (Black males have a 50% higher chance of dying by age 21); homicide, drug abuse, and suicide are some of the primary causes of death for African-American male youth; many African-American males are subject to poor health care; alcoholism is one of the leading mental health problems for the African-American male and a major barrier to dealing with the problem is their unwillingness to accept the concept of alcoholism or drug abuse; the African-American male is nine times more likely than white males to be tracked into lower level or special education classrooms; there is a growing gap between the economic power of African-American males and whites; unemployment is rampant

(Black men exceed the national unemployment rate by 6.5 %) which is evidenced by the number of African-American men that turn to crime; and discrimination is a common experience (Blake & Darling, 1994; Noguera, 1997; U.S. Bureau of Census, 1990).

According to Davis (1994), African-American men are being incarcerated at the highest rate in history, more are rejecting the responsibilities of fatherhood, more are dropping out of college, fewer are going to college, and in Black households the responsibility of the provider is shifting to the woman.

According to Noguera (1997), for males of African descent in the United States there is no evidence to indicate that present conditions are temporary, or that by some means presently unknown, they will eventually improve. In fact, all signs indicate escalating rather than declining severity and furthermore, while data from various sources suggest that conditions for Black males may indeed be growing worse, the deterioration is measured in relation to prior conditions that most observers agree have been bad for a very long time (Noguera, 1997). African Americans are over represented on the negative side of the several indexes that measure the level of quality life (Courtland, 1991). Young Black males in American society face major challenges that jeopardize their development and well being. Frustration, underachievement and failure often compromise the educational reality for many Black youth (Courtland, 1991). Black males from kindergarten through high school tend to experience significant alienation from America's schools and the consequences of this alienation are major limitations on socioeconomic mobility, which ultimately leads to high rates of unemployment, crime, and incarceration for massive numbers of young Black men (Courtland, 1991). Social and economic indicators for African-American men predict a quality of life that is less than

desirable for any citizen (Lee, 1996); according to Mitchell (2002), to suggest that the playing field has been leveled and that personal responsibility will fix the African-American male problem, is naïve at best and mean spirited at worst; and according to Carrol (1998), over two centuries after slavery and almost a century after Du Bois, people of African descent still feel like outcasts in America.

Similar to Noguera's (1997) study, Franklin (1994) also purports that there are not many signs that indicate the African-American males will be in a better situation in the future. Statistics from the 1980's are similar to statistics today as it relates to the state of the Black male. According to Franklin (1994), the following are characteristics of the Black male in the 1980's: Blacks make up 48% of the prison population but only 12% of the country's population, Black males make up 89% of the prison population, 51% of Black males in large metropolitan areas have been arrested (compared to 14% of white males), and 18% of Black males have completed prison time versus 3% of white males. In comparison, in the year 2004: Blacks held over 43% of the total prison population while representing 12% of the national population; and 13% of Black men in their late twenties are in federal prison or in a local jail compared to 3.6% of Hispanics and 1.7% of whites (Harrison & Beck, 2005).

From an employment perspective, traditionally the rate of unemployment among Black men has been twice that of Whites and these rates are even more lopsided for Blacks in the urban areas (Livingston & Nahimana, 2006). Currently 19% of African-Americans live in poverty compared with 8.2% of whites and 16.4% of Hispanics (U.S. Bureau of Census, 2004). For Black male children in particular, these high rates of unemployment can create a situation characterized by: (1) fatherlessness, (2) economic

instability, (3) poverty, and (4) hopelessness characterized or manifested in children by low expectations, increased rates of high school drop out, and high rates of delinquency in school (Livingston & Nahimana, 2006). The high rate of unemployment correlates positively with the rate of incarceration as well. Although African-American males only comprise 6% of the United States population, they represent over 50% of the country's federal prison population (Kunjufu, 2001). There is one in three African-American males between the ages of 20-29 in jail or on probation (Harvey, 2004; Kunjufu, 2001). Black males reared in an environment of unemployment, incarceration, and the negativity that accompanies these two social ills enter the adult world economically and politically emasculated (Livingston & Hahimana, 2006). Many Black men reared in this environment find the detention center or prison as a rights of passage, making the schooling necessary for success in the future irrelevant (Livingston & Nahimana, 2006).

Myers (2004) reports that African-American men are faced with the dilemma of being placed in a relatively inferior social structural position while they are urged strongly to perform in roles which may lead to a positively evaluated social-structural position. The slave system and the race caste system impacted the structure and the functional relationship of family among Blacks in such a manner as to produce a matriarchal family system within a predominately patriarchal society (Myers, 2004). However, Myers's (2004) study shows there is not a statistical significant difference as it relates to self esteem when a person comes from different types of structured families. According to Myers (2004), family structure has little impact on self esteem and many matriarchal families raise Black males who adapt successfully and have stable relationships with others while performing societal roles expected of them.

Much of the research on the African-American male focuses on the challenges that are present in the United States environment but on the other hand a 2006 report conducted by the Washington Post, the Kaizer foundation, and Harvard University elicited results that differ from the norm. For example, Carrol (1998), purports that saying being Black in America does not add a high stress factor is to be blind to the history and contemporary manifestations of that history and West (1993), purports to enter into a dialogue of race in America, we must not investigate the flaws of Black people but we must look at the problems of America which are rooted in historic inequalities and longstanding cultural stereotypes. On the other hand, a 2006 collaborative report and survey by the *Washington Post*, the Kaizer Family Foundation, and Harvard University, states that 60 percent of adult Black men survey participants say that their collective problems are due more to their own shortcomings than from anything that “white people have done to Blacks.” Despite the problems facing Black men, more than three quarters of African-American males in the survey say they are satisfied with their lives and 60 percent report that it is a “good time” to be a Black man in America (Washington Post, Kaizer Family Foundation/Harvard, 2006).

K-12 Education

Education is a major institution in the United States and the level and quality of education received is often indicative of an individuals future experiences. The paragraphs that follow will illustrate how African Americans as a group and African-American males specifically, experience the American educational system. Failure to move though the educational system successfully can often create additional challenges in the future.

In K-12 schools there is an achievement gap between African-American males and their peers; in higher education African-American males persist towards graduation at a rate lesser than their peers; and African-American males are disproportionately represented in higher education faculty and administrative roles on campuses (Jackson, 2003). According to Bailey and Paisley (2004), many African-American male youth can be found on street corners serving as objects of fear and contempt, their legal troubles clog the calendars of the criminal justice system far before becoming of age, they often walk away from their education, and at the same time they lack role models, any type of self-esteem, and hope.

Jordan and Cooper (2001), have found that several efforts have been made to increase minority achievement in schools but this same group continues to lag behind their middleclass white counterparts. Public education, although several years beyond *Brown vs. Board of education*, continues to be grossly unequal to the degree that Black students lag behind White students in educational attainment (Jordan & Cooper, 2001). In addition to this, there is evidence that minority students are more often taught by less experienced, less educated, and less qualified teachers at schools that are deteriorating (Kozol, 1991). Many Black adolescents attend larger, racially isolated, and lower socioeconomic class schools that oftentimes are low in graduation and achievement. Black boys and young men are disproportionately placed at risk of school failure and diminishing life changes (Jordan & Cooper, 2001.).

Many K-12 public schools continue to be ineffective for large percentages of students and in this group there is a disproportionate representation of Blacks, Hispanics, Native Americans and the poor (Reed, 1998). For many students in these categories,

schools represent a hostile environment in which educational success is thwarted by a lack of intellectual rigor and expectations for success, teacher and staff respect for students and vice-versa, meaningful parental participation and oversight of school processes, and attention to individual student differences and needs (Reed, 1998).

According to Reed (1998), school performance of Black students is influenced by a number of variables that include: (1) the greater likelihood of Black students being placed in general education and vocational high school curricular tracks than in an academic track than white students, (2) Black students are much more likely to be placed in classes for the educable mentally retarded and for students with learning disabilities than in classes for the gifted and talented, (3) Black students have higher drop-out rates than white students (This is particularly the case for Black males), (4) Black students are suspended from school more frequently and for longer periods of time than white students, and (5) Black students are frequently the recipients of negative attitudes by school staff, who also frequently hold low levels of expectation for their school performance.

Educational experiences serve as the antecedents to social successes or social ills depending on the quality of the experience (Davis & Jordan, 1994). Black males are prone to experience the negative due to their marginalization in society (Davis & Jordan, 1994). According to Livingston and Nahimana (2006), the K-12 school system is the major source of socialization for African-American males due to the frequent occurrence of dysfunctional families and communities. Likewise, Blake and Darling (1994), report that the primary socializing agent for Black males is elementary and secondary education but regrettably, this socializing agent has negatively affected the achievement of Black

men by disproportionately placing them into special education or lower academic tracks as well as not providing adequate role models.

Livingston and Nahimana (2006), found that one in four African-American males are expelled from school each year, 72% of African-American males graduate from high school nationally but over 45% of African-American males in many urban areas do not graduate, and there is an over-representation of participation in special education for African-American males. Similar to the previously mentioned work of Harvey (2004), and Kunjufu (2001), in which it is reported that one in three African-American males between the ages of 20-29 are in jail or on probation, Monroe (2005), reports that Black students are two to five times more likely to be suspended from school than white students. In addition, as it relates to juvenile crime, African-Americans are disproportionately offenders in the juvenile system. In 2003, Black youth accounted for 16% of the juvenile population but accounted for 27% of all juvenile crime (Snyder & Sickmund, 2006). Specifically, Black youth were involved in 63% of the arrests for robbery, 48% of murder arrests, 40% of the arrests for motor vehicle theft, and 38% of the arrests for aggravated assault (Snyder & Sickmund, 2006).

Educational statistics reveal that Black males tend to cluster at the bottom of the distribution of virtually every indicator of school failure such as dropout, absenteeism, suspension, expulsion, and low achievement (Cooper, 2001; Garibaldi, 1992). Compared to other groups Black males have higher dropout rates, lower standardized tests scores, higher suspension and expulsion rates (Gibbs, 1998). Kunjufu (1986) contends that educational institutions historically have established myriad vehicles denying Black males equal access to opportunity. Tracking and ability-grouping, special education, and

standardized testing are examples of structural educational barriers (Cooper, 2001). African-American male adolescents are placed in remedial or special education classes at a rate 3 times higher than that for their White counterparts (Advancement Project/Civil Rights Project, 2000; Allen-Meares, 1999; Lee, 1996; Trescott, 1990); conversely, only 8.4% are identified and enrolled in gifted and talented classes (Ford et al., 1999; George, 1993; Trescott, 1990). Furthermore, according to Trescott (1990), the African-American male has only a 1 in 12 chance of graduating from college, but a 1 in 4 chance of becoming a dropout statistic from high school Bureau of the Census. Some of these barriers assist in the creating of the deficiency in Black male achievement which ultimately results in the possession of a poor quality education with few chances for upward mobility in the future. Today some conservative Whites and even some African Americans believe the hip hop culture has supported a set a values and attitudes that promote rebellious behavior, discourages academic achievement and intellectual growth, and considers success in the classroom as “acting White” (Harvey, 2002).

In Garibaldi’s (1992) study, Black male underperformance is not a problem isolated to schools with majority White students and majority White teachers. For example, after an analysis of the New Orleans School District’s 1986-1987 data, in which 87% of the school system’s 86,000 students were African-American, African-American males represented 58% of non-promotions, 65% of suspensions, 80% of the expulsions, and 45% of the dropouts when this population only represented 43% of the total enrollment (Garibaldi, 1992). Teachers in the aforementioned school district were also surveyed on their academic expectations of Black males. Most of the respondents possessed 10 or more years experience, 70% of them taught in elementary schools and

65% of them were Black. In the survey 60% of the respondents believed the students would not reach an institution of post secondary education (Garibaldi, 1992).

According to Mitchell (2002), although the rate at which both African-American males and White males graduate from high school has decreased, the gap between these groups has grown disproportionately in a negative way for the African-American male. On a more positive note the number of African-American males attending post-secondary institutions has increased from 31.9% to 38% over a 20 year period from 1978-1998, but this does not compare to the 14.2% increase of African-American females during the same period of time (Mitchell, 2002).

Corporate America

Since several great institutions (higher education, K-12 education, prison system, government, etc.), exist in American society, it is also appropriate to briefly explore another to verify if the target demographic group's experience is similar or different in another environment. In this section, the African American's experience is explored in Corporate America. While Corporate America is unique, it holds some hierarchies and power structures that are similar to other institutions.

American and Anderson (1996), indicate that many African-American managers face subtle, racially motivated opposition and they are seen as threats by many of their white counterparts. Collins' (1997), study of Black professionals posits that Blacks are overrepresented in professional positions where race and economic status define consumer and customer populations such as, public welfare and corrections. On the city level Black professionals were three times more likely to be employed in welfare and corrections and most likely to work in housing; and at the state level Blacks were also

more likely to work in welfare, corrections, and housing (Collins, 1997). In addition, Collins (1997) purports that in the business world Blacks tend to work in the soft money or the areas that operate outside the strategic planning or production areas that typically lead to power within the corporation. These areas include personnel, labor relations, and public relations (Collins, 1997).

According to Jones (1986), corporations and educational institutions have been giving thousands of Black managers and administrators the background to move up to more responsible positions, but the access to the upper floor has been blocked. Similar to research on African-American faculty and administrators as it relates to the level of administrative position held or the level of faculty status obtained at PWIs (Jackson, 2000; Jackson, 2004; Laden & Hagedorn, 2001), often Black managers are channeled into industrial relations, community relations, or public relations positions that do not necessarily prepare the manager for the CEO position (Collins, 1997; Jones, 1986). Other researchers also echo Jones' (1986) study, for example American and Anderson (1978), report that Black managers, although they have been receiving the training to be an upper level executive, are moving up the ladder at a slow pace. Black managers face many challenges that White managers do not (American & Anderson, 1978). Some Black managers find themselves having a need to conform to a value system that is foreign to their experience but are essential for success. This dualism can oftentimes causes problems with identity, purpose, and performance (Anderson & American, 1978). According to Ross' (1998) survey of Black MBA's, 98% of the respondents believe that corporations have not given equal opportunities for Black managers, 90% view that their

white peers receive more support than they do, 84% think that race has a negative impact on their pay, performance ratings, and promotion.

The African-American Male Experience at PWIs

Student Perspective

African-American males have a unique experience in all of higher education; this experience is oftentimes more challenging at PWIs than at Historically Black Colleges and Universities (HBCUs). The following look at the African-American male in the PWI will illustrate challenges and opportunities as a student, faculty, and administrator.

Today the African-American male experience in higher education, which does not differ from most of their experience in society, is commonly infected with racism, discrimination, and negative social stigmas (Madison-Colmore, Moore & Smith, 2003). According to Harris (1996), institutional and personal racism is alive and well on college and university campuses and African-American males are forced to deal with the same negative societal issues as an African-American male on the street corner, workplace or ghetto. Madison-Colmore, Moore and Smith (2003), further assert that the African-American male's societal experiences of racism, discrimination, and stereotypes are too often the experiences at colleges and universities.

Rowley (2000), also purports that the problems, issues and challenges that African-American men experience at institutions of higher education are extensions of underlying historical, cultural, and social realities (Rowley, 2000). When considering the African-American males pursuit of advanced degrees in higher education, experiences have been strenuous and the conflict between what is valued in institutions of higher education versus the African-American culture present additional challenges (Rowley,

2000). African-American men have experienced success in higher education, but when a comparison is done with their female counterparts, this success is discounted. In almost every measure of African-American higher education, Black women have come to hold a large lead in many categories when comparing to the Black male. Over the twenty year period from 1978 to 1998 the Black male population in college has increased from 31.9% to 38.2%; the African-American female has increased from 28.2% to 42.4% (Harvey, 2002). In nearly every academic category, the 20-year growth rate of African-American men in higher education is slow when compared to other groups, particularly the Black male's female counterparts (Davis, 2004). As recently as 1977, Black women earned only 38.7 percent of all doctorates awarded to African-Americans but by the year 2000 Black women earned 65.7 percent of all doctorates awarded to African Americans which are the highest percentage of African-American doctoral awards earned by women in U.S. history. Black men narrowed the gap in both 2001 and 2002, but in 2003 and 2004 Black women upped their percentage of all doctorates earned by African Americans (Journal of Blacks in Higher Education, 2006). In 2004, 65.5 percent of all African-American doctorates were earned by women, just short of the all-time high and since 1990 African-American women have increased their number of Ph.D. awards from 550 to 1,224. This is an increase of 123 percent. In contrast, the number of Ph.D. awards to African-American men increased from 351 in 1990 to 645 in 2004. This is a rise of 83.8 percent for the same span of time (Journal of Blacks in Higher Education, 2006).

A look at degree bachelors and masters degree attainment for African-American men further explains a portion of the problematic situation for this group. Between 1976 and 1994 the percentage of increase in bachelor's degrees awarded to African-American

men (19.6 percent) lagged behind African-American women (55.4%) and nearly twice as many African-American women (13,890) as African-American men (7,002) received master's degrees (Rowley, 2000). Some of the recent information compared with previous information does not show signs of significant improvement for Black men. For example, Harper (2006), states in a report on the Black male students at public flagship universities in the U.S. that was written for the Joint Center for Political and Economic Studies' Dellums Commission, that Black men are underrepresented at institutions of higher learning over all, and even more so at flagship universities in the 50 states. In 2000, Black men represented 7.9 percent of the 18 to 24 year-olds in the U.S., but in 2004, they comprised just 2.8 percent of undergraduate student enrollments across the 50 flagship universities (Harper, 2006). Thirty of the universities enrolled fewer than 500 Black male undergraduates that year, and at 21 of the institutions, more than one of every five Black men on campus was an athlete. Harper's (2006) study also identifies the following that illustrate the state of the African-American male college student: (1) In 2004, 30.5 percent of all male athletes in Division I college sports that were African-American made up 54.6 percent of football teams and 60.8 percent of basketball teams, while only 10.4 percent of all male undergraduates were Black; (2) more than 66 percent of African-American male students who enroll in college do not graduate within six years, which is the lowest college completion rate across all racial groups and for both sexes; (3) since 1977, the proportion of degree recipients who were African-American men increased by an average of 0.2 percentage points, the greatest improvement was seen on the associate-degree level. Of those who received associate degrees in 1977, 3.8 percent were African-American men and by the year 2003, the proportion had grown to 4

percent. Meanwhile, the proportion of doctoral-degree recipients who were African-American men fell from 2.3 percent to 2 percent over that same time period; and (4) in 1976, African-Americans men represented 4.3 percent of college enrollments which is the same number 26 years later in 2002.

According to Davis (1994), African-American males disproportionately represent statistics as it relates to withdrawals from college, lower academic performance, and negative college experiences. Salient factors that distinguish Black college students' experiences from white college students' experiences are Black student perceptions of a lack of positive social support and discrimination from other students, faculty, and staff (Davis, 1994). Moore (2001), posits that what distinguish African-American students from their White peers are the added burdens of racism, discrimination, and negative stereotypes. African Americans experience these forces on a regular basis and they convey messages of intellectual inferiority which have negative effects on academic identity and achievement of African-American students (Moore, 2001). Many African-American students avoid interaction with White peers and faculty due to negative relationships (Davis, 1994). Moore (2001), also posits that the academic success of African-Americans at PWIs has more to do with the ability to deal with racism when it is present and adjust to the academic and social environment than high school grade point averages, standardized test scores and class rank. As a comparison, Davis (1994) also reports that Black students at Historically Black Colleges and Universities (HBCU's) earn significantly higher grade point averages than Black students at PWIs regardless of the reported better study habits of Blacks at PWIs.

According to Lett and Wright (2003), problems associated with matriculation for African-American students can be attributed to feelings of isolation and alienation experienced at PWIs. Lett and Wright (2003), purport that one's experience in college should be indicative of a special time, for those who have been fortunate with the grades and test entrance scores to have chosen a college path, but due to alienation, isolation, racism, discrimination and intimidation, the special time is not experienced at the same rate for African-Americans as it is for their majority counterparts.

Faculty Perspective

Academia is greatly influenced by the larger social, historical, and cultural context in the United States which the African American has held less power and wealth (Allen, Epps, Guillory, Suh, & Bonous-Hammarth 2000). According to West (1994), African-American intellectuals are affected by some of the same societal processes that include but are not limited to the specialization of knowledge, the bureaucratic higher education environment, and the marginalization of humanistic studies. The pervasive attitudes of racism continue to limit the educational opportunities of African Americans (Allen et al. 2000). The increase in minority students in higher education over the past 30 years has not lead to an increase in minority faculty and administrators (Laden & Hagedorn, 2000). According to Allen et al. (2000), there is an under-representation of African-American faculty at most of the nation's colleges and universities and the limited numbers can more than often be found at the lower levels of the academic hierarchy. Data show that only 4% of African-Americans within the United States professorate are tenured faculty members (Allen et al. 2000). Laden and Hagerdorn (2000), posit that the higher the faculty rank the lower the portion of minority faculty, minority faculty

experience a more difficult and stressful tenure process, and minority faculty perceive they work twice as hard to be perceived as equal.

There are several challenges to success for the African-American faculty member that include, but are not limited to, discriminatory campus environments, a disparity in the promotion and tenure of African-American faculty compared to white faculty, a declining number of African-American graduate students, and the heavy work loads taken on outside of the classroom (Branch, 2001). While challenges to the successful recruitment, retention, and development of faculty of color include significant barriers within academia, the major barrier is the racial and ethnic bias that contributes to the unsupportive environment experienced by faculty of color (Turner, Myers, & Creswell, 1999). Deduced from a survey of African-American faculty, Thompson and Loque (2005) posit that some of the most difficult aspects of life in academia for African-American faculty are time for research, time management, dismal numbers of minority faculty, the teaching load, the racial climate, prejudice against community service, mentoring of students of color, interpersonal relations of colleagues, collegial relations with administration, a lack of support from other faculty of color and a lack of support from other African Americans.

According to Laden and Hagedorn (2000), typically when faculty of color are hired in academe, only a few enter as tenure-track faculty while most enter only as lecturers or instructors. Laden and Hagedorn (2000), also purport that minority faculty often face issues and barriers such as minimal social and emotional support, as well as a heightened feeling of loneliness when compared to their White counterparts. (Laden & Hagedorn, 2000). Allen et al. (2000), purport that African-Americans often face obstacles

of reaching higher ranking academic positions due to their tendency of being overburdened with teaching and service responsibilities as a result of a shared sense of responsibility to fight the history of racial and ethnic inequities in this society. This combined with the inflexible expectations of many colleges and universities as it relates to research and publication limits African-Americans' record of obtaining tenure (Allen et al., 2000). According to Jackson and Crawley (2003), Blacks oftentimes attenuate their expressive communicative behaviors in an effort to appear genteel, collegial, or simply approachable to whites, in other words Black identities are sometimes negotiated and if this happens with enough frequency, one of the dangers is disenchantment with academia and possibly eventual cycling out of academic instruction. According to West (1994), Black intellectual work suffers since the academic system of rewards, status, prestige, and influence puts a higher value on the few Black scholars who conform by imitating the dominant paradigms of white intellectuals and to the other extreme, Black intellectual work suffers since many Black scholars purposely separate themselves from the mainstream. West (1994) posits that Black scholars fall into three types of categories race-distancing elitists, race-embracing rebels, and race-transcending prophets. According to West (1994), the first type view themselves as the "talented tenth", often pontificate about standards of excellence but produce mediocre scholarship. The second type, the race-embracing rebel, produces rhetoric that lacks the seriousness of scholarly work (West, 1994). The final type of Black scholar, the race-transcending prophet, is committed to the struggle for justice and human dignity regardless of the price, but unfortunately one doesn't currently exist (West, 1994).

Although, according to Hopson, “Coming to terms with being a young, Black male academic in America is like being perceived as a foreigner in a somewhat xenophobic country.” (Hopson, pp. 71), no other mechanism, or legislation has been successful at providing relief for the racism and discrimination the Black male has to face. The troubles of African-American men in American postsecondary education are multifarious. On one hand, the African-American male’s presence on college campuses reveal the racist stereotype that Black males are not intellectually capable is a blatant lie but on the other hand, this presence on campus sometimes creates a threat to those who believe in the stereotype (West 2002). To be a Black male in America is to be at risk but to be a Black male in the academy is to be subject to disrespect (West, 2002).

Administrative Perspective

A great deal of what makes up the culture, traditions, and customs of the American academy come into heightened levels of conflict with parts of the African-American personal, familial, and communal cultures (Rowley, 2000). Yet if African Americans want to be participants in academic life or to acquire the benefits and privileges associated with advanced education, these challenges must be confronted and mastered (Rowley, 2000). Although according to Holmes (2004), access to educational and employment opportunities for African Americans in general have increased steadily since the 1960s, a disparity still is present at various levels of the academic ladder when African Americans are compared to their White counterparts. According to Jackson (2000), diversity in senior roles on campuses can be largely attributed to women administrators and positions that are designed to support underrepresented groups, but White males continue to be overrepresented at the senior administrative level while

minorities are underrepresented at the lower administrative levels. Jackson (2000), attributes the lack of diversity in administrative roles to four factors: (1) the number of people of color in graduate programs, (2) a small population of candidates, (3) a lack of quality mentoring experiences, (4) and barriers within institutions.

According to Bonner (2003), in order to be taken seriously and to be viewed as competent, African Americans must engage in a shift in their actions, language, behavior, and even cognitive schema to be viewed as competent at PWIs. Rowley's (2000), thought of this conflict as well as Bonner's (2003), notion that a cognitive, language, and behavior shift must be made is similar to DuBois's (1903), statements that "Negro" has no true consciousness. According to DuBois (1903), the American "Negro" is in an environment in which the world only allows him to see himself through the revelation of the White world and the American "Negro" has two souls, two thoughts, two strivings, and two ideals in one dark body, whose strength keeps it in existence.

African-American faculty and administrators are often faced with self imposed marginality that results in a lack of connection with the African-American community as well as the academic community (Dey & Thompson, 1998). The White-normed environment that is prevalent at PWIs challenges underrepresented group members' values that are based on their own life experiences (Dey & Thompson). African-American professional success at PWIs calls for the dilemma of maintaining one's racial group values while attempting to fit into the majority environment. The challenges African Americans face in higher education are abundant (Patitu & Hinton 2003). Rolle, Davies and Banning (2003), highlight the challenge areas of institutional racism, working in a hostile environment and fitting into the culture at PWIs impact African-Americans.

African-American men have had a difficult struggle in attempts to achieve equity and inclusion in the United States society and it is not uncommon for obstacles to be present that deter their efforts to achieve the rights of freedom, justice and equality that are promised as fundamental elements of American citizenship (Harvey, 2002). According to Akbar (2002), every African-American that has entered the academy, has faced some profound dilemmas. Stereotypes imposed by White history along with a lack of knowledge of African-American males' past continue to hinder the growth of the African-American male (Blake & Darling, 1994). Jackson (2003) concluded that a serious breakdown occurs for Black males at the higher education level, such that their level of participation places them in jeopardy in the remaining phases of the pipeline. In other words, because African-American males have difficulty persisting through graduation in various phases of the educational pipeline, the likelihood of their completing graduate degrees, which ultimately qualifies them to participate in executive-level administrative positions, is at risk (Jackson, 2003). Hence exists part of the problem and conflict when according to Harvey (2002), education can be the most effective route to the Black male's societal participation and upward mobility but Jackson (2002) states that Black males are at risk of participating and succeeding in this educational route.

Although the success rate of African-Americans as it relates to other demographic groups has not been equal in higher education, progress has been made by African-Americans. Thirty years ago, America's higher education establishment consisted of de facto segregated similar to what the Southern public school systems had been prior to Brown vs. Board of Education (Adams, 2001). Since 1970, African-American educators

have experienced many barrier-breaking, crossover "firsts," especially in the area of education administration. Prior to the 1970s, few African-American students and faculty attended predominantly white colleges. Black professors in white institutions were so rare that their mere presence made them celebrities among educators in historically (Adams, 2002).

Along the same lines as the previously mentioned research on the African-American male student at PWIs, in a 1988 report from the Commission on Minority Participation in Education it is reported that the increase in the number of African-American male administrators is a step in the correct direction but the disparity of percentages between White males and African-American male faculty is somewhat disturbing since minorities held 10 percent of the faculty positions in American colleges and universities; and when compared to White faculty, minorities were concentrated in lower ranks and less likely to receive tenure.

According to Jackson (2004), the years from 1993 to 1999 demonstrate shifts in the administrative representation on campuses which included fewer African Americans and Whites serving as full-time academic administrators. The overall decline was steeper for African Americans than for Whites and after the decrease, Whites still held 87.6% of academic administrative positions, and African-Americans dropped to 6.5%. This trend indicates that other ethnic and racial groups (e.g., Native American, Asian, and Hispanic) are making gains in academic administrative positions (Jackson, 2004). On another note in the same study, Jackson (2004), reports that another significant trend was the growth and representation of African-Americans in the provost and department chair positions. African-Americans increased 67.48% to reach 8.6% of the department chair positions at

all institutions and the growth in the provost position for African-Americans to 11.1% is a very promising trend. For the most part, individuals making the commitment to serving in the provost position are interested in undertaking college presidencies (Jackson, 2004).

When looking closer at the previous data, most of this growth has been witnessed at two-year institutions. According to Jackson (2004), the percentage of African-Americans in executive-level positions increased 170.18% from 1993 to 1999 at two-year institutions; during this same time period at two-year institutions, Whites decreased slightly 1.32%. Considering that two-year institutions also serve a meaningful portion of the student of color population, these figures may also indicate that two-year institutions have made a conscious effort to increase diversity in executive-level positions (Jackson, 2004).

Sagaria (2002), indicates that some gains have been made in the representation of African Americans in employment on college campuses but serious problems and difficulties continue to exist when investigating the elevation of African-Americans to significant positions within the hierarchy of administrative structures at PWIs. According to Smith (1978), the Black administrator is put into a peculiar situation in higher education as a result of the potential of being hired to pacify the Black community or pad the affirmative action statistics as well as he may hold a powerless position where it is extremely difficult in impacting decision making on the campus. White educators continue to dominate in holding upper administrative positions in colleges and universities. In 1997, white men held 47% of the more than 151,000 executive, administrative, and managerial staff positions; White women accounted for 38% of the positions, African-American women held 5% of the positions, and African-American

men accounted for 4% of the positions and; Hispanics, Native Americans, Asian Americans, and Pacific Islanders held another 5% of the positions (Sagaria, 2002). Although these dismal numbers are indicative of the challenges which are faced by African Americans, they also pinpoint opportunities for growth.

Factors Impacting Resilience in the Professional World

Workforce and Society

In order to address and identify the items that can impact the success in the professional world, the subsequent paragraphs review some of the protective and risk factors for African Americans. The previous literature has highlighted some of the experiences faced by African Americans to better present a holistic view of the opportunities and challenges. The following information identifies some of the necessary information, interventions, and environmental characteristics that facilitate success for African-American males.

Ross (1998), reports the following factors are important to African-American male success: (1) "Nurturing", particularly by a significant person who provides strong guidance, is an integral part of the young Black male's ability to survive and overcome obstacles, many of which are a part of his daily environment; (2) bonding in the adolescent years with a particular person (male or female) who provides strong guidance and is a positive role model gives the young man a sense of responsibility not to let that person down and; (3) a supportive environment that possibly consists of the family, the church, and the school, is necessary for success.

American and Anderson (1996), report that six main factors can contribute to the success of the African American in the corporate environment: (1) opportunities for

advancement are more available at Vanguard firms versus Old Guard firms, (2) if you possess average skills, you will be less rewarded and compensated than comparable White peers,(3) technical competence without political savvy will result in minimal progress, (4) a choice to fight, complain, and remain the victim should be replaced with an effort to finesse the corporate environment to gain success and access, (5) philosophical compatibility is important- loyalty, values, and politics often determine at what point one hits the racial ceiling, and (6) committing to continuing education and possibly psychological counseling will assist in what areas to consciously focus energies.

According to Wells (1998), African-American men can cope with oppression by use of a construct termed as “learned effectiveness”. Learned effectiveness is an integration of one’s sense of self (self efficacy and self esteem), one’s orientation to the African-American culture, and one’s orientation to the dominant culture (Wells, 1998). According to Wells (1998), the African-American males’ possession of these three constructs independently, will not provide the best opportunity for coping and dealing with oppression. The incapacity to understand how to interact in the dominant culture’s world coupled with a lack of understanding of racism, while only holding some of the views of the dominant culture, will typically lead to undesirable situations that result in an inability to cope with society and deal with oppression (Wells, 1998). Interestingly as it relates to the coping skill of learned effectiveness (Wells, 1998) and the role it plays in dealing with oppression, Utsey, Ponterotto, Reynolds, and Cancelli (2000), posit that an inverse relationship exists between avoidance coping and self esteem/life satisfaction and racial discrimination and self esteem. In other words, the coping mechanism of learned effectiveness may encourage success (Wells, 2002) but according to Utsey et al. (2000),

as the number of occurrences in which one uses coping mechanisms and deals with oppression and racism increases, self esteem and life satisfaction decreases.

According to Ellis (2002), African-American men face a variety of environmental and internal stressors inside and outside of higher education, understanding the impact of modern Black images on developing a positive self identity, as well as the danger of abandoning all values and social norms, stand as two areas upon which African-American men should concentrate; African-American men should be conscious of the strain that develops from living in a often time hostile society and resist negativity by educating themselves about barriers, as well as monitoring reactions that result from coming into contact with this society and; African-American men can avoid dropping out of the educational environment by preparing themselves for success. According a study from Franklin and Mizell (1995), which summarized interviews with successful middle-class African-American men, factors such as positive self esteem, family, religious beliefs, awareness of racism, race pride, and acceptance of cultural hybridity (mixture of African, American, and European elements) all interact to support African-American men's upper social mobility.

Academia

The academy has a multitude of contradictions. According to Jones (2002) the academy espouses to be one of the most liberal institutions in America but it has never looked at its practices that assist in the perpetuation of injustices towards African Americans and other underrepresented groups. According to Jackson (2000), if institutions of higher education are to increase the quality and representation of administrators of color, they must consider the environment at the institution and work to

improve the day to day activities. The higher and postsecondary education research literature abounds with recommendations for retaining and advancing students and faculty of color, however, a modest amount of empirical or practice based knowledge is provided for engaging, retaining, and advancing administrators of color, and specific to this focused section-African-Americans (Jackson, 2004).

According to Guillory (2001), Africa American administrators experience various barriers and organizational pitfalls that their White colleagues do not face. Although the pitfalls of racism, cultural insensitivity, and marginalization are less overt today than in the past, they are as damaging to the aspirations of many African-American administrators striving to create their place in academia (Guillory, 2001). Jackson (2000) purports that three main items impact the recruitment and retention of administrators of color: (1) the environment, (2) the office, and (3) daily interactions. The environment must be welcoming and conducive to an individual gaining a genuine comfort level, the daily interactions should be positive but more than in the past, the office should be supportive of the decisions made by the leadership, and daily interactions need to be positive (Jackson, 2000).

If success for African-American faculty is desired, mentoring, supporting African-American research agendas, and the protection of workloads must occur on college campuses (Branch, 2001). Bridges (1996), posits that in order for African Americans to persist in higher education administration they must learn to share their perceptions of higher education with other African-American professionals since future success depends on information sharing; research needs to be completed that addresses achieving top level administrative positions; and mentoring relationships must be

developed to assist in withstanding forms of racism, isolation, and loneliness. In addition, Bridges (1996) concluded that items paramount to the success of African-American administrators in higher education are strong verbal and written communication skills, the ability to set goals, a strong sense of confidence and the presence of mentoring relationships. Jackson (2003) posits that a campus philosophy of fairness, mentoring opportunities, empowerment, and commensurate salaries with experience and level of responsibility are necessary to retain the African-American faculty members. With a mere 2.2% of all doctoral candidates being Black males, which means a lesser number of them being faculty at post-secondary institutions, classroom climate is an important concern and when the instructional environment and relationships therein are no longer seen as conducive to the success of Black male faculty, in particular, the students, faculty member, and institution all suffer; hence, it is extremely important to be conscientious of communication and climate (Jackson & Crawley).

According to Guillory (2001) there are seven strategies that African-American administrators can employ to assist with breaking through barriers, maneuvering the bureaucratic maze, and transcending prejudice and institutional racism that include enhancing your expertise, finding a mentor, earning advanced degrees, creating coalitions with key political figures, working from a broad base position, cultivating leadership potential, and developing fund raising skills. Specifically Guillory's (2001) model is described as follows: (1) As a supplement when enhancing your expertise, it is a good practice to go beyond the scope of a specific position and learn more about how the individuals in the entire department assist in reaching university goals. When this occurs the administrator's knowledge base will increase and the administrator's value will be

greater to the department. (2) A method of overcoming institutional barriers is to seek a successful mentor. Although veteran African-American administrators can become bitter due to a career filled with challenges, a carefully chosen mentor can facilitate learning of the institutional culture and assist with advancement. (3) Earning an advanced degree is a necessity. University administrators without a terminal degree may find advancement difficult and when this lack of the terminal degree is paired with one being African-American, chance for advancement are even bleaker. (4) As an African-American administrator, creating political coalitions with key figures can be an effective way of completing tasks as well as it can assist with access to areas or position that have not been occupied by African-Americans. (5) The avoidance of being marginalized can be accomplished by working from a broad base focus where the job responsibilities do not only pertain to people of color. Working from this broad base allows African-American administrators to gain a wide variety of experiences that lead to more opportunities than narrow-focused positions. (6) Through mentoring and cultivating leadership among other African-American students, faculty, and staff African-American administrators are creating a culture of leadership which is critical in demonstrating the ability to be productive. (7) The final strategy the Guillory presents to overcoming institutional barriers is developing fund raising skills. One of the most important items in higher education is funding and the ability to raise funds speaks loud and clear to colleges and universities.

Similar to Guillory's strategies, Jackson's (2004) study identifies a process that colleges and universities may employ to increase the numbers of African-Americans in administration at PWIs. Jackson's process includes the following phases: pre-

engagement, engagement, advancement, and outcomes. In implementing these phases first, colleges and universities should establish relationships with the surrounding African-American community and second, they should commit to the principles of diversity and affirmative action (Jackson, 2004). Specifically Jackson's model is described as follows: (1) Pre-engagement consists of Colleges and universities having well thought out procedures for recruiting and hiring African-Americans. These Universities are more likely to send a positive, welcoming, and supportive message to potential colleagues. (2) The engagement can be helpful in supplementing the skills that African-American administrators bring to the job with context-specific information. This phase involves the establishment of an orientation program that provides an introduction to both the community and the campus, empowerment of the administrator to give direction and leadership to the operating unit, mentoring which provides local knowledge about the political environment, helpful hints about understanding campus culture, and other forms of in-depth knowledge that would enable the African-American administrator to perform successfully. (3) The advancement is very important in providing growth for, and ultimately retaining, African-American administrators. Institutions should support and endorse professional development for their African-American administrators. During this phase institutions should provide professional experiences beyond the diversity mission of the institution. This is a factor that can be quite critical in future professional advancement. Often times African-American administrators get stuck in positions in which they must devote a significant portion of their time on diversity-related issues. Moving beyond diversity experiences will help the administrator gain a better understanding of operations on the whole campus. (4) The proposed outcomes for this

model are twofold: (a) retention, and (b) career advancement for African-American administrators at PWIs. The model is based on the concept that, if more positive linkages exist between these components, the African-American administrator is more likely to stay and grow in administration in higher and postsecondary education administration.

Summary

The review of the literature includes an overview of material related to the African-Americans and specifically, African-American males, in the current U.S. society. It should be noted that most of the literature on the African-American male is descriptive; few empirical studies exist on the target population for this study. The literature reviewed demonstrates how history impacts African-American's current situation and an examination of the general state of society, k-12 education, corporate American, and the predominantly white higher education environment is explored to illustrate challenges, trends, and opportunities for the target population of this study. While each of the areas of the current environment is different, the literature reviewed identifies experiences that are quite similar whether looking at the corporate environment or the educational community.

The history of the African Americans places these individuals, if self identified or identified by the majority population as members of this group, at a current disadvantage simply due to an unfortunate and unjustified past. The Eurocentric or White view originating from the 16th century has been that Blacks are inferior, lazy, careless, and apeline still exists today to an extent (Watkins, 2001). The impact of this Eurocentric view and the institution of slavery still have an impact on our society today which is demonstrated in the social class stratification and the different roles that Whites and

Blacks play in this structure. In general Blacks, and to a more severe level Black males, more often serve or exist in inferior roles as viewed by American society. This situation is no different when reviewing the statistics on black male incarceration or black males serving in senior administrative roles at PWIs; the statistics are not favorable for the African-American male in either situation. In the American society, which is modeled after feudalism and was adopted from the English, blacks are in the one of the lower castes.

The current review of the literature on the environment for the African-American male describes the environment as one that is filled with stress, stereotypes, and racism (Madison-Colmore, Moore and Smith, 2003). Black males suffer from the ills of society at a greater rate than the other demographic groups. Black males continue to have problems at a disproportionate rate when compared with the Black females and their White counterparts. These negative statistics can be observed in the following areas: juvenile crime, placement in special education, school discipline, school achievement, employment, poverty, and prison population to name a few (U.S. Bureau of Census, 2004; Blake & Darling, 1994; Noguera, 1997).

Other research refutes the victimization syndrome of the African-American male. Myers (2004) posits that even though matriarchal families raise many black males, family structure has little impact on self esteem and societal performance; a survey of Black men with an income of \$75,000 result's indicated that Black men's problems are due to their own shortcomings (Washington Post, Kaizer Family Foundation/Harvard, 2006); and American and Anderson (1996) report that one of the main factors to African-American

success in corporate America is to focus on finessing the corporate environment versus choosing to fight, complain, and remain the victim.

Much of the research refers to the pipeline for African-American men. Lack of successful navigation of the pipeline will continue to result in dismal numbers of African-American men as serving as senior administrators at PWIs. While moving through the pipeline, regardless of whether the situation is K-12 education, undergraduate education, or masters/doctoral work, challenges of isolation, loneliness, stereotypes, racism, cultural differences, and lower achievement exist. Likewise, the challenges of the educational pipeline to include masters and doctoral education are similar to higher education administration and the corporate environment. Isolation, loneliness, stereotypes, racism, and cultural differences exist but in addition, the higher educational administration and corporate environment challenge African-American males with advancement up the ladder. The literature review attributes the advancement of African American male senior administrators to many of the previously mentioned challenges along with specialized roles that vary from the normal career path of the CEO of businesses or Universities. Examples of these roles in higher education are: Minority Affairs, Affirmative Action Officer, and Professor of Black Studies. In corporate American these roles are in the relations such as: community relations, employee relations, etc.

Although history presents a situation where leveling the playing field for African Americans is a mammoth task, progress in several areas can be identified and built upon. Even though African-Americans males are going to jail at an alarming rate and there is no indication that racism, stereotypes, and insensitivity will decrease (Noguera, 1997), the number of African-American males with doctorate degrees as well as those who serve

in senior administrative roles have increased over the past 20 years. The literature review also identifies several ways to impact resilience for African Americans and African-American males specifically. Whether then environment is corporate America, the work place, or the higher educational community the literature identified some common elements that may assist with achievement, performance, and advancement to include but are not limited to: (1) mentoring relationships, (2) positive and nurturing environments, (3) bonding with a particular person in the adolescent years, (4) hard work, (5) technical competence, (6) various coping skills, (7) earning advanced degrees, and (8) working from a broad based position.

CHAPTER III

METHODOLOGY

Introduction

In this qualitative study the researcher explored experiences of the African-American male senior administrator and identified factors that may contribute to his resilience, which is defined by the attainment of a senior administrative (President or Vice President) role. Therefore, the purpose of this study was to examine how African-American males have exhibited resilience and obtained senior administrative positions at PWIs. Chapter One briefly explored the experience of African-Americans and African-American men in the United States. As stated in Chapter One, many of the challenges facing African-American men reaching the senior administrative level are made apparent through existing research, but factors that are conducive to success are not clear. The absence of and the commitment to identify these factors in the research is one of the motivating factors of this study.

A variety of factors currently impact the African-American male's ability to navigate American society as well as the educational pipeline. Considering the environment in which the African-American male exists in today, exploring the factors that impact resilience and success for the African-American male in the U.S. from no more than a higher educational perspective would only tell a fraction of the story for the African-American male. Since a paucity of literature exists on African-American male senior administrators in higher education but according to the research, the African-American male's experience in the U.S. society are relatively consistent in various settings, Chapter Two reviews the literature from a perspective that relates to the

following: (1) experiences of African-American males in the United States Society, (2) experiences of African-American males at PWIs, and (3) factors that impact the resilience of African-American males in the professional arena.

This chapter presents a general overview of the manner in which the research was conducted. A discussion is included of the following: (1) research questions, (2) the research design, (3) participant selection and profiles, (4) data collection methods, and (5) the data analysis/data reporting.

Research Questions

This study has one overarching research question and four sub-questions:

What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions?

- What organizational factors contribute to the resilience of African-American male senior administrators at PWIs?
- How does the availability of protective factors for African-American males differ by institutional characteristics?
- What personal characteristics contribute to the resilience of African-American male senior administrators at PWIs?
- How does the knowledge of stereotypes impact the performance of African-American male senior administrators?

These major questions have been developed from the research on African-American males and their experiences in America. Since empirical research is limited on African-American male senior administrators, these qualitative types of questions are necessary to

describe the experiences and the meaning of the experiences from their point of view and to assist in the identification of variables that increase the likelihood for success.

Research Design

Qualitative research focuses on the constructed nature of reality, the relationship between the researcher and what is studied, and the situational constraints that shape the research (Denzin & Lincoln, 2003). Qualitative researchers seek answers to how an experience occurs and what meaning does it have; Through the use of techniques such as interviewing and observation, the qualitative researcher can capture participants' perspectives (Denzin & Lincoln, 2003). On the other hand quantitative research emphasizes the measurement and an analysis of variables (Denzin & Lincoln, 2003).

The purpose of this study (to examine how African-American males have exhibited resilience and obtained senior administrative positions at PWIs), the overarching research question ("What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions?"), and the paucity of literature on African-American male administrator that affirmatively indicates predetermined success factors, all contribute to the chosen method of research for this study. According to Jackson (2004), the higher and postsecondary education research literature abounds with recommendations for retaining and advancing students and faculty of color, however, little empirical or practice based knowledge is provided for engaging, retaining, and advancing African-American administrators of color. Overall, based on the above information, the best research methodology for this study is a qualitative methodology. This researcher's intent is to answer the "how" and "what", not the "how much".

According to Sherman and Webb (2001), the endeavor of qualitative research is not the verification of a predetermined idea, but to uncover findings that may lead to new insights. In this study this researcher used an in-depth interviewing technique to uncover findings that may lead to insights about the success of African-American male senior administrators. In-depth interviews permit researchers to achieve a full understanding of an incident(s), and to take into account the lived experience of participants (Sherman & Webb, 2001). According to Darlington and Scott (2002), in qualitative research in-depth interviews take the view that people are experts on their own experience and are able to report how they experienced a particular event or phenomenon. In-depth interviews are an excellent means of finding out how people think or feel in relation to a given topic and enable us to talk with people about events that happened in the past and those that are yet to happen (Darlington & Scott, 2002).

Participant Selection and Profiles

The participants in this study were African-American males who have served or are currently serving in presidential and vice presidential positions at PWIs. Due to the in-depth nature of the study, four participants were selected. Although the number of individuals who serve in this role in the U.S. is small, their identification was possible through various listservs, national organizations, and networking groups. These individuals are the best individuals to answer the research questions because they have lived the experience and succeeded; they are the experts. Due to the previous sentence, no other participants are considered for this study.

The participants in this study were two current African-American male Presidents, one current African-American male Vice President, and one former African-

American male Vice President. These participants are characterized as “elites”.

According to Marshall and Rossman (1999), elites are well informed, prominent, and influential and are selected for their expertise. Elites often present challenges of gaining access, scheduling, and providing an optimal environment for gaining information but they also present opportunities for gaining quality information that contain meaning and insight (Marshall & Rossman, 1999). Marshall and Rossman’s interpretation of the elite interview came to life in this research. After several efforts at gaining affirmative responses and working with schedules of African-American male college presidents and vice presidents, access to this study’s participants can be attributed to years of networking and collecting business cards at national conferences, receiving referrals from colleagues, the development of professional relationships through school and work, and several conversations with administrative assistants and secretaries. The participants were selected due to their positions on their respective campuses, their professional record, their willingness to participate in this study, and their availability based on the requirements to participate in the study.

Data Collection Methods

The data were collected using semi-structured, in-depth, interview questions conducted by this researcher. The questions are designed to focus on the meaning of a concept, African-American senior administrator resilience, that the participants in the study share (Marshall & Rossman, 1999). The semi-structured interview questions and the demographic questionnaire were developed from information obtained through the extensive review of the literature in Chapter 2 and designed to answer the overarching research question and the four sub-questions. The demographic questionnaire was

forwarded to the participants prior to the start of the interviews and it assisted with identifying personal information (age, marital status, etc.), educational information, work experience, family history, sibling information, and social class information. Information was also collected by viewing various websites on the internet.

This researcher utilized a mechanical recording device to capture the words of the participants, provided an intentional focused analysis of the data, utilized theoretical and conceptual triangulation, and checking after the semi-structured interview. Permission for research was obtained from the University Institutional Review Board (IRB) by submitting the required human Subjects Protocol Request, consent was secured from the participants, and the interviews were scheduled.

The data was collected via the questionnaire and interview. The interview was conducted via telephone. As previously mentioned, the elite nature of these participants and their location through out the U.S. did not provide a reasonable opportunity to schedule the participants in person. During the interview and interview follow-up notes were taken at a minimum to provide the researcher an opportunity to concentrate and attend to the participant. Follow up questions were asked during the interview and interview follow ups were conducted as necessary.

Data Analysis/Data Reporting

Considering the labor intensiveness of this type of study, this sample size will facilitate a quality, in-depth study of the participants. The interviews were transcribed verbatim to avoid any misinterpretation and to maintain accuracy of the data. The information was first recorded in the exact words of the participants and then was be grouped according to themes found in the literature and the research questions. To

maintain the integrity of the interview, some information was omitted at the request of the participants.

Summary

This study attempted to examine how African-American males have exhibited resilience and obtained senior administrative positions at PWIs in higher education. A qualitative methodology was used for this study. The participants of the study were four African-American male senior administrators. Once permission was granted from the University IRB and consent received from the participants, the participants were be issued demographic questionnaires and interviews were the next phase of the study. The participants had a recorded initial interview via telephone which will include semi-structured interview questions. The interviews were transcribed and the data was analyzed. Subsequent to the data analysis, follow ups were made with the participants to check the accuracy of the answers with their intended meaning and for additional clarity on responses. Following all procedures, the objective was to gain a better understanding of the factors that impact the resilience of the African-American male senior administrator.

CHAPTER IV

FINDINGS

Introduction

This chapter presents the results of the study. Responses from the demographic questionnaire are made available through text and tables. The examination of the factors that have impacted the resilience of African-American male Vice-Presidents and Presidents in higher education are presented in this chapter through the lens of the four participants in the study. Familiarity with the participants is created through a detailed presentation of professional and personal profiles of the four participants, and then the responses of each participant are analyzed. The analysis is a presentation of how responses relate to the overarching research question, “What factors contribute to the resilience of African-American male senior administrators at Predominantly White Institutions (PWIs)?” and the following four sub-questions:

- What organizational factors contribute to the resilience of African-American male senior administrators at PWIs?
- How does the availability of protective factors for African-American males differ by institutional characteristics?
- What personal characteristics contribute to the resilience of African-American male senior administrators at PWIs?
- How does the knowledge of stereotypes impact the performance of African-American male senior administrators?

Due to the demands of the participants’ schedules as Vice Presidents and Presidents, as well as their University locations in the Midwest and Northeast, all interviews were

conducted via telephone. It took several weeks to secure a time on the Participants' calendars. During the interviews there were no interruptions and all sessions lasted approximately one hour. In each case the researcher attempted to be sensitive to the participants' schedules and limited "small talk" but as the interviews proceeded and additional rapport was established, the interview became more conversational.

Participants' Demographic Profiles

Three of the participants in this study were between the ages of 40 to 59 and one was over 60 years old. The immediate family structure of the participants includes the following: two participants are married, one participant was single and never has been married, and one participant is divorced. Three of the participants have one or two children, while one participant has no children. Two of the participants come from families with married parents and two come from divorced families. Two participants were reared with both parents and two were reared with only the mother. The highest level of education achieved by any of the participants' parents was an Associates degree and the lowest recorded level of education completed by any of the participants' parents was high school. A limitation of the demographic questionnaire was that it did not list any educational attainment choice less than high school and as a result, one of the participants did not answer this question. One of the participants considered his family class while growing up to be upper-middle class and three of the participants considered their family class to be lower. Two of the participants were reared in an urban community, one in a rural community, and one in a suburban community. Tables 1-9 represents frequency distributions of participants' age, marital status, number of children, parental marital status, rearing parent(s), highest educational level of male

parental figure, highest educational level of female parental figure, social class while growing up, and the type of community reared in as a youth.

Table 1
Frequency Distribution of Participants by Age (N=4)

Demographic Variable:	Age	Number
	29 or less	0
	30-39	0
	40-49	1
	50-59	2
	60 or over	1

Table 2
Frequency Distribution of Participants by Marital/Relationship Status (N=4)

Demographic Variable:	Marital/Relationship Status	Number
	Single/never been married	1
	Married	2
	Separated	0
	Divorced	1
	Widowed	0

Table 3
Frequency Distribution of Participants by Number of Children (N=4)

Demographic Variable:	Number of Children	Number
	1-2	3
	3-4	0
	Over 4	0
	No Children	1

Table 4
Frequency Distribution of Participants by Parents' Marital Status (N=4)

Demographic Variable:	Parents' Marital Status	Number
	Single/never been married	0
	Married	2
	Separated	0
	Divorced	2
	Widowed	0

Table 5
Frequency Distribution of Participants by Rearing parent(s) (N=4)

Demographic Variable:	Rearing parent(s)	Number
	Mother and Father	2
	Mother	2
	Father	0
	Other	0

Table 6
Frequency Distribution of Participants by Highest Level of Education of Male Parental Figure (N=4)

Demographic Variable:	Highest Level of Education of Male Parental Figure	Number
	High School	2
	Associates Degree	1
	Bachelors Degree	0
	Masters	0
	Doctorate	0
	No answer, not applicable, or no degree	1

Table 7
Frequency Distribution of Participants by Highest Level of Education of Female Parental Figure (N=4)

Demographic Variable:	Highest Level of Education of Female Parental Figure	Number
	High School	2
	Associates Degree	1
	Bachelors Degree	0
	Masters	0
	Doctorate	0
	No answer, not applicable, or no degree	1

Table 8
Frequency Distribution of Participants by Family Class (N=4)

Demographic Variable:	Family class	Number
	Upper	0
	Upper Middle	1
	Middle	0
	Lower	3

Table 9
Frequency Distribution of Participants Home Community Type (N=4)

Demographic Variable:	Home Community Type	Number
	Urban	2
	Rural	1
	Suburban	1

Educationally, all participants hold a Doctor of Philosophy (PhD) degree. At the undergraduate level, one participant attended a public Historically Black College or University (HBCU) and three attended public Predominantly White Institutions (PWIs). All participants were traditional aged or approximately 18 years old, when they entered college. At the undergraduate, masters, and doctoral level, three of the participants' majors were in the field of education and one was outside of the educational field. At the

master's level, one participant attended a private HBCU (this individual also attended a HBCU at the undergraduate level), two attended a public PWI, and one attended a private PWI (this individual attended a public PWI at the undergraduate level). At the doctoral level, all of the participants attended public PWIs. Professionally, all of the participants have several years of experience in higher education. One participant has 20-25 years of experience and three participants have more than 25 years of experience. Three of the participants have worked at 5-6 universities and one has worked at more than six universities. One participant has been in his position 3 to 6 years, two participants have served from 6 to 9 years, and one participant has worked more than 9 years at his present institution. Table 10-20 presents frequency distributions of participants' highest level of education, type of undergraduate institution attended, area of undergraduate study, type of masters institution attended, area of masters study, type of doctoral institution attended, area of doctoral study, traditional or non-traditional undergraduate student status, years of higher education experience, number of institutions worked at, and years of experience in current position.

Table 10
Frequency Distribution of Participants by Highest Level of Education (N=4)

Variable:	Highest Level of Education	Number
PhD		4
EdD		0
Masters		0
Other		0

Table 11
Frequency Distribution of Participants by Type of Undergraduate Institution Attended (N=4)

Demographic Variable:	Type of Undergraduate Institution Attended	Number
	Historically Black College/University (Public)	1
	Historically Black Institution (Private)	0
	Predominantly White Institution (Public)	3
	Predominantly White Institution (Private)	0

Table 12
Frequency Distribution of Participants by Area of Undergraduate Study (N=4)

Variable:	Area of Undergraduate Study	Number
	Education	3
	Business	0
	Technology	0
	Other	1

Table 13
Frequency Distribution of Participants by Type of Masters Institution Attended (N=4)

Variable:	Type of Masters Institution Attended	Number
	Historically Black College/University (Public)	0
	Historically Black College/University (Private)	1
	Predominantly White Institution (Public)	2
	Predominantly White Institution (Private)	1

Table 14
Frequency Distribution of Participants by Area of Masters Study (N=4)

Variable:	Area of Masters Study	Number
	Education	3
	Business	0
	Technology	0
	Other	1

Table 15
Frequency Distribution of Participants by Type of Doctoral Institution Attended (N=4)

Variable:	Type of Doctoral Institution Attended	Number
	Historically Black College/University (Public)	0
	Historically Black College/University (Private)	0
	Predominantly White Institution (Public)	4
	Predominantly White Institution (Private)	0

Table 16
Frequency Distribution of Participants by Area of Doctoral Study (N=4)

Variable:	Area of Doctoral Study	Number
	Education	3
	Business	0
	Technology	0
	Other	1

Table 17
Frequency Distribution of Participants by Traditional or Non-traditional Undergraduate College Student Status (N=4)

Variable:	Traditional or Non-traditional Undergraduate College Student Status	Number
	Yes	4
	No	0

Table 18
Frequency Distribution of Participants by Years of Higher Education Experience Possessed (N=4)

Variable:	Years of Higher Education Experience Possessed	Number
	Less than 10 years	0
	10-15 years	0
	15-20 years	0
	20-25 years	1
	More than 25	3

Table 19
Frequency Distribution of Participants by Number of Institutions Worked at (N=4)

Variable:	Number of Institutions Worked at	Number
	1 to 2	0
	3 to 4	0
	4 to 5	0
	5 to 6	3
	More than 6	1

Table 20
Frequency Distribution of Participants by Current Years in Position (N=4)

Variable:	Current Years in Position	Number
	1 to 3	0
	3 to 6	1
	6 to 9	2
	More than 9	1

Professional and Personal Profiles

The following pseudonyms are used to identify the participants through out the remainder of the study: James, Robert, Anthony, and Gerald.

Participant 1- James

James is currently a President at a medium sized Midwestern university. He has served in this role during the past seven years. James has served in senior administrative positions and been appointed to the faculties at universities in Pennsylvania, Ohio, Florida and Georgia. He has 32 years of experience as a higher education professional.

James grew up in the South and experienced segregation first hand. He experienced segregated food counters, school systems, etc. When asked about succeeding as a youth during segregation he said, "My encouragement came from my family and Back teachers." James also experienced early integration and talked about his challenging experiences as a student in school during the beginning of integration. As a result of the

transition and the adjustment of attending a school with a limited number of Blacks, his grades suffered. Attending a school with approximately 4 African-Americans in a class of 500 and a limited number of role models took a toll on his academic performance. After adjusting to the change, his performance improved and college was in his future. James reported that, "It was just the time when African-Americans who demonstrated academic ability were recruited very heavily." He was one of those African-Americans with that academic ability.

James reported that college administration was not in his plan. His goal was to be a researcher or a faculty member not a "block head administrator". As he moved up through the faculty ranks, he was encouraged to take on other administrative roles. Once at the Dean level, he began interacting more with Presidents and Vice Presidents and he said that he thought to himself, "I can do that." During the interview, he talked about working with various male and female Presidents and reported to learn "what kind of President that I wanted to be." Professionally, James attributed most of his success to support from his family, support from colleagues, self-confidence, staying focused on advancing the academy, and realizing that "my work is not me; my work is what I do". James mentioned that at the end of the day when you see your family at home "those other things at work are not as important."

James shared information about some of the challenging situations in his career. He specifically talked about working at institutions with no African Americans in administrative positions. James was not disturbed by this because as he reports, "that's the way it was." James talked about an experience of being a Vice President but not being included in the typical activities that White Vice President's are invited to do. In some

cases, he involved himself through initiative and in others, access was just not granted. Other challenges described by James, at the same institution, included "...I was heading over to Cabinet and *person's name* said, oh you are coming to Cabinet ... and then the person said, we haven't discussed whether or not you're going to be a member of Cabinet." This "Cabinet" meeting was the President's Cabinet meeting in which all other Vice Presidents attend, James attended anyway. In addition to challenges on campus, he was not recommended for membership to a community club in which all other White Vice Presidents were members. Specifically, James reported the reason he received for not being invited to the club that all other Vice Presidents are invited to was, "They already had enough people from the university there."

During the entire interview James seemed to be extremely positive about all of his experiences. He often joked and laughed through out the interview, and it appeared that he did not hold any grudges about past experiences. He was able to laugh about a situation at one university as he overheard someone make reference to enjoying living in the town because "Blacks know their place". In addition to this, he was even able to laugh about the surprise on several individuals' faces when he arrived in the same town and the community found out his wife was not African-American. During this particular employment situation he commented on the support of the African-American faculty and staff on campus that assisted him through some of the tough times. During the phone interview (December 18, 2006), he reminisced by saying,

...from the time I got there we had this thing every couple of weeks when we got paid...Oh and the brothers and sisters there, they treated me very, very well because once we were off campus. You know, I wasn't a VP. You know, I mean,

I was James, and this helped me through some very, very difficult times in the 90s.

Participant 2- Robert

Robert is currently the Vice President of Student Affairs at a medium sized institution in the Midwest. Robert has nearly 30 years of experience in higher education. Robert serves in several leadership roles in national organizations, has had extensive educational travel through out the world, and although he serves as a Vice President for Student Affairs, he is tenured faculty member and an established scholar.

Robert was born in the Midwest but spent a great deal of time in the rural South with family to stay away from the neighborhood violence when growing up. Robert attributes his strong foundation as a result of family providing moral and financial support. During the K-12 years, Robert excelled in the classroom and as a result he reported that he was “labeled”. Robert said, “I was different, I didn’t have time to hang”, he was focused on succeeding. In college the trend of achieving remained present, which was evidenced by Robert completing his baccalaureate degree in less than 3 years. Robert reports that, “I grew up in a family that prides themselves on their siblings getting their education.”

Professionally, Robert talked about the support that he has received throughout his career. He talked of the opportunities that have been given to him that have assisted in his professional growth. For example, Robert commented on his jump from Director to Vice President he said, “I have a president that is willing to take the risk... I had not even been the Dean of Students or Assistant Dean of Students.”

During the interview, Robert addressed challenges of dealing with negativity through out his career. He comments on negative views of Black males by saying, “Society is always second guessing us on budget issues, travel and things of that sort.” Robert’s additional comments on working through challenging situations as an African-American male underscored the need to persevere. “You have to persevere because we live in a society where they like negativity... there are people who will talk negatively and I don’t let that get into my aura. I am a positive person by nature. My parents taught me the importance of joy and happiness and celebrating accomplishments.”

Robert also talked about the challenges of interacting with the African-American community as a Vice President at a PWI. He reported that institutions have been very welcoming and have celebrated his presence on campus but it also created difficult situations at times. Robert describes some of these situations by saying (Telephone interview January 11, 2007),

Well you know as you move up in the Ivory Tower sometimes you have to separate yourself from that particular group, I don’t want to say disassociate yourself, but separate yourself from the group because what you find out is that many times they want information and I’m not able to give that information. What I am saying to you is that a lot of people don’t realize that as you move up you just don’t have the time or the energy.

Robert then talks about his support of the Black Staff Association, but comments on the conflict his position and this support creates (Telephone interview January 11, 2007),

... I tell them that I can’t be a part of it. I cannot be a part of issues that will come to the presidential cabinet that I would have to make a decision

on. I say I will support you all, I will come and have a talk with you all, but I can not be a member in a leadership role because I am already a Vice President. So, it's really a difficult battle...It brings some challenges but I am comfortable with my role.

He continued on to talk about the responsibilities of African-American male administrators in providing opportunities for others and said, "I think that we as African-American males as we move up in these positions we need to attempt to identify or develop some types of internships," furthermore "...we have to intervene when it's necessary sometimes going over our deans or directors with decisions when it affects minority candidates. Now, I am in the position to do that."

Participant 3- Anthony

A is currently the founder and executive director of a program that is based in the Midwest. He has served as a Vice President of Student Affairs and in other administrative roles in Texas, Georgia, North Carolina, and Ohio. Anthony has worked in both Predominantly White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs) during his 25 years of experience in higher education. Anthony was born in raised in the South and attributes some of his resolve to being successful to his experiences in the South. Growing up in fear of going to integrated schools and dealing with racism in his home state, has prepared him to deal with current professional and personal situations.

Higher education was not a career that Anthony intentionally sought. As an undergraduate student, he changed majors several times. He mentioned that his undergraduate experience so positive, he was hesitant to leave. Knowing that working

with people was a passion, Anthony became a Resident Assistant and this is when student services became of interest. It was in Residence Life where he interacted with professionals and mentors who encouraged him to look at a career in higher education. Anthony currently works with African-American males and he reports this to be one of his passions. In general he is in the field because “I love people, and I love working with people.

Anthony also talks about relationships with the African-American community as a senior level administrator and the impact of those relationships. “I think it’s important particularly that a person of color or in this case more particularly a black male at a predominantly white institution...you better get a relationship with the black community!” He emphatically said that “you can’t come here and be on this island and be isolated.” Anthony feels it is a necessity that as an African-American male, “you still have to be connected to the community otherwise you will be scrutinized and criticized to the fullest.”

Anthony is authentic, real, and approachable. His communication style is very direct. He is “down to earth” and as he would say “I stand on my word and that’s what I’m about. I am what you see everyday and I don’t change depending on the day. I don’t care who’s in the room. So I try to very real, authentic, very genuine etc.”

Participant 4- Gerald

Gerald is currently the President of a small medium-sized University in the Northeast. The University is 95% White and the community in 98% White. He has served in his current role for more than 10 years and has 44 years of experience in higher education. He is from very humble beginnings in the South. Gerald’s experiences have

allowed him to live through segregation and integration. He played an active role in the Civil Rights movement. Professionally he has worked in various universities as a faculty member and administrator as well as he has worked in a University system office. His tenure in the field has earned him the ability to be a mentor to persons holding subordinate roles as well as his Presidential colleagues.

Growing up in the South provided Gerald with some experiences that are vividly remembered (Telephone interview January 18, 2007),

I think growing up in a legally segregated time and also Jim Crow and all of the other negatives and lynching, I suppose the most direct impact had to do with the assignment of value to my life. It was very clear the differential value on human life because if you were Black, you had no rights and your life was clearly not worth as much as it would if you were White. So, we were separated from Whites and it was used as, I would say a justification, that you are not educable and you are not educable because you were Black.

Gerald gives an interesting perspective on segregation. "I thank God for, in some ways segregation, because my role models were all black teachers, I mean because of segregation, you couldn't go to White schools and you couldn't be taught by whites." While Gerald recognized the advantages of segregation and having available role models, he also recognizes the "uneven playing field" that it created. In referring to growing up and learning in this environment he said, "...but you know coming out of the background that I came from it was doubly difficult and I knew what I had to do. I had to work five

times as hard to be successful. He attributed this propensity to working hard to his family, specifically his Grandfather.

Specifically as a president, Gerald calls the Presidency “a lonely job”. He calls it lonely since it is difficult having friends because, “ you might have to make a decision that may impact your relationship with a person that you have some kind of friendship with and that becomes doubly difficult to do.” He also communicates that being an African American does not afford him some of the same privileges of his White counterparts. “You don’t have the informal, personal interaction with the rest of that community that Whites have okay...you are not in a position always to get all of the information necessary to protect yourself.” He also stresses the importance of making sure that you hire people that you can trust you to support your own perspectives. Additionally as it relates to getting support while working in the lonely job of a President he says, “... and you want to make sure that you have somebody that you are living with who will understand and be supportive.”

Gerald’s career has been can be characterized by doing the right thing and being civil. He comments that, “I think it takes more strength and courage to walk away then to strike out physically and verbally and otherwise. You just walk away and keep doing those things again that’s made you successful.” Gerald comments that as an African-American male in higher education you will endure some pain but the expectation is for you to remain courteous, respectful, and civil regardless of the situation.

Research Question Analysis

Sub-Question 1: What organizational factors contribute to the resilience of African-American male senior administrators at PWIs?

This research question was answered by the Participants' responses to three questions (See Appendix C) that were designed to elicit an exploration of items that impacted the longevity and advancement of African-American male administrators. The participants answered these three questions by addressing organized mentoring programs, role models, search committees, campus culture, as well as mentioning their passion as a factor that affects resilience.

The idea of mentors and mentoring programs was endorsed in the responses. James said that "I was in the Harvard Institute of Educational Management and I went to that when I was at *Name of University*. *Name of person* supported me, actually nominated me and supported me going there. I would recommend that to you." Anthony responded, "Mentoring is really critical, you know, having people who have been there and done that, who can help you pave the way..." Gerald reported that he did not have a mentoring program experience but he said the following in relationship to identifying someone or something that can serve as an inspiration when experiencing difficult, "You should use your personal history as a guide... You can actually pull on that history and that experience whether you select somebody that grew up in slavery or you select someone who grew up and became a role model that you can seek support from as a frame of reference from time to time." Gerald further explained the importance of history as a foundation for success for the African American male.

Other comments focused on the importance of culture and structure of the institution on the success of African-American males. James described an optimal environment as the following, "I think if you can have a diverse upper administration, I think that's the best environment for one to do his or her best." Robert also said, "...it has

to be an institution that values diversity and values the importance of having a diverse faculty, staff, administration, and students on campus.” Robert stressed the importance of campus leadership who is willing to take a risk in some cases to hire African-American males, “...so my point is that sometimes search committees or the campus communities have to take a risk with us and with the proper mentoring and leadership skills, one can be successful.”

Lastly as it relates to resilience of African-American males, some of the Participants talked about the importance of the meaning of the job. Anthony said, “The difference that I see I make on the lives that we touch everyday... that’s why I am in the business.” James, when talking of his longevity in and success in the field he says, “...I don’t know, well for me I really liked my work when I was a faculty member and a researcher. I liked what I did and I like my work now. I liked my work at *name of University*. I saw the value of it. I think if you don’t really like what you do, you’re just doing a job...” Robert further addresses the importance of meaning and passion as it relates to resilience in the position (Telephone interview January 11, 2007),

...the joy of writing and making a contribution to the field. And when I go to conferences, people tell me that they read my writing and it’s very helpful with a decision they had to make or with their masters or doctoral dissertation; the joy of traveling the world and talking with other colleagues throughout the nation helping my institution to get more minority students to study abroad. I think the joy of living a dream. This is a dream job.

Sub-Question 2: How does the availability of protective factors for African-American males differ by institutional characteristics?

Answers to this question were obtained through 2 interview questions¹. The questions focused on “healthy” environments for African-American men at PWIs and situations and events that would be labeled as nurturing. Participant responses touched the concept of diversity, history, and an appreciation for different styles of management.

Three of the four participants responded in manner, as it relates to healthy environments that reinforced their support of diversity. James said, “I think diversity in administration is less common in private institutions. It’s more common in public or regional universities depending on where they are located” and he then went on to say, “I didn’t experience this a lot, but if you can be an African-American administrator where there are other people of color in leadership positions, uh those people can provide an environment that is more supportive than one that does not have people of color in the administration...”. Robert said, “I think one of the healthiest environments is at an institution where in its mission statement, it embraces those things that create a sense of welcoming a diverse environment, etc.” Anthony added, “...I think it’s critically important that the upper administration sets the tone for the type of environment that will be tolerated.” Gerald took a different perspective on the question. He answered from a President’s perspective comparing the Presidency at a Historically Black College or University (HBCU) to the Presidency at a PWI (Telephone interview January 18, 2007),

Now, I firmly believed having worked in historically black, predominantly white, North, South, large, small institutions that the university presidents who have the most difficult job are presidents of historically black

¹ What is the healthiest type of PWI environment for an African American male administrator (Community college, State Owned Institution, Public Institution, Research Institution, Private Institution,) and why? Moving through the educational pipeline, what situation, if any, would you declare as nurturing and why?

institutions. I firmly believe that and it has a lot to do with the history that we talked about. A lot to do with slavery, a lot to do with Jim Crow and segregation and the stereotypes that the majority populations in this country have institutionalized about anything that is black. And the historically black institutions have had to live with those stereotypes and still live with those stereotypes.

The Participants made little mention of organizational structure when referring to nurturing situations; the responses were very personal in nature. Robert said, "...as an undergraduate, the Dean of Students at name of university took me under his wings and also, one of the counselors in the counseling center. What I mean by that is they were encouraging me to consider college student personnel as a field of work." Anthony talked about being supported from a style perspective, "...what was key to me was working with a president that first of all valued me, was not intimidated by me...working on a predominantly white campus what I found if you are an innovative, go getter, aggressive black male, make things happen, people will tend to be intimidated by you.

Sub-question 3: What personal characteristics contribute to the resilience of African-American male senior administrators at PWIs?

Three interview questions (See Appendix C) and responses were analyzed to address this research question. These questions were designed to allow the participants to identify some of the personal characteristics, as well as, professional and administrative skills they thought are essential for African-American male administrators at PWIs. Some of the responses are general in nature but they also identify some things that are relevant only for African-American males.

As identified by James on the subject of personal characteristics, “You have to have personal and professional integrity. You have to be able to communicate. Communication is very important whether it be written or oral.” When speaking of personal characteristics, Gerald said that “I really think having a very positive view of yourself, in my opinion it is even more important that Black males have a very good grounding in self perception in how you see yourself in relationship to other people around.” He further went on to say, “you can’t allow people who, basically who don’t support you in the first place, to undermine the way you feel about yourself.”

When asked about administrative qualities necessary for success, although the answers seemed that they would apply to any administrator at first, three of the Participants specifically addressed the possession or lack there of these qualities by the African-American male. Robert, Anthony, and Gerald made it clear that the African American male is often scrutinized at a level that is higher of other demographic groups when a deficiency is demonstrated in any of these qualities. For example Robert said (Telephone interview January 11, 2007),

First, we always have to remember that we are African-American, second, they will never forget it, and third they (Whites) will let certain people know if they (Whites) are feeling that you are spending the money inappropriately. So, I will tell you just have to have great integrity and you must also surround yourself with competent individuals, particularly in inner office.

After Anthony mentioned standard skills such as budgetary skills, organizational skills, etc. he said, “... Well, you know I would say that I think those things, anybody would

need those, but I think it's especially important for black males at white institutions, particularly given there is a tendency for us to be a bit more scrutinized I think." Gerald added, "When you make an error...they are not likely to give you a second chance so that's even more of a reason why you want to be fully aware of where you are."

The participants addressed coping skills by identifying mechanisms to deal with the challenges of being an African-American male administrator. They pulled from their self-confidence, experiences, and history. Robert responded by saying, "Well, my coping skills are a sense of work, a sense of self esteem, a sense of knowing that God has given me a talent and that talent has been developed." Anthony talked about being conditioned to deal with certain things as a result of where he grew up, "... I don't think it was as difficult for me and I say that because of my coming out of *name of state* and growing up at a time where I was almost an expert at dealing with racism and oppression because I saw it everyday and I grew up." Gerald said, "As a result of my experience, I know, I have an antenna you know when a person is interacting with me because of my color, but I don't play into that but I definitely know when a person is interacting with me, not as a president of a university but as a Black person."

Sub-Question 4: How does the knowledge of stereotypes impact the performance of African-American male senior administrators?

To answer this research question, the participants responded to three interview questions (See Appendix C). These questions explored the role that stereotypes have on their behaviors as youth and through out their careers. In addition, a question was asked for the purpose of identifying factors that had an impact on the pursuit of post secondary education. The impact of stereotypes had a positive impact on two of the participants and

no impact on the other two. The participants who indicated there was no impact as a result of stereotypes indicated the primary reason for this belief was a supportive family. When discussing if there was an impact of peer pressure to act a certain way based on stereotypes, James said, “No they didn’t. One of the primary reasons is because of my parents”, and James went on to say, “I graduated from *Name of City* High School there were probably no more than four African-Americans in a class of about 500. So the encouragement I got came from my family and black teachers who had taught me up until the 9th grade.” Robert said “I had no peer pressure not to do well...support came from my family.”

Although the level of discomfort with stereotypes was communicated by all, in the end stereotypes were used in a positive way to become better people and administrators. Gerald commented on how stereotypes have impacted him in a positive way, “...no one should experience segregation and Jim Crow laws and all of the things we marched about...But I do have to say that in so many ways, you know, the experience made me stronger.” Anthony purported that stereotypes have made him a better professional over the years. He talked of almost attempting to single-handedly dispelling the stereotype. Speaking of stereotypes, Anthony said he would “... overcompensate in some cases to make sure I was on top of my game in knowing what I was suppose to know, being thorough, being competent etc. etc.” He then went on to say the following about stereotypes, “...it certainly made me take my game to the highest level in terms of maximizing every opportunity at every moment and making sure and double check and triple check and make sure that things are in place, thorough and so forth.” Further emphasizing the impact of stereotypes, Anthony talked of the importance of being on

time, having correct speech and he is extremely particular about professional appearance, “It’s been almost this thing of proving myself...”

When talking about what factors that had an impact on the desire to participate in post-secondary education, the participants answers centered on theme of persistence, responsibility, and survival. James and Robert saw post secondary education as an expectation and responsibility. James said, “The expectation was that education was the way for all of us to be better.” Robert attributed his desire to continue in school to his family, “I grew up in a family that prides themselves on their siblings getting their education” and for Anthony it was about persistence and responsibility, “I knew that I was going off to college.” Gerald’s motivation to continue educationally seemed to be rooted in survival. He went on to say, “But when you are denied access to good services based on a stereotype that you can not learn it impacts your entire life and your entire being because, especially in a black community, often the only way out of oppression was through education. And if you didn’t have access to that then, you know, you just couldn’t make it.”

Summary

The findings summarize a combined total of approximately 126 years of professional experiences, in addition to major events and occurrences that have impacted the lives of four African-American male senior administrators over six decades. While some common themes became evident in the results, as it can be observed by their professional and personal profiles, their individual differences in style, areas of the country where each resided as a youth, experiences, and life histories, provided each participant with different mechanisms to deal with challenges and opportunities.

Emerging themes from the interviews are the following: importance of mentoring relationships, the value of a supportive family, a positive self-esteem, possession of integrity, the significance of a “diversity friendly” work environment, ownership of a passion for working in higher education, perseverance despite racism and stereotypes, and the preparedness for a heightened level of scrutiny as a result of being an African-American male. These themes were entwined in all of the responses from the Participants.

In the early lives of three of the Participants’ who grew up in the South, segregation and integration played significant roles in the development of their skills and personal traits. These skills and personal traits can be characterized under a theme of perseverance, and included the ability to (1) do whatever is necessary to survive, (2) display a strong work ethic, (3) utilize coping mechanisms, and (4) deal with adversity. According to the Participants, integration was perceived as a positive step that assisted in the improvement of the country, but on the other hand, James and Gerald mentioned some of the negatives that came from integration for African Americans. They specifically mentioned there was a struggle as a result of the loss of African American role models (teachers) who were moved to other schools and an intensified lack of support from the educational system existed, both the result of early integration. The transition from legal segregation to integration seemed to assist in framing the drive to succeed for these Participants. For James and Gerald there was a realization that, this was how things were and the only way out was through hard work and earning an education. At the same time, Anthony’s dealing with the fear of going to school at the beginning of

integration, and his experiences of racism, assisted him in his ability to cope with the situations that he encountered as an African-American male professional.

Findings as they relate to the impact of stereotypes can be categorized as either motivating factors as a result of the desire to dispel them, or barriers that can be dealt with if one relies on self-confidence instilled by supportive families and communities. James, Robert, and Gerald are well aware of stereotypes but choose to either ignore or work through them based on the foundation provided by family or some other support systems. All expressed the importance of expecting to achieve and focusing on what needs to be done, rather than on the negativity of others.

Professionally, all Participants identify an environment that is civil and where people embrace diversity, is one where an African-American male would most likely be resilient. Mentoring, mentoring programs, a supportive upper level administration, and loyal trustworthy staffs, are all part of the equation for success. Administrative skills identified that will facilitate success for the African-American male include, but are not limited to, budgeting, supervision, communication skills, and organizational skills. However, in the end, all Participants agreed that the African-American male must be prepared for opposition and treatment that may not be equal. Doing the right thing, integrity, and treating people with respect, are phrases that were recurring from all of the Participants, throughout each interview.

In each interview, in addition to the above phrases, there were comments about (1) being watched all the time; (2) the expectation of encountering opposition eventually; and (3) the fact that any mistakes by African-Americans would not be ignored. No excuses, justifications, or rationales for underperformance were given during any of these

interviews. The Participants articulated that as an African-American man, an individual should have an expectation for negative things to occur, but one must find a way to succeed if there is a desire to be successful and obtain a senior administrative position.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

This chapter provides a brief summary of the entire study. Pertinent conclusions, implications for further study, and recommendations from the researcher are included in this chapter.

Summary

The motivation for this study came from the researcher's (1) past experiences of racism, (2) desire to reach senior administrative status, (3) aspirations of contributing to the literature on African American males in higher education and (4) recognition of the need to assist the African American males in the educational pipeline. The literature was reviewed to illustrate the state of the African American male from several perspectives to include history, U.S. society, K-12 education, higher education, and Corporate America.

In order to identify the factors that impact resilience for the African American male senior administrator, a qualitative methodology was engaged. Through the exploration of professional groups with African American males, networking, and receiving referrals, several participants were identified for this study. Following several phone calls and email communications, four Participants were selected and scheduled for telephone interviews. Prior to each interview, each Participant was mailed a demographic questionnaire and a consent letter. The researcher was also able to access information on the Participants' via university websites. The willingness to supply biographies, vitas, and other literature to document the work and life history varied among the Participants.

Subsequent to the demographic questionnaire and letter of consent, each

interview was conducted for approximately one hour. During the interviews a mechanical recording device was used to ensure an accurate account of the conversations. Following the interviews the transcripts were shared with the Participants. Brief follow-up communications were made with all Participants to follow-up on any necessary questions and further ensure accuracy of the transcripts. Results of the demographic questionnaire were put into graph form and the transcripts were analyzed to determine the best format for presentation.

Analysis of Research Findings

Through reviewing the demographic questionnaire and the career histories of the Participants, it is clear that while similarities are present, several differences exist in the profiles of the Participants in this study. All Participants have succeeded as a result of their individual skills, unique talents, and distinctive motivations but most of their challenges can be attributed to commonality of being an African-American male. While the findings suggest a multitude of factors that impact the success of the African-American male in higher education, the major findings in the study based on the in-depth interviews surround the following themes: importance of mentoring relationships, the value of a supportive family, a positive self-esteem, possession of integrity, the significance of a “diversity friendly” work environment, ownership of a passion for working in higher education, perseverance despite racism and stereotypes, and the preparedness for a heightened level of scrutiny as a result of being an African-American male. These themes were entwined in all of the responses from the Participants.

Discussion of Research Findings

While the findings of the study have several similarities with the literature reviewed in Chapter two, some gaps and contradictions also exist. The qualitative methodology that involved the in-depth interviewing provided an opportunity for the “intangible” factors that impact success for African-American male senior administrators to be communicated by the Participants. Using this methodology with the Participants, who possess a high level of expertise and experience, assisted in getting to the “real life” answers of working with today’s environment and succeeding as an African-American male. As mentioned above, the recurring themes are entwined in all of the responses.

Livingston and Nahimana (2006), purport that the fatherlessness, economic instability, and poverty, that many Black male children experience while growing up manifests hopelessness characterized by low expectations, increased rates of high school drop outs, and high rates of delinquency in school. The results of this study, based on the demographic questionnaire and the professional achievements of the Participants, are the contrary to Livingston and Nahimana’s study. Only Robert reported to be “upper-middle class” and Robert and Anthony lived with both parents during childhood. James, Anthony, and Gerald reported to be poor and James and Gerald lived only lived with their mother during childhood. Therefore, the results of this study are analogous with Myers’s (2004) who declares that family structure has little impact on self esteem and many matriarchal families raise Black males who adapt successfully and have stable relationships with others while performing societal roles expected of them.

According to Gordon (2000), a leader is someone who typically exceeds the average person in some of the following areas: self confidence, persistence, insight into

situations, and verbal facility. Gordon (2000), continues to address leadership for the African-American and purports that even when the African-American is superior in the above mentioned attributes, success is limited due to the risk factors of stereotypes, racism, and biases. In agreement with Gordon's 2002 study, the Participants identified perseverance, good communications skills, and having self confidence/self esteem as necessities to succeeding, but they also mentioned barriers that are created based on race. Robert commented that regardless of the positive skills and attributes that are held, the fact that you are Black will not be ignored. Gerald reports the heightened level of scrutiny under which one works as a result of being an African-American male creates a situation where holding a senior level position comes at a great cost. Gerald further goes on to state that even as an African-American male President, access to valuable information is not available to protect yourself. This lack of information is due to the absence of privilege that Whites often have. Success for the African-American male is based on more than having the necessary professional skills.

Perseverance despite the challenges was identified as a necessity for success in the findings. Williams and Williams-Morris (2000) report that society's belief of African-American inferiority has historically limited this population's access to acceptance in many areas of society. Gerald identifies this lack of access as a motivator for African-Americans to succeed. During the interview he reported that (Telephone interview January 18, 2007),

No one should experience segregation and Jim Crow laws and all of the things we marched about, in terms of civil rights, and we are very thankful that people in the country don't have to experience many of those things

today. But I do have to say that in so many ways, you know, the experience made me stronger. And my hunch is the overwhelming majority of African-Americans that have been in so many ways humiliated because of negative stereotypes and reinforced ways to control people became much, much, stronger in their resolve to succeed.

All of the Participants chose to use some of their experiences to succeed despite the racism that served as a barrier. Anthony and Gerald both talked about an intangible “sense” they possessed that facilitated success through out their career. These intangible things are items that are not necessarily contradictions with the research; they are items that the research did not uncover. Anthony reported that one of his coping skills was that he was able to detect discrimination and racism based on his rearing in the South. He called himself an “expert at dealing with racism and oppression...” Gerald said, “As a result of my experience, I know, I have an antenna you know when a person is interacting with me because of my color, but I don’t play into that but I definitely know when a person is interacting with me, not as a president of a university but as a black person.” Furthermore, Gerald gave an account of his experience running an institution that is “...92% white and living in a community that is 98% white, but color has never meant anything to me.” He further goes on to say that the situation does not determine his ability to do what he has to do.

Three of four Participants mentioned the importance of their family in their successes. James referred to the self-esteem and pride in succeeding that was developed by strong family support; Anthony reported to have received his support from family and black teachers while growing up and; Gerald said, “I thank God for my mother and some

of my work ethic can be attributed to my Grandfather.” Gerald further went on to emphasize the importance of a having a significant other since the college presidency is a lonely position. These findings are in concert with Franklin and Mizell’s 1995 study which summarized interviews with successful African-American men that identified family and positive self-esteem as important to the African-American male’s upper social mobility.

During the study James, Robert, and Anthony mentioned the importance of working in an environment that embraces diversity. Although a similar amount of frequency on this subject was not observed in the review of the literature review, it was presented. Jackson (2004), identified a process that colleges and universities can employ to increase their numbers of African-Americans in administration that involved universities committing to the principles of diversity and affirmative action. In agreement with Jackson, James said, “I didn’t experience this a lot...but if you can be an African-American administrator where there are other people of color in leadership positions, those people can provide an environment that is more supportive than one that does not have people of color in the administration ...” Robert reported that it is imperative for diversity to be a part of the mission statement, and Anthony supports the above comments by reporting that it is critically important that the upper administration set the tone for the type of environment that will be tolerated.

Mentoring has been identified as a major theme in the study. The Participant responses mirror the literature as it relates to this theme. Guillory (2001), purports that one of the strategies to overcome barriers at PWIs is the alignment with a successful mentor; Bridges (1996) posits that mentoring relationships must be developed to assist in

withstanding forms of racism, isolation, and loneliness; Guillory (2001), states that a method of overcoming institutional barriers is to seek a mentor; and Jackson (2004) identifies mentoring as a key component to success for the African-American administrator. James recommends mentoring, particularly one of the institutes for aspiring presidents as an opportunity for upward mobility. Robert mentions his nurturing experience that propelled him into a career in higher education. Robert further goes on to say, “with the proper mentoring and leadership skills, one can be successful.” Anthony referred to mentoring as “critically important” to the success of the African-American male. Gerald reported to not have any experience in an official mentoring program but he professed that it is important that a person can pull from the experiences of others to work through difficult situations.

The theme of dealing with stereotypes was prevalent in most of the research as well as with the findings from the interviews. According to Steele, (1997); Dey & Thompson, (1998); and Niemann, O’Connor, and McLorie (1998) the presence of stereotypes was viewed as a barrier to success, but in others Madison, Colmore, Moore, and Smith (2003), stereotypes may be used as a motivating factor. The findings in this study were more in line with the latter. James and Robert reported to acknowledge the stereotypes were present but confidence instilled in them from family enabled them to succeed anyway. Anthony and Gerald used the negative stereotypes as motivating factors that have improved their performances as professionals. Anthony comments that stereotypes have made him a better professional over the years. His efforts in single-handedly attempting to dispel the stereotypes have made him a better professional. He reported that “I would overcompensate in some cases to make sure I was on top of my

game in knowing what I was suppose to know, being thorough, being competent etc. etc”. Gerald talked about growing up in a time when the humiliation and treatment of being less the White people, was something that made him stronger.

When reviewing the research on some of the areas that contributed to the resilience of African-American males, passion was not an area addressed that was part of the findings in this study. James reported to really like what he does. He said, “I think if you don’t really like what you do, you’re just doing a job.” Robert, describes his job as the following, “...the joy of traveling the world and talking with other colleagues throughout the nation helping my institution to get more minority students to study abroad. I think the joy of living a dream. This is a dream job.” Anthony reports to have a passion in working with African-American males and assisting them in gaining access to education. He further goes on to say, “I love people. I love working with people.”

The analysis of the findings can be summed up by comparing a Franklin 1994 study with comments from some of the participants. According to Franklin (1994), throughout the lives of Black males they learn the values of freedom, equality, opportunity, individualism, work ethic, and several other ideals that Americans embody as desirable, but these values are not often what is used when others are judging them. Speaking of these barriers and in agreement with Franklin’s study Robert said (Telephone interview January 11, 2007),

First, we always have to remember that we are African-American, second, they will never forget it, and third they will let certain people know if they are feeling you are spending the money inappropriately. So, I will tell

you just have to have great integrity and also surround yourself with competent individuals particularly in inner office.

Anthony goes on to say when identifying the items necessary for success as a senior level administrator, "... Well, you know I would say that I think those things, as you say anybody would need those, but I think it's especially important for black males at white institutions, particularly given their a tendency for us to be a bit more scrutinized I think." Gerald added, "When you make an error...they are not likely to give you a second chance so that's even more of a reason why you want to be fully aware of where you are." These are all indicators of barriers but as James said in relationship to working with diversity at the senior level, "When I was at *name of institution*, um, there were no African-American or really there was no diversity in the upper administration at all. Um, and that's the way it was." While this is "the way it is" and these barriers exist, it did not hinder the achievement of the Participants in this study. The factors that have impacted success for them, notwithstanding the above barriers, have been: the importance of mentoring relationships, the value of a supportive family, a positive self-esteem, possession of integrity, the significance of a "diversity friendly" work environment, ownership of a passion for working in higher education, perseverance despite racism and stereotypes, and the preparedness for a heightened level of scrutiny due to being an African-American male.

Conclusions

The findings of the study indicate that the probability that the African-American male will experience several challenges as he attempts to work through the educational pipeline will be high. Although as times are changing and progress has been identified for

the target population in this study, one would be naïve to project a significant subsiding of the barriers to success. This situation calls for efforts from the target population, their families, as well as decision makers in the higher educational environment that can assist in the improvement of African-American males' position in higher education.

Organizational factors that can contribute to resilience of African-American male senior administrators surround promoting an environment that embraces diversity as well as one that provides mentoring opportunities. Diversity efforts on campus must be supported by the upper level administration. Diversity initiatives not endorsed by “the top”, will be insufficient in providing the amount of support necessary for success. Mentoring is critical in the rate of success for African-American males. In addition to mentors being “sought out” by the aspiring African-American man, universities that implement and support mentoring programs for African-American men will be providing an environment that is conducive to success on campuses.

Although the personal characteristics that contribute to the target group's resilience seem similar to that of any person or population, the state of being a African-American man makes the “success facilitating characteristics” much more complex. A Black man must realize that professional skills and attributes such as, integrity, persistence, perseverance, organizational skills, etc. should be part of his portfolio, but it doesn't end with those items. If one doesn't have the ability to cope in a hostile environment, garner the support of black faculty/administrators as well as White colleagues, treat people with respect and dignity regardless if that treatment is reciprocated, and possess a special skill that enables him to respond to and protect oneself from underlying racist behaviors of others, he will not be successful. Considering the

historical resistance to change in higher education, the successful African-American male must be able to persist in a manner that improves his situation, while at the same time, doing so without burning bridges or limiting access to those following in the footsteps.

The presence of stereotypes on the African-American male will more than likely be present for years to come, but their impact on this target population is something in which they have power over. One must learn to deal with the stereotypes by either deflecting their validity or using them as a motivator for success. Whether it's one's self confidence or it is the foundation that has been provided by family and friends enables them to deflect the stereotype, it must be done in order to work towards success. Enabling the thought of stereotypes to negatively influence an African-American male's productivity, will elicit poor results in every facet of society. On the other hand, one can pull from these negative stereotypes as is mentioned in the "Prove Them Wrong Syndrome" in order to achieve at a high level.

Implications

This study has implications to the higher educational community, the aspiring African-American male, and society as a whole. With the under-representation of African-American males who participate in post-secondary education from both an employment and a student perspective, factors related to resilience in this study are important to the persistence of any African-American male with goals of successfully moving through the educational pipeline. The findings are valuable to institutions of higher education that have goals of increasing the numbers of African-American faculty and staff. A supportive environment, as it relates to diversity, must come from the top

administrators and programs can be implemented to recruit and retain African-American administrators.

This study is important to the aspiring African-American male as a result of the “real life” answers given by the participants. The uncensored comments provide a reality that is not always available. The reality is, if you desire to be a President or Vice-President as an African-American man, possessing an extremely high level of integrity and professional skills is not all that is necessary for success. Having the perseverance to succeed in a somewhat unfair environment is a necessity. It is important for the aspiring Black male to realize that you may not be afforded the privilege that others may have and positive ways of dealing with stereotypes and racism are also a necessity. This is the situation, but it is not an insurmountable task provided one pulls from some of the findings in this study.

Society as a whole also benefits from the findings in this study. With the problems the African-American male has in almost every aspect of society, review of these findings can identify what the Participants’ actions were in avoiding the negative pitfalls in society. The themes of having a positive self-esteem, role models/mentors and support from family may possibly lend to creative programs to assist African-American males.

Recommendations

Recommendations for further research include comparing the factors that impact success for the African-American male versus the factors that impact success for the White male. Other populations (White females, African-American Females, etc.) could be compared as well in the future. It also may be advantageous to explore the phenomena

of the “Stereotype Threat” and the “Prove them Wrong Syndrome”. According to the research, both are factors that have a great potential to impact the success of African-American males.

Considering the dearth of literature on this topic, there are several opportunities for further research. The participants in this study seemed to rely on major historical situations as motivation for success. Due to the progress of the United States many of the historical motivations (Segregation, Jim Crow, etc.) used by the Participants in the study are no longer present, further research to identify the factors that impact success for younger generations (Post Vietnam Era) of African-American males may be valuable to providing “success facilitating environments” in higher education in the future.

Additionally, this researcher recommends a further investigation of the “intangibles” mentioned by some of the Participants in this study. Some of the successes of the Participants have been attributed to detecting racism and differential treatment based on race. Research on the perceptions of what subliminal racism is virtually does not exist and suggestions for recommended responses to this subliminal racism are even rarer in the research. This intuition communicated by the participants was not the result of anxiety or paranoia; it was a reality that necessitated a skill that the Participants mastered during their ascension to the senior level administrative position.

REFERENCES

- ACE-ECS Commission on Minority Participation in Education and American Life. (1988, May). Washington, DC
- Adejokun, A. (1998). An African student's view of educational leadership. In L. Valverde & L. Castenell (Eds.), *The multicultural campus*. (pp. 191-204). Wallcreek, CA: AltaMira
- Advancement Project/Civil Rights Project. (2000). *Education denied: The negative impact of zero tolerance policies* [Testimony before the United States Commission on Civil Rights]. Washington, DC.
- Anonymous, (2006). Doctoral degrees to African Americans reach another all time high. *The Journal of Blacks in Higher Education*, 50 (Spring 2006). Retrieved June 26, 2006 from http://www.jbhe.com/news_views/50_black_doctoraldegrees.html.
- Anonymous, (2006). A college diploma does not erase all the problems faced by black males. *The Journal of Blacks in Higher Education*, 50 (Spring 2006). Retrieved June 26, 2006 from http://www.jbhe.com/news_views/50_black_doctoraldegrees.html.
- Anonymous, (2006). Vital signs: Statistics that measure the state of racial inequality. *The Journal of Blacks in Higher Education*, 52(Summer 2006). Retrieved September 24, 2006 from <http://www.jbhe.com/vital/index.html>
- Allen, W.R., Epps, E.G., M., Guillory, E. A., Suh, S.A. & Bonous-Hammouth, (2000). The black academic: faculty status among African-Americans in U.S. higher education. *The Journal of Negro Education* 69(1/2), 112-127.
- Allen-Meares, P. (1999). African American males: Their status, educational plight, and the possibilities for their future. In L.E. Davis (Ed.), *Working with African American males* (pp. 117-128). Thousand Oaks, CA: SAGE.
- American, R.F., & Anderson, B.E. (1978). *Moving ahead: Black managers in American business*. New York, NY. McGraw-Hill Inc.
- American, R.F., & Anderson, B.E. (1996). *Soul in management: How African-American managers thrive in the competitive corporate environment*. Seacausus, NJ. Carol Publishing Company.
- Baily, R. (Ed.) (1971). *Black business enterprise: Historical and contemporary perspectives*. New York: Basic Books.

- Baily, D. & Paisley, P.O. (2004). Developing and nurturing excellence in African American male adolescents. *Journal of Counseling & Development*, 82(1), pp 10-17.
- Bass, B. M. (1973). *Leadership, psychology and organizational behavior*. Westport, CT. Greenwood Press.
- Blake, W.M., Darling, D.A., (1994). The dilemmas of the African American male. *Journal of Black Studies*, 24(4), pp. 402-415.
- Bonner, F. A. (2003). The temple of my unfamiliar: Faculty of color at predominantly white institutions. *Black Issues in Higher Education*, 20(18), pp. 49-51.
- Branch, A.J. (2001). How to retain African American faculty during times of challenge for higher education. In L. Jones (Ed.), *Retaining African Americans in higher education: Challenging paradigms for retaining students, faculty and administrators*. (pp. 175-192). Sterling, VA: Stylus.
- Bridges, C. (1996). The characteristics of career achievement perceived by African America College Administrators. *Journal of Black Studies*, 26(6), pp. 748-767.
- Brunswick, A.F., Connor, M.E., Dembo, R., Gibbs, J.T., Larson, T.E., Reed, R.J., Solomon, B. (Eds.) (1998). *Young, black, and male in America: An endangered species*. Westport, CT. Auburn House.
- Carroll, G. (1998). Mundane extreme environmental stress and African American families: a case for recognizing different realities. *Journal of Comparative Family Studies*, 29(2), pp. 271-284.
- Collins, S.M. (1997). *Black corporate executives: The making and breaking of a black middle class*. Philadelphia, PA. Temple University Press.
- Courtland, L.C. (1991). *Empowering young black males*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personal Services. (ERIC Document Reproduction Service No. ED341887)
- Davis, J.A., Smith, T.W. (1990). *General social surveys, 1972-1990*. Chicago, IL. National Opinion Research Center.
- Davis, J. E. (1994). College in black and white: Campus environment and academic achievement of African American males. *Journal of Negro Education*, 63(4), pp. 620-633.
- Darlington, Y., & Scott, D. (2002). *Qualitative research in practice: Stories from the field*. Crows Nest, N.S.W. Allen & Unwin

- Denzin, N.K., & Lincoln, Y.S., (Eds.) (2003). *The landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage Publications Inc.
- Dey, E.L., & Thompson, C.J. (1998). Pushed to the margins: Sources of stress for African American college and university faculty. *Journal of Higher Education*, 69(3), pp. 324-345.
- Dubois, W.E.B. (1994). *The souls of black folk* (Rev.ed.). New York, NY: Dover Publications.
- Ellis, C.M. (2002). Examining the pitfalls facing African American males. In L. Jones (Ed.), *Making it on broken promises: African American males confront the culture of higher education*. (pp. 60-71). Sterling, VA: Stylus.
- Feagin, J.R., & Sikes, M.P. (1994). *Living with racism: The black middle-class experience*. Boston, MA: Beacon Press.
- Ford, D. Y. Grantham, T.C. & Bailey, D.F. (1999). Identifying giftedness among African American males: Recommendations for effective recruitment and retention. In V.C. Polite & J.E. Davis (Eds.), *African American males in school and society: Practices and policies for effective education* (pp. 51-67). New York: Teachers College Press.
- Franklin, C.W. (1994). Ain't I a man? The efficacy of black masculinities for men's studies in the 1990's. In R.G. Majors & J.U. Gordon (Eds.), *The American black male: His present status and his future* (pp. 271-284). Chicago, IL: Nelson-Hall.
- Franklin, C.W. & Mizell, C.A. Life course influences on African American Men's depression: Adolescent parental composition, self-concept, and adult earnings. *Journal of Black Studies*, 29, (4), pp. 467-490.
- Gordon, J. U. (2000). *Black leadership for social change*. Westport, CT: Greenwood Press.
- Guillory, R.M. (2001). Strategies for overcoming the barriers of being an African-American administrator on a predominantly white campus. In L. Jones (Ed.), *Retaining African Americans in higher education* (pp. 111-124). Sterling, VA: Stylus
- Harris, G.W., (1996). The last Word: African American males in higher education. *Black Issues in Higher Education* 13,(16), pp. 92.
- Harrison, P.M. & Beck, A.J. (2005). Prison and jail inmates at mid-year 2004. Bureau of Justice Statistics Bulletin. U.S. Department of Justice, Juvenile Programs. Retrieved on October 1, 2006 at [www.http://www.ojp.usdoj.gov/](http://www.ojp.usdoj.gov/)

- Harvey, W.B., (2002). African American males in higher education. In J.U. Gordon (Ed.), *The Black Male in White America*. (pp. 13-36). Hauppauge, NY: Nova Science Publishers Inc.
- Hefner, D. (2004). Where the boy's aren't: The decline of black males in colleges and universities has sociologists and educators concerned about the future of the African American Community. *Black Issues in Higher Education* 21(9), pp. 70-75.
- Holmes, S.L. (2004). An overview of African American college presidents: A game of two steps forward, one step backward, and standing still. *Journal of Negro Education*, 73(1), pp. 21-38
- Hopson, R. K. (2000). Toward the Language and Scholarship of Freedom and Resistance. In L. Jones (Ed.), *Brothers of the academy: up and coming black scholars earning our way in higher education* (pp. 71-80). Sterling, VA: Stylus Publishing, LLC
- Jackson, J.F.L., (2003). Retaining African American student affairs administrators: voices from the field. *College Student Affairs Journal*, (22)2, pp. 125-136.
- Jackson, J.F.L. (2003). Toward administrative diversity: An analysis of the African American male educational pipeline. *The Journal of Men's Studies*, (12)1, Retrieved September 15, 2005, from <http://www.questia.com/PM.qst?a=o&d=5002014543>.
- Jackson, J.F.L., (2000). Administrators of color at predominantly white institutions. In L. Jones (Ed.), *Brothers of the academy: up and coming black scholars earning our way in higher education* (pp. 43-52). Sterling, VA: Stylus Publishing, LLC
- Jackson, J.F.L. (2004). An emerging engagement, retention and advancement (ERA) for African American administrators at predominantly white institutions. In D. Cleveland (Ed.), *A Long Way to go: Conversations about race by African American faculty and graduate students* (pp. 211-222). New York: Peter Lang.
- Jackson, J.F.L., (2004). Engaging, retaining, and advancing African Americans in executive-level positions: A descriptive and trend analysis of academic administration in higher and post secondary education. *The Journal of Negro Education* 73(1), pp. 4-20.
- Jackson, R, L, Crawley, R.L. (2003). White student confessions about a black male professor: A cultural contracts theory approach to intimate conversations about race and worldview. *The Journal of Men's Studies*., vol. 12.
- Jones, E. W., Jr. (1986). Black managers: The dream deferred. *Harvard Business Review*, (May-June) pp. 84-93.

- Jones, L. (Ed.) (2002). *Making it on broken promises: African American male scholars confront the culture of higher education*. Sterling, VA: Stylus.
- Justiz, M. (1994). Demographic trends and challenges to American higher education In L. Bjork & R. Wilson (Eds.), *Minorities in Higher Education*. (pp. 1-21). Phoenix, AZ: Oryx Press
- Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. New York. Harper Perennial.
- Kunjufu, J. (2001). *State of emergency: We must save African American males*. Chicago: African American Images.
- Kunjufu, J. (1986). *Countering the conspiracy to destroy black boys (volume II)*. Chicago. African American Images.
- Laden, B.V., & Hagedorn, L.S., (2001). Job satisfaction among faculty of color in academe: Individual survivors or institutional transformers. *New Directors for Institutional Research*, (105), 57-66.
- Lee, C. C., (1996). Saving the native son: Empowerment strategies for young black males. (Report No. ISBN-1-56109-063-8.) Greensboro, NC: School of Education University of North Carolina at Greensboro. (ERIC Document Reproduction Service No. ED 393 059)
- Lett, D. & Wright, J. (2003). Psychological barriers associated with matriculation of African American students in predominantly white institutions. *Journal of Instructional Psychology*, 30(3), pp. 189-196.
- Livingston, J. N. & Nahimana, C., (2006). Problem child or problem context: An ecological approach to young black males, *Reclaiming Children and Youth*, 14(4), pp. 209-214.
- Madison-Colmore, O., Moore, J.L., & Smith, D.M. (2003). The prove them wrong syndrome: Voices from unheard African American males in engineering disciplines. *The Journal of Men's Studies*, 12 (1). Retrieved October 1, 2005, from <http://www.questia.com/PM.qst?a=o&d=5002014549>
- Marable, M. (1994). The black male: Searching beyond stereotypes. In R.G. Majors & J.U. Gordon (Eds.) *The African American male: His present status and his future* (pp. 69-94). Chicago: Nelson-Hall Publishers.
- Marshall. C. & Rossman, G.B. (1999). *Designing qualitative research*. Thousand Oaks, CA. Sage Publications, Inc.

- Mitchell, B.L., (2002). African American Males in higher education. In J.U. Gordon (Ed.), *The black male in white America* (pp. 13-36). Nova Science Publishers Inc.
- Miller, D. B. & Macintosh, R. (1999). Promoting resilience in urban African American adolescents: Racial socialization and identity as protective factors. *Social Work Research, 23*, pp.159-169.
- Monroe, C.R. (2005). Why are bad boys always black? *Clearing House 79*(1), pp. 45-50.
- Moore, J.L. (2001). Developing Academic Warriors: Things That Parents, Administrators, and Faculty Should Know. In L. Jones (Ed.), *Retaining African Americans in higher education: Challenging paradigms for retaining students, faculty, and administrators* (pp. 77-92).
- Murphy, A. J. (2005). Life stories of black male and female professionals: An inquiry into the salience of race and sports. *Journal of Men's Studies, 13*(3), pp. 313-325.
- Niemann, Y.F., O'Connor, E. & Mclorie, R. (2002). Intergroup stereotypes of working class blacks and whites: Implications for Stereotype Threat. *The Western Journal of Black Studies, 22*(2), pp.103-108.
- Noguera, P.A., (1997). Reconsidering the crisis of the black male in America. *Social Justice, 24*. Retrieved July 25, 2006, questia.com.
- Northouse, P.G. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA. Sage Publications Inc.
- Palmer, G. A., & Johnson-Bailey, J. (2005). The career development of African Americans in training and organizational development. *Human Resource Planning, 28*(1), pp. 11-12.
- Patitu, C.L. & Hinton, K.G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directives for Student Services, 104*, pp. 79-93.
- Rai, K.B. & Critzer, J.W. (2000). *Affirmative action and the university: Race, ethnicity and gender in higher education employment*. Lincoln: University of Nebraska Press.
- Reed, R. J., (1998). Education and Achievement of Young Black Males. In Brunswick, A. F., Conner, M.E., Dembro, R., Gibbs, J. T., Larson, T. E. & Solomon, A. F. (Eds.), *Young, black, male in American: An endangered species* (pp. 37-93). Westport, CT. Auburn House.

- Rolle, K.A., Davies, T.G., & Banning, J. H. (2000). African American administrators experiences in predominantly white colleges and universities. *Community College Journal of Research and Practice*, 24, pp. 79-94.
- Rome, D. (2004). *Black demons: media's depiction of the African American male criminal stereotype*. Westport, CT: Praeger
- Ross, M. J. (1998). Success factors of young African American males at a historically black college. Westport, CT, Bergin & Gavrvey.
- Rowley, L. L., (2000). African American Men in higher education. In L. Jones (Ed.), *Brothers of the academy: up and coming black scholars earning our way in higher education* (pp. 83-99). Sterling, VA: Stylus Publishing, LLC.
- Sagaria, M.D. (2002). An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. *Journal of Higher Education*, (73)6, pp. 677-710.
- Sherman, R. R. & Webb, R. B. (Eds.). (2001). *Qualitative research in education: Focus and methods*. London: RoutledgeFalmer.
- Smith, C. (1978). The peculiar status of black administrators in educational institutions. *The Journal of Negro Education* 47(4), pp. 323-327.
- Snyder, H.N. & Sickmund, M. (2006). *Juvenile offenders and victims: 2006 National report*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Programs.
- Steele, C.M. (1997). A threat in the air: how stereotypes shape intellectual identity and performance. *American Psychologist*, 52, pp. 617-629.
- Telephone Interview (2006). Telephone interview with Participant 1, "James", December, 18.
- Telephone Interview (2007). Telephone interview with Participant 2, "Robert", January, 11.
- Telephone Interview (2007). Telephone interview with Participant 3, "Anthony" January 11.
- Telephone Interview (2007). Telephone interview with Participant 4, "Gerald" January 18.
- Tien, C. (1998). Challenges and opportunities for leaders of color. In L. Valverde & L. Castenell (Eds.), *The multicultural campus. Challenges and opportunities for leaders of color* (pp. 33-50). Wallcreek, CA: AltaMira.

- The Washington Post/Kaiser Family Foundation/Harvard University. (2006). *African American men survey*. Retrieved July 12, 2006 at <http://www.kff.org>.
- Thompson, G. L., Louque, A. (2005). *Exposing the culture of arrogance in the academy*. Sterling, VA: Stylus
- Trescott, J. (1990). Fate, hope and the black child. *Emerge, 1*(7), pp. 22-26.
- Turner, C.S.V.T, Myers, S.L., Creswell, J. (1999). Exploring underrepresentation: The case of faculty of color in the Midwest. *The Journal of Higher Education, 70*(1), pp. 27-59.
- United States Census Bureau (2004). Retrieved August 6, 2006 from <http://factfinder.census.gov>
- United States Census Bureau (1990). *Statistical abstract of the United States: 1990* (110th ed.). Washington, DC: U.S. Government Printing Office.
- United States Department of Education National Center for Educational Statistics (2004). Retrieved June 20, 2006 from <http://www.nces.ed.gov>
- Utsey, S. Ponterotto, J.G., Reynolds, A. L. & Cancelli, A.A. (2000). Racial discrimination, coping, life satisfaction, and self-esteem among African Americans. *Journal of Counseling and Development (78)*1, pp. (72-80).
- Watkins, W. H. (2001). *The white architects of black education*. Teachers College Press, New York, New York.
- Wells, T.L. (1998). *Learned effectiveness: An empirical validation*. Manuscript submitted for publication, California School of Professional Psychology.
- West, C. (1994). *Race Matters*. New York, New York: Vintage Books.
- West, C. (2002). Foreword. In L. Jones (Ed.), *Making it on broken promises* (pp. x-xii). Sterling VA, Stylus.
- Wilson, R. (2000). In *Higher Education in Transition: Challenges of a New Millennium*. Wilson, R. (2000). Desegregation and diversity in higher education. In Losco, J. & Fife, B. L. (Eds.), *Higher Education in Transition: The Challenges of the New Millennium*, (pp. 177-186). Westport, CT: Bergin & Garvey
- Williams, D.R., Williams-Morris, R. (2002). Race and mental health: The African American experience. *Ethnicity and Health, 4*(3/4), pp. 243-268.
- Zimmerman, M. A., Ramirez-Valles, J., & Maton, K. I. (1999). Resilience among urban African American Male adolescents: A study of the protective effects of

sociopolitical control on their mental health. *American Journal of Community Psychology*, 27(6), pp. 733-751.

APPENDIX A
INFORMED CONSENT

COLLEGE OF EDUCATION

**DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN
DEVELOPMENT**

INFORMED CONSENT

My name is Georj Lewis and I am a doctoral student at Georgia Southern University. I am conducting a study to finish my educational requirements for the degree. The purpose of this study is to examine how African American males have exhibited resilience and obtained senior administrative positions at Predominantly White Institutions (PWIs).

Participation in this research will involve completing a demographic questionnaire and participating in 2 interviews. The first interview will be for the purpose of answering 13 questions and the second will be for the purpose of clarifying any responses and following up on any necessary responses. A mechanical recording device will be used during the interviews to ensure accurate recording of responses. The risk in this process is minimal but it may include minor issues such as embarrassment and dealing with some sensitive issues. Your name and institution will not be used to ensure your and your institution's anonymity. The estimated total time of commitment is 2 hours to consist of: 20 minutes for the Demographic questionnaire, 1 hour for the semi-structured interview, and ½ hour to for the follow questions.

The findings of the study may assist PWIs in recruiting and retaining African American male administrators and faculty while providing additional information for the aspiring African American male in higher education. These findings may also give support of efforts to increase the African American male's position in greater society.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-486-7758.

You are not required to participate in this research and you have the opportunity to end the participation at any time by telling the person in charge or not returning the instrument. As a participant, you do not have to answer any questions if you do not want to answer. There is no penalty for deciding not to participate.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

You will be given a copy of this consent form to keep for your records.

Title of Project: African American Male Senior Administrators at Predominantly White Institutions: A Study on Resilience.

Principal Investigator: (Georj L. Lewis, 1904 Erin Way, Statesboro GA, 30458, 912-486-7731, glewis@georgiasouthern.edu)

Faculty Advisor: (Dr. Meta Harris, Leadership Technology and Human Development
P.O. Box: 8131, Georgia Southern University, Statesboro GA 30560, 912-681-5307,
myharris@georgiasouthern.edu)

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX B
DEMOGRAPHIC QUESTIONNAIRE

AFRICAN AMERICAN MALE SENIOR ADMINISTRATORS AT
 PREDOMINANTLY WHITE INSTITUTION: A STUDY ON RESILIENCE
 DEMOGRAPHIC QUESTIONNAIRE

SECTION A- PERSONAL INFORMATION

- What is your age?
 - a. 29 or less b. 30-39 c. 40-49 d. 50-59 e. 60 or over
- Highest Degree earned.
 - b. Ph. D. b. Ed. D. c. Masters d. Other (please list)
- Marital/Relationship Status
 - c. Single/never married b. Married c. Separated d. Divorced e. Widowed
- Number of Children
 - d. 1-2 b. 3-4 c. Over 4 d. No Children

SECTION B- EDUCATIONAL INFORMATION

- Highest level of education
 - a. Ph.D. b. Ed.D. c. Master's d. Bachelors
- Type of undergraduate institution attended
 - a. Historically Black Institution (Public)
 - b. Historically Black Institution (Private)
 - c. Predominantly White Institution (Public)
 - d. Predominantly White Institution (Private)
- Area of Study for undergraduate institution
 - a. Education b. Business c. Technology d. Other _____
- Type of Masters institution attended
 - a. Historically Black Institution (Public)
 - b. Historically Black Institution (Private)
 - c. Predominantly White Institution (Public)
 - d. Predominantly White Institution (Private)
- Area of Study for Master's institution
 - a. Education b. Business c. Technology d. Other _____
- Type of Doctoral institution attended
 - a. Historically Black Institution (Public)
 - b. Historically Black Institution (Private)
 - c. Predominantly White Institution (Public)
 - d. Predominantly White Institution (Private)
- Area of Study for Doctoral Institution
 - a. Education b. Business c. Technology d. Other _____

- Did you enter college directly after high school?
 - Yes b. No

SECTION C- EMPLOYMENT INFORMATION

- How many years of higher education experience do you have?
 - less than 10 years b. 10-15 years c. 15-20 years
 - d. 20-25 years e. 25 or more
- During your career, how many institutions have you worked at?
 - a. 1 to 2 b. 3 to 4 c. 4 to 5 d. 5 to 6 e. more than 6
- How many years have you been in your current position?
 - a. 1 to 3 b. 3-6 c. 6-9 d. more than 9
- What position did you hold before you were a senior administrator?

SECTION D- PARENT/FAMILY HISTORY

- Parents marital status
 - a. Single/never married b. Married c. Separated d. Divorced e. Widowed
- Who did you live with as a youth (ages 0-18)?
 - a. mother and father b. mother c. father d. Other_____
- Highest level of education of male parental figure
 - a. high school b. Associates c. bachelors degree d. masters e. doctorate
- Highest level of education of female parental figure
 - a. high school b. Associates c. bachelors degree d. masters e. doctorate
- In your opinion, what class was your family when you were a youth?
 - a. upper class b. upper middle class c. middle class d. lower class
- What kind of community were you reared in?
 - a. urban b. rural c. suburban

APPENDIX C
INTERVIEW QUESTIONS

1. RESEARCH QUESTION: How does the knowledge of stereotypes impact the performance of African American male senior administrators?

- Growing up, what role did peer pressure based on stereotypes impact your behavior?
- How have societal stereotypes of African American men impacted you through out your career?
- What factors led to you pursuing post secondary education? Graduate school? Terminal Degree?

2. RESEARCH QUESTION: What personal characteristics contribute to the resilience of African American male senior administrators at PWIs?

- What administrative Qualities do you feel are necessary to advance to a senior level position in higher education?
- In your opinion, what are some of the personal characteristics necessary for the African American male to advance to the vice-presidency or the presidency?
- Were/are the use of coping skills part of your experience as a professional? If so, how so? please explain.
- What kinds of professional experiences have been helpful to assist you in persisting through the educational pipeline and obtaining your current role?

3. RESEARCH QUESTION: How does the availability of protective factors for African American males differ by institutional characteristics?

- What is the healthiest type of PWI environment for an African American male administrator (Community college, State Owned Institution, Public Institution, Research Institution, Private Institution,) and why?
- Moving through the educational pipeline, what situation , if any, would you declare as nurturing and why? Do you feel this was important to you progressing at the point of your educational career? At what kind of institution did you get this experience?

4. RESEARCH QUESTION: What organizational factors contribute to the resilience of African American male senior administrators at PWIs?

- Have you had the opportunity to participate in any mentoring or leadership programs? Do you think they are effective for African American males?

Have any of these programs impacted your experiences as an administrator?

- Did you have a professional mentor? If so how did he/she impact your career?
- What factors do you feel has had the greatest impact on your longevity and advancement in higher education?
- What institutional qualities do you feel are necessary to advance to a senior level position in higher education?

APPENDIX D
PARTICIPANT 1 INTERVIEW

December 18, 2006
Transcript

Participant 1	Hold on please.
Georj	Ok
Participant 1	How is that Georj? Good?
Georj	Good I can hear you well.
Participant 1	Okay, good, good. How are you doing?
Georj	Thank you very much for agreeing to do this.
Participant 1	My pleasure. How long have you been at <i>Deleted text</i> ?
Georj	I've been at ahh it will be five years in January.
Participant 1	Have we met before? Did we meet in New Orleans?
Georj	Ah, you know what. I don't think we did.
Participant 1	Okay, I met a brother from when I was in New Orleans. I think he made have been in Political Science.
Georj	Okay, <i>deleted text</i> .
Participant 1	Okay, right <i>deleted text</i> . Right.
Georj	He's on my committee.
Participant 1	Is he still there?
Georj	Yes, he is.
Participant 1	Tell him I said hey okay.
Georj	I will definitely do so.
Georj	I thought maybe we have bumped into each other in <i>deleted text</i> . I should have sent you my resume. I have been to several <i>deleted text</i> events.
Participant 1	Okay, I have been to a couple too before I left.
Georj	Yeah, and that was during the time I worked in Admissions as well as in Multicultural Affairs when I was in <i>deleted text</i> . Maybe you know <i>deleted text</i> .
Participant 1	Oh, sure.
Georj	Yep, he was one of my mentors when I was on campus.
Participant 1	What institution did you work?
Georj	<i>deleted text</i>
Participant 1	Sure, oh yeah, <i>deleted text</i> , he's announced his retirement there. They are doing a search there.
Georj	Yes, he's retiring in July I think.
Participant 1	Yeah, I've gotten a couple of calls from people on that search.
Georj	Really. (laugh) He was also one of my mentors and I'm happy and sad, most to see him to go. He did a great job at least from my perspective while I was there. I really enjoyed.
Participant 1	I think he's leaving in very good stead there.
Georj	Yes he is. So they must be very interested in you in <i>deleted text</i> . (laugh)
Participant 1	Oh, I'm not coming back. (laugh)(both laugh)
Participant 1	I had a great time at <i>deleted text</i> ; I was there for five years. It was wonderful working with <i>deleted text</i> . Just

	really liked it but I'm now an urban guy. I can not go back to the country.
Georj	Well I can understand. We went from, I guess, a little, well it wasn't as urban as Erie, PA but it was a little quicker than it is here in Name of City, Name of State, but we are enjoying it here so far.
Participant 1	Good, good. Good.
Georj	All right, let me, because I can only imagine what your day is like. Hopefully, one day I will be imagining or of course living what your day is like, but I can only imagine it right now. But I do have some questions to ask you. And I'll just kind of ask and let you talk and if I you know need to follow up on something I will. (Participant 1 says ok) We'll just kind of go until, ahh your clock says you can't go anymore beyond 11 o'clock, so I understand that or I guess it will still be 10 o'clock your time. Um, I guess and this will be something I guess you'll have to pull back from growing up. Basically, was there any or what role did peer pressure play on your behavior when you were younger coming up through the school system and in being serious or not be so serious?
Participant 1	Well, you know, I ahh let me just say I grew up in <i>City and State</i> and I grew up, went to segregated schools until the 9 th grade um and also and also of course I experienced segregated food counters. I grew up in that era and um was part of really of the mid-late 60's civil rights movement and all that went with that social change. Ah, I graduated from <i>Name of City</i> High School there were probably no more than four African-Americans in a class of about 500. Um, so I um, the encouragement I got came from my family and black teachers who had taught me up until the 9 th grade. When I went to integrated schools things changed quite a bit, um not the least of which were with my academic performance. In 9 th grade my first year in an integrated school I had to go to summer school to pass Biology. Georj did I send you my CV?
Georj	Yes, yes
Participant 1	So it's sort of ironic that um my whole career, certainly as a faculty member and a researcher, was in the area of Biological Science of Behaviors (both laugh)
Georj	You went to summer school to pass the biology class.
Participant 1	Biology in 9 th grade so I had to deal with that. Uh, I had a good, there were five kids in my family. My mom divorced my dad when I was very young. So we just kind of grew up as a family in <i>Name of City</i> . Um, I guess the biggest encouragement I got to pursue the biological

	sciences came when I was probably a junior in college.
Georj	Ok
Participant 1	I had no peer pressure not to do well.
Georj	Ok
Participant 1	I didn't grow up in that era. Uh, the expectation was that education was the way for all of us to be better.
Georj	Ok
Participant 1	And improve our lives and many of the folks that I went to HS with or that I knew at the black HS, <i>deleted text</i> , they went on to Morehouse and Princeton and Cornell. It was just the times when African-Americans who demonstrated academic ability were recruited very heavily.
Georj	Ok, all right, ok, well good um. What do you think, I guess, what do you think are some of the administrative qualities uh that were necessary for you to advance up through the ranks.
Participant 1	You know, um Georj, I never ever thought I would be an administrator. That was not my goal. I had prepared myself as a professor and a researcher and that's what I wanted to do and that's what I wanted to be. Uh, in fact, (laugh), most faculty members would never admit to aspiring to being a block head administrator (Both laughed). So uhh, um, so it was never something I really thought about early on in my career. I ascended the faculty ranks to become a full professor with tenure and once I got to that point in my life. I began to think about it and people began to talk with me about it. People that I worked with and um, I gradually moved into administration. I first was an assistant dean and then a dean, and then a vp for research and then a vp and provost uh in academic affairs. Uh, and once I became a vice president for research I worked with <i>deleted text</i> in that capacity there Georj ok (Georj says all right) and um I saw people who were presidents of public universities and felt that I could do that.
Georj	Ok
	And by the time I was a vp for research obviously I've been reinforced for whatever administrative skills I had. (both laughed)
Georj	Ok, Let me ask you this then. In your opinion, you know what are some of the, I guess, personal characteristics that you think are necessary for an African-American male to advance to the vice presidency or the presidency or one of the senior level roles on campus?
Participant 1	Yeah, I think a couple of them. One, integrity um and

	<p>personal procurety—knowing yourself and staying true to that. You know um I think for me I think to the presidency I took probably what would be considered a rather traditional route. Um, I think that people can ascend to the presidency, indeed if it is an ascension, (laugh and Georj says ok), I think there are many pathways now. When I was coming up the administrative rank the president almost always came from academic affairs. That has changed just in the last decade. So you will have former mayors, former lieutenant governors uh people whose professional careers in the academy had been in student affairs or finance and administration. And that's relatively new for the academy.</p>
Georj	<p>So there's hope for an individual like me maybe then coming from student affairs.</p>
Participant 1	<p>Yeah, I think that uh we are seeing more of that. But I still think that if you would take a survey I think and I am just going to say 80% maybe greater of those who are presidents now in public universities came up the academic rank.</p>
Georj	<p>I would agree. Yes, of course, I would definitely agree with you. Um, let me ask you this. Uh, you know were the use of I guess coping skills any part of your experience as a professional coming up through and if so you know how were they?</p>
Participant 1	<p>Well you know it's really good to be smarter than the people that you work with. (smile)</p>
Georj	<p>Okay (laugh)</p>
Participant 1	<p>So, you know, I think they had to have more coping skills than I did. You know, I, again, I had confidence in my abilities and uh for me it was always about advancing the academy that I was working and staying focused on that. You know there are those who can really have a negative impact by shifting their focus (Georj said yep) and I had a very uh very good support from my family. That's what I saw, that's what I got. But, frankly, I got a lot of reinforcement as an administrator from faculty. You know once you, when you go up the faculty rank when you have the rank of full professor and you've been tenured, um you bring certain credibility with the faculty that you may not have otherwise. And you know, I always stay active I play racquetball. I never left my work at the end of the day and rolled up the windows and screamed. You know, I've always liked what I have done and um I had good family. So coping, I think you just stay active uh you know at the end of the day you don't</p>

	get full of yourself or keep in mind you are a state employee (laugh). I think one will be well-served by it.
Georj	So your family. You mean your immediate family or your extended family?
Participant 1	My immediate family, my wife and when I was at I had two boys they were pretty young kids. That's always something that keeps you humble and also teaches you, for me it lets you know what's important. You know at the end of the day you walk in and see your boys and you realize uh some of those other things happening at work are not as important. You know my work, at the end of the day, my work is not me; my work is what I do.
Georj	I'm glad you mentioned that since you're talking about the things that keep you going along the way, um and you talk about some of what's important that you received from some of the others, other faculty members as far as kind of pushing you through, I guess, pushing you through the pipeline. I guess if that's what you want to call it. Um are there are any kinds of other special experiences that you think you've had that maybe "carried you" from one role to the next?
Participant 1	Um, let me mention, I'll mention a couple of things. In my research career, I had the opportunity really to work and study in some of the best schools in the world. I mean, and um, and working with other researchers that I knew uh and respected I just gained my own confidence. You know I did my post-doctorate work at MIT and you know when you are there and you have your private moment you look around and say what the hell am I doing. And then you have people around you reinforcing that you are there because you bring some talent and skills that are respected. And that's reinforcing, you know. So, it's both issues. Again, I think it increases your, it increases your confidence.
Georj	I'll kind of switch gears a tad and talk about or ask you about some questions that relate to, you know, factors that may be present at different types of institutions along the way for you. Um, in saying that, I guess, what do you feel is the healthiest type of environment particularly you know on a predominant white campus or an African-American administrator?
Participant 1	What I would think is the healthiest environment? You know, if you can be an African-American administrator and I didn't experience this a lot, I do now, but if you can be an African-American administrator where there are other people of color in leadership positions, uh those

	people can provide an environment that is more supportive than one that does not have people of color in the administration like <i>deleted text</i> .
Georj	Okay, yeah, yeah
Participant 1	When I was at <i>deleted text</i> , um, there were no African-American or really there was no diversity in the upper administration at all. Um, and that's the way it was.
Georj	<i>deleted text</i> .
Participant 1	Yes, I know <i>deleted text</i> .
Georj	<i>Deleted text</i> .
Participant 1	<i>Deleted text</i>
Georj	<i>Deleted text?</i>
Participant 1	Uh, <i>deleted text</i> . I think if you can have a diverse upper administration I think that's the best environment for one to do his or her best.
Georj	I guess from your perspective is that more common in a state institution, public, research or private, or it kind of varies, I don't know?
Participant 1	It probably varies a lot. I think it's less common in private institutions. It's more common in public probably regional universities depending on where they are located.
Georj	Ok, do you think that having a, or maybe, if the upper administration was a tad more diverse, at whatever institutions that it may be, um, do you feel that was more, that can be, that is or that was more helpful to you as you moved through out?
Participant 1	You know, it could have been more helpful I guess because I didn't work in very many diverse environments.
Georj	Ok
Participant 1	Um, when I was at <i>deleted text</i> uh I was the only African-American person of color in the administration. When I was at <i>deleted text</i> where I was a dean, there was some diversity there. There was the dean of continuing ed—African-American male, vp for finance administration was African-American female.
Georj	Ok
Participant 1	And um, and then we had, there was diversity among the deans as well—there were a couple of Hispanics. So that was a really good environment to work in and then I went to <i>deleted text</i> and that was different (Georj said ok and brief laugh). And then when I went to <i>deleted text</i> , I was a provost and vice president for academic affairs and there was no other vp of color. Actually, there was no female vp either and the president was a white female. I learned a lot from her as an administrator. I learned a lot about the type of president I wanted to be. (Georj ok) I've

	worked for male and female presidents and there are qualitative differences in their approaches to running an institution.
Georj	Hmm, that's interesting, from what you say it sounds like, that um, <i>deleted text</i> and <i>deleted text</i> aren't getting really looked at much different once you got into your desk there.
Participant 1	Uh no, you know, um, when I got to <i>deleted text</i> you know, it was, it wasn't <i>deleted text</i> it wasn't in <i>deleted text</i> so that was different. Yeah, at <i>deleted text</i> , I actually overheard people saying why they liked to live in <i>deleted text</i> because the Black folks knew there place. (Georj said oohh). Uhh, I actually had breakfast with a judge when I first got into to town, <i>deleted text</i> , but there he was saying as we were having breakfast that back in the 70s you know I wouldn't be sitting there and he was talking about the 70s so
Georj	Yeah, that wasn't that long ago
Participant 1	It wasn't that long ago. Um, I'll tell you the other thing about <i>deleted text</i> specifically is I worked in shun at Name of State. I don't know if you know but um my wife is white.
Georj	Ok, all right, no.
Participant 1	And when I got to <i>deleted text</i> uh apparently that was a surprise to everybody (laugh)
Georj	Oh, well
Participant 1	<i>Deleted text</i>
Georj	<i>Deleted text</i>
Georj	All right I'm sorry. Let me ask you this. Have you had an opportunity to be in any type of mentoring or leadership program and if so how helpful do you think that was?
Participant 1	Well, I think a couple of things. I was uh in the Harvard Institute of Educational Management, IEM and I went to that when I was at <i>deleted text</i> . <i>Deleted text</i> supported me actually nominated me and supported me going there. I would recommend that to you (Georj said ok) if that's a possibility for you. Uh, the ASCU called the Millennium Leadership Institute, MLI, and that is targeted for women in minority who inspired to be presidents. And part of that program wanted to sign a mentor. In fact, I have a protégé coming in that I am mentoring now. She'll be coming in from I believe it's <i>deleted text</i> and she'll be spending three days here with me kind of shadowing me in my position. So I certainly think the Harvard thing and the ASCU MLI are great programs. And both are really

	designed for people that the dean and/or vp level and some associate vp. Who do you report to there?
Georj	I report to the Vice President of Student Affairs
Participant 1	And who is that?
Georj	<i>Deleted text</i> , um, she was in <i>deleted text</i> prior to, I it's the college with a <i>deleted text</i> . It's the <i>deleted text</i> .
Participant 1	Oh, <i>deleted text</i> women's, the <i>deleted text</i> or something like that. (Georj said yeah) Yeah, I know the one. Uh, when I was <i>deleted text</i>
Georj	<i>Deleted text</i> ?
Participant 1	Yeah, <i>Deleted text</i> .
Georj	Ok, <i>deleted text</i> , he's a great guy.
Participant 1	Yeah, <i>deleted text</i> He's a wonderful guy.
Georj	Yes, uhm
Participant 1	He's <i>deleted text</i> .
Georj	Ok (laugh)
Georj	I think this would be yours here. If you had to identify any factors, what factors do you feel have the greatest impact on your longevity and advancement in higher education?
Participant 1	Like I said, being smarter (laugh) than the people around you. No I think, you know um, I don't know well for me I really liked my work when I was a faculty member and a researcher. I liked what I did and I like my work now. I liked my work at <i>Deleted text</i> . I saw the value of it. I think if you don't really like what you do. You're just doing a job; you're just trying to really chart a definite course for advancement. I don't know it could work but I don't know if you would like it as much. I've talked to a lot of people, and the younger people who see a lot value in planning their career and that may work for them. My career, I never planned it past being a full professor. (Georj said ok) until it sort of happened. I don't suggest that (laugh) Another way may work for other people but that is what worked for me.
Georj	I know earlier you talked about some of the qualities you thought would have been optimal, having upper level administration that was diverse. Not wanting to ask the same question again. Are there institutional qualities for an African-American man to advance to a senior level position?
Participant 1	I think it is very important that that person be given the full authority of that position. It should not be undermined and uh if a president allows that then the president is not doing that administrator a favor. I mentioned to you <i>deleted text</i> , he and I had our time but

	<i>deleted text</i> was very supportive of me. I got what I needed to do my job. <i>Deleted text</i> had to wrestle with having another vice president in the academic area and having that vice president be an African-American male. And frankly um having that African-American male being more academically accomplished than anyone and he has difficulty. I didn't have any difficulty with it but he did.
Georj	I read your resume and it's clear of the direction you were going and that was a tad bit intimidating I would think.
Participant 1	Yeah, <i>deleted text</i> had almost all of his career right there at <i>Deleted text</i> .
Georj	Oh, Okay. Well I was going to ask you if you would attribute any of your challenges as who you are as far as what you look like but I think you kind of mentioned one of them
Participant 1	Well, yeah and I do look good (both laughed) <i>deleted text</i> ?
Georj	Pardon me
Participant 1	<i>deleted text</i> ?
Participant 1	But I got there. (Georj laughed) You know I remember when I first got there. It must have been my first or second week on the job and the Cabinet met every Monday morning. So I was gathering up my papers and I was heading over to Cabinet and <i>Deleted text</i> said oh you are coming to the Cabinet and I said oh yeah and he said well we haven't discussed whether or not you're gonna be a member of the Cabinet.
Georj	What?
Participant 1	I looked at him like he was speaking in Tongue. (Georj laughed). You know I am a vice president and you'll gonna discuss my participation. I don't think so. So I went right on to the Cabinet meeting and I had to set that tone. I didn't get confrontational with them. You know, I just said I'm going to Cabinet and I went to Cabinet and always did. But I couldn't imagine he would think that I wouldn't.
Georj	Wow, that is something else.
Participant 1	Isn't that heavy? I know.
Georj	Gee whiz, wow.
Participant 1	You know, I think, someone who may be less secure about themselves or questioning whether or not they should be in that position may have had a different response. But my response was a matter of fact. Of course, I'm going to the Cabinet meeting. You know, you know, what you all gonna vote me on. I was hired as a vp you know.

Georj	As far as the role is concerned (laugh).
Participant 1	You know, that was a kind of nutty thing um that I didn't give two minutes to it. At least in my mind thinking about it I just went and I was in Cabinet every since. But I did have a conversation with <i>Deleted text</i> as he met one-on-one with me and the other vps. I said you know it was really inappropriate for <i>deleted text</i> to say anything about my participation in Cabinet. And <i>Deleted text</i> said it never occurred to me that you wouldn't be. I said well talk to <i>Deleted text</i> about it.
Georj	<i>Deleted text</i> sounds like something else, gee whiz.
Participant 1	You know when I got there I think it signaled a change in something <i>deleted text</i> .
Georj	That is interesting. I know I interacted with <i>deleted text</i> .
Participant 1	Why did they reassign him?
Georj	I don't know but I think we all know what reassignment means. (Participant 1 said yeah, ahh haa). So he got reassigned, in one conversation he said his goal is to get everything back that was taken from them. He was looking to me like I knew and probably took it from him but now I know what he's talking about it since you mention it.
Participant 1	You know I had the plan, it wasn't my plan I was brought there to implement it and the Chancellor of the system at the time made it very clear that this was gonna happen and he was giving me, not <i>Deleted text</i> , but me Participant 1, all of the resources that we would need to do that. So while I was there I had three associate vps and all of them reported directly to me. One was at <i>Deleted text</i> , one was at <i>Deleted text</i> , and one was at <i>Deleted text</i> . (Georj said hmm, woe) I know nobody liked me. <i>Deleted text</i> didn't like me, <i>Deleted text</i> didn't like me, and <i>Deleted text</i> didn't like me. Um, often times it was said that the Chancellor had given me the Hammer, and this is when M.C. Hammer was pretty big (Georj laughed). So I would walk in and they would say its hammer time (Georj laughed). I will tell you, as I said before about <i>Deleted text</i> being supportive, so was the Chancellor of the system at the time.
Georj	Well it seems like it he was supportive. That's what's real important.
Participant 1	But boy, <i>Deleted text</i> , oh, I mean, the Alumni Association invited me <i>deleted text</i> to meet with them about what we are doing to take our graduate programs away. I would say hey you know it ain't my plan. Now, I never thought it was a very good plan but you know it was a job.

Georj	That's what you were hired into though.
Participant 1	That was a job and so I did my job as best as anybody could have done and, of course, after I left things started to change and <i>Deleted text</i> got back their graduate programs. I don't know if they got them all. <i>Deleted text</i> got back theirs. They became a universities cause when I was there they were still colleges.
Georj	Ok
Participant 1	And <i>Deleted text</i> was fighting very hard not to have them become universities (Georj said hmm) because he didn't want any other regional university there but <i>Deleted text</i> .
Georj	Yeah
Participant 1	Because it was at the time the only university <i>Deleted text</i> . Because <i>Deleted text</i> was still a college and you know <i>Deleted text</i> was the university (Georj said yeah) and people felt very good about it.
Georj	Yeah, that's in the history, I could tell you weren't like. Well how did the other black folks on campus interact with you who were directors (Participant 1 said oh) you know faculty members?
Participant 1	Oh man, it was, it was great, you know. It was great from the time I got there we had this thing every couple of weeks when we got paid. <i>deleted text</i> You know, I mean, and <i>Deleted text</i> helped me through some very, very difficult times in the 90s. Probably more than he realized.
Georj	Well, that's good.
Participant 1	But <i>Deleted text</i> was he was a Savior for me because you know I went through a divorce there and you know people were supportive of me. They weren't standoffish, they weren't jealous. We were just brothers and sisters once we stepped off campus and that was very good.
Georj	Well that is really good to hear. Yeah, well that's good. Well I'll tell you what, I mean, the last couple of things I was just asking for myself that wasn't necessarily
Participant 1	Oh, no, you know, I will give you whatever you need. Be as effective as you can. I have a sense that once you complete your doctorate you will not be at <i>Deleted text</i> for much longer.
Georj	Probably not. I have a son that is in 10 th grade (Participant 1 says ah ha) and so I don't want to do anything until he graduates.
Participant 1	How far along are you with your doctoral program?
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>

Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	I think we all understand if we want to grow we're gonna have to leave. I don't expect anybody just to give me anything because you know I have my Ed.D. or Ph.D. I know I have to work to get it so it probably won't be here because I've already advanced from a director to, you know, the Dean of Students. I mean, if something comes great but I don't anticipate them saying ok Georj since you're done now we are going to make you an associate vice president or something else. I'm not looking for it. If I need to grow, I need to make the growth myself, I can't depend on others.
Participant 1	Yeah, and if I can be helpful to you Georj let me know. I would just ask you think about, you know, the Harvard or ASCU MLI. I think you would be a strong candidate for that. Um, I would suggest that you complete your doctorate before you apply for either one of those (Georj says ok) and it sounds like you are going to be there at least two years
Georj	Yes, oh yeah, it'll be two. I've been here like
Participant 1	So I think you have time to complete your doctorate and to get that professional mentorship program under your belt and I think you'll be ready for vp for student affairs.
Georj	Well, I really appreciate your advice and feedback and I'm gonna send you my information just so you kind knew who you were talking to.
Participant 1	That would be great.
Georj	I was looking and it was so interesting that you spent some time in <i>Deleted text</i> the same time I was there and I probably sat in on the sessions that you presented in the <i>Deleted text</i> conferences.
Participant 1	Oh, I'm sure we crossed paths.
Georj	I don't how many other states have that but none that I've been at have something like we had in <i>Deleted text</i> as far as that was concerned.
Participant 1	No, you know, I don't know if you've been keeping tabs on that system but you know they have I think probably

	five maybe seven of the presidents there are people of color.
Georj	Yeah
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	<i>deleted text</i>
Participant 1	<i>deleted text</i>
Georj	Hmm
Participant 1	Yeah, so he's the Chancellor. He's been here since 2001 and we get along very well. And he was ah, back in the day, he was the president of <i>Deleted text</i> so having been provost there I got to know him cause he maintained a residence back in <i>Deleted text</i> . So we get along real good, we get along real good here. But this is not um, this is not a diverse system in terms of leadership. We're a pretty big system, 25 of our institutions are two year colleges (Georj says ok) and there are seven universities and there are a lot of others. There is the <i>Deleted text</i> here and University of <i>Deleted text</i> and different places. I'm the only African-American president of a university in the State. So, I can have my own conference.
Georj	Yeah, you sure can.
Participant 1	(Laugh) I have my conference everyday right in my own office (laugh). But you know what I live in the capital city Here in St. Falls its a very diverse community.
Georj	It is really?
Participant 1	Oh, very, very diverse and ah a growing number of African immigrants. In fact, the school district here in <i>Deleted text</i> is about 75% people of color and it's the same in <i>Deleted text</i> . As you leave the twin cities though and go out to it becomes more and more homogenous. But living in the capital is great, great diversity, a lot of culture um the timber wolves this year and the Vikings are here that's no big deal these days (laugh).
Georj	Yeah, not these days well.
Participant 1	No, so <i>Deleted text</i> is a good place to ruffle up. We just sold, we bought this big old house when we got here and we sold it about a year and ½ ago. We moved to a Condo lot in downtown <i>Deleted text</i> . I live in downtown <i>Deleted</i>

	<i>text.</i>
Georj	Oh, that's probably beautiful, I could imagine.
Participant 1	Oh yeah, and you know what, I've been on rotary now for about four years and ah I stood on foundation boards and other board of directors so it's been really good intent here. My wife and I have been embraced by the community and that feels good.
Georj	Well, that is, that is a major part of it. I never knew that <i>Deleted text</i> could sound so good.
Participant 1	<i>deleted text</i>
Georj	Well, I'm spoiled. You know I spent sometime in Erie and now I'm here. Well, it's gonna be hard if we have to go back to the cold again. I know that.
Participant 1	Well, you know I'm very partial to moving back, not to <i>Deleted text</i> but to maybe <i>Deleted text</i> or <i>Deleted text</i> .
Georj	Ok
Participant 1	Or um maybe <i>Deleted text</i> , maybe. I don't know but my next move is gonna be for climate. I'll tell you one other thing that I didn't mention as I was seeking a higher position. I never constrained myself to geography.
Georj	Ok, that's good, ok.
Participant 1	<i>Deleted text</i>
Georj	You would, it is unbelievably cold and snowy and gray.
Participant 1	Yeah, so I can wait for something in <i>Deleted text</i> or <i>Deleted text</i> or <i>Deleted text</i> . I interviewed in <i>Deleted text</i> about a year ago. I was a finalist at <i>Deleted text</i> and that felt real good. That's the only university position I applied for and I really, really wanted it and um, the other thing you will find once you go out there is that once you become a finalist uh in that group there's no losers. It is very competitive and at that stage my wife and I we went out and we interviewed met the community and all that but at that stage it's all about the vibe you know, to what extent, how does it feel (Georj said ok) and so if you don't get it the first time out it's because it's just very competitive. (Georj said ok) Just keep that in mind. It's only one job. You have four or five really good folks and probably, no probably, probably all of them could do well. You know by that time you have to just have to hope that the vibes are on your side. I don't know how the hell the vibes were on my side in <i>Deleted text</i> but I may it I guess.
Georj	Well, I'm sure it was a learning experience. I guess we learn from everything we get thrown and I am as well. I learn something new everyday and all of it is not bad you know, most of it is good to be honest with you so

Participant 1	Oh, yeah, absolutely. You know, I was advised by the vp of <i>Deleted text</i> before I went to <i>Deleted text</i> . I was advised by that vp not to go to <i>Deleted text</i> because it's a no win situation in trying to combine all these different schools. He said you are gonna go down and it's gonna be a mess and it could be a career breaker and I said well that's what you think. And I applied for it and it didn't break my career at all. You do the best you can and the career will take care of itself but you know no one, no white administrator vp or professional, has ever really encouraged me to go the next level. You know, I always had to make that decision and certainly I was discouraged from going to <i>Deleted text</i> .
Georj	Hmm, well if you didn't move, I mean, you probably wouldn't be where you are today.
Participant 1	Oh, no, I wouldn't be and the advantage I have now, I hope anyway is, I'm still relatively young and I've been a president for seven years so I hope my stock has gone up a little bit.
Georj	Ok, not bad, this conversation is very helpful for me but what's funny is I'm also gonna interview <i>Deleted text</i> as well.
Participant 1	Oh, oh, yeah. I just saw <i>Deleted text</i> we were down in <i>Deleted text</i> together over Thanksgiving.
Georj	Ok
Participant 1	So, say hey to <i>deleted text</i> for me all right.
Georj	I will. He mentioned the president at <i>Deleted text</i> , is it <i>Deleted text</i> ? Is that his name?
Participant 1	Uh, I'm not familiar but you know there was a brother who was at <i>Deleted text</i> before me, I don't know what his position was. His name is <i>Deleted text</i> .
Georj	I have no idea.
Participant 1	And he is at the <i>Deleted text</i> one of the regional campuses, <i>Deleted text</i> . I just saw <i>Deleted text</i> down in <i>Deleted text</i> also.
Georj	His name was <i>Deleted text</i> ?
Participant 1	<i>Deleted text</i> and he had some position at <i>Deleted text</i> before I got there. I just don't recall what it was.
Georj	Ok, so he is the senior officer at <i>Deleted text</i> ?
Participant 1	Yeah, he heads up the <i>Deleted text</i> campus. He is essentially the Chancellor there. I think that's his position.
Georj	Ok, I'm familiar with some of <i>deleted text</i> .
Participant 1	Yeah, I bet he would be pleased to talk with you if you have the time and wanna do that.
Georj	Well, that was helpful as well. Well, Dr. okay, I'm sorry.

Participant 1	Participant 1, Participant 1, Participant 1.
Georj	Participant 1 I don't wanna hold you up too much but you have been a tremendous help for me.
Participant 1	Well, Thank you.
Georj	And you have an outstanding assistant.
Participant 1	Oh, yeah she's great. She's really the boss here you know (both laughed).
Georj	I'll tell you what she's been my email friend the last month.
Participant 1	Ok. Well good and send me your resume.
Georj	Sure absolutely.
Participant 1	All right, I would like to keep that on file <i>deleted text</i>
Georj	Ok, hey take care and thank you very much
Participant 1	All right man.
Georj	Bye now.

APPENDIX E
PARTICIPANT 2 INTERVIEW

January 11, 2007
Transcript

Georj	Growing up, what role did peer pressure based on stereotypes impact your behavior? How have societal stereotypes of African American men impacted you through out your career?
Participant 2	Ok let me start by saying no they didn't. One of the primary reasons is because of my parents. (Georj said Ok). The importance of them providing, not only moral but financial support. Private elementary and high school in <i>city name</i> and the oldest of six children and I had a strong self-esteem about myself and who I was and what I could if I went on to school to obtain whatever degree it may have been a terminal degree or whatever, which I have. And to make a contribution to society through my efforts through whatever profession I chose.
Georj	Ok, so really dealing with peer pressure, stereotypes and things like that were not really an issue based on
Participant 2	Let me also say that, ok when we were growing up, I guess we would considered middle class family still in the neighborhood we grew up there were gangs and violence but what my parents did during the summer when we were not in school they sent us to our grandparents home both parents lived there time in <i>state name</i> . So we spent most of the summer, my first maybe 12 years as a youth was spent during the summer in <i>state name</i> to get away from the violence. Ok all right. When I was in elementary and high school I was a honor student but still there were you know students saying not really congratulating me on being smart but they tried to say that I was, you know, I was different, I didn't have time to hang out with them things of that sort but it didn't bother me because I had my own crowd. (Georj said Ok)
Georj	Ok, all right, well good. I guess speaking about or I guess going to college, was that always in your future as you were growing up, you knew you were going on to college to get a graduate degree, to get a terminal degree or did something during your life change your mind as to what you want to do in society. What factors led to you pursuing post secondary education? Graduate school? Terminal Degree?
Participant 2	Okay, I well I grew up in a family that pride themselves on their siblings getting their education the earliest the <i>University of name at name</i> we were school teachers and I'm no different than any other African American male but I thought that when I was growing up I wanted to be a school teacher and what happened was first I finished my baccalaureate degree in two years and 10 months. (Georj said Ok). For five to six years for the degrees today. But I was a serious student and I wanted to get my education. So after I finished my degree out of high school, two years and 10 months, I taught schools for about a year. I had aspirations to get my masters and my doctorate in educational leadership to be a school superintendent one day. But in teaching in <i>name of city</i> public school systems and getting a superior rating by the principal but I said at what cost. I said I'm exhausted at the end of the day, but I said there's got to be a better field for me and my parents supported me quitting a teaching position my relatives and few friends said I was crazy a good job making

	<p>good money. I knew that there had to be some better so I quit teaching and went back and got my masters and I finished my Ph.D. when I was 27 years old. From <i>university name</i> as you know. I knew that while I was young I wanted to get as much education as I could because I knew that in reading and talking with my parents and friends as you get older you may get more responsibility, you know you get a family and all that it may be harder to get your advanced degree. In addition, lastly I'm the type of person that I can either go to school or go to work and I'm so happy that I got all my degrees as a full-time student. I work and now I am able to contribute not only on my job but in other ways with my profession.</p>
Georj	<p>I can definitely appreciate that. I'm the individual that get the degree still in the family, things like that I know exactly what you are saying. Shifting gears a little bit, talk about some of your experiences and what you think are necessary to be successful. What kind of administrative qualities do you feel are necessary specifically for the African American male, if it is different than others in your opinion, and what kind of qualities are necessary to advance to that senior position that you are in right now?</p>
Participant 2	<p>Well first educational degree, second a strong commitment to service in the profession. And what I mean by that is that I don't do this as a job like a factory job I do this as a position that encompasses from 8-4 o'clock. I like to site 1 or 2 examples. I traveled the world when I was in Poland, when I was in Tanzania, when I was in Hong Kong, my office still called me when it was necessary to determine whether or not I would agree with a decision even though I left somebody in place. Secondly, it takes a person to understand that we are not going to win all the time. (Georj said ok). Sometimes, you have to negotiate and come up with the best decision even though you lay out a plan of why you think that one should agree with you on a decision. Fourth, it's very important particularly African American males that we have to mentor someone that is able to see qualities in you that you may not even see. And I've been very fortunate in my career, first my mom and dad and there are mentors, and my mentors have been primarily white males. (Georj said ok). And the reason is because I always worked in predominantly white institutions. (Georj said ok). And they have allowed me to go to these institutes. So they have allowed me and all these experiences the universities have paid for, all the travel that you see on my resume, except for Hong Kong. That was a personal trip because my mother and my sister, they had paid for it. Also, I think that it's very important, if I told you before, I'm the most senior vice president for student affairs in <i>state name</i> public higher education. And I've been at <i>name of university</i> for 18 years and I worked with two college presidents and very shortly, February 1st, I'll be working with my third. (Georj said ok). I'm thinking about quality, (Georj said ok) you have to have some integrity. You have to have personal and professional integrity. You have to be able to</p>

	<p>communicate. Communication is very important whether it be written or oral. The reason I say this is because, I'm gonna give you an example, I was embarrassed very recently, this young man, African American male had a doctorate and everything interviewed for a position at Northeastern and his presentation was awful (Georj said yeah). I mean it was sad but because I mentioned it, his supervisor or someone along the way should have provided a mechanism for him to improve on his communication. (Georj said that's true) Now, the dilemma I'm facing is I don't know this person I only know him through the interview. I mean what intervention should I provide? I'm thinking that one day I'll call him and tell him one of the reasons he didn't get the job. I just may do that. The other thing too is that you know many of us in this field do any administrative position as a job. What I mean by that is that many of our brothers don't want to get involve with professional organizations and leadership positions. They want to write and publish once they finish their doctorate and the point I'm making is that, I think that there are many universities or organizations that are catering toward African American students. But I think that, I'm trying to think of additional qualities, I would think that strong leadership in management fields able to articulate a vision and to get individuals to buy into it. Able to work with your colleagues, like with my particular case, my peers, the vps and the president. Gain their respect because of who you are and the commitment you have to the mission of the university. And lastly, I am not only viewed as a student affairs administrator, on my campus I'm brought into different types of issues, that may relate to faculty issues, union issues, so I've been able to develop quite a number of administrative qualities that help me along the way.</p>
Georj	<p>As an African American on your campus or any place that you have worked, do you think that you had to use, I guess you can call them, coping skills in situations that may be others wouldn't have to and did that made you, I guess the real question is about coping skills and is that part of the picture for you or not? If so, please how.</p>
Participant 2	<p>Well, my coping skills is a sense of work, a sense of self esteem, a sense of knowing that god has given me a talent and that talent has been developed. I really feel terrible that we have many brothers on the streets that may be just as smart as I am but they have not had the proper mentoring and encouragement to go to school and to develop a sense of credibility in society.</p>
Georj	<p>What is the healthiest type of PWI environment for an African American male administrator (Community College, State Owned Institution, Public Institution, Research Institution, Private Institution) and why?</p>
Participant 2	<p>Well of course, it has to be an institution that values diversity and values the importance of having a diverse faculty, staff, administrators and students on a college campus. In the <i>name of university</i> some of the things I mentioned have been our mission statement. Let me go back a second, if you look at my resume in my earlier career I was tracked</p>

	<p>toward maybe being an associate provost or vice president for multicultural student affairs. (Georj said yes) What happened was in 1988 I got a call from a colleague and said why you don't apply for the vice president of student affairs at <i>name of university</i>. Now what the colleague didn't know when I got my masters degree at <i>name of university</i>, I interviewed for a position there at <i>name of university</i> for a counseling position in the counseling department. I didn't get that job but lo and behold 10 years later I'm the vice president and the counseling center is one of the areas that report to me. But the point I'm making to you is that I went from a director of minority affairs of 30 staff who was under me, I had all the TRIO Programs, Core programs, you see it on my resume. (Georj said yeah). Well the president in the search committee said your skills are transferable to all students and that is one of the reasons I got this job. The point I'm making to you is that I have a president that is willing to take the risk because I was not a vice president. I had not even been the dean of students or assistant dean of students. So my point is that sometimes search committees or the campus communities sometimes have to take a risk with us and with the proper mentoring and leadership skills one can be successful.</p>
Georj	<p>I was looking at your resume and saw minority affairs I'm glad you talked about that.</p>
Participant 2	<p>Yeah that's one of the primary reasons because they said, you know, my skills are transferable. And also the president was willing to work with me. My first year as vice president, you know, I visited three schools that were similar in enrollment and focus in admission. In addition, I came to work extremely early that first year to learn and it was almost like learning on job.</p>
Georj	<p>It sounds like a good situation because I've been on search committees and we interviewed candidates that have mostly the multicultural, minority type of experience and when we interview for positions like the director student activities one of the primary concerns from some of the committee members is would this person be able to work with the larger population then again I think we all know that if you are transferable you can't only work with one group of people. So that's interesting the vice president who hired me was supportive of that. That was one of my big questions I'm glad you addressed that. You jumped from one role to the next one that's great.</p>
Participant 2	<p>Georj let me say something else to you. One day, you know, I'm finishing up a book on safety right now, but one of these days I'm gonna do an article that relates to search committees. Because search committees can make or break the person. It depends on the hiring agent and what they are looking for and how we identify a chair. Like in my particular case, a chair of a search committee has got to be somebody that I can trust and believe that can carry the water. And, in all my searches I've been lucky 99% of the time I had a chair where if there was a particular person in the pool that I thought met the minimum</p>

	<p>qualifications and had the skills then the chair is the person that can move that person through the search and make sure that they're among you know the group that's the one they would interview.</p>
Georj	<p>Yeah, a chair is really important. Now, let me ask you this question in reference to and again you really answered so many things already but I want to talk about your move to through the educational pipeline and you mentioned the importance of having a mentor as a professional and the support of your parents. I just want to kind of give you another opportunity to get to something different that you haven't said in reference to moving through the pipeline. Was there any situation or a time that you would identify as being nurturing and what type of experience do you see help you move through the pipeline?</p>
Participant 2	<p>Ok, you can say that as undergraduate, the dean of students at <i>name of university</i> took me under his wings and also, one of the counselors in the counseling center. What I mean by that is they were encouraging me to consider college student personnel as a field of work. But I was so bent on becoming a school teacher and so they nurtured me. In that nurturing, when I did teach for a year and ½ I did go back and decide to work on my masters and my doctorate in higher ed and college student personnel and low and behold when I came to <i>name of university</i> the gentlemen that was the counselor in the counseling center was now the assoc. director of admissions here at <i>name of university</i>. And came up my first day as a vice president he said he was so pleased that I decided to go into student affairs versus becoming a school teacher and moving up the pipeline. That was mentoring. On the graduate level, he's still living, <i>name of person</i>, was one of the graduate faculty members at <i>name of university</i> and I took him for a course. I was a type of student, you know, I would settle for an A-, but he told me no you can do better than A-. I did and he wanted me to go to <i>name of university</i> to get my doctorate because that's where he got his doctorate from. And lo and behold that is where I went. Let me tell you a brief story, led me through five graduate programs throughout the nation and I could tell you the reason I went to <i>name of universtiy</i> because I was a young African American male. I may have been about 22 years old and I went to the flagship school <i>name of university</i>. They accepted me but I got the feeling that I would never get out of the program because you all know if you smart the course work is easy. It's getting that dissertation and getting a group people to agree on it and allow you to graduate. Two of my peers still don't have their doctorates. I went <i>name of university</i> there was mentoring, they nurtured me and I finished my degree like I said, when I was 27 years old and I made very good grades and also I was respected as a young person in the program. Even though most of the individuals in the program were at least 20-25 years older than I was.</p>
Georj	<p>Wow, it sounds the environment that you been in has been very positive for your career. I mean it was good by itself but at the same time it sounds like the environment was also part of that as well.</p>

Participant 2	Talking about the environment. There was one job that wasn't a great experience. That means the job in <i>name of university</i> , you remember I was talking about <i>name of university</i> . I was the first African American male administrator, and I was the director. (Georj said yeah). I did not have the coping skills to be successful. What I mean by that, for example, they did not have a suitable apartment for a person with my background experience. It was racist so I had a house on the campus. I got involved with hiring people and being forced to hire, you know, the president's best friend colleague, friend, something like that. So I did not fit well in that environment. But I did learn from that experience and even as a vice president of student affairs I hired directors and staff members and there was only one time. I had to really articulate a strong reason for hiring this director of placement and at first this white male that worked at <i>name of university</i> had his masters at <i>name of university</i> . He was really like the first choice of the search committee. I offered him the position he didn't take it. Well, the second choice may have been a B+, the first candidate was A-, so I went with the second candidate. The president told me, I'll never forget this, she told me, <i>Participant 2</i> , you go home and think about it overnight but now you actually want this person to be the director. I said, <i>president's name</i> I don't need to go home I am making a recommendation. We have the information for it. The search committee, how he ranked the individual also. I feel this person would make a contribution to the placement and to the campus. And then he said well go ahead, I approve your recommendation, if he doesn't work out at least he can't say it was racial discrimination. So anyway that's the story. I still hired the person and the person is still here and he has done an exceptional job.
Georj	Now, <i>name of university</i> , is that a smaller community than other places that you worked.
Participant 2	Oh yeah, <i>name of university</i> , is a small institution. Back then there were no more than about 2000 students. I think it's in the southeastern part of <i>name of state</i> . Even though I told you I spent summers in <i>name of state</i> , but it's in <i>name of city</i> . It's closer to <i>name of city</i> .
Georj	Ok. It looks like other than that you've been in that kind of tempo.
Participant 2	That was the tempo. Let me tell you Georj what happened to me, a young African American male with a Ph.D. for three years I went to three different institutions. Reason more money. A major chair person who is now deceased said, <i>Participant 2</i> , listen you have something to contribute. Stay on a campus and develop some programs; develop some relationships you can do that. So, you know, I stayed at <i>name of university and name of university</i> a little bit then I came to <i>name of city</i> , which is home and I've been here ever since. I had some opportunities to leave but you know one of my friends and I still got at least 7 more years, 8 more years for what will come of that, but one of my colleagues said, <i>Participant 2</i> , if you have a good president, you're able to travel the world, you'll make a good salary and you'll work your 40-45 hours per

	week, you'll have your sanity. But some of us don't have it but we'll see what happens.
Georj	Ok. Yeah, I've heard that saying before as well. This is kind of a career question. What factors do you feel has had the greatest impact on your longevity and advancement in higher education? You've been around; I mean you have been a vp for awhile.
Participant 2	I think that it's the joy of working with the deans and directors that I've hired. The joy of seeing students that I have mentored that have gone on to get their doctorates. My most recent mentee got his doctorate from <i>name of university</i> . Being involved with <i>name of professional organization</i> with that minority undergraduate fellows program where I was a national coordinator for four years. Some people learn about student affairs and going into the field. Next, the joy of writing and making a contribution to the field. And when I go to conferences, people tell me that they read my writing and it's very helpful with a decision they had to make or with their masters or doctoral dissertation. The joy of traveling the world and talking with other colleagues throughout the nation helping my institution to get more minority students to study abroad. Establishing the faculty/student collaboration for the change program. I think the joy of living a dream. This is a dream job.
Georj	Well, I guess that makes it easy to come to work each day doesn't it?
Participant 2	Yeah, right now I come in everyday with a smile.
Georj	Lots of African American men, not just higher education, but in general they talk about all the barriers of obtaining good services or the barriers obtaining them selves. I guess this is a global question but what do you contribute your success, it sounds as if there were any barriers, but you just barreled through them and kept going. What would you say; you know how does the African American male get beyond these barriers and work towards being successful?
Participant 2	Perseverance.
Georj	Ok
Participant 2	You have to persevere because we live in a society where they like negativity. You know, you may have a success story or a special event or a special recognition, there are people who will talk negatively and I don't let that get into my aura. I am a positive person by nature. My parents taught me the importance of joy and happiness and celebrating accomplishments. I think that, I was thinking about barriers, well you know I've barriers, let me give you an example. One barrier I had, my first monograph was called " <i>name of monograph</i> " and I had my, I talked about <i>name of faculty member</i> , the person who taught me for my master's program at <i>name of university</i> , I didn't know that he was not liked by Dr. <i>name of faculty member</i> .. And Dr. <i>name of faculty member</i> did not really recognize him as a true scholar. So what happened was <i>name of faculty member</i> called me and said Participant 2 you have to get him off the

	<p>project, I listened and I did and I got another colleague of mine <i>name of colleague</i> who at the time was at the <i>University name</i>. But she and I wrote that first monograph. So, the point I'm making to you is that. Oh another barrier let me tell you about barriers. I had a barrier when I worked on my doctorate down in <i>name of university</i>, as a young African American male and when I met with my professor who was white. I wanted two African American faculty members <i>at university</i> on my doctorate dissertation committee; one was an expert with black students in higher education, the other one was good at statistics. I can remember this. I was only about 22 years old. He said, "<i>Participant 2</i>, are you sure (laugh) you want them on your committee." Now, I should have taken the cue then but I didn't, I said of course, you know I gave him a reason. (Georj laughed) So, three years later man I had to get those people off my committee. (Georj laughed) Let me tell you why. I'm in a meeting, a professional meeting, and they are talking about what people are saying from <i>name of city</i> that I'm gonna finish this program in record speed, that the course work is easy, and I stood up and said this is unprofessional, this is pure gossip and it should not be brought into a professional meeting. Man my professor turned red and he said Participant 2 you leave this room. (Georj said uh oh). So I left the room and went back to his office. And when he came back I said "<i>Name</i>, before you say anything, they were wrong." He said, "well <i>Participant 2</i> you were right and you were strong." I said, "what are we going to do?" He said, "We are going get them off your committee." (Georj said yeah). Let me tell you something they didn't want to get off my committee. They weren't full professors. So to make a long story short, they got off my committee and we put two white men on there. I did finish at record speed and years had passed when I came back 17 years later, I became president of the <i>name of university</i> committee on black incentives in higher education, the same professor Dr. <i>name of faculty member</i> became chair after I came back to Chicago. About eight years ago, he called me and wanted to apologize to me about what he had did to me when I was a doctoral student. (Georj said hmm). You know what happened, he got religion. As I tell people as we get older, please you best get religion.</p>
Georj	Laugh. Yeah, yep, we get closer to our creator every day.
Participant 2	Thank you, so that's what happened. So my point, I had some barriers but shoot I tried, I come to the appropriate people to work my way out of barriers. You know that could have railed my doctoral program. (Georj said yeah) Another barrier, was when I wanted to do my dissertation I wanted to do something on black students only, and they told me and I listened I didn't argue with them. They said do a comparative study of how black and white students; the perceptual study of how black and white students reach student affairs area at <i>name of university</i> .. That's what I did it on.

Georj	Well, I've been told as you mentioned earlier sometimes you have to know when to negotiate and you can't win everything all the time. It sounds like, you experienced that, to get through that process as well. (Participant 2 said right) You know as you talked about people liking each other. Just interesting question, as you moved up how did you find your relations with other African Americans who may have been on the campuses where you worked whether you were asst. director, faculty member, director, vp. What have been your experiences in dealing with other African Americans on campus?
Participant 2	Well, let me just say that they celebrate that I am here. Or even in other campuses I worked at, they celebrated that I was there. Well you know as you move up in the Ivory Tower sometimes you have to lquote, unquote, "separate yourself" from that particular group, I don't want to say disassociate yourself, but separate yourself from the group because what you find out is that many times they want information and I'm not able to give that information. Because I think one of the reasons I am here is because I know how to keep things confidential. I know how to just treat people nice, I say hello, goodbye, I'm on my way to a meeting, things of that sort because mainly individuals want to know what is really happening with the administration. When I came here 17 years ago, I can tell you that the president approached me about someone saying something I said. I demanded to know who it was. I demanded that that person, me and the president meet and then that person apologized for what they said. And the point of the matter here, people on this campus know I am a no nonsense person. I treat people nice, I say hello, goodbye. My vice presidents, we talk, because I have to trust them, we talk but the point I am saying to you is that a lot of people don't realize that as you move up you just don't have the time or the energy. You can imagine you have a family, I like to go to health clubs, I go on a regular basis, you know I do the theater, I write, I publish and I just treat people nice. What I mean by that, hello, small talk, and keep walking. If they ask about certain things I say I really can't talk about that. And then it gets into this situation where they want to have a black staff association. But then I tell them that I can't be a part of it. I cannot be a part of issues that will come to the presidential cabinet that I would have to make a decision on. I say I will support you all, I will come and have a talk with you all, but I can not be a member in a leadership role because I am already a vice president. So, it's really a difficult battle. And I think I educated them to know that there is only so much that I can share with them. You know, not all people know how to keep things confidential.
Georj	I attempted the best I could to ask that in an unbiased manner because some of the challenges that you have based on your role, even I do in my role and I am not at the vice presidential level, often times there will be misinformation that a certain group or organization has and you have the knowledge but as you mentioned there are certain things you just can't talk about in the position that you hold. It does bring some challenges.

Participant 2	It brings some challenges but you know I feel very comfortable with my role. You know Georj, for the last 10 years, I had the perfect evaluation. When my mother was alive, I used to tell her I said I think I need to move on some place else (Laugh)
Georj	You can't go any place; you can't go up any more on your evaluations (Laugh). Well <i>Participant 2</i> , let me be honest with you have answered everything I planned to ask and then some. I really enjoyed the insight that you have given me on several things, and believe me these are more than questions for my dissertation.
Participant 2	I want to get back to you to your earlier question on administrative qualities.
Georj	Yes
Participant 2	I wanted to just mention to you a couple more.
Georj	Ok. Good that's great.
Participant 2	I already mentioned superior communication skills you know in writing and speaking. I also want to say, you know, the ability to build trust in working relationships with my colleagues and the students too. And I already mentioned a strong sense of confidence. I think, I mentioned strong organizational skills. (Georj said uhh) I want to mention that too, strong organizational skills, including the ability to plan strategically. And also I think that it's important that administrators are able to at least teach on occasion. If you noticed I'm a full professor with tenure. (Georj said yes). I went up through the ranks, you know you see my credentials, publication, scholarship, public service, no but those are just some other areas I thought that would be very important as far as administrative qualities. And last, I want to say Georj is that, you know, I think that we as African American males as we move up in these positions we need to attempt to identify or develop some types of internships whether it be African American, Hispanic, or even white professionals are able to learn more about student affairs, in this particular case, to help them to move toward the deanship or vice presidency. (Georj says ok.) Let me site an example, I have a Hispanic male, who was an associate dean of students, there was a dean of students at the time who was a white male. This white male dean would not support him to work on his doctorate. So I had to intervene. Until this day this gentleman is on campus. He's now something like executive affirmative action director and he has another title, it's long. But every time he gets a chance in meetings he always says he got his doctorate because of me. And we have to be empowered to make these exceptions because, to this day, I could not understand why he would not support him with a 6-month leave to work or conclude with his doctorate. And let me share a last thing with you, I pride myself on. There's an African American female who was a dispatcher in public safety. She had aspirations to be a public safety officer. This person left so when the next sergeant came I told him that your area is not diverse. I said you have an African American female that gets excellent evaluations

	as a dispatcher. She expressed an interest in being a public safety officer. Lo and behold she became one; she gets one of the highest ratings as far as her evaluations. So the point I am making to you is that we have to intervene when it's necessary sometime going over our deans or directors with decisions when it affects minority candidates. Now, I am in the position to do that.
Georj	Yes, oh, yes. And that's what the goal is. Well at least mine, I mean you can't impact change, if you are not in the position where you can try to do the right thing and make positive changes.
Participant 2	If you don't control the budget (Laugh) or personnel right.
Georj	So it's easy to complain but you have to work to get there so that you can make changes. So when someone complains you can put things into action. That's what it sounds like you've been doing.
Participant 2	Not only that I must mention the importance of mentoring to. Not only the white president or gentlemen that have mentored me, but the other part of the matter is like me I have five mentees. They are about the profession, they are up and coming scholars. One called me yesterday talking about he got an offer at <i>name of university</i> , flagship schools you know teaching higher ed. college personnel, you don't know, he may say no. This young man sought me to be his mentor and I had to think about it for six months. Last, I think that we mentioned Black Issues a couple of times, a young man who was at <i>name of university</i> , a honor student, till this day he saw my picture and my article in Black Issues, now called Diverse. He is now at <i>name of university</i> working on his masters in college personnel you know it's highly rated and he's doing exceptionally well. He calls upon me for advice. Sometimes the last minute he gives me a day to look at his paper. I told him don't do that too often. But the point I am making to you is that I think that we are compelled as African American males to at least have at least one or two individuals that we are mentoring. And these are all African American males that I am talking about. (Georj said ok). I think that is a calling that I have and one of my legacies will be mentoring and the importance of it and as it affects our African American males.
Georj	Let me ask you this is there anything else you would tell an aspiring African American male you know vice president or president and you give essential information. Is there anything you would tell me as an aspiring vice president or president as advice how to move up the ladder and not just move and get to the top but succeed once you are there?
Participant 2	I think that it does take, you know, it does take a tremendous time and effort. A tremendous amount of perseverance, commitment to the profession and dealing with the adversity. And also, what we have not talked about is being watched all the time. (Georj said Ok) You know, you see in the papers about some of our African American males, whether it be budget, whether it be stealing or harassment or things of that sort. I mean take for instance the brother at Univ. of Wisconsin,

	White Water, Lee Jones. You didn't hear about that?
Georj	I am not familiar.
Participant 2	Let me encourage you to go on the website. The point is that we are always being watched. Society is always second guessing us on budget issues, travel and things of that sort. We always have to remember that we are African American (one), two they will never forget it, and third they will let certain people know if they are feeling you are spending the money inappropriately. So, I will tell you just have to have great integrity and also surround yourself with competent individuals particularly in inner office. Like my secretary, I had her since I came here and one of the reasons I keep her, I tell everybody, she is confidential (laugh). Now she may lack some other skills but she is loyal and confidential. Nothing has ever come back to me in the 17 ½ years I worked here in <i>name of university</i> . Those are some things that I hope that you aspire to. But remember I still plan to be around. (Georj said ok). Professional or retired, you can feel free or comfortable to contacting me, you know, if you should decide to identify a mentor of color.
Georj	I'm glad that you said that and put that out there. Because I'm quite sure when I need advice or just let me know what you think about this, you would definitely one of the first names that are on my mind when the time comes. You have been extremely helpful, the information is better for me as a growing professional in the field who wants to keep moving up. I really do appreciate the time that you have spent and the wisdom you have given me throughout this interview. I'm glad it happened. I guess everything happens for a reason. I had no idea I would be called on for a reference for <i>Name</i> since they interact with you.
Participant 2	Well me say this soon to be Dr. Lewis, the ball is in your corner.
Georj	Thank you very much and I will talk with you later.

APPENDIX F
PARTICIPANT 3 INTERVIEW

January 11, 2007
Transcript

Participant 3	I was wondering we kept getting cut off there.
Georj	You know what I called about 2 or 3 times and said what is wrong with my phone
Participant 3	Were you using a cell phone or office?
Georj	No, no, this was the office phone.
Participant 3	Wow, okay.
Georj	Well at least you know I was trying. I kept saying what is wrong 3
Participant 3	I got the calls and I kept saying hello, hello, but I'm on my cell now so if in the event we lose a signal and get cut off just feel free to call me right back.
Georj	Ok, good.
Participant 3	Ok
Georj	Well, first of all thank you very much for agreeing to help me out here and participate. I've been doing my first two conversations with more than likely they are your colleagues or people that you know of. This will be very beneficial; I'm learning a lot as I go along the way.
Participant 3	Who have you talked to all ready?
Georj	I've talked to; actually maybe you all have worked together, <i>Dr. Participant 2</i> .
Participant 3	<i>Participant 2</i> , yeah, yeah, <i>Participant 2</i> and I have not worked together as far as forum wise but we have worked together on projects. I do know <i>Participant 2</i> .
Georj	<i>Participant 2</i> and <i>Dr. Participant 1</i> . He was actually the first African American male vice president at <i>Name of University</i> . Actually the first and only.
Participant 3	Oh, wow, ok
Georj	Yeah, so his name is <i>Dr. Participant 1</i> . He's now at <i>Name of University</i> . He's the president there.
Participant 3	Ok
Georj	And then, my last interview is actually going to be with my former president, <i>Participant 4</i> at <i>Name of University</i> .
Participant 3	Oh, were you with <i>Participant 4</i> ? You worked at <i>Name of University</i> ?
Georj	Yes, yes, I worked at <i>Name of University</i> for about seven years.
Participant 3	When did you leave <i>Name of University</i> ?
Georj	I left <i>Name of College</i> in 2002.
Participant 3	Oh, ok
Georj	I worked with him for a few years. He was definitely one of my mentors when I was on campus. And it wasn't so much that we interacted everyday on a daily basis but I could call him or stop and see him and just seeing him in action and how he dealt with, I mean with <i>Name of University</i> in general, I thought he did an excellent job and is still doing so but he's getting ready to retire as you probably know.
Participant 3	Yeah, <i>Participant 4</i> and I over the years, since I've been in Ohio,

	we've gotten really close. I've been on campus a few times for some events he invited me to. The last time we hung out was in LA for the 8 th Conference so we got to hang out for a bit. Yeah, I know <i>Participant 4</i> extremely well, extremely well.
Georj	Well good, yeah, he's just a real good person. Has he or someone tried to recruit you to come to <i>Name of University</i> ?
Participant 3	That and well you know
Georj	I'm sorry; you don't have to answer that question if you don't want to.
Participant 3	<i>Participant 4</i> is one of my presidential mentors and when I went to the MLI, Millennium Leadership Institute, are you familiar with that?
Georj	Okay, no, no, no, I've heard of it but I am not too familiar with it. No I'm not.
Participant 3	I'll tell you this and then we can get into your thing. <i>Participant 4</i> was the chairman of the MLI Executive Committee, which is a bunch of presidents, and <i>Participant 4</i> chaired that this past year. Frank has been on the faculty, it's a 3-4 day rigorous institute for spine presidents and chancellors. So after I went through, <i>Participant 4</i> was not on my faculty but when I went through my program in '03 <i>Participant 4</i> was appointed my mentor for the year. So we ended up doing things together, I went to <i>Name of University</i> spent a few days with him. Looked at some strategic planning with him, went to the Founder's day program. You know just shadowing him for a year and then we stayed in touch obviously since then and we've become really good friends and he's exactly what you described. He's a really good person, I love him to death man he's a good brother.
Georj	Wow, it's a small world. I guess, you know, I'm interacting with people and it seems everybody is touching.
Participant 3	Everybody knows each other. Everybody is connected some kind of way (laugh).
Georj	Wow, this is something else. What I'll do here, I don't think this will take up too much of your time. I'm suppose to have 13 questions but what happens is we start talking and you're answering them as you go along and then I may follow up and ask another one just for my own information.
Participant 3	That's fine.
Georj	Ok, we'll kind of jump into it. I guess the first question.
Participant 3	Now, are you recording this?
Georj	Yes sir, is that fine?
Participant 3	Ok, yeah that's fine just want to make sure because I can be a clown at times so I want to make sure I don't give ya too much nonsense (Laugh).
Georj	No, you just say whatever you want to. It doesn't matter to me.
Participant 3	Ok
Georj	The first question is really about stereotypes and I guess I'm going to ask you to go back into your past. The question is what roles, if any, is the stereotypes of black men or black males, played into how you

	responded to things or to your behavior as you were coming up because back when you were young and working?
Participant 3	Well, I get two different reactions to that. One would be and I'll bring it a little bit closer to home in terms of my professional career. You know, when I think about the stereotypes of black males and how we're perceived particularly by the majority in this case, I would say the whites because I do a lot of diversity work. The one thing that I think or maybe not too much one but several things come to mind, I think as I think of the stereotypes of black men, but black people in general as being late, black men maybe being angry, aggressive, or some of the things that are associated with black people in general. It has made me as a professional be a lot more mindful of you know the things that I do in terms of professionalism, being extremely organized. I am a real stickler on time just in general but I definitely don't like to perpetuate that stereotype of us being late. So you know that's something really important to me and has extremely shaped me professionally and otherwise. So, that would be some of the main things that I think about professional and in that my dress, my talk, particularly from the standpoint of vocabulary. Then with me coming out of <i>Name of State</i> , a state that has stirred the stereotype, you know, as being you know, low on the totem pole educationally etc. etc. and all of the negative stereotypes associated with the state of <i>Name of State</i> . It's been almost this thing of proving myself, you know, so and I felt that early in my career just proving myself and almost a sense of time when I was much younger of not feeling adequate enough at times. You know, which would then make me overcompensate in some cases to make sure I was on top of my game in knowing what I was suppose to know, being thorough, being competent etc. etc.
Georj	Do you think by you overcompensating has that helped you perform to a higher level or do you think that maybe it had an inverse affect as far as you overcompensating for doing everything you due to the highest level has that interfered with your performance in a negative way?
Participant 3	Not at all, not at all and I think it's the earlier of what you mentioned in that it certainly made me take my game to the highest level in terms of maximizing every opportunity at every moment and making sure and double check and triple check and make sure that things are in place, thorough and so forth. So you know my efficiency and the level of effectiveness has really improved and certainly been enhanced over the years as a result of that overcompensation. I won't say that's the case now but I can certainly attest to that being the case earlier in my career as a new professional entered in the profession etc. etc.
Georj	Ok. What led to you pursuing secondary education in graduate school in your terminal degree? Was it something that you always thought about? How did you come about building your education and where you are?

Participant 3	Well, it certainly wasn't anything that I thought about. I knew that going off to college, I went to <i>Name of University</i> , you probably already know that, I grew up in <i>Name of State</i> but it was not something I anticipated and I find that to be the case with most people that end up in the field. It's not something that you desire to be when you were in high school (laugh). But I knew that I wanted to work with people and I went off to college, my first major was pre-med, I ended up changing my major to psychology because I was having such a good time in my undergraduate years and I did not want to leave <i>Name of University</i> to go off to. Actually, I was in pre-med and then I went into physical therapy and the program was always like a two, two and ½ year on the main campus and then you go off to the PT school, and I didn't want to leave the main campus because I was having such a good experience as an undergraduate so I changed my major to psychology. I ended up becoming a resident assistant and that's where I say it really all started because the people in housing and res. Life, people that ended up being mentors of mine really inspired me to pursue a career in student affairs in higher education. And that's where I became aware that one can even do it and that there was such a profession called student affairs etc. etc. And that's where it all started. Now my residence experience, I tell students today that was really apart of the emphasis of me entering this profession.
Georj	Well, you talked a bit about foundations but what administrative qualities do you feel are necessary for an African American male to advance beyond that education, well I guess through the educational pipeline onto a senior level administrative position as you are in right now?
Participant 3	I would say certainly strong organizational skills, good time management multitasking, strong budget management skills, that's really critical when you get up in this position and manage big budgets. The ability to supervise personnel particularly full-time staff, that supervision is a big piece of that. Written and oral communication is very important with the constituency or the constituents you end up dealing with so I think that's really important. You know, strong ethical value system because of the things we end up encountering in our world of student affairs offices.
Georj	Now in those types of qualities, I think, is what anybody needs. Are there some things that are additional or different that a black male needs particularly at a predominantly white institution? That's what I'm talking about.
Participant 3	Yeah, that's what I'm thinking about. Well, you know I would say that I think those things as you say anybody would need those but I think it's especially important for black males at particularly white institutions particularly given their a tendency for us to be a bit more scrutinized I think. In my experience, and we own that, so I think

	<p>when it comes to the ability to, you know, budget management skills and supervising staff, you know, written and oral communication, those things become even more essential and critical in my opinion men of color and more specifically black males in general. Because of the stereotype sometimes that we are not adequate, we are typically are not good planners and that tends to be once people associate with our younger brothers going off to college, they are not really good at planning, they are not very organized, they don't really have a sense of direction. So as we get in to these professional worlds, it's critically important that we are able to show that we are competent in these areas.</p>
Georj	<p>I guess with others typically being critical of us. What is the use of any type of coping skills part of your experience as a professional throughout the academy?</p>
Participant 3	<p>Well, I certainly think you have to learn how to cope in any situation being predominantly black or the majority black environment. So coping is certainly something at the forefront. I don't think it was as difficult for me and I say that because of my coming out of <i>Name of State</i> and growing up at a time where. So I was almost an expert at dealing with racism and oppression (laugh) because I saw it everyday and I grew up. In fact, I will be on a TV show tomorrow interviewing me about my experience in <i>Name of State</i> because I actually experienced Dr. King when my brother and I, I have an identical twin, we were seven (7) years old, Dr. King spoke at my church. And so this was at a time there was an attack on a black kid because we had just integrated the schools and the buses for the first time in '68. So I went through that in <i>Name of State</i>, you know, my brothers and I, afraid to go to school that kind of thing, so we learned how to cope very early in life. You know, so when I got to, you know, (laugh) college and got into my professional life it wasn't difficult for me personally because of my foundation and my background coming out of <i>Name of State</i>.</p>
Georj	<p>Is that a local TV show or something that will be aired all over?</p>
Participant 3	<p>It's a local TV show yeah.</p>
Georj	<p>Well let me ask you this...what kind of professional experiences have been helpful as you moved along the way. You mentioned earlier, you were talking about <i>Participant 4</i> who was your mentor. (Participant 3 said yeah). That's the kind of professional experience that I'm talking about. Has there been anything like that or other things on top of that helped in situations along the way?</p>
Participant 3	<p>Oh, clearly and that's exactly what I would have said just a whole notion of professional development and nurturing, you know and being able to seek professional development opportunities to help you know foster those skills a little bit more we find critical for mid-level to senior-level management. And also mentoring is really critical, you know, having people who have been there and done that, who can help</p>

	<p>you pave the way, alert you of possible hurdles and something that may be in the way, things that, mistakes may be they made. So the mentoring piece is really critical. I think that certainly helped me. I've always sought out individuals in my circle that I tried to do what they were doing. In other words, if I wanted to be a vp I had people who were vps already or had similar experiences whether they were vps or not, maybe deans or whatever give me some of those insights that I can begin to prepare for, you know, that type of role. Be it everything from professional involvement to possibly presenting to writing or different skills such as I wanted to make sure I was strong in before acquiring those levels.</p>
Georj	<p>What do you is think healthiest type of predominantly white institutional environment for an African American professional?</p>
Participant 3	<p>In general or as it relates to a particular</p>
Georj	<p>Let's just say as it relates to the day to day, going to work, performing your job as well as that nurturing that helps you progress and grow?</p>
Participant 3	<p>I think one of the healthiest, an institution where in its mission statement, it embraces those things that creates a sense of welcoming a diverse environment etc. So that in one's mission statement and when that institution begins to live up and operationalize what's in the mission statement. I think that's a piece of it. And secondly, I think it's critically important that the upper administration to placing the tone for the type of environment that will be tolerated and definitely anticipating what you know expect and that's really key and critical. I say that because of the work that I do in diversity and I go back to diversity. When the upper administration has not endorsed and signed on and sent a message that we as the upper administration buy into these principles and we promote, you know, a,b,c,d along the lines of a diverse environment, is typically, you find those environments very difficult to work in and possibly even to attend as a student in those environments. But I think the more collegial the administration is in terms of creating opportunities for engagement within the environment, opportunities for people to develop a sense of community, those environments that I have found are very healthy and I was fortunate. When I came here to <i>Name of University</i>, and one thing that I said really made it different for me was the president. As a senior level officer what was key to me was working with a president that first of all valued me, was not intimidated by me because I asked my president during the interview process, do you think you would be intimidated by me because as a black male that is something that I dealt with over the years, you know, working on a predominantly white campus. What I found if you are an innovative, go getter, aggressive black male, make things happen, people will tend to be intimidated by you. That may be the case for most people but I've experienced as a black male so I'm gonna speak from my own experience. That's what I experienced on every predominantly white</p>

	<p>campus I have worked on that has been my experience. So I asked my president coming here to <i>Name of State</i>, do you think you'll be intimidated by me because this is the kind of person I tend to be; I'm aggressive, I'm innovative, I make things happen, whatever I say, I'm gonna do, you know, I stand on my word, that's the kind of stuff that I was telling him and that's what I'm about. (Georj said ok) I am what you see everyday and I don't change depending on the day. I don't care who's in the room. So I try to be very real, authentic, very genuine etc. My president was very, he still is but he's retired, collegial, a person who is engaging, certainly endorsed and promoted diversity, a sensitivity across campus and he sent that message loud and clear. I thought that set a real good tone for the environment, particularly this environment because of given what they've been through. That was very needed by the CEO, the top leader on this campus.</p>
Georj	<p>Was there a turning point in your career, was there a mentor, or a position or something that thrust you I guess toward that upward movement to that senior level status or was it gradual?</p>
Participant 3	<p>In terms of my interest to become a vp one day?</p>
Georj	<p>Yes</p>
Participant 3	<p>Yeah and even desire to be a president. It's been through mentoring and people that I've admired as mentor and still do admire. It's also a piece of me because you know I've been the kind of person, in my family and people that really know me very well will speak to this that whenever I start I want to go to the top with it. Maybe it's inner competitiveness within me. Educationally, I started getting a degree, I made sure I got my Ph.D., position wise, it depends on my profession, I always desired and still do desire to become a college president and I turned down four opportunities in the last two years because I enjoy what I do right now. So I'll look at doing something like that maybe two to three years out but I think that people certainly had a part in that in terms of the role modeling that I received over the years and certainly that has made me more interested in the top position being a vp, in this case I've been a vp three times, but now president. So you know mentors played a part then my own self aspirations in interests was another big piece of that.</p>
Georj	<p>What do you think had the greatest impact on your longevity and advancement in higher education?</p>
Participant 3	<p>The greatest impact from what standpoint? My staying in the profession?</p>
Georj	<p>Yes, staying in and progressing?</p>
Participant 3	<p>The difference that I see I make on the lives that we touch everyday with these students. Because that's why I am in the business. Recognizing first of all, I love people, I love working with people, I knew that coming out of high school. Now, I'm at a point where we are working with college students and these students are making major</p>

	<p>transitions from high school to college and then from that point it sets a tone for the rest of their lives. So, that's been the greatest impact knowing that I made a difference and people, like myself and particularly us in student affairs, you know, many of us don't get into this field for the money. Although as you graduate and get up to the point where you got the degrees and the years and experience it pays pretty well but it's not what initially made us to get into the field. That's not what drove us into it. I think we are driven in many cases the connections we make, the impact, and shaking of lives that we are able to be a part of. That's the greatest impact for me, is knowing I am making a difference, in many cases I've made a difference and a lot of success stories that I could speak to. That would definitely be the greatest impact.</p>
Georj	<p>One of the final questions I have is what would you tell an aspiring, like myself, African-American male who wants to be a vice president and/or possibly a president one day. What types of advice would you give me or that person who's in the role I am at right now in trying to move up? What kinds of things do I need to know to get there?</p>
Participant 3	<p>Well, certainly I want to reiterate the skill sets that I think are important, you know, at this level and you would probably see it at your level now. It's gonna be critically important because of the responsibility and in many cases the liability that one takes on when you get into this position to be organized, to know the maybe trends in the field, to have some real strong sense of legal foundation, you know, things that get you out of trouble when you deal with rich management type issues, your mindful of things to avoid being sued or negligence. The supervision piece is another big piece because some people can't handle dealing with staff too large and a lot of people report to them and the conflict therein when you are dealing with a lot of people. A lot of personnel issues, I mean I can not tell you of my goodness, you may deal with it on your level now, but Lord, I've never dealt with so many personnel issues before I came here. It was just ridiculous and so being able to deal with it and being able to manage that in a process of everything else that's on your desk. Also, recognizing moving up to a vp or president level, the constituent base increases so you are not just dealing with the students and possibly just one to two hundred, you are dealing with everybody and you have to respond to everybody, now also you have to also be that extra link and arm of the president. What he or she espouses in their philosophy and so forth and also the demands that that person places on you and being able to handle that kind of demand. I think the other piece of it is looking for a position in other institutions moreover that are a good fit and fit is so important. Many people miss this because they run after the first opportunity and don't look at the whole puzzle. Fit is so important, I learned that more so when I went to the Institute for Aspiring Presidents and Chancellors is that it's not institution, you</p>

	<p>are not the presidency, so the fit has to be important, timing has to be important, you might be the right person at the right time therefore you might be the right fit at the right time so you got to be mindful of that. You know what I'm saying if it doesn't fit don't force it. You certainly want a good fit because you can be the most innovative and, you know, awesome brother that comes about but if you are in the wrong fit it's not a good fit. It's a good person in a bad fit. (Georj said ok, all right). Just as important that I was gonna also say, you know, seeking out those training opportunities you've heard me mention the institutes that I've been to, you know, when I was aspiring to be a vp. I went to the senior student affairs officers institutes, hung around those people and learned their habits and their styles of management, crafted my own, got pieces and bits of everybody and crafted my own philosophy and my management style for what works for me. Because what works for me may not work for the next person and vice versa. So you got to have that sense, you know, pick it and choose as to not maybe completely, totaling mimicking someone else but, you know, understanding that you are an individual in and of yourself and your personality will certainly move and shake your own style in management and everything else you do.</p>
Georj	<p>Lots of us, we talk about barriers and talk about to be honest with you reasons why we can't get there. Actually and it often happens where I met you at NASPA and tend to focus on the barriers. How have you dealt with some of the barriers and definitely either jumped over them, around them or just ran right through them. Just all kinds of barriers, generally how do you deal with them or how have you dealt with them?</p>
Participant 3	<p>Well, I think that you are gonna run into barriers by just nature of the game and also we bring those other dementions with us. We bring the fact that we are black, we bring the fact that we are black males, you know in our case, I'm speaking more specific now and as we think about who we are and just again going back to our stereotypes what kind of barriers happened habitually created as a result of who we are. So, as a result of that I always made sure that I dotted my "I's" and crossed my "T's" so whenever you get out of it because I tell people and I told people. You may have heard me say this at some of the summit, somebody is gonna do something at some point if you are good at what you do and define good at what ever level you want to define good, but if you are good at what you do and people are really, really, you know, tooting your horn somebody is not going to like that. At some point you are gonna get audited; at some point somebody might put out a lie on you, so you just want to make sure you got your stuff as clean as you possibly can have it so that you are able to deal with what ever your topic that someone has alleging that you've done or haven't done. That's all you can really do because it is gonna come one day in my opinion that's why I said last year, I</p>

	<p>added a little theme “Good today; Gone Tomorrow” (Georj said hum I remember that) because, (laugh) you remember that (Georj said I remember), I had some brothers since that point that could speak to what I said last year who have been dealing with the mess this year, you know, good today; gone tomorrow. We were just talking about a brother just the other day that, his president just let him go as a vice president, and this is his second time he’s been let go in the last two years in vp positions. So that whole good today; gone tomorrow thing, you know, is something that I want people to understand. Don’t get too comfortable, keep your head up, keep your eyes open, keep your ears wide open, and always stay on top of your game and don’t slip. I think a lot of people begin to slip and I go back to the budget management piece, Georj, because people slip around the budget they start making accesses of things that are not you know regulated in their procedures, they are not appropriate to situations along the lines of budget, it some cases they may be flat out illegal around the budgets in terms of how one is spending their budget etc. That has gotten more people at this level, that and inappropriate relationships are probably the two biggest things I have seen over the years that have really messed people up. Not being able to handle budgets in terms of their own spending and what they approve for themselves and others and secondly, inappropriate relationships.</p>
Georj	<p>That is definitely good advice and that’s something it’s good to be reminded about every now and then.</p>
Participant 3	<p>Yeah, you know, because when you’ve gone from managing a \$10,000 intramural (both laugh) budget to now dealing with a ½ million to several million dollars. That’s a whole different ballgame.</p>
	<p>That’s a whole different ballgame</p>

	<p>Yeah, so now you got your own individual budget as vp or dean, you have \$100,000 in your own budget to do whatever you want to do. You know, let me tell you what happened to me. Here in <i>Name of State</i>, everything was a above board because one thing I did, I hired a business manager, who has an MBA white female, she just ended up being the best candidate and I hired her and that's on her, I will not sign related to the budget until I've seen your initials on it. You checked it thoroughly etc., etc, etc. Then I established outside of the university's budgets and philosophy, we established our own divisional philosophy and I had everything where it was plain as daylight where money was gone, my philosophy behind why money was gone over here etc. etc. The biggest criticism I received my first year as vp was that he spends too much with the black students. Are you serious? So then, I started getting criticism about giving the black organizations too much money. Well, when they looked at my budget and one came in to really look, they saw that not only did the black students get money but I had balanced that across Student Government Association, I had balanced that across the gay, lesbian, bisexual students, I had balanced that across the white fraternities, you know, everyone was getting money because I took care of the students. We're a student-centered environment, we're a student-centered university, so I came here with a student-centered philosophy and I told the president that's what he wanted and that's what we agreed on. So I was ok, but when people started asking questions you got to be able to respond and you got to have your stuff thorough, we had no problem. Then somebody sent an anonymous letter to the state auditor and said oh I think you should check this brother out, you know, see where he's spending his money, he's spending too much money on the black students and I think he spent some money on. What people don't understand; when someone sends an anonymous letter the state auditor has to check it out. (Georj said yeah). Whether it's true or false, you gonna get checked out so you gotta have your files in order. My business manager, although she was frustrated half the time, everything was thorough. When it was checked out, a clean slate, nothing. But you got to be prepared for that because somebody is gonna hate up on you that's why I go back to that budget management stuff. You got to have tough fiber, your budget management skills better be strong, and if they are not strong you better hire a person that has that kind of skill (laugh). Because that's what I did but at the same token I wanted somebody who can handle the budget across the division because what I was dealing with \$52 million dollars. (Georj said yeah)</p>
	<p>Georj, 250 staff people and a \$52 million budget for the division. Yeah, so this is no joke. This is not playing time. So you gotta have your stuff together, so dot your "I's" and cross your "T's" that's what</p>

	<p>I did so that's my philosophy. So, in terms of those barriers, you know, you're gonna deal with them. I think it's unrealistic to expect that you won't run into any barriers, you won't run into any obstacles. I think that's unrealistic. You just have to be prepared to navigate the best way possible and you definitely want to have your program or your shop as clear as you can possibly have it and as organized as you can possibly have it.</p>
Georj	<p>This is the last question, I mean; you answered a ton of what I had. I've interested to know as you did move up did. Really what I wanted to ask how was your relationship or is your relationship with the African-American community as well as your colleagues as you were moving up. Sometimes that could create challenges? I don't know if that was your experience or not.</p>
Participant 3	<p>Um, it could be either or but in my case I think it's important particularly then a person with color or in this case more particularly a black male at a predominantly white institution, you better get a relationship with the black community. (Laugh). If you don't, that's the first strike against you. He's here but he's not for us. And you really have to navigate that, you know, and again it's having those conversations. My conversations engaged in the community, well let me back up the president that I came in under here in Name of State in particular and I use Name of State because it is a good example of what I'm gonna say, he's really big on community engagement. So he really wanted to take the community to the university and he really wanted to take the university to the community so as a result, he really challenged all the vps to get out and be visible in communities etc, etc. what ever that means in your respective shop. Well, that was easy for me because I've always been involved in the community. I thought it was very important. I always deemed it important to be involved in the local and the greater community that the university or college resides in. Particularly, because most of my experience has been in predominantly white institutions. Even when I worked at 2 HBCU's, you know, I worked at <i>Name of University</i> and I worked at <i>Name of University</i>. (Georj said yeah). That is still important to get out, not quite as critical, but yes still important to be visible to get out and be exposed for people to know who you are. Why is that important? When something goes down, and you know, let's say someone adapt to you, or some charges, something is alleged against you on campus, the black community is quick to come to you if they know you, if they have a sense of a relationship with you. The worst thing that I've found is people who are people of color in positions in a community and the community either don't know them or only knows of them. (laugh). It's really bad, particularly at the vp level. (Georj said yeah). You know and so in Name of State every pastor, every school, will tell you <i>Participant 3</i> has been out here speaking, <i>Participant 3</i> has been at my church, <i>Participant 3</i> has spoken in my church,</p>

	<p><i>Participant 3</i> is on my board, I'm on the Boy Scout board, Boys Club board, I'm on the cultural society board, I'm very involved in the community. I think that's very important. You can't come here and be on this island and be isolated. I think that's really critical for vps, people of color who have vp positions being black males or black females or Latino males or females in the case of black sisters. You still have to be connected to the community otherwise you will be scrutinized and criticized to the fullest. So for me the community piece is very important. One thing I do want to mention before I forget it, much of my conjecture in my career, you may have heard me talk about this at the summit, has been very intentional. The types of experience it is, the types of schools I chose to work at, the size of those institutions, recognizing that one day I wanna be a college president or even a vp. What types of experiences do you need, what types of institutions given the size or diversity, you need to work that. All those things are very important so that's another thing I tell people. Intentionality, I think, is another critical piece of planning when one is, you know, paving the way towards whatever position he/she desires. So, intentionality is very important as well. It's been a big piece of what I've done in my career over the last twenty something years.</p>
Georj	<p>I guess that goes back to what you said that you just can't pick up and go anyplace.</p>
Participant 3	<p>No, you can't and it won't last long if you come into the wrong fit, with the wrong president, and the wrong team. Sometimes, you don't fit on that team. You know, I don't want to get too specific in terms of the kinds of things I've dealt with, you end up and you know it's not the right fit, the school may be too big for you, the staff may be too large for you, you know you gotta be honest with yourself in terms of what's comfortable for you. Not that you can't challenge yourself to get out of a comfort zone but at the same time you don't wanna get in over your head. So, I think that's the other piece of it. But fit is important, people ask me all the time what kind of an institution would you desire to be a president of? First of all, one that is financially solid. You know, I do not want to get into a situation where we are going year to year not knowing if we are going to have the lights on the next month. I've been in that situation as a vp before and it's not a comfortable situation when you're having to cut your staff, laying off people who have been with you 30 years that is a very difficult thing to do. And that's another piece I think I missed Georj is saying making difficult decisions and that's one of them. A lot of times you are dealing with people's lives, you're dealing with people's families, livelihood, you got to make the decision about do I keep Johnnie, do I let Susan go, do I let all of them go. How do I balance my budgets, we got to cut \$1 million out the budget. Every year that I've been in Name of State as a vp, we have to cut our</p>

	<p>budget every year. As an institution, in three years, we cut about \$4.5 million dollars of our face budget. So each vp, that was divided by each vp, and the biggest hits were taken in academic affairs and enrollment services because they had the largest budgets and third would be student affairs because we had the 3rd largest budget. And those were big hits when you don't have any kind of rainy day fund. And then you start looking at, am I cutting out programs or people or programs and people. So you have to be a really, really firm decision maker and be willing to deal with difficult kinds of situations like that.</p>
Georj	<p>Goodness gracious, I definitely haven't had that much of experience but this is the first time I had to terminate someone. I don't care what anybody says, it is not easy.</p>
Participant 3	<p>It is not. I agree with you.</p>
Georj	<p>Thinking about someone's livelihood. One day they come to work and get a paycheck the next day they have an idea but they may not know that they're gonna get that letter from you and that conversation. (Participant 3 said right). Well, I tell you what, you really answered everything thoroughly and I enjoy every time I either hear you speak or I speak (Participant 3 laughed) with you because I'll be honest with you because I enjoy the frank nature of your conversation. I will talk with you soon, hopefully at NASPA. Take care.</p>

APPENDIX G
PARTICIPANT 4 INTERVIEW

January 18, 2007
Transcript

Georj	Thank you very much I really appreciate you taking time out to chat with me today. I am running all over the place, I am happy to be in my office right now to sit down for a minute anyway. (Participant 4 said ok) There are a few questions here. I can remember we've done something similar in the past and I even kept some notes from what we talked about before so. Was it a couple of years ago I called you?
Participant 4	Oh yeah.
Georj	Well, I can only imagine what your day is like so I'm gonna jump right in with a couple of questions here and then you can talk as much as you want. (Participant 4 said ok). I'll follow up with a question if I have another and then we'll kind of go from there. (Participant 4 said all right) The first question, I guess you'll have to look back to when you were growing up basically and the question really focuses on stereotypes. I guess I just wanted to ask how or if stereotypes have impacted what your behaviors were as far as the things that you like to do or I guess the negative stereotypes that are out there of I guess African-American people or black males in general.
Participant 4	And how that maybe impacted?
Georj	Well, I guess the knowledge of them in growing up or the knowledge of the stereotypes of African-American men or just blacks in general. Did that have an impact on you as you were growing up, I guess, through schooling and in the community and as you interacted with your own people and other people?
Participant 4	Right, absolutely, no question about that. I think growing up in a legally segregated time and also Jim Crowe and all of the other negatives and lynching. I suppose the most direct impact had to do with the assignment of value to my life. It was very clear the differential value on human life cause if you were black, you had no rights and your life was clearly not worth as much as it would if you were white. So, we were separated from whites and we used as, I would say a justification, that you are not educable and you are not educable because you were black. So you should be separate and educationally unequal because you can't educate a black person. You see that was the most pointed, in terms of education and the value of life, most pointed stereotype that was reinforced by the social control devices like the police, imprisonment, and the ku klux klan, and you name it. (Georj said hmm). But when you are denied access to good services based on a stereotype that you can not learn it impacts your entire life and your entire being because, especially in a black community,
Georj	I guess speaking of those same types of stereotypes that you are talking about has that impacted you throughout your career?
Participant 4	Well I would say. Boy, I'll tell you, no one should experience segregation and Jim Crow laws and all of the things we marched about,

	<p>in terms of civil rights, and we are very thankful that people in the country don't have to experience many of those things today. But I do have to say that in so many ways, you know, the experience made me stronger. (Georj said ok). And my hunch is the overwhelming majority of African-Americans that have been in so many ways humiliated because of negative stereotypes and reinforced ways to control people became much, much, stronger in their resolve to succeed. I have, even today, I live and function in a situation that running an institution that is not even 92% white; living in a community that is 98% white but color has never meant anything to me. It certainly doesn't determine my ability to do what I have to do. The point is that I know, as a result of my experience, I know, I have an antenna you know, I know when a person is interacting with me because of my color. (Georj said ah ha) but I don't play into that but I definitely know when a person is interacting with me, not as a president of a university but as a person of color and a black person, and a black male so I understand that.</p>
Georj	<p>It sounds like it was a challenge growing up, in a time when you grew up with all the, I guess with all those barriers, I guess why or how did you decide well I'm gonna finish school and then I'm gonna go to college and get my master's and my Ph.D? Were there any factors coming up that kind of led to that?</p>
Participant 4	<p>I would say, for me anyway, thank god for family, particularly my mother. I thank God for, in some ways segregation, because my role models were all black teachers, I mean because of segregation, you couldn't go to white schools and you couldn't be taught by whites. So all of my teachers were black, all of my professors on the graduate school were black and all of my professors at the master's level were black. On the other hand, all of my Ph.D. professors were white. In fact, we didn't have any at the <i>name of University</i>, when I came north so to speak, it was then when I didn't have a black professor. So, it really wasn't easy man to have grown up in a society that said that you are not equal and therefore you are unequal; you do not have the right to have access to equal education and you know less through but you had some of the very depth teachers on earth. But the thing is that you kind of grow up in a segregated period where inequality was institutionalized and then you graduate from an institution, <i>name of University</i> and then you go to <i>name of University</i> while a graduate experience was for negroes and then all of a sudden you jump out of an inequality era, uneven playing field altogether all right, I mean into a Ph.D. program at the <i>name of University</i> where young whites who have just graduated from Yale and Princeton, from Harvard, from all over the world, in terms of international students, you are the only one sitting in a class of Ph.D. and you're freshly minted from the south and all of that (Laugh). So, you know, having to work hard. If I had grown up, perhaps, in the North as many blacks did and I had gone to one of the Ivy league schools and many blacks have had at that time had a chance to go to, perhaps, it</p>

	<p>would not have been as difficult but you know coming out of the background that I came from it was doubly difficult and I knew what I had to do. I had to work five times as hard to be successful.</p>
Georj	<p>Was that intimidating at all for you to be in that environment?</p>
Participant 4	<p>Well, it was absolutely intimidating except that immediately though I became the president on the graduate division and I was the professor of sociology and I didn't like be the only black so what I did, I took a whole semester off from my own studies to travel south. You know, I was taking independent studies arrangement which called about 12 hours. But I used my time to travel south to visit historically black institutions, to recruit students for the Ph.D. programs and I brought in about 12 black students over a period of a year and ½. You know, that is what I did because 1) young, I didn't like be the only one because during that time there was a tremendous effort on the president himself and Pitt. to enhance the presence of graduate students and African-Americans in particular. So, this is one of the things that I got support for to do from my own president. So yeah, it was often very intimidating. I remember the first time I went to a German class, now I could also mention the first time I went to a philosophy class where the person was dealing with the Army, the Army logic and I never had a course in a philosophy and also when I walked into the German class, my language; I had two languages at <i>Name of University</i> and one at <i>Name of University</i>, Spanish and German. But when I walked into the Ph.D. German class okay, straight away the professor said, you know, I don't why these people send these sociologists into my class. You know, they don't know anything, you know, they're just social and behavioral science people. He only wanted people in engineering and so forth but then straight away he asked everybody, he asked, went around the room asking people to interpret whole pages of German and, you know, into English. (Participant 4 and Georj laughed). No, I couldn't do that, you know, (Participant 4 and Georj laughed again) I said, wow man, I came here to learn German and so I didn't go back to that class. I had to take quite a few independent sessions and pay for that kind of entry in German and practice and practice. It was a hardship at the undergraduate level and even at the master's level, I had not had that kind of background and the colleagues</p>

	that I was sitting with at the Ph.D. level, you know; they just walked right through that stuff.
Georj	This is off script already. But where did you get the drive to work that hard to succeed in class like that when you're expectation was for you to do something that you weren't even close to being prepared for?
Participant 4	Well, see I had, quite honestly, I had a mother who for years thought I was going to be a minister because that was just the faith and people did it (Georj said ah, ha). But you know it was, I'm sure she had all kinds of reasons, because I was I think by the age of 12, I guess I was teaching Sunday school and I guess I had read the Bible two or three times. I was pretty good at that and held into almost every little junior and young person position by the time I graduated from high school in Church. So, my mother would introduce me as my son the preacher (Georj said ok) but, you know, I think the year I graduated from high school I went directly to a community college in <i>Name of City</i> . You know, not long after that she started introducing me as my son the professional. But I guess what I'm saying is that my grandparents on my mother's side anyway, I didn't know my father's side that well, but these were farmers man and a lot of Cherokee backgrounds (Georj said ok). These were people that worked from sun up to sun down. And whenever I would visit my grandparents in the country that really was a rural area these people were workers (Georj said ok). And, you know, I quote my grandfather many, many times right now, but his work ethic is something that drives me now. But you know, I think, the most important thing in terms of the drive was the reality that I wanted to be a professor. I wanted to teach at a college level but not in a historically white area because my perspectives didn't take me that far at times because of limitations, segregation and discrimination. I saw the ultimate goal as being either going north to get a Ph.D. and coming back south to teach in a black institution. You know, that's what we did; we didn't have any choice in the matter. So my goal then was set at that level but in my view, or anyone that experienced the humiliation of day-to-day of having to get into the front of the bus and drop money into the coin slot, and then get off the bus and walk to the back to get in, and make sure you stand behind that white line. Any person that's had to go in the back door to get a hot dog or if you got one at all or go into the rear to find a dirty bathroom and to drink from a colored fountain. I mean, I think any people who have gone through that kind of humiliation; nothing could top that so you just resolve that you are going to be what you want to be. And it's there in your backbone. That's it. I think one of the worse things ever that happened to African-Americans particularly African-American men is that we've actually been cut off from our history. We have been cut off from our arts and our music; our history because see at least in legal variation you have history; you have role models, you had your teachers, your preachers, your funeral directors, your barbers. You had your own businesses everything you needed was in your community.

	<p>But when integration came our schools were closed man. My high school, my elementary school doesn't even exist anymore. My wife's school closed. My principal was reassigned to oversee the discipline in a white school. Teachers, the best teachers, were actually reassigned to white institutions and so forth. In other words the band that my friends were in, the choir that I sang in, all of these things disappeared, man. So that the most stabilizing entity in the African-American community were our schools, our K-12 schools, and when those closed and given the fact the Church was also pointing in a declining way. A lot of that stability left our community and a lot of our history left it because it is not taught anywhere in K-12. Well, anyway, I.</p>
Georj	<p>No, I understand. Well, let me change gears here a little bit. Next, what administrative qualities do you feel are necessary for an African-American male to advance to a senior level position? Meaning a vice president or president level.</p>
Participant 4	<p>I think a, actually, a good foundation in my view, the social sciences; in English and communication but I really think having a very positive view of yourself. (Georj said ok) Because even on the defensive circumstances it's often the case at senior level positions at higher education, especially in a unionized environment like we have here, it's a challenge for anybody, a major challenge. Knowing who you are and what you want to be and part of knowing who you are is making sure that you just keep right on repeating those good things that made you successful in the first place. You know, and you got to be repetitious about it, and you can't allow people who, basically who don't support you in the first place, to undermine the way you feel about yourself. So, having a good grounding I think in the social sciences including history and master of communication, I think, will be very good to have.</p>
Georj	<p>Are there any, I guess specific to black men, are there any personal characteristics, personal characteristics that you can identify that may be different than, you know, other demographic groups that are necessary in your opinion?</p>
Participant 4	<p>Well, in my opinion it is even more important than a black male to have a very good grounding in self perception in how you see yourself in relationship to other people around. And also as you are advancing to use your personal history as a guide you don't beat people over the head with your personal history but you know and you can pull on it at 3:00 o'clock in the morning when you are worried about something. You can actually pull on that history and that experience whether you select somebody that grew up in slavery. Select someone who grew up and become a role model that you can seek support from as a frame of reference from time to time. And you always try to avoid bringing negative attention to yourself. That is making it possible for people to have stereotypes about African-American men in particular, making it impossible for them to activate and confirm those stereotypes, which means that you have a glass house there's no question about that but you</p>

	certainly realize and you keep your eyes focused on your goals, where you are trying to go.
Georj	Have you had to I guess tolerate certain things in order to be or to move through the academia to be successful? Or I guess, maybe better said, how do or did the use of coping skills play in any part of your working to and up through the academy?
Participant 4	<p>Oh sure, there are times that you have to, of course, as a president or a senior level, particularly a president, one discovers regardless of color, gender, disability or anything that this is a very lonely job. You really don't have any friends. Now, you don't have friends primarily because especially you might have to make a decision that may impact your relationship with a person that you have some kind of friendship with and that becomes doubly difficult to do. Now it's not that you close your door and isolate yourself. You certainly don't do that it's just that you are fully aware that you interact with people in many, many different ways during the day that you are the president and somehow you have to maintain a certain dignity about that position and sometimes it could build resistance but it doesn't have to. But it just about the way you carry yourself, you know. I have also underscored as I do when I'm advising people who think they want to be president. You know, I don't care about the orientation of an individual. It's just important to have a significant other person or spouse or anything you want to call it. That is really essential for stability; an individual that you can confide in always and I certainly have had that. Now, the other thing particularly for African-American man in a position that is predominantly white setting, you have to understand the people who are teaching the classes, the white vice presidents you have and the white deans that you have, and white presidents and white period, who grew up in a society where access to goods and services was often determined by the color of their skin identify themselves with that color. That's not a negative statement; it's a reality. That if you have had advantages, if you had greater access to goods and services then anybody else because of the color of your skin, you become accustomed to expecting that to happen so you play that out day-to-day even if you don't recognize it yourself. You play that out you identify yourself as white and when people identify themselves as white it's because white means something. You have to understand. Now part of understanding that is knowing that you are black and there are stereotypes on both sides but you do have to understand you are often in the environment where you do not have access to the inner workings of the organization even if you are the president. You don't have the informal, personal interaction with the rest of that community that whites have okay. So, you are not in a position always to get all of the information necessary to protect yourself. So identifying individuals that you can bring around you with the perspective that you need to assist and protect you is a sensible thing to do. Because when you make an error, when you make a mistake, it is still very much the case, particularly</p>

	<p>again if you are an African-American male that the institution and the people are less likely to be forgiving see. If you make that mistake instead of saying all right you made a mistake let's forget and go on. They are not likely to give you a second chance ok and so that's even more of a reason why (1) you want to be fully aware of where you are, you also want to make sure that you hired people at least that you can trust you to support your own perspectives and you want to make sure that you have somebody that you are living with (both Participant 4 and Georj laughed) who will understand and be supportive.</p>
Georj	<p>Well, of course I wouldn't know what it is like to be a president yet but I do know that you are correct. It seems, as your position advance your little group or your friend group decreases as you do move up.</p>
Participant 4	<p>Oh, it does.</p>
Georj	<p>Yes, so that's interesting that you kind answered from that perspective. You kind of talked about, I think what you talked about is creating a healthy environment and putting the right people around you and having the right atmosphere. I guess in all the places that you've been have you found that one type of school or one type of environment was I guess healthier in reference to I guess career and just being successful. Was there a place that is more conducive to success for you based on the type of institution?</p>
Participant 4	<p>Yeah, oh absolutely. Now, of course, I have to tell you that sometimes you know you have Cheney University. You have Lincoln in here in Pennsylvania. But you down there, you have a bunch of them. Now, I firmly believed having worked in historically black, predominantly white, North, South, large, small institutions that the university presidents who have the most difficult job are presidents of historically black institutions. I firmly believe that and it has a lot to do with the history that we talked about (Georj said ok). A lot to do with slavery, a lot to do with Jim Crow and segregation and the stereotypes that the majority population in this country have institutionalized about anything that is black or is all black okay. And the historically black institutions have had to live with those stereotypes and still live with those stereotypes. Institutions located in urban America that's predominantly persons of color are thought to be inferior not because of the location but also because they are black and the stereotypes are profound. So, a university president in a historically black setting has to explain this kind of history to the black students and the black faculty and so forth. It's often the case to that the black students, the black faculty and the black community in general, when they experience something that is negative they don't blame anybody except the president. They don't look at the history that created the setting for everybody. No, they single out and say the person is no good. (Georj said ok). That is less likely to be the experience in a historically white setting okay (Georj said ok). If the president is white it is more likely that the criticism is going to be directed at that individual</p>

	<p>okay. It doesn't matter if the president is black it's going to be directed at that individual. At a historically black setting it is going to be directed at that individual but it brings with it the history of slavery, history of segregation and the history of the stereotypes that have dominated the entire African-American setting including that institution okay. So, yeah I've experienced a different setting I'm sure.</p>
Georj	<p>Let me ask you this because you talked about stereotypes a couple of times. There's a phenomenon called stereotype threat, I guess basically just the knowledge of the stereotype being there may cause, I guess, the individual on the end of that stereotype some stress that sometimes causes poor, I guess, lower performance on tests and different things like that and I don't know. I guess if you think of what the stereotypes are about black men and having knowledge of any of those, has it I guess followed you to try harder and has that trying harder created situations where you were successful or did it backfire because you were trying to over do it? I don't know if that's been your situation but I'm thinking about what little I read about what stereotype threat is.</p>
Participant 4	<p>Well, yeah but you know what I say to anybody that you have to confidence in your ability to do the job (Georj said ok). You don't become involved from day-to-day in a game that you can't win. There's no way to win a game of race. All right if you try to compensate somehow if you suspect somebody out there is going to do something because of the color of your skin and then you try to position yourself to avoid that, you are doomed (Georj said ok). You really have to walk among people with your head very high and be self-assured that you can do the job and that you are treating people with dignity and respect regardless of the composition or color of people. And when you develop that reputation of being fair and honest, especially if you are an African-American, you develop that because another stereotype that is out there and there's no such thing as a positive or a negative stereotype, they are all negative because it's a stereotype. But the reality is still that somehow people of color, particularly African-American, perhaps because of the history of slavery, segregation and all of that you are still expected to be fair. Somehow you are expected to be courteous, respectful and just basically civil right, ok. But that's the way everybody ought to be so you really do try to create that kind of air around you, that kind of reputation, and so forth, environment of fairness, openness, I think you can make it anywhere. Will you have to absorb a lot of pain? Yeah, you sure will. Are there times you want to tell a person where to go? (Georj laughed) You bet but then you just walk away from it because it really, I think it takes more strength and courage and captive to walk away then to strike out physically and verbally and otherwise. You just walk away and keep doing those things again that's made you successful.</p>
Georj	<p>Ok, All right. Let me ask you this did...well where do you think mentoring kind of fits in? Meaning, have you participated in formal mentoring programs and have they been helpful or did you have a</p>

	personal mentor, you know, that has really helped you along the way?
Participant 4	<p>Well, no actually, you know, with the Millennium program that I'm running now for ASCU, this is entirely a mentoring program for persons who are one of the comp. university graduates nationally so, I've never had anything like that. I never had a person to sit down with me and say hey you know you do this, you do that. I've never gone to, to an ace professional development operation, or ASCU, or Harvard you know, a formal session in professional development and all that kind of stuff. I've never done that. (Georj said ok). I know many, many people have and I supported many, many people who have and like I said I'm running one of those now. But my, sociology professor at <i>Name of University</i> when I was a senior and graduated that year, he went to <i>Name of University</i> as president and I left to go for the master's degree in sociology in Atlanta, he told when you graduate with the master's degree I'm gonna have a position for you. And I graduated with a master's degree and I was appointed by him to become, the probably the youngest dean in the country at that time at 23, (Georj said hmm), and that was my first job. And it was a historically black institution there in <i>Name of City</i>, Methodist related, but because of timing of it all, following a career and conflicts, you know the students, nearly all the students were older than I was, they were just as old, and boy some of the rules and regulations I had to enforce would just blow your mind today. No, he was my role model as a college president and a role model as a university professor at <i>Name of University</i> but, you know, that's basically it. When I grew up, you see, I had no way to get that kind of mentoring from people in my community or my family because I am still by far the most advanced person in my family in terms of the graduate work, Ph.D. and president and all that so it had come from just people I worked around and just use as a frame of reference.</p>
Georj	<p>Well all right, let me ask you this. I guess this is the last big question. Basically, what would you tell a person like me who wants to be an aspiring vice president one day and possibly president one day. I guess, in addition to all of the things you mentioned previously, what would you tell someone like me who wants to serve in a role like you? What would be some things I need to know to get from where I'm at to where you're at and be successful, not just get there but be successful?</p>
Participant 4	<p>Well, you know, I think you are doing that, I think you are doing that now and I think you are doing it very well. With your professional experience from here and there; working on your doctorate and that's the good foundation. That's essential, minimum, minimum expectation and on that good founding you are gaining some experience as you need. When you finish that degree, the first year after you finish that degree, if you are happy where you are, stay where you are but if you aren't and you want to grow then be prepared to apply for positions that first year after the doctorate. You all ready have the experience, you don't want to wait too long (Georj said ok) Then if you get an opportunity, you know,</p>

	as I mentioned ASCU's MLI, the millennium initiative that we, it's a year long mentoring program (Georj said ok), but you spend two weeks together in DC every June, you know, there's this high intensity level operation where you cover one extreme to the other if you are a president of the university, these are the experiences you have day-to-day. And it covers from budgeting to the media, to raising money, to union, you know, you name it. And you run through those things but you also have the opportunity to work directly with sitting presidents. I've had, you know, I think four, in fact you may remember, <i>name of individuals</i> .
Georj	Yes, did they both go through the program?
Participant 4	They went through the program.
Georj	Oh, okay
Participant 4	And uh, <i>Name of Individual</i> , I would probably try, even though <i>Name of individual</i> is leaving, still I had planned to recommend her for this year. Yeah, last year, <i>Name of Individual</i> went from here because I recommended her so I'm still going to be recommending <i>Name of Individual</i> even though she is going to be at <i>Name of University</i> . But when you get an opportunity, it doesn't have to be this one, it could be clearly an ACE program or it can be a program at Harvard, or Princeton or summers in development where the focus is on the presidency, take advantage of one of those over the summer, you know, kind of thing. Because it looks good on your resume to add to your, you know, your doctorate (Georj said ok). Then you try to become a member of as many national organizations and groups as you can. You know, some of these things can be expensive so you have to be selective about that. But in other words, you are still building your resume (Georj said ok). It's always important to have references that are reliable that you actually feel close to and they feel pretty close to you. If you can publish some things from your dissertation that's always helpful and very useful. If you teach, you know, that is always something that's always looked for in an academic position, particularly by faculty. So, those couple of things I would suggest.
Georj	Well, Participant 4, you have more than answered the questions that I have prepared and then some, so you know I always enjoy interacting with you and I definitely appreciate you taking time, because with this be going into I guess going into what your last six months on campus (Participant 4 said yeah, right). I am assuming there's a lot going on right now.
Participant 4	Yes, quite a bit, man. (Georj laughed). You know, they are pulling me all over the place the furthest it has been this year then ever in my 44 years of higher education.
Georj	44 years?
Participant 4	Yeah, 44 years, yep.
	Closing salutations from both

APPENDIX H
INSTITUTIONAL REVIEW BOARD LETTER

Georgia Southern University	
Office of Research Services & Sponsored Programs	
Institutional Review Board (IRB)	
Phone: 912-681-5465	Administrative Annex
Fax: 912-681-0719	P.O. Box 8005
Ovrsight@GeorgiaSouthern.edu	Statesboro, GA 30460

Georj Lewis
1904 Erin Way
Statesboro, GA-30458

Dr. Meta Harris
P.O. Box-8131

From: Office of Research Services and Sponsored Programs Administrative
Support Office for Research Oversight Committees (IACUC/IBC/IRB)
December 4, 2006

Date: Subject:

Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: HO7092, and titled "African American Male Senior Administrators at Predominantly White Institutions: A Study on Resilience", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

(/."..!;>.>~

~ole

Director of Research Services and Sponsored Programs