DISSERTATION

AFRICAN-AMERICAN WOMEN COLLEGE AND UNIVERSITY PRESIDENTS:

THEIR ROLE, EXPERIENCES, CHALLENGES AND BARRIERS

Submitted by

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In partial fulfillment of the requirements

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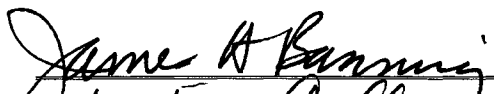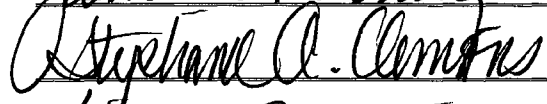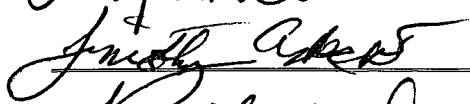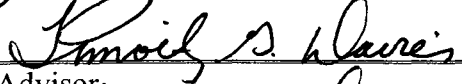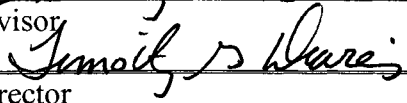
COLORADO STATE UNIVERSITY

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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED

UNDER OUR SUPERVISION BY SOPHIA JETELLE WOODARD ENTITLED

AFRICAN-AMERICAN WOMEN COLLEGE AND UNIVERSITY PRESIDENTS:

THEIR ROLE, EXPERIENCES, CHALLENGES, AND BARRIERS BE ACCEPTED

AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF

PHILOSOPHY.

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ABSTRACT OF DISSERTATION

AFRICAN-AMERICAN WOMEN COLLEGE AND UNIVERSITY PRESIDENTS:

THEIR ROLE, EXPERIENCES, CHALLENGES AND BARRIERS

The purpose of this study was to examine four phenomena: role, experiences, challenges, and barriers of African-American women college and university presidents with a particular focus on the role based on the social conscious concept of "race upliftment" as espoused by Dr. W.E.B. DuBois and other African American scholars of the early 20th century. The review of literature suggests that there is a tendency to advocate for race upliftment primarily when leading an African-American institution or an Historically Black College and University (HBCU).

As a qualitative phenomenological study, in-depth personal and telephone one to two hour interviews were conducted with eight African-American women college and university presidents of two and four-year institutions. Each interview was tape-recorded with the full permission of the president. A demographic questionnaire was completed by each president prior to conducting the interview.

All eight recorded tapes were transcribed and the data analysis process involved six major steps based on Creswell (1994). The qualitative software HyperRESEARCH was used to assist in analyzing and coding the data, and in compiling the qualitative report. Reading and memoing were used for code and theme development, and a reflexive journal, member checking, clarifying research bias and peer review were used for validity and trustworthiness.

The findings of this study revealed that role plays a significant component for these women and is categorized into several areas that include: (1) nurturer and protector of students;

(2) fiscal manager; (3) values and skills practitioner; (4) spiritual practitioner and servant; and (5) communications expert. Their work in role directly impacts and influences how they view and serve in their role as leaders. In fact, these African-American women college and university presidents developed many of their concepts of role based on the multi-faceted experiences they encountered both on their journey to the presidency and in this journey.

Many of their experiences encompassed their formative years of education and training/rearing in their homes and communities, the educational journeys they traveled through college and graduate school, as well as the varied professional encounters in academia prior to becoming presidents. The collective energy of these experiences were an exciting and foundational part of their leadership development and journeys to the presidency which were also consumed with challenges and barriers.

These challenges and barriers were centered around five specific areas that comprised the challenges of leadership: (1) addressing and resolving fiscal insolvency; (2) personal challenges such as parenting roles and living apart from family members(children and husbands); (3) managing health and wellness; (4) gender, race and age disparity; and (5) professional challenges such as status quo issues, college-wide communication issues, dealing with alumni concerns and problems with overbearing board-of-trustee members.

In essence, the role, experiences, challenges and barriers that emerged from the data (voices) of these African-American women college and university presidents comprise the journey they traveled in becoming and being president.

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CHAPTER 1: INTRODUCTION

Background

African American women were underrepresented as college and university presidents. Studies spanning a thirteen-year period reflect the under-representation of African American women in college presidencies. However, there is a lack of consistency in the numbers reported in these studies.

Pearline Chase (1987) reported 292 United States women college presidents in 1986 of the 3,000 postsecondary institutions. According to Robinson (1992) of the 292 United States women college presidents only 16 were African American.

Jones'(1991) study funded by the American Association of University Women(AAUW) identified and interviewed 25 African American women college presidents in the United States. There was a difference of 9 African American women college presidents from the following year with Robinson (1992) who reported only 16 African American women college presidents.

Robinson (1992) reported only 20 African American women community college presidents in office at the time of her dissertation study with this number decreasing to 15 between 1992 and 1993. Since Robinson (1992) also cited that there were 292 United States women college presidents, only 20(6.8%) of this number were African American women college presidents at the time of her study in 1992. However, because this number decreased to 15 between 1992 and 1993 only 15(5.1%) of the 292 United States women college presidents were African American women.

In 1995 the American Council on Education reported African American women as presidents of only 18 (17.6%) of the 102 Historically Black Colleges and Universities-HBCU's

(*Black Issues in Higher Education*, 1998). This study indicated that African American women headed only 11 (12.2%) of the total 90 four-year HBCU's. Further, 4 (9.8%) of the 41 public four-year HBCU's were headed by women and 7 (14.3%) of the 49 private HBCU's were led by women. Surprisingly, the data were different at the public and private two-year HBCU's. At the public two-year HBCU's African American women comprised a majority of the presidencies of 58 %, 7 of the 12, and likewise the majority at the private two-year with 64 %, 7 of the 11 total. Ransom (1995), as reported in Bowles (1999), identified only 22 African American women as college presidents, with an additional 5 identified by other literature sources (Belcher, 1995; Z. Harris, 1995; "Newsmakers,"1995a, 1995b; Walker, 1995). With the use of the Directory of African American CEO's (D. Phelps, 1996), Bowles reported an unduplicated total of 47 African American women college presidents. These 47 women reflected less than 1% of the approximately 3,800 college presidents in the United States. However, there was a difference in these based on the American College President (2000) study. This study was the largest, most complete and most inclusive research of its kind that encompassed all two and four-year colleges, private and public institutions, as well as colleges and universities. This study cited 9 (7.4%) African-American women college presidents of 122 African American college presidents in 1986 and 38 (25.7%) African-American women college presidents of the 148 African American college presidents in 1998 (ACE, 2000). Similarly, Ramey (1995) cited the Office of Women in Higher Education (OWHE, 1992) as reporting 348 women presidents, 50 (14%) as women of color with 26 (7.4%) as African American. Mimms (1996) also cited only 5.5 % of African American women in higher education ascend to the presidency. This under-representation of African American women in academia was noted almost 30 years ago in the

<u>Chronicle of Higher Education</u> (1978) which cited minority women held less than 1% of 7000 deanships and above (Middleton, 1993). Thus, confirming the significant under-representation of African American women as college presidents. I found that the existing studies concerning African American women as college and university presidents addressed the specific areas of socialization, career paths, characteristics, values, cultural dynamics, and early development. Based on the data relative to the number of African-American women college and university presidents as reported in studies spanning a thirteen year period, this population of women were under-represented in higher education. Further, there was a lack of consistency regarding the accuracy of numbers among these women. The under-representation and inconsistency in the numbers of African American women college and university presidents validated the need to research this population of women in higher education.

There were only a few authors who addressed the scarcity relative to African-American women college and university presidents. Mosley (1980), as quoted by Harvard (1986), summarized that African-American female administrators are, for the most part, "invisible beings." Harvard (1986) cited that not only did the under-representation continue to exist in management a decade after, but there was also a scarcity of research on African-American women in higher education administration. Smith (1982), as cited in Harvard (1986), posited that "the lack of data on professional African-American women in higher education is symptomatic also of their status in the nation . . . considered too few in number to warrant a separate cell in statistical tables."(p. 318) Howard-Vital (1989) wrote "An examination of recent research on African-American women in higher education demonstrated that the literature holds a minority position not unlike that of African-American women in society. There is not much research on

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African-American women in higher education."(p. 23) Then four years later Freeman's dissertation study (1993), confirmed Howard-Vital's attention to this scarcity. Freeman, citing Bassett (1990) wrote: "Currently, there is a void of literature that focuses specifically upon the unique experiences of African-American women chief executive officers in higher education. Although African-American women have been active participants in higher education for more than a century, they are almost totally absent from the research literature."(pp. 3-4)

Dissertation studies that focused on African-American women administrators in higher education were nonexistent prior to 1984. Harvard cited two that had been written and published in 1985. Jones (1985) gave attention to Black women administrators at Predominantly White Institutions(PWI) in the New England region; and Lewis (1985) conducted an in-depth analytical study of the career development of ten Black women administrators in higher education. Several studies followed these dissertations and contributed to filling in the void in scholarly literature regarding African-American women college presidents.

Freeman (1993) assessed the values attitudes, strengths, and characteristics of African-American women college presidents. Her study focused upon the experiences of these women as leaders in an Anglo male-dominated profession and further addressed issues relative to race and sex discrimination. The findings of her study revealed these women presidents viewed parental influence as key in the development of their behavioral and psychological selves and necessary for work in male-dominated professions.

Arnold (1994) conducted a study to examine the variables which influenced the success of African-American women college presidents and chief executives officers. Her study sought to determine the extent of educational background, personal traits, and personal experiences in

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their pursuit and tenure as president. Her findings revealed: (a) the role of the mother was important towards their success as president; (b) these women did not attribute their advancement to Affirmative Action; and (c) they felt their "double bind" as African-American and female proved favorable rather than unfavorable.

Robinson's study (1996) identified the traits, educational preparation, and career paths that led a sample (15 African American women college presidents and several high-level administrators such as vice-chancellors, vice presidents and deans) population of African-American women to administrative leadership roles in the community college environment. She concluded that in light of Affirmative Action being diluted, "affirmative opportunities" must become accessible to women and minorities. She further stated that community colleges which search for CEO's should not restrict this position to those who have come only through the academic route. Her final conclusion was that doors for acquiring a dean's position that leads to a vice-presidency are very limited.

Mimms' (1996) examined the motivations, influences, career paths, expectations, and opportunities of four African American women and provided insight into the personal attributes and organizational characteristics that, when combined, propel or impede their progress within academic institutions. Three of the women were successful in becoming administrators, and one was not. This qualitative study used in-depth interviews and examined the career paths of these four African American women—two in senior executive positions and two in non-executive positions. Mimms found common personal attributes among the women: strong family ties and kinship bonds, a valuing of education at an early age, strong religious beliefs, parental support and achievement orientation. Mimms cited these characteristics as influencing the women's

success.

Bush (1999) focused exclusively on seven African-American women college presidents of Predominantly White Institutions (PWI's). The author's attention to the influence of the cultural traits of these women at PWI's opened the door for an understanding of the intersection of two different cultures. She posited interesting findings that were based on Pyle's definition of "Queen." Bush concluded that these women exhibited traits based on Pyle's definition which included caring, ethical awareness, a sense of belonging to the larger community of African-American people, and pride in their African American heritage.

Bowles (1999) specifically assessed family, community, and education as the three areas of early development. This study focused on common socialization factors that were prevalent in the early social development of African-American women who became chief campus administrators and as presidents. Bowles found that mentors who encompass a strong work ethic was the one factor prevalent in career determination. He also determined that religion and a supportive community environment were valuable to decision making; and that four of the five women had lived in a single-parent home environment during some part of their early developmental years.

These six studies were important background studies in developing the career paths, strengths, characteristics, values, socialization factors, cultural dynamics, barriers, and early development factors of African-American women college presidents.

Purpose of the Study

None of the research cited focused on African-American women college presidents in

two and four year institutions relative to their role, experiences, challenges, and barriers. This study was designed to address the role, experiences, challenges, and barriers of 8 African-American women college presidents. As this was an emerging qualitative study, the definitions for role, experiences, barriers and challenges were based on the results of my interviews with the presidents. The definitions cited were designed to establish boundaries for the reader.

Role was described as the dynamics of the presidency through the eyes of an African-American woman and specifically what she determined as her "charge" relative to the African-American community. I believe that through cultural upbringing, African-American women were taught the value of "giving back" as well as the philosophy "to whom much is given much is required." It is from this frame of reference that I interpreted their role in this study.

The experiences focused on situations these African-American women encountered (*spiritual, personal and professional*) in the presidency and the impact of these experiences on their lives and role in the presidency. These influences included the interactions with persons in board and staff meetings, at conferences, and in circumstances involving the faculty and students.

The challenges and barriers were those circumstances from childhood or adulthood that have impeded or propelled the president on their journey as president which may be related to or an outgrowth of some of their *experiences*. A couple of the studies cited have discussed challenges and barriers relative to women in academia. These studies provided a precursor to the research regarding the challenges and barriers of African-American women in academia and were used to determine similarities between African-American women in academia and those as college presidents.

Research Question

What is it like to be an African-American woman college president?

Significance of the Study

The need for this study was based on the fact that (a) African-American women as college and university presidents are an underrepresented population in academe; and (b) this population remains mostly absent from the scholarly literature. This study was designed to contribute to a thorough examination and exploration of the role, experiences, challenges and barriers of eight (8) African- American women college presidents. Data indicated that there were 47 African-American women college presidents of approximately 3,800 college and university presidents in the United States (Minorities in Higher Education, 1997). Because African-American women are underrepresented in the academic circle and have largely been absent from the scholarly literature, it was significant to explore and identify the journey these women traveled in becoming and being college and university presidents.

CHAPTER 2: LITERATURE REVIEW
Introduction

African-American women played a pivotal role in American education for more than 300 years. Their contributions have spanned all facets of the educational arena, yet they continue to struggle to have their voices heard and validated.

The present-day African-American woman college and university president is a

beneficiary of the struggles, tenacity, courage, and triumphs experienced by African-American women who paved the way over the past 300 years. Some authors and scholars have not focused on the roles of African-American women nor given earned attention to their accomplishments. Hence, in searching for a "voice" that I felt gave accurate accounts of African-American women in American history, I focused my attention in this chapter on the role African-American women have played in the American society from the latter 1600s to the present time.

This review of literature presented the African-American woman college and university president within the larger societal and educational context. To accomplish this, the chapter was presented in six sections. Section I discussed my view of the African-American woman that is written to reflect her dynamics within the traditional African-American educational structure. Attention was given to how these women and African-American people in general organized before, during, and after slavery to address their educational rights and needs. This section's time frame included the 17th, 18th, 19th, 20^{th,} and 21st centuries. Discussion of the 20th and 21st century African-American women and their educational advancements are acknowledged in the formation of African-American women colleges and African-American land grant institutions that were established pre and post Civil War.

Section II focused on the key legal landmarks which began in 1849 and which continued into the latter 1900s. The legal landmarks assist the reader in understanding the relationships between legal decisions and the struggles and successes African-American women encountered in acquiring their educational rights. These landmarks were discussed in chronological order beginning with the challenge of the separate but equal doctrine (1849). The relationship case law,

constitutional mandates, and statutes to the disenfranchisement and success of African-American women in education was presented in this discussion which concluded with the Higher Education Act of 1972.

Section III discussed African-American women in higher education and the professoriate. The review identified key women who were instrumental in the work that transpired in the 1880s and set the stage that "opened doors" for African-American women. Scholarly studies that were compiled addressing the experiences and struggles of African-American women in higher education and the professoriate were included in this discussion.

Section IV reviewed the literature on the African-American woman college and university president. Discussion centered on the way these women viewed themselves, their leadership styles, their commitment to their cultural community, and their roles in academic and community life.

Section V presented the challenges faced by the African-American woman college and university president, the nature of these challenges, and how they were addressed by today's African-American women.

Section VI summarized the literature review and introduces the research methodology.

Section I: The Influence of African-American Women in American Education Early accounts of Negro women in education: 18th-19th centuries

Prior to the Emancipation Proclamation of January 1, 1863, there were very limited opportunities for African-American women to learn to read and write. Although African

American women generally were mostly not supported in developing these skills, there were educational opportunities through the first known school established for African Americans erected in 1695 at Goose Creek Parish in Charleston, South Carolina (Harley, 1995). However, only those Negro women deemed to be an enterprising mistress in the home or potential as an improved servant were exposed to these communication skills. Even with those few who were exposed, there remained limited privileges for African-American women to learn communication skills because many southern states mandated it illegal for slaves to read and write in 1740, some 45 years after the first school for African-Americans in Goose Creek had been erected. But those who learned these skills secretly taught others who were not chosen, thus creating a faction of literate Negro women on plantations (Noble, 1956). Through the establishment of a literate core of African-American women forty years later, an organization was formed to support those who were free.

In 1780 free African-American women and men formed the African Union Society of Newport, Rhode Island. Their purpose was "to promote the welfare of the colored community ... by helping apprentice Negroes, and by assisting members in the time of distress."(p. 17)

In 1787 in Natchez, Mississippi, Milla Grenson taught midnight school (Lerner, 1973 in Welch, 1992). In Boston, Masssachusetts,, in 1787, freed persons solicited the state for matriculation at free schools (Aptheker, 1973). Patterning after the African Union Society, the African Society of Boston and the Friendly Society of St. Thomas, in Philadelphia, emerged in 1790 to assist African-American widows and orphaned children in their communities (Perkins, 1983).

In 1793 Catherine Ferguson, an ex-slave who purchased her freedom, established the

Kathy Ferguson School for the Poor, a Sabbath school that trained some forty-eight

disadvantaged New York children–twenty of whom were white (Gyant, 1996). The early lessons

Ms. Feguson learned as an eight year old when her mother taught her to read scripture inspired

the school. It provided both religious and secular training. Through her efforts of promoting

education for children she was invited by a clergyman, Dr. Mason, to relocate the school to his

new church. As a result she facilitated placement and educational services at the Murray Street

Sabbath School until the mid-1840s (Gyant, 1996). Ms. Ferguson is recognized as the first

African-American woman teacher and administrator (Mosely, 1980).

Many African Americans who were not free, particularly in the South, had Harriet

Tubman as one of their courageous leaders. With a $40,000 bounty on her head, Miss Tubman

made numerous return trips to the South to escort slaves to freedom through the Underground

Railroad. She was instrumental in leading many to freedom in the North during the late 1800s

(Smith & Smith, 1992). The courageous acts of freedom as expressed by Harriet Tubman and

countless unsung heroines influenced the educational training for Negro women in the South.

Although there were few steps taken to educate African-Americans in the mid to late 1800s,

Carter G. Woodson reports in his work Education of the Negro Prior to 1861 "there was no

record of as many as 15 Negroes accepted to higher education institutions prior to 1840" (Noble,

1956, p.17).

In spite of this efforts were targeted in the late 19th century designed to assist free African

Americans in being educated. These organized activities focused on African Americans

supporting themselves, which was reinforced often among African American leaders like

Frederick Douglass. At a Black national convention in 1848, Douglass pressed the attendees to support those still enslaved: "as one rises, all must rise, and as one falls, all must fall" (Perkins, 1983, p.67). The view espoused by Douglass and those who organized activities for and by free African Americans was aligned with the "race and uplift" philosophy that emerged with the abolition of slavery in the North during the 1830s.

Race Upliftment

The influences of race upliftment were prevalent during the antebellum era, but after the Civil War its philosophy increasingly was focused towards African-American women (Coleman-Burns, 1989). To uplift the race for Negro women meant that they must first be educated so that they could bring their training to the classroom and thereby lift up the masses. Lucy C. Laney, among the first African-American women in education, expresses a model of the relationship of teaching and race upliftment for African-American women: "Women are by nature fitted... for teaching," because they possess the character and culture to "do the lifting, for she who molds character must herself posses it" (Gyant, 1996, p. 13).

The philosophy of race upliftment began to emerge in the early 1900s. Its foundation suggested that through education the Negro could be uplifted (Gyant, 1996). The goal of achieving race upliftment, according to Noble, 1985, would "lead African American people from legal discrimination to freedom" (Gyant, 1996, p. 87). This goal was actualized through education and also perceived as the "key toward racial equality" (Gyant, 1996, p. 10). This philosophy was therefore the foundation of education for African Americans (Perkins, 1983).

The belief that African Americans were morally and intellectually inferior promoted an

emphasis of Negro education on moral training, character building, and literacy (Perkins, 1983).

Because of this emphasis, African-American women were given an opportunity to be educated.

Accounts of African-American women in education in the early to latter – 19th century

During the first half of the nineteenth century, few Americans were pursuing formal higher education. African Americans and women were prohibited from being educated by social and legal mandates prior to the Civil War. The usefulness of education for African-American women prompted much discussion in the early periods of the nineteenth century, especially because this population was deemed intellectually inferior to men (Perkins, 1983).

In association with this opportunity to be educated, during the early to mid- 19th century, the early publications addressing academic women attended to their aspirations, struggles, triumphs, and the few women who founded schools where they had a leadership role. The following women were included in the accounts regarding women who assisted African-American children and women in their educational efforts. In 1805 fifteen year old Ann Marie Becraft founded the first seminary boarding school for Negro girls in the Georgetown section of Washington, D.C. in her home (Davis, 1981). There were approximately 35 women who attended the seminary. Some time later with the assistance of the Holy Trinity Church pastor, Father VanLomen, the school was relocated to Fayette Street. The school served as a day and boarding school until Becraft joined the Oblate Sisters of Providence, Rhode Island, in 1831 (Gyant, 1996). Becraft "was the most remarkable colored young woman of her time in the district, and perhaps, of any time"(Katz, 1871). In 1821 Emma Willard founded the Troy

Female Seminary at Troy, New York, and in 1822 Catherine Beecher founded a seminary in Hartford (Taylor, 1977). In 1829 the Saint Frances Academy for Colored Girls was established in Baltimore, Maryland, with the Oblate Sisters of Provide Convent as its leader (Katz, 1871). The Academy was a boarding and day school for colored girls (Gyant, 1996).

During the mid to latter 19th century, the small number of middle class African-American women who attended colleges and universities were educated for the purpose of socialization (Coleman-Burns, 1989). The formal education of African-American girls historically was designed to accommodate social and cultural refinement. The college curriculums supported this view such as Spelman and Bennett Colleges that placed "a heavy emphasis upon preparation for marriage and family living" for their "young colored women" (Bell- Scott, 1984, pp. 9-10).

There were also accounts of women who supported the educational endeavors of African-American children during the mid to latter century. In 1847 a school for fugitive slave girls was started in the home of Mary Kelsey Smith Peake. During this pre-Civil War time, Ms. Peake "defied the law in order to teach both enslaved and free Africans to read and write" (Gyant, 1996, p.14). She also founded a mid-century organization, the Daughters of Benevolence, that offered assistance to bereaved families, found families for orphaned children, and provided additional support to the African American community. This school was established with assistance from the American Missionary Association, which eventually became the foundation for Hampton Institute (Gyant, 1996), now Hampton University. In 1847 Janie Porter Barrett of Hampton, Virginia, also opened the doors of Palace-of-Delight for children and young people of her community (Taylor, 1977).

First African-American Women with college degrees

The first recorded African-American woman to earn a college degree was Mary Jane Patterson who received her degree from Oberlin in 1862 (Arnold, 1994). Oberlin College began to admit women in 1837 and was among the first White institutions to open its doors to Negroes and to promote coeducation. In 1860 Fanny Jackson Coppin began her college studies at Oberlin College. Having actually begun her educational endeavors at Rhode Island Institute State Normal School, once completed, she entered Oberlin. (Perkins, 1994). Through her experience in teachers corps at Oberlin Mrs. Coppin was "put out to work" and could go to school on any day except those that were "wash day, ironing day and cleaning day"(Gyant, 1996, p. 14). However, in her limited spare time her earnings went towards her personal tutoring of an elementary education equivalent (Gyant, 1996). Some of the financial support she received came as a result of the personal impression she made on Bishop Daniel Payne, an influential member of the African Methodist Episcopal Church (AME) (Perkins, 1994). Through him she received a $9.00 scholarship and support from an aunt which enabled her to attend Oberlin and graduate with honors in 1865 (Gyant, 1996). In 1884 Miss Jackson (later to become Jackson Coppin) became principal of the prestigious Institute for Colored Youth in Philadelphia. Her commitment to her race through her experience as a principal created a struggle once married to the prominent minister and later bishop of the AME church, Levin Coppin. The board members of the church prematurely resigned her from her duties without her permission and later reversed the decision.

Mrs. Coppin is recognized as the second African-American woman to earn a college degree. Although Oberlin admitted women beginning in 1837, the first educational institution conferring higher degrees to women was Wesleyan Female College of Macon, Georgia,

(Brubacher and Rudy, 1958). The first to attempt to build a higher education school for Negro girls was in 1851 in Washington, D.C. Mytilla Minor, a White woman, made this first attempt (Arnold, 1994). Although Miss Minor died in 1866, her school became Minor Teachers College and was among the first to merge with another institution for racial integration (Noble, 1956). These women were African-American women administrators who paved the way for present day administrators in secondary and higher educational settings. Their contributions influenced the work of African-American women in American education.

The role of African-American women in the Black community

The role of African-American women within the African American community focused extensively on their commitment to the family as a mother and wife and as a matriarch within the family structure. Throughout slavery, black women struggled to keep their families in tact. The constant separation of child and parent through slave auctions and other incompassionate means brought upheaval to the family dynamics. However, the women, just as the men, were family conscious and understood the power of a cohesive family structure. The African context from which these persons functioned embraced an intergenerational concept where children, parents of the children, grandparents, and the like lived under one roof or in a tribal environment.

The role of black women in the community was also as educators which influenced their position as mothers because it was the mother who determined the status of the black child. The rationale was that an educated black woman would raise the status of a black child (Coleman-Burns, 1998). Specifically, the pursuit of teaching was an effective means for many Negro women rising above work as domestic or agricultural workers. The 1900 census reported that 96 percent of black women were employed in these jobs (Perkins, 1994), and living at a subsistence

level. The attention to a teaching mission was useful for many black women attending the seventeen black land-grant colleges, although many did not have a high school certificate (Noble, 1985). However, through education black women sought employment with "degree in hand" as a means of assisting their families financially, whether married or single with a commitment to their immediate family (Perkins, 1994).

Many black women educated in the 19th and early 20th centuries had done so not only for the purposes of teaching or being better homemakers, but also because of the philosophy of "race upliftment" which promoted a belief in the heralded purposes of education.

Although blacks as a whole believed in these heralded purposes, there were attitudes that were not totally supportive of black women being educated, and because of inconsistency in the literature, I also found variance in these attitudes.

Attitudes towards African-American women pursuing education

The majority of African-American women surveyed who graduated between 1860 and 1899 were married according to Dr. DuBois' study released in 1900. The findings of his study support the thoughts and struggles which plagued women like Mary Church Terrell who desired both education and marriage in the latter 18th century.

DuBois' study also confirmed the inconclusive and inconsistent literature on the attitudes of black people which suggested on the one hand that African Americans supported education and on the other hand suggested that they were not supporters.

The strong commitment of African-American women to enhance and uplift their race did not hinder discussions of resistance towards their choice to marry and have a career. Indeed these

women faced challenges because of these decisions. Such accounts include women like Fanny Jackson Coppin and Mary Church Terrell. Their commitment to uplift the race and make a stance for African-American women in education and society was during a period in history when African-American women received little support for pursuing educational endeavors. The account of Ms. Terrell receives attention here as Mrs. Coppin has been previously discussed.

Miss Terrell, considered a prominent educator in Washington D.C., was mandated by law to surrender her public teaching position after her marriage. In spite of this, she became a prolific lecturer, taught evening school voluntarily, and was a women's club leader (Perkins, 1994). Not only were African-American women not encouraged to pursue education, but their marital status also influenced the value of their role. This was the case for Miss Terrell who, prior to her marriage and during her matriculation at Oberlin in the early 1880s, was threatened with disinheritance by her father once she graduated from Oberlin because she desired to model her life on the upper-class White "true womanhood" ideal. Some time later Terrell wrote about her desire: "I had conscientiously availed myself of opportunities for preparing myself for a life of usefulness as only four other colored [women] had been able to do... All during my college course I had dreamed of the day when I could promote the welfare of my race. (Perkins, 1994, pp. 73-74). Mrs. Terrell also became the first president of the National Association of Colored Women(NACW), which was formed in 1892 under the motto "Lifting as we climb" (Dumas, 1979) and addressed controversial issues that were a threat to African Americans such as the lynchings, Jim Crow, suffrage, and the plight of rural women. She is also well known as a lecturer, writer and educator of the mid and late 19th century (www.tnstate.edu/library/digital/terrell.htm).

The Influence of African-American Women in American Education: The 20ᵗʰ Century

By 1900 there were 22 African-American women among the 156 graduates of African American colleges, and by 1910 there were 100 colleges for African-American men and women. These colleges became the Historically Black Colleges and Universities (HBCU's) erected in the North and South. Women were admitted to the majority of these institutions with Spelman Seminary, later to become Spelman College in Atlanta, Georgia, and Barber-Scotia, later to become Scotia Women's College in Concord, North Carolina, exclusively built for women. Spelman was the first educational institution for African American women that provided college level work. In keeping with the philosophy of "race uplifiment," the curriculum at Spelman was designed to teach Negro women to lift the masses of their people and be homemakers for their husbands and children (Noble, 1956).

This ideal of African-American women being educated primarily to serve their families was valued largely by African-American male educators like Thomas Baker who expressed the sentiments of his colleagues: "She must not be educated away from being a mother; slave days degraded motherhood and made merchandise out of it... Mothers of men should be superior in order to rear superior men... Her education should be rooted in Christian education." The intent of these views was to ensure strong moral education and conformed behavior regarding sexual values (Noble, 1985, p.92)

These views, however, were not shared by all African American educators. One male educator in particular who did not support this view was Dr. W.E.B. DuBois. Dr. DuBois, one of the greatest African American intellectuals and scholars of all time, was regarded as a scholar of history and sociology. Dr. DuBois left a literary legacy through his prolific research on the 20ᵗʰ

century Negro, which incorporated the notion of the "talented tenth." DuBois espoused the talented tenth as being one-tenth of the African American population that was well-educated. Some have referred to them as the Negro *Intelligentsia*. This concept of the "talented tenth" is found in some of his most notable works such as his full-length study "The Philadelphia Negro" (1899) and one of the most prolific scholarly social writing *The Souls of Black Folk* (1903). Dr. DuBois' philosophy was embraced by many African American women and men, especially those considered as the educated African American elite (Perkins, 1994). Concerning his view of moral education for females, Dr. DuBois was among the few male educators to address the moral education view as being oppressive and cautioned that "prison-like" discipline could damage the mental psyche of female Negro students (Noble, 1985).

A second educator who shared Dr. DuBois' concerns was Lucy Diggs Slowe. Ms. Slowe was among the first African American women to serve as dean of women in higher education. In addition to the professional reputation she earned as dean at Howard University, she was also "one of the acknowledged leaders of higher education for African-American women" (Noble, 1985, p. 92). In her essay "Higher Education for Negro Women," published in 1933, she pointed to the fact that African American colleges should promote positive self-direction for African-American women. Ms. Slowe's position on the education of African-American women was diametrically opposed to that of many of her male comrades. She was opposed to the attention given to moral education and women's sexual mores that were emphasized in the academic curriculum for African-American women.

> She explained that if African-American women "are to be intelligent members of their community, more of them must pursue those subjects which have to do with community life. The classical courses must be supplemented by the Social Sciences which enable one to under the world in which one lives. . . Whether or

not Negro college women will be able to take their place as leaders in their communities depends on the opportunities offered them for exercising initiative, independence, and self-direction while in college"(Noble, 1985, p. 93).

Slowe's view of African-American women as leaders having opportunity, self direction, and a commitment to race upliftment will be targeted in the analysis of "role" in Chapter Four . And whether or not any aspect of Slowe's concept emerged in the analysis will be a part of the discussion in Chapter Five. Slowe's expression of leadership for African-American women speaks to the persistence and accomplishments of a handful of African-American women who earned terminal degrees and were the forerunners several years prior to Slowe's study of 1933.

First African-American women Ph.D.s

The first African-American women to earn Ph.D.'s earned them in 1921. These women were: Mrs. Sadie Tanner Mossell Alexander, Economics, University of Pennsylvania; Eva Dykes, English, Philosophy, Radcliffe College; and Miss Georgiana Simpson, German Languages, University of Chicago (Solomon, 1985; Mimms, 1996; Etter-Lewis, 1997). Dr. Dykes and Dr. Simpson accepted faculty positions at Howard University in Washington, D.C. Because Mrs. Alexander majored in economics, a "white male" profession, she was unable to find employment in economics and returned to college to earn her law degree at the University of Pennsylvania. Upon earning her degree, she joined her attorney husband in their Philadelphia law firm (Mimms, 1996). These African-American women are among the "first" as role models for other African- American women aspiring towards terminal degrees. These women set a standard for African American women in the mid-1900s advancing themselves in predominantly White colleges and universities.

First African-American Women Presidents

Both prior to and during the accomplishments of these women arose the first African-American woman college president and educator. Mary McLeod Bethune is recognized with this distinction. She was the founder and principal of the Daytona Educational and Industrial School for Negro Girls established in 1904. She also founded the McLeod Hospital and a chain of mission schools. In July 1923 Mrs. Bethune became president of Bethune-Cookman College which housed some 300 students. During her tenure, the college earned accreditation. The McLeod Hospital and Training School for Nurses she established was a twenty-six bed structure (Mimms, 1996), and the chain of mission schools existed for twenty years at which time a city hospital for African Americans was established by the city of Daytona (Dannett, 1964). Daytona Industrial merged with the men's college Cookman Institute in 1925 and became the co-educational facility of Daytona Cookman Collegiate Institute in Jacksonville, Florida (Richardson, 1945). Her commitment to the future of African-American women and their place in leadership led her to establish the National Council of Negro Women (Dannett, 1964). Through Mrs. Bethune's leadership as a female college president, a new phase began for African-American women in higher education. Although few in number well into the 1900s, others braved this path.

Among these women was Willa Player who is distinguished as the first African-American woman college president since Mary McLeod Bethune. Ms. Player's dissertation study is cited with significance because it revised Bennett College's curriculum. Her work was greatly influenced by the curriculum at Sarah Lawrence College. This curriculum focused on women students developing their personal power and learning how to meet their own needs to be

equipped for societal service. She earned her terminal degree from Teacher's College in 1948 at

Columbia University (Noble, 1985).

There were four(4) other women who were among the first five to hold presidencies.

These women were: Dr. Rosetta Wheadon: 1967; Ms. Leadie Clark:1970; Mable Parker

McLean, J.D.:1975; and Reatha Clark King:1977. These women were discussed in more detail in

the section on African-American, women presidents.

These African-American women college presidents established the foundation for the

contemporary African-American women college presidents who are approximately forty-eight in

number. The academic training, challenges faced, intellect used, and faith they walked on are a

part of the legacy extended to African-American women who lead colleges and universities

today.

Throughout the 20th century, African-American women continued to promote education,

excel in academic circles, and be leaders in secondary and higher education, although far less so

as leaders until the latter 20th century. Race uplift was the distinguishing factor for African-

American women who pursued higher education during the first half of the 20th century (Noble,

1985). The contributions, sacrifices, and work ethic of these women greatly influenced the

present day American educational system. Their struggles and triumphs as educators and as

women were influenced by several legal landmarks that are discussed in Section II.

Section II: The Legal Historical Landmarks of Education and Civil Rights for African
Americans

The establishment of legal and educational rights for African Americans began in the

1800s. However, African-American women did not gain educational rights until 1863 when the Morrill Act was passed. This segment of Chapter II gives a chronological presentation of the constitutional precedent from the Supreme Court to major court decisions and Congressional Acts that impacted African-American women accessing higher education and civil rights in America.

The constitutional law cases, court decisions, and statutes established in the 1800s and 1900s are important to the discussion of African-American women in America because these legal mandates capture the depth of struggle African-American women encountered legally in their pursuit of higher education. Attitudes, beliefs, and practices laced with discrimination towards African Americans were reflected in the fight for equality that women experienced and gives an understanding of the issues of racism, sexism, classism and other forms of discrimination witnessed among contemporary African-American women in academia. These discriminatory practices included the segregation of schools that was quite prevalent in the South. The "separate and equal" doctrine became a manifestation of this practice.

Massachusetts Supreme Court of 1849

Separate and equal was decreed by court order as early as 1849 through the Massachusetts Supreme Court (Bergman, 1969). This court order resulted from a constitutional law case involving a five year old girl's father who sued the city of Boston for denying his daughter attendance in the White public school system. The father's appeal to the Supreme Court of Massachusetts was rejected after which the "Supreme Court of Massachusetts established in its decision the precedent for the 'separate and equal' doctrine in United States law" (Bergman,

1969, p. 148). This doctrine was incorporated "despite Charles Sumner's eloquent plea and provision of the state constitution that 'all men, without distinction of color or race, are equal before the law'" (Baskin, 1973 in Taylor, 1977, pp. 33-34).

The "separate but equal" doctrine was initially not directly applied to higher education; yet, this doctrine "constituted an insurmountable obstacle to the advancement of higher educational opportunities for blacks" (Taylor, 1977, p.34). For over one hundred years this doctrine prevailed and may have set the precedent for the "separate but equal" accommodations among African-Americans and Whites. The precedent established for these accommodations was set in the landmark case of *Plessy v. Ferguson*, 163 U.S. 537 (1896), that will be discussed at a later point in this section. Relative to African-American women this doctrine prohibited access to White institutions, public accommodation, and forced African Americans and women to attend substandard schools.

Morrill Acts of 1862 and 1890

In 1862 the Morrill Act was established opening the college door for African-American women by laying the groundwork to establish land grant colleges (Arnold, 1994). Additionally, this Act allowed states that lacked federal lands to receive land in script, which afforded them the right to sell federal land located in other states such as Western states so that they could build an agricultural college. The schools founded under this Act originally were called the 1862 Institutions. The Morrill Act of 1862 also purposed to uplift the social and economic means of farmers and allow all segments of the society access to higher education (Morrill Act of 1862 – The U.S. House Committee on Agriculture Glossary). Prior to the establishment of this Act,

there was one African American institution formed for and by African-American women and men: Wilberforce University founded in 1856 originally through the Methodist Episcopal Church (Taylor, 1977). This institution remains an African American coed institution.

In 1890 the second Morrill Act was established. This Congressional Act "authorized additional direct appropriations for the land grant colleges of agriculture that had been established under the Morrill Act of 1862" (Morrill Act of 1862 – The U.S. House Committee on Agriculture Glossary). The African American colleges established under this Act were known as the 1890 Institutions (Morrill Act of 1862 – The U.S. House Committee on Agriculture Glossary). However, a few African-American schools also received the funds. The first was Hampton Institute established in 1868, now Hampton University, in Hampton, Virginia, which received a portion of these funds through Virginia's land grant act. The second institution also is recognized as the first African-American land-grant college: Alcorn Agricultural and Mechanical College in Alcorn, Mississippi. This institution also received some of these monies through the Mississippi land grant act established through the Morrill Act of 1890 (Bergman, 1969). Both institutions admitted African-American women because there was a specific need for educated African-American women in Mississippi where many African Americans earned a subsistent living picking cotton, gathering sugar cane, and other agricultural means.

Increased opportunities in higher education came through this second Act because the 1862 Institutions that accepted African-American students into their programs or provided separate but equal agricultural higher education to black students received additional monies (Morrill Act of 1890 – The U.S. House Committee on Agriculture Glossary, 2001). Hence, not only were African-American students able to enter colleges in greater number, but as

importantly, sixteen southern states established separate land grant colleges of agriculture for African-American students under this Act (Morrill Act of 1890 – The U.S. House Committee on Agriculture Glossary, 2001). These schools were recognized as agricultural and mechanical schools (Attwood, 1962). The seventeen states that accepted these terms of fair distribution to African American and White schools distributed funds to private institutions. African-American women were among the beneficiaries of these institutions. Because African-American women were largely situated in the South, many of the African American institutions were established in this region of the country exposing African-American women to many of the opportunities in higher education (Taylor, 1977, p. 43).

Thirteenth Amendment–1865

In 1865 the Thirteenth Amendment was formed to abolish slavery and declare null and void the Three-Fifths Compromise contained in Article I of the United States Constitution. This Compromise was a bargain used to bring states in the North and South together. It stipulated that slaves could have no rights and no vote and that each slave would be counted as three-fifths a person to determine representation and taxation. Although established in 1863, this Amendment was subsequently ratified December 6, 1865. Its ratification in 1865 represented a span of 60 years since any formal changes were made to the Constitution. However, as a replacement to the Three-Fifths Compromise, the Black Codes were soon adopted. The Black codes were legal enactments that governed the status and behavior of African Americans in America prior to the Fourteenth Amendment (Black Codes, 2000). These Codes denied African Americans the right to travel and relocate, own firearms, serve on juries, congregate and intermarry with Whites. The purpose of the Black Codes was to maintain the social, political, and economic status quo in the

face of the Thirteenth Amendment. After the Civil War, new Black codes were enacted by President Andrew Johnson as a means for controlling newly freed Black slaves (Black Codes, 2000). As a counter to these Codes, the Bureau of Refugees, Freedman, and Abandoned Lands (often referred to as the Freedman's Bureau) was proposed by President Lincoln on April 14, 1865, to assist former slaves in forming new lives and to protect them from terrorism and the Black Codes. The Freedman's Bureau was established by the War Department on March 3, 1865 (The Freedman's Bureau Online – Black History – American History, 2000). The Bill advocating the Freedman's Bureau was vetoed a year later by President Andrew Johnson, Lincoln's successor, on the grounds that it gave military courts too much power to resolve issues of racial discrimination or infringements of civil rights (Foster & Lesson, 1998).

Fourteenth Amendment–1868

In 1868 the Fourteenth Amendment was written into the United States Constitution. This Amendment granted citizenship for African Americans, wherein it stated: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside" (Foster & Leeson, 1998, p. 1139). Due process and equal protection of the law were also written as legal components of this Amendment. One of the most commonly known expressions of this Amendment states "... nor shall any State deprive any person of life, liberty or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws" (Foster & Leeson, 1998, pp. 1139-1140). The importance of this Amendment in relation to contemporary African-American women in higher education is that African-American women continue to face opposition in academia regarding equal protection of their rights   In addition to the Fourteenth Amendment, an important

constitutional law case addressing matters of equal protection for blacks, inclusive of African-American women, occurred in 1896 with *Plessy v Ferguson*, the landmark case involving equal protection for African-Americans that is discussed in chronological order in this section.

Fifteenth Amendment–1869

In 1869 the Fifteenth Amendment was proposed to the Constitution for the provision of voting rights it was adopted into law in 1870. This Amendment was the final formal work of the Reconstruction Era that constituted the First Era of the Supreme Court history from 1793 to 1876. This Amendment also was established to counter the disenfranchisement of African Americans. This was necessary because during the early 1870s states began to revise their post-Civil War constitutions to cancel Black suffrage and incorporate Jim Crow laws (such as polling taxes and literacy tests) that would hinder African Americans from voting. To enforce the suffrage rights of African-American people, three Enforcement Acts were passed by Congress from May 1870 to April 1871. The first act guaranteed African Americans the right to vote in the presidential, vice presidential, and congressional elections. The second act focused on resolving the disenfranchisement of African Americans in highly populated northern cities by "placing congressional elections under direct federal supervision" (Foster & Leeson, 1998, p. 717). The third act targeted the Ku Klux Klan and stipulated federal prosecution for a conspiracy that would deprive citizens the right to hold office, vote, participate injuries, or partake of the equal protection laws (Foster & Leeson, 1998, p. 717).

US v. Cruikshank, 92, US. 542 (1875)

In the case of *United States v. Reese*, 92 U. S. 214 (1876), also known as *US v.*

Cruikshank, the first Enforcement Act was challenged. Reese and Foushee were inspectors of the

Kentucky city council who refused to accept and count the vote of William Garner, a

person of African descent, who was unable to show proof of $1.50 payment for a poll tax. Upon

their refusal, they were indicted by the U.S. District Court for the District of Kentucky who

charged the men with four counts of violation of the Enforcement Act. The violation

subsequently was upheld by the United States District Court. The two men objected to the

indictment, and demurred (a plea for dismissal of a lawsuit because statements to the claim are

defective) to the indictment which was sustained by the U.S. District Court. Subsequently, the

case was certified to the United States Supreme Court because of opinion differences among the

judges (Foster & Leeson, 1998). The outcome of *Reese* was a tentative defeat for the rights of

African Americans because the case was not settled despite cause for legal compensation. Yet,

other cases would be pursued and tried in courts to secure the equal protection of rights for

African Americans because African-American women and men believed in their access to

constitutional rights based on equality, justice and educational attainment which had begun

during the First Era (1865-1877). And in spite of *Reese*, neither the Courts nor individuals of

Reconstruction could permanently turn back the "hands of time."

"The Thirteenth, Fourteenth, and Fifteenth Amendments purged the Constitution of the

scourge of slavery, but they did not resolve the question of whether sovereignty lies with the

national government or with states" (Foster & Leeson, 1998, p. 7).

Although Reconstruction had ended by 1876, the practicing of constitutional rights for

African Americans based on the Constitution were in little effect. Based on the Fourteenth and

Fifteenth Amendments, there was a "constitutional guarantee against state impairment of the

right to vote because of race, color, or previous condition of servitude" (Foster & Leeson, 1998, p. 727).

Ex Parte Yarbrough 110 U.S. 651(1884)

Although the Fourteenth and Fifteenth Amendments supported the right of African Americans to vote, the enforcement of these rights was a different matter. *Ex Parte Yarbrough* 110 U.S. 651 (1884) was such a case in point that addressed issues of race and voting relative to African Americans. "Yarbrough was the only case well into the 20th century in which the Court upheld the use of federal power to punish private individuals who obstructed blacks' right to vote in a federal election" (Foster & Leeson, 1998, p. 726). Supreme court scholar Elder Witt observed that "no other constitutional promise has gone so long unfulfilled as that of the Fifteenth Amendment..., state officials succeeded for almost a full century in denying black citizens the right to vote... " (Congressional Quarterly's Guide to the United States Supreme Court, 2nd., p. 471). This case speaks to another form of mistreatment and discrimination that African-American women and men encountered during their struggle for equality. The fact that this case cites that for almost a century African Americans were denied the right to vote adds credence to the depth of struggle African-American women and men faced in the society and parallels the continued struggles that present day African-American women in academia face with racism, sexism, classism and other forms of discrimination that are a significant part of African-American women's journey in American higher education.

Plessy v. Ferguson 163 U.S. 537 (1896)

Discriminatory practices of mistreatment toward African Americans and prohibiting

school attendance because of race were prevalent and forced African American people to challenge the courts for equality. *Plessy v. Ferguson* 163 U.S. 537 (1896) was the landmark case in the Second Era (1877-1940) regarding the controversial Jim Crow and school desegregation practices. The *Slaughter-House* 16 Wallace 36 (1873) cases established the historical background for *Plessy* because Slaughter-House had adopted the Black Codes to disadvantage and segregate African Americans . Through the Court in 1896, the "court wrote Jim Crow into the Constitution"(p. 516). In other words the "Black Codes evolved into statutes known as 'Jim Crow' laws that prohibited African Americans from using any White public facilities" (Foster & Leeson, 1998, p. 485). According to Foster and Leeson (1998), Jim Crow was based on the name of a song that was sung prior to the Civil War by a White actor named Thomas Rice. Rice "portrayed an African-American buffoon in a minstrel show who sang, 'Wheel about, turn about, do just so. Every time I wheel about I jump Jim Crow'" (p. 485). These laws were in effect when Plessy purchased his railroad ticked in the East Louisiana Railroad and took a seat in the section reserved only for whites. Although a person of seven-eights Caucasian blood and one-eight Negro blood, he was considered not of the white race, and was arrested for refusing to move when asked. After his plea was overruled by Judge Ferguson, Plessy applied to the Louisiana Supreme Court for *writs of prohibition and certiorari*. The *writ of prohibition*, issued by the superior court, would insist that the judge and other parties in the inferior court terminate pursuit of the case because the court was beyond its jurisdiction to hear the case. The *writ of certiorari* requires that the appellate court reexamine the case and that the inferior court must return records regarding the proceedings of the judicial review (Foster & Leeson, 1998). Because his application was denied, Plessy petitioned the United States Supreme Court for a writ of error

(Foster & Lee, 1998). The *writ of error* is based on there being an incorrect judgment, and in this case Homer Plessy petitioned for this writ because he felt that Judge Ferguson specifically errored in his ruling and may have been insensitive to the rights of African Americans based on the social times. The mindset in *Plessy* was "There never were or could be any such thing as 'separate but equal' facilities and opportunities for the white and non-white races" (Foster & Leeson, 1998, p.525).

Although these aforementioned court cases found limited promise for African Americans, legal groundwork had been established that encouraged African Americans to pursue equality in life and education. New post-secondary institutions for African Americans had been established through the Morrill Acts of 1862 and 1890, providing the "opening" of doors for their educational access. Case law continued to be shaped towards the benefit of African Americans and African-American women influencing their civil and educational rights.

Missouri ex rel. Gaines v. Canada 305 U.S. 337 (1938)

Missouri ex rel. Gaines v. Canada (1938) was the next important court case following Plessy that addressed education rights for African Americans. This case specifically addressed higher education, involving the admission of an African American student, Lloyd Gaines, applied to the majority University of Missouri Law School and was qualified on all accounts except race. Although Gaines was denied admission based on a state statute, the institution offered to cover his out-of-state tuition, but the Legal Defense Fund representing Gaines argued that it would violate the "separate but equal" doctrine. Because he was denied admission, he appealed to the United States Supreme Court in 1938. The outcome was "separate but equal"

graduate schools for African Americans that did not occur until 1950 (Taylor, 1977, pp. 36-37).

Brown v. Board of Education 347 U.S. 483 (1954)

Brown Board of Education 347 U.S. 483 (1954) followed Gaines and was primarily influenced

by Plessy regarding the educational rights of African Americans. The Supreme Court clearly

expressed the issue in this landmark case:

> "...whether segregation of white and Negro children in the public schools of State
> solely on the basis of race, pursuant to state laws permitting or requiring such
> segregation, denies the Negro children the equal protection of the laws guaranteed
> by the Fourteenth Amendment–even though the physical facilities and other
> "tangible" factors of white and Negro schools may be equal."(Baskin, 1973, p.
> 379)

The ruling in *Brown* was that the segregation of races in public schools is unconstitutional

(Baskin, 1973). And although Brown centered on elementary and secondary schools, its

precedent applies to post-secondary education (Kaplin & Lee, 1995, p. 804).

The Civil Rights Act of 1964

In 1960 four African-American students of North Carolina A & T University staged a

sit-in at a local lunch counter in Greensboro in protest of the equal protection provision of the

1957 Civil Rights Act 1957 that "did not have extensive impact, but created a non partisan Civil

Rights Commission" (Blaustein & Zangrando, 1968, p. 474). However, on May 6, 1960, the

Civil Rights Act was enacted by Congress in response to decreasing the interracial violence that

had occurred at the sit-in (Taylor, 1977).

From the Civil Rights Act enacted in 1960 was the major piece of legislation known as

the Civil Rights Act of 1964. It stemmed from the Civil Rights Act of 1957 that was presented

during President Eisenhower's administration (1953-1960) and became law after the assassination of President John F. Kennedy. There were four components of this Act: (1) Provided that persons denied the right to vote could seek injunctive relief from the federal district courts; (2) Created the U.S. Commission on Civil Rights to carry out investigations of racial discrimination; (3) Established a Civil Rights Division in the Department of Justice; and (4) Authorized the U.S. Attorney General to seek court injunctions against practices which deprived African Americans of voting rights (Civil Rights Act of 1957). Prior to the Civil Rights Act of 1957 there had been an 82 year span of time since the last such legislation with the Civil Rights Act of 1875 (Blaustein & Zangrando, 1968). This legislation was proposed by Senator Charles Sumner in 1870 and based on Congress' enforcement powers under Section 5 of the Fourteenth Amendment. These two Civil Rights Acts set the foundation for the landmark Civil Rights Act of 1964.

The Civil Rights Act of 1964 represents the most comprehensive law protecting citizens from discrimination, and specifically provided rights for African Americans regarding education and public life. Several statutes were added to this Act which included: *Title II* that prohibited discrimination in public places; *Title III* which granted the Justice Department the authority to desegregate non-educational institutions; *Title IV* which sought desegregation of schools and federal involvement so that compliance with the law would be maximized; *Title V* establishing the Civil Rights Commission; *Title VI* that threatened the loss of federal dollars to schools if they were cited with unlawful racial discrimination based on the Fourteenth Amendment (Kaplan & Lee, 1995, p. 802); and *Title VII* which established the Equal Employment Opportunity Commission addressing issues specifically relative to employment discrimination against women

and other protected classes. *Title IX* was also included as is known as the "Higher Education Act." (Kaplan & Lee, 1995, p. 816) This statute prohibits discrimination due to sex by an educational program receiving federal aid, which also proved to be legislation for the advancement of women.

African Americans and African-American women have faced many barriers related to racial, economic, and sexual discrimination. These barriers have their tradition in the legislation and legal landmarks discussed in this section which have provided insight into the "road traveled." The case law speaks to the fact that African Americans did not have much support through the Courts in the 19th century although discriminatory practices were summoned to the light by African American citizens. Although *Brown* has been cited as the landmark case for desegregating schools both for secondary and higher education, many problems persist in both realms for African Americans students and especially women. The Civil Rights Act of 1964 and its statutes certainly positioned avenues for African Americans and women to be protected against various forms of discrimination. Some of the legal landmarks reflected as Constitutional Amendments are paralleled to present day discrimination issues African-American women face in academia. The extent of the success that contemporary African-American women encounter in higher education has been strongly influenced by these legal precedents. However, there remain issues of concern for these women with reference to racial, economic, and gender discrimination in higher education and society. And just as important is the thought of how well constitutional law has been enforced to protect the rights of contemporary African-American women in higher education. Section III will address the contemporary African-American woman in higher education and administration as well as give further attention to the under-representation that

was addressed in this section relative to the Thirteenth Amendment.

III. African American Women in higher education and the professoriate

The contemporary African-American woman in academia is a beneficiary of the accomplishments and struggles of her predecessors. Both are reflected in the dichotomous experiences of being in a supportive working environment and facing social and professional barriers despite supportive existing legal mandates such as the Civil Rights Act of 1964, the Higher Education Act of 1973 and others as cited in the previous section.

This section addresses the status of contemporary African-American women in higher education, the professoriate, the administrator, and the president. The discussion is in chronological order from the latter 1960s through 2000.

In writing about African-American women in administration and higher education, Carroll (1973), Mosley (1980), Smith (1982), Harvard (1986), Moses (1989), Arnold (1994), and Ramey (1995) all emphasize that there is a paucity of research on African American women as faculty in the professoriate and as college and university presidents. Ramey (1995) points out that there is a "paucity of research on African- American women as administrators in higher education. Therefore, separate studies are seldom available on minority women, especially by racial or ethnic group" (p. 114). She also cites Chamberlain (1988) who notes that because data are usually based on samples, "data on a small group (African Americans) within a small group (women) are seldom reported because they are considered statistically unreliable." (p. 114) Harvard (1986) quoted Smith (1982) regarding the lack of availability of data on African-American women administrators: "the lack of data on professional Black women in higher

education is symptomatic also of their status in the nation . . . considered too few in number to warrant a separate cell in statistical tables"(Smith, 1982, p. 318; Harvard, 1996, p. 10). The literature reveals that particularly in the 1960s and early 1970s, there were limited data as well as limited research available on African-American women in higher education and confirms Smith's (1982) comments on the lack of available data for African-American women in academia. Because of this, it is important to cite the data on black women in higher education as a basis for understanding how this research study is necessary and to contribute to and enhance the knowledge base of this unique population.

1960s

According to Smith (1997) African-American women were not included in White academe until the late 1960s. Their entrance into this environment took shape through strides from the civil rights movement of the latter 1950s and early 1960s. However, their "new" status in White academe did not change the ambivalent racial attitudes held by some of their cohorts in the White academic environment (McKay, p.35). Yet, in spite of these attitudes African-American women courageously pursued faculty teaching in culturally diverse academic settings perhaps because they understood the value of "rising above" their circumstances.

In the late 1960s African-American women were just beginning to enter academia, hence actual data was not readily available until the 1970s. However, two studies were cited which gave attention to African-American women in higher education in the latter 1960s. In 1968 the Ford Foundation conducted a study which reported 2, 280 African Americans with Ph.D's. and of this number 80% were men (Mosley, 1980). And Smith (1997) cited Wolfman's comment about the status of African-American women educators in the latter 1960s. In "Light as from a

Beacon: African American community," African-American women educators/administrators are an historic tradition (Smith, 1997). This historic tradition was reflected in the contributions made, challenges faced and experiences encountered by African-American women in the American educational system for more than two hundred years ago. The increase in the numbers of African-American women matriculating as faculty in White academe was groundbreaking, and representative of historical tradition within the African-American community.

1970s

In looking at the 1970s it is interesting to note the correlation of the 1968 Ford Foundation study and Mosley's (1980) comments regarding African-American Ph.D.s. Mosley (1980) presented a thought provoking point regarding how the lack in numbers of African American Ph.D.'s in the 1970s influenced the availability of women faculty and administrators of this time period. She stated, "Black Ph.D.'s are a scarce commodity; but in order for the Black applicant pool to increase, a majority thrust must be made in graduate schools to increase the Black enrollment toward the goal of preparation for faculty and administrative positions in the future" (p. 297). Mosley's point paralleled the1968 Ford Foundation study in which 80% of the Ph.D. earners were men (Mosley, 1980). The Ford Foundation's study gave insight as to the few African-American women who were Ph.D. earners during the 1960s and expressed a need for an increase in their numbers during the 1970s. If the Ph.D. was a requirement for an administrative position, the low percentage (20%) may give some indication of their lack of visibility in these positions. Taking into consideration this plight for African-American women in administration in the 1960s, incremental change for African-American women college and university presidents began to take place during the 1970s.

According to Ramey (1995), the Office of Women in Higher Education (OWIHE) conducted a study of chief executive officers in 1975. Even though women presidents were the focus in the next section, it is interesting to note that OWHIE reported 148 women chief executive officers, but no separate data were cited on African-American women presidents. However, in 1977 Van Alstyne, et. Al. reported that 96% of the chief executive officer positions were held by men, and women held only 16% of all other administrative positions (Ramey, 1995). Within a year, however, the follow-up study by Van Aistyne and Mensel (1981) conducted in 1978-79 reported a 20% increase among women holding administrative posts of which minority women were only 2%. Although a separate percentage was not cited for African-American women, Smith (1997) cited the American Council on Education study which revealed African-American women as 2.9% of the full-time administrators in 1979.

Aside from the limited and sometimes conflicting data on African-American women in higher education during this period, those who have written about African-American women administrators during the 1970s often cited Moore and Wagstaffs study (1974). The focus of their study was "black faculty and administrators in predominantly white colleges and universities" (Arnold, 1994, p. 33). Their study "provided an overview of the contributions, problems encountered by, and work of the professional African-American woman in higher education" (Howard-Vital, 1989, p. 185). Likewise, their study included 1,073 African-American women with 440 at the community college and 633 at the four-year institution. Of these numbers, there were only five deans which was the highest line position any of the African-American women attained with–three of them associate deans and two assistant deans (Arnold, 1994). Such disparity in leadership roles was consistent with Van Alsyne and Mensel's (1981)

study conducted 1978-79 in which minority women held only 2 % of the administrative positions in higher education and Smith (1997) who cited African-American women as only 2.9 % of full-time administrators in higher education. According to Robinson (1996), the 1970s ushered in a new period of appointing African-American women to community college presidencies.

1980s

Ramey (1995), who quoted Remus and Scriven, (1992) referred to the 1980s as the last decade for African Americans in higher education administration because they made little progress. Revealing data on the number of African-American faculty positions in the 1980s prompts Ramey's (1995) comments. Based on the 1983 Equal Employment Opportunity (EEO) data, the number of African Americans in faculty positions decreased. Although there was a slight increase for those teaching at two-year (public and private) institutions, there was minimal representation at the four-year institutions. There was only a 0.2 % increase (7% to 7.2%) for those in administrative roles in 1983. The American Council on Education(ACE) addressed this lack of visibility of African Americans as relational to earning the Ph.D. in higher education, paralleling an earlier comment by Mosley (1980) from the 1970s regarding African Americans earning Ph.D's:

> "As blacks are losing ground in full-time teaching positions in the majority states, little effort is being made to increase the number of black doctorates. If this process is not reversed, it will only be a matter of time before we see a ripple effect in their participation in faculty and administration." (Howard-Vital, 1989, p.15)

Mosley (1980) was one of the authors who discussed this problem and the "fact that minority female administrators on predominantly white campuses are an 'endangered species'" (Mimms, 1996, p. 10). As was discussed in a later section of this chapter, there was a lack of visibility

among African-American women educators in academia, particularly at the four-year institution.

At the close of the 1980s Smith (1997) reported that African-American women had increased in their roles as full-time administrators from 2.9 % in 1979 to 4.2 % in 1989. Smith also contended that "Black women administrators in higher education had a larger percentage of positions than African-American women faculty. Nevertheless, they are still underrepresented in administrative positions, and usually these positions are mid-management levels, such as financial aid officers and affirmative action officers. They are also primarily concentrated in predominantly African-American institutions" (p. 145).

It is based on perspective as to whether or not one agrees with Remus and Scriven (1992) who cited the 1980s as the "last decade" for African Americans in higher education administration due to little progress. But what is clear in this time period is that African-American women administrators improved slightly in their numbers in the 1980s, especially as administrators. The 1990s offer hope for larger numbers among African-American women in academia.

1990s and 2000s

At least three significant studies were conducted providing important data on African-American women in higher education. Three specific studies were used to provide current data on African-American women administrators, faculty, and some presidential information for the 1990s. The first report was Minorities in Higher Education, 1997-98. This comprehensive study conducted by the American Council on Education (ACE) produced the following findings on African-American women as full-time faculty, full-time administrators, and CEO's for the years

1993 and 1995 respectively. Of the total 25,658 African Americans in full-time faculty positions in 1993, 12,273 or 6.8 % were African-American women, and of the total 26,835 full-time faculty in 1995, there were 12, 988 African-American women, which is an increase of.1 from 1993 to 1995. In 1993, African-American women as full-time administrators totaled 11.0 or 6,328. In 1995, they totaled 11.1 or 6, 822, an increase in numbers of 494 African-American women in 1995.

The final data show figures for African-American women presidents or Chief Executive Officers for the year 1997. Although conflicting data exist for the number of African-American women presidents in the 1990s, these data gave a good indication of what the actual numbers may have been. The total number of African-American women presidents in all institutions was forty-eight (48), with twenty-two (22) at four-year institutions and twenty-six (26) at two year institutions. The larger number being for African-American women at community colleges is consistent with the literature citing African- American women presidents in a small number of these positions. Mimms (1996) citing Bernice Sandler (1986) pointed out that "the more prestigious the institution, the fewer the women" (p. 2). Howard-Vital (1989) pointed to the fact that "the majority of African- American administrators are in urban institutions; those in community colleges tend to see their jobs as dead-end positions" (p. 186). Reed-Taylor (1998) citing Menges and Exum (1993) "suggest that two year institutions receive a disproportionate share of women, as do the less prestigious private liberal arts colleges and large non-prestigious public institutions" (p.21). The comments of these authors speak to African-American women as college presidents being "placed" more readily in the community college environment.

Data regarding African-American women as presidents in 2000/2001 was based on

figures for 1998 and for the purpose of this study included data on this population for 1986. In 1986 nine or 7.4% were African-American women presidents and 38 or 25.7% were African-American women presidents in 1998 (The American College Presidency: 2000 Edition) as compared to a total of forty-eight African- American women chief executive officers in 1997 (Minorities in Higher Education: 1997-98) with twenty-two at the university level and twenty-six at the community college level. In 1992 ACE also conducted a study on African-American women CEO's and their findings were that only twenty-six (26) of the 348 women college and university presidents were African-American women.

The results of these data suggest that African-American women increased in numbers as full-time faculty and administrators, and also as college presidents from 1986 to 1997/98. Additional attention was given to these data in the forthcoming section that specifically addresses the African-American woman college and university president.

In addition to these important data about African-American women in academia is the relevant discussion of these women as presidents. This next section addresses the African-American woman college and university president. Emphasis is placed on the data regarding their presence in office, as well as "who they are" as a unique population.

IV: African-American Women College and University Presidents

Although African-American women have been contributors and participants in the American educational system for more than two hundred years, only since 1923 have African-American women held presidencies in American higher education. Prior to the first African-American woman president in the 1923 women such as Emma Willard, Alice Palmer, and

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Catherine Beecher were founders of schools in the 1800s. And even with the rich heritage they own through their contributions in the American educational system, African-American women college and university presidents continue to be underrepresented.

Beginning in 1923 and prior to 1977 there were six African-American women college and university presidents. Although cited earlier, they are listed again with more details except for Bethune who was the focus in the previous section: Mary McLeod Bethune founder (1904) and president of Bethune-Cookman College in Daytona, Florida, 1923; Willa Player, who became president in 1954; Dr. Rosetta Wheadon, the first African-American woman community college founding president of State Community College in East Saint Louis, Illinois: 1967 (Robinson, 1996); Leadie Clark, often cited as the first African-American woman community college president who became president of Penn Valley, 1970 (Robinson, 1996); Mable Parker McLean, the ninth president of Barber-Scotia College in Concord, North Carolina, 1975 (Smith, 1982); and Reatha Clark King, the first African-American woman to become president of Metropolitan State University in Minnesota:1977. (Harvey, 1999).

Since 1977 African-American women college and university presidents have emerged more, yet still in very small numbers. The following data gave a chronological overview of the progress that has been made over the past thirty years among this unique population. Harvard (1986) reported that there were 22 minority women in chief executive officer positions in 1983– 10 of whom were African-American women, thus an increase of five African-American women college and university presidents in a six year span. She also reported that in 1986 *Ebony* magazine identified fourteen African-American women college and university presidents, an increase of four in three years. The American College President-2000 conducted by the

American Council on Education reported only nine (9) or 7.4 percent African-American women college and university presidents in 1986, five less than the number reported by *Ebony* magazine. Robinson (1986) cited Chase (1987) whose dissertation study references sixteen as president in 1986, two more than *Ebony* magazine and seven more than the American Council on Education. Ramey (1995) used the OWHE report of 20 or 6.percent in which African-American women were college and university presidents in 1988, an increase of four from 1986. Jones (1991) stated that there were twenty-five African-American women college and university presidents in 1990 of whom thirty-six were appointed since 1987. Jones (1991) listed twenty-eight African-American women as college and university presidents in 1991. Jones (1991) also cited twenty-six or 7.4 percent African-American women as college and university presidents in 1992, a decrease of two women in one year. Freeman (1996) in her previously mentioned dissertation study cited the ACE report of 1992 in which "African American women constituted less than one percent of the total number of college and university presidents" (p. 37). For the year 1997, Minorities in Higher Education: 1997-98 listed forty-eight African-American women college and university presidents in the country, with twenty-two at the four year institution and at the two year institution.

The data regarding African-American women as community college presidents was initially collected in 1984 through the American Association of Community Colleges (Robinson, 1996). The following data were gathered from several sources: 1967: Dr. Rosetta Wheadon, cited as founding president of State Community College in East St. Louis, Illinois, Robinson (1996); 1970: Leadie Clark who became president of Penn Valley in 1970, Robinson (1996); 1990: Robinson (1996) cites Gillett-Karam, Roueche, and Roueche who point out that there were "only

8 black female presidents of public two-year institutions in 1990." (pp.3-4); 1995: Phelps et.al. (1995) cited eleven (11) African American women community college presidents;1996: Robinson (1996) reported twenty (20) community college women presidents; and 1997: twenty-six (26) reported by the American Council on Education or AACC (ACE, 1997). Based on a conversation with Connie Odoms, senior vice-president of the AACC, it was reported that as many as thirty-four African-American women were community college presidents at one time apparently prior to 1996 (Robinson, 1996).

These data gave an indication of the dynamic of change that occurred in numbers for African-American women in two and four year institutions since the latter 1960s. And although there has been a slight improvement in the numbers, current figures reflect that there are only forty-eight African-American women who serve as college and university presidents nationally of the approximately 3,800.

These figures also reflected a less significant change in leadership roles in higher education. Traditionally, these positions were reserved for White males, and based on this data, that population remains the primary position holders inspite of significant increases in the numbers of African-American students who attend these institutions. One possible explanation for this may be that African-American women continued to face numerous challenges in leadership that hinder their rising to these positions. The next section addresses three major themes that represent discrimination practiced against African- American women in academia. These themes gave an understanding of the continued struggles faced by this unique population and in time solutions may also be developed.

V. The challenges and barriers faced by African American women in higher education

African-American women have been active participants and contributors in the American educational system for more than two hundred years. Yet, in spite of this, they continued to face challenges and barriers that can be detrimental to their commitments as faculty, administrators and presidents. Three major themes regarding African-American women in academia appear in an analysis of the literature: (1) their lack of visibility in academia; (2) the "their double Jeopardy;" and (3) their isolation. And although others are mentioned in this study, these three are the most significant and hence have been given considerable attention in the scholarly literature.

To discuss the challenges and barriers African-American women have encountered and presently encounter in academia can be an overwhelming process because the literature makes it clear that this population confronts numerous challenges and barriers in academia. Therefore, one must determine which are the most significant and focus on them while not ignoring those that are less so.

The majority of literature addressing this population in academia write about matters of race, gender, and culture. At an earlier point in this chapter, attention was given to the struggles and challenges of African-American women who were the forerunners for these women in higher education. And although legal mandates relative to educational access and civil rights have been established since the mid-1900s, the present literature on the contemporary African-American women in academia continues to highlight challenges, barriers, and struggles that center around race, gender, and culture.

Terms other than "double whammy"(Mimms, 1996) or stereotyping(racism, sexism)

that are used include "double jeopardy" as referred to by Mimms (1996) quoting Graves (1990):

"African-American women's transition into the executive ranks of higher education may be

hampered by 'double jeopardy'–the combined effects of racism and sexism" (p.12). This study,

however, used the term "double jeopardy" and "stereotyping." The discussion of the

challenges and barriers faced by African-American women in academia began with attention to

the lack of visibility in academia which can be synonymous with the term "under-

representation."

Lack of visibility in academia

The fact that African-American women constitute less than 1 of the total population of

college and university presidents in America presents grounds for their under-representation,

hence, lack of visibility in academe. Harvard (1986) emphasized this point when she wrote "the

under-representation of Black women in higher education can best be summarized by Mosley

(1980) who stated that Black female administrators are, for the most part, 'invisible' beings" (p.

10).

Freeman (1993), also spoke to this lack of visibility in her dissertation study when

pointing out that African-American women will comprise a larger portion of the population

increase in the 1990s and beyond. Her four point explanation as to why African-American

women need to be in central roles in higher education was relevant for students of color who

continue to matriculation at colleges and universities in larger numbers. She cites them as

follows:

(1) African-American women comprise a large segment of the nation's university and college population;

(2) African-American women, like all women, are the carriers of culture in the society and are seeking an equal work in determining the course of our society and developing that culture.

(3) African-American women offer a new and different body of scholarly knowledge as a result of their historic position as intellectual and political critics of the American society and its culture.

(4) They provide a link between the emerging radical thinking of African- American men and European American women (Coleman-Burns, 1989).

These four reasons are valuable in presenting the lack of visibility among African-American women leaders in higher education and that as more African-American women have come into the workforce in the 1990s and 2000 decades, their presence is also increasing in higher education. Freeman (1993) mirrors this notion in citing the ACE study of 1991: "women are projected to constitute 52 percent of the total population with a total population projection of 309.5 million by the year 2050" (p.17). Accordingly, she stated that African-American women will constitute 27.2% (43.8 million) of the population by the year 2050 (p.16). Because of this increase, Freeman (1993) shared that this would be reflected in the participation of student's in higher education.

Beyond 1991 and 1993, the lack of visibility seemed to be just as prevalent at the community college level according to Phelps, Taber and Smith (1994) who state, "between

January 1, 1987, and December 31, 1990, there was a total of 883 new presidents that became president nationally. Of that number, sixty (60) were African American and only 11(18.3%) were black women" (p. 17).

Mosley (1980) offered a thought-provoking conclusion regarding the notion of the African-American woman as invisible in her rewrite of Ellison's Invisible Man. "She is an invisible woman. It is never advantageous to be unseen, and it is wearing on her nerves. She is constantly being bumped up against by those of poor vision. She often doubts that she really exists." (p. 307).

Some scholars reflected the lack of visibility among African-American women in academia is largely due to racism and sexism. These two challenges are the focus of the next discussion.

The Double Whammy

Bush (1999) cited Josephine Davis (1994) who listed five barriers to the success of minority administrators in the nation. She writes: "They are mis-education, paradigm paralysis, non-committed or marginally committed leadership, resilient institutional culture and race and gender bias" (p. 27). Of these five, race and gender form the basis of this discussion and are commonly practiced against African-American women in academia. Race and gender bias was often referred to as 'racism and sexism" or "stereotyping," but for the purpose of this study, the term "double jeopardy" and "stereotyping" were used.

First coined in 1973 by Epstein (Harvard, 1986), the "double whammy" referred to the double ascribed minority status of Black professional women" (p.5). McKay (1997) offered

words of insight regarding the "double whammy." "Black women everywhere suffer race, sex, and class discrimination because they are black and women, and the halls of the academy provide no safe sanctuary" (p. 21). Her words set the tone for other African-American women authors and scholars who shared a similar view for African-American women in higher education. Unfortunately, this problem exists at all institutions according to some authors such as Miller and Vaughn (1997). They write "The twin disguises of racism and sexism, as framed by both tradition and legal precedents, still impose great restraints on the utilization of the competence and talents of African-American women at both predominantly black and predominantly white institutions" (p. 179).

Many women authors have since 1973 continued to cite this prevalent challenge that exists among African-American women in academia. Some of these authors and their comments are provided for this discussion. Howard-Vital (1989) shared that according to the data of Moore and Wagstaff (1974), "black women are at the bottom of the educational hierarchy, and are subject to racial and sexual discrimination at all levels of academic life" (p. 186). Freeman (1993) is another who supported these thoughts on race and gender bias in her dissertation writing, "African American women stand at the intersection of race and gender, torn by the boundaries that currently. . . 'divide white from nonwhite in our society, and male from female'" (p.24). Robinson (1996) informed her readers that Africa American women are "hampered by this 'double whammy' (p.46); Locke (1997) in writes; "Sexism in the minority communities is as great a barrier to the academic advancements of women of color as is racism in the broader society; both must be eradicated to achieve a truly just society" (p. 341); and T.M. Bowles (1999) in her dissertation study –presented a small view of the double whammy. She cited two

studies Brunt (1995) and Brown (1997) where Brunt pointed out that her participants from college classes of 1900 and 1930 listed racism and sexism as hindrances to their academic career choices; and Brown who cited women who studied math felt they were marginalized as students. Harvard (1996) is among a few authors who used the term "double jeopardy" and wrote in quoting DeJoie (1977) "Black women are 'saddled with the additional distinction of being a member of a traditionally perceived inferior race. . . she is placed in double jeopardy" (p.4). "Black women cannot separate their femaleness from their blackness" (p.12).

Overcoming the "double whammy" has not been an easy feat, as other African-American women have written about and studied. The attention it has been given by the above- cited authors confirms that as recent as 1999, African-American women in higher education continued to confront this challenge. But as with the trailblazers in education as early as the late 1700s, contemporary African-American women in higher education have gained strides from the lessons and groundwork of their predecessors.

Freeman's (1993) words ring true in light of what was reflected in writings about African-American women. African-American women do stand at the intersection of race and gender and find themselves in what has been called the "double bind" or the "double whammy."

Harvard (1986) offered a valid conclusion for the future of African-American women: "Conquering the double discrimination of sexism and racism is seen a paramount to the successful career development of Black women administrators" (p. 12).

Although the double whammy seems to be the most commonly discussed challenge faced by African-American women in academia, isolation is a second close. There is general consensus

on how and why it exists as was discussed herein.

Isolation

Some authors support the notion that because of the double bind (or double whammy)
African-American women also daily encounter isolation, particularly in White academic settings.
Among those who have discussed isolation is Howard-Vital (1989) who quoted Carroll (1982)
suggested that the disproportionate number of African-Americans in higher education in general
qualified findings suggesting that African- American women feel isolated in higher education.
Howard-Vital (1989) based her comments in part on the findings of the American Council on
Education and the College Board who "concluded that African American's have failed to reach
enrollment in higher education proportional to their numbers in the general American
population" (p. 87). She therefore connected their "unproportional representation to feelings of
isolation that transpire from undergraduate school to professional career walk" (p. 87).
Constance Carroll (1973) was among the first African-American women to write "black women
in higher education are isolated, underutilized, and often demoralized" (p.28). Carroll's words
are echoed by Harvard (1986) who says "The theme of isolation is repeatedly acknowledged in
the literature on black women (Campbell, 1984; Carroll, 1982; Lerner, 1972; Mosley, 1980).
Perhaps the most apparent cause of this isolation is due to a lack of numbers (Harvard, 1986, p.
12). Mimms (1996) deferred to comments by Benjamin (1982) who "contends that because of
. her race and sex, the upwardly mobile African-American woman occupies an acute marginal
position in society, thereby increasing her changes of isolation" (p. 87). Mimms (1996) also
expressed a point spoken of earlier relative to legal mandates that have not prevented racial and
sexual bias. She wrote "While academic culture and federal laws prohibit overt discrimination

and sexism, subtle race and gender bias remain" (p.101).

Mosley (1980) informed us that these women experience a lack of support in the academic environment, thus confirming Carroll's (1982) view that "The sheer paucity of black women among the faculty and administration in colleges and universities tends to force black women into a small, isolated community." (p.120)

The sheer paucity was indeed parallel to the lack of visibility, or under-representation of black women in academe, and is further complicated by discriminatory acts such as racism and sexism that began since black women first came to the American shores.

Other types of challenges

There were several other challenges that African-American women in academia and the presidency face regularly. And although none are insignificant, three others were briefly mentioned here. These were: (1) the "Old Boy Network;" (2) equity in pay for women; and (3) tokenism.

Old Boy Network

The "old boy network" referred predominantly to White men who have controlled and continue to control the educational system. These persons are the ones who are the primary decision-makers and have a legacy of being in control since higher education first began. Unfortunately, African-American women were seldom included in their "circles," because of race and gender, thus making it more challenging for them to move up the leadership ranks. Several women authors and scholars have addressed this problem, among them are: Mimms (1996), Taylor (1977), and Harvey (1999). The next challenge to be mentioned is equity in pay

for women.

Equity in pay for women

This issue of equitable pay for women in academia began to surface in the 1970s when equality issues for women at large became prevalent. Smith (1997) made an interesting commentary on this topic. She wrote "In some universities, the assumptions persists that women are not the primary breadwinners and, consequently, men deserve to make more money" (p. 152). She further stated that "Black women would be wise to follow the advise of Janet McKay [Holgren], president of Mills College, who argued that women will have to negotiate as aggressively as men for higher salaries" (p. 152). Other women authors who agreed with Smith (1997) include Taylor (1977), Chase (1987), Mimms (1996), and Harvey (1999). The final "other" challenge addressed in this study is that of tokenism.

Tokenism

The "token" syndrome as Mosley (1989) referred to it is based on the notion that a person of color, in this case, an African-American woman, may be hired as a means for meeting a quota. Mosley (1989) pointed out that 'the small number of people from other ethnic or racial groups are often seen by the dominant group to be 'tokens' and are thus treated as representative of their group or as symbols rather than individuals" (p. 15). Robinson (1996) and Bush (1999) also discussed tokenism, and gave reference to the fact that those who were presented as "tokens" experience isolation according to Kanter (1977).

There are no easy answers for resolving these challenges and barriers. There are no "cure ails," except for time. These "other" challenges have been presented to make sure the reader

understands that the breadth of challenges and barriers faced by black women in academia and as presidents is very encompassing. However, inspite of all of this, African-American women continue to overcome these challenges and remain committed to their callings in academia.

Relevant dissertation studies

The focus of this study was the African-American woman college and university president, with specific attention to her experiences, role, challenges, and barriers within her presidency. The existing scholarly literature was not overcome by studies focusing on this population. In fact, scholars and researchers who have addressed this population constantly cite the lack of attention they are given in the literature, despite their more than 200 year involvement in higher education.

In chapter one, six studies were mentioned that address issues including: the values, characteristics and strengths of African-American women presidents, to variables influencing the success of CEO's, to the differences in cultural traits among black women college presidents at Predominantly White Institutions (PWI's). These authors included: Freeman (1993), Arnold (1994), Robinson (1996), Mimms (1996), Bush (1999), and Bowles (1999).

In addition to these dissertation studies, there were at least three others that were cited in this chapter. These authors and the focus of their studies are listed as follows.

Taylor (1977) researched the current status African-American women administrators and chief executive officers in higher education institutions in the United States during the academic term 1974-75. Her target population was African-American women at two and four year institutions in the country.

Chase (1987) focused on and analyzed twelve (12) African-American women college presidents and their perceptions of their major job roles, problems, expectations and experiences (p. ii). She specifically analyzed and presented her findings of the personal, professional, educational backgrounds, and career paths of these twelve (12) African-American women in relationship to the differences among their perceptions of these with African-American men, White men, and White women.

Marbury (1992) centered his study on determining the characteristics of African-American senior level administrators in their career development at specific colleges and universities in the United States. He also sought to determine the characteristics of certain subgroups as senior level administrators in PWI's.

In all of the aforementioned studies, Chase (1987) and Mimms (1996), both of which were extensive studies, gives specific attention to the role of the African-American woman college and university president.

However, none of the nine studies cited nor did any of the host of essays and articles used in this study specifically addresses "role" in the context of race upliftment as espoused in the African-American community explicitly by African-American educators and Dr. W.E. B. DuBois beginning in the early 1800s. The attention to "role" in this context made this study unique to the current body of literature and encouraged the emergence process in which "role' will take shape in different ways with each interviewee who relates her concept of "role." This dissertation study therefore presented a missing piece for the larger body of scholarly literature through this unique attention to "role," which was espoused and ingrained in many African

Americans who were trained for leadership through education. The findings presented shared

whether or not contemporary African-American women college and university presidents

practice their profession based on the "context of role.

(1977) *Conclusion*

This literature review has been written from a chronological perspective. Section I of this

chapter focused exclusively on the experiences, struggles, and challenges faced by African-

American women from the 17th to the 20th centuries beginning with 1695 when the first school

for African-American children was established in Goose Creek Parish in Charleston, South

Carolina. Section II was written to guide the reader in understanding the roadmap used by

African-American women to acquire legal rights regarding the hardships they endured to seek

civil and educational rights as accorded them by the United States Constitution. This section was

very important in establishing a foundation for the legal landmarks that have influenced the

access of contemporary African American women in academia. The discussion of these

landmarks begins in 1865 with the 13 Amendment and continues through the mid-1970s with the

Educational Act of 1974. A series of constitutional law cases are included in this discussion,

among them are *Ex Parte Yarbrough* 110 U.S. 651 (1884), *Plessy v. Ferguson* 163 U.S. 537

(1896), *Brown v. Board of Education* 347 U.S. 483 (1954) and The Civil Rights Act of 1964

which changed the way of life for African Americans regarding education as well as other civil

rights mandated in the Constitution but not always advocated or supported by society.

Section III provided a chronological overview from the 1960s to 2000 of the data

regarding African-American women in higher education—faculty (professoriate), administrators

and a small overview regarding the presidents. This section gave an historical picture of how

these women have faired in representation within academia for more than forty(40) years.

Section IV focused on the African-American woman college and university president, and specifically gave attention to her numbers in this position since the first African-American woman college president in 1923. Numerous studies were mentioned that reported figures for the numbers of African-American women in these positions from 1967 to 1995, inclusive of those in two (2) and four(4) year institutions. Based on the fact that there were approximately forty-eight (48) African-American women college and university presidents of the approximately 3,800 colleges and universities in the United States may set the tone for the several themes of discrimination that were cited in this study and the focus of Section V.

Section V presented the literature on three major themes of discrimination encountered by African-American women in higher education. These themes are: (1) the lack of visibility in academia; (2) the double whammy (racism and sexism); and (3) isolation. The author points out that in spite of legal strides and present day laws, African-American women continue to face enormous discrimination in higher education

Section VI was the summary section, and concluded with an overview of the five previous sections of chapter two.

CHAPTER III: METHODOLOGY

Introduction

This chapter described the research methodology used in this study of African-American women college presidents. The chapter included discussion of the qualitative paradigm, phenomenological approach, the participants and settings, procedures and research questions, the

methodology used in the analysis of data, the researcher's perspective, and trustworthiness.

Qualitative Paradigm

The research method chosen for this study was a qualitative paradigm. The primary point of this section was to discuss why it is appropriate to use a qualitative paradigm.

There were four reasons a qualitative paradigm was appropriate for this study. First, the qualitative paradigm allowed the researcher to conduct research in a natural setting. The natural setting in this study was the offices of the African-American women college presidents. This setting was natural in that it is a familiar professional environment in which to interview each of the participants. Creswell(1998) supported this viewpoint when he stated "writers agree that one undertakes qualitative research in a natural setting where the researcher is an instrument of data collection who gathers words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language" (p. 14).

Second, the qualitative paradigm was appropriate because it embraced the process of emergence. In an emergent study, questions can be developed and also re-developed or revised once the researcher has "explored" or in this case interviewed the African-American women college presidents. Through this process, new questions were framed to support those that were revised. An emerging study also allows terms and definitions to be developed as the study develops, thus implying that all terminology does not have to be defined at the beginning. I needed to have creativity and a sense of "personalness" in my writing, I affirmed that emergence offered this expression and freedom. Creswell (1998) pointed out that the language of qualitative studies becomes personal, literary, and based on definitions that evolve during a study rather than

being defined by the researcher at the beginning of the study (p. 77).

Third, a qualitative approach was appropriate for this study because this study addressee the issues of gender and culture. These issues referred to the human issues that address the *how* and *what* questions of human experiences. These experiences were useful in the qualitative paradigm according to Polkinghorne (1989) which were given attention in the qualitative paradigm. Issues relative to gender, culture, and marginalized populations were also used widely in the social sciences. As a former student and practitioner of the social sciences who explored issues relative to women of the Diaspora, I had a vested interest in researching related issues in this research study. It was important to note that the hallmark of qualitative research today is the deep involvement in issues of gender, culture, and marginalized groups (Creswell, 1998).

Fourth and finally, a qualitative paradigm was an appropriate research paradigm for addressing the *how* or *what* of a human issue. *How* do African-American women college presidents define a barrier? *What* experiences would an African-American woman college president view as highlights during her presidency? These are a few of the questions that will describe these inquiries. I believed that the responses provided to these kinds of questions would vary among participants. The variance was be supported by the emergence study and contributed to an understanding of a particular human issue. The human issue of the role, experiences, challenges and barriers of African-American women college presidents was viewed as exploring the multiple dimensions of a problem or issue. I hoped that the *how* or *what* questions would reflect multiple dimensions of the human issue---African- American women college presidents. The multiple dimensions of an issue or problem stem from the reader's focus on a complex narrative which is a "complex, holistic picture"(Creswell, 1998). This complex,

holistic picture was addressed in the discussion of the inquiry tool.

Creswell's definition of qualitative research supported my appropriateness for using a qualitative paradigm. He defined qualitative research as "an inquiry process of understanding based on distinct methodological traditions of inquiry that *explore a social or human problem*." I built a complex, holistic picture, *analyzes words*, reported detailed views of informants, and *conducts the study in a natural setting*" (p. 15). This definition provided a foundation for the appropriateness of a qualitative paradigm, which includes a theoretical framework that is used to guide the study. The phenomenological approach/tradition was used to focus further and give structure to the study.

Phenomenological Approach

Phenomenology was the tradition for this study. There were four elements of importance that validated its usefulness for this study.

First, this inquiry tool allowed the researcher to explore and examine certain lived experiences of a group or population who were influenced by particular challenges and barriers. Thus, this inquiry tool presented a format that was apropos for exploring and examining the role, experiences, challenges and barriers(*phenomena*) of African-American women college presidents(*a group or population*). A similar description of a phenomenological study was it described the meaning of the lived experiences for several individuals about a concept or the phenomenon (Polkinghorne, 1989). Additionally, the phenomenologist's role is as one which *explores* the structures of consciousness in *human experiences* (Polkinghorne, 1989), which supported the appropriateness of the qualitative paradigm that addressed the *how* or *what* question of the human issue.

Second, the data collection method was established through the format of examining and exploring certain phenomena. Because this qualitative study addressed human issues of gender, culture and a marginalized population, in-depth interviews best served the data collection purpose. These questions engaged the process of emergence previously discussed.

The intent of studies that addressed these human issues was to listen to the participants so as to shape questions after "exploring" and refraining from the role of the expert researcher with the "best" questions. In this process, prejudgments were set aside for a reliance on intuition and imagination which created a picture of the experience (Stewart & Mickunas, 1990). In-depth interviews allowed room for expressions by the participant and did not restrict the interview process to a rigid format. I interviewed 8 participants for this study. The interview process ranged from one to two hours for each participant with some emerging discussions. The emergence quality of this study allowed flexibility in questions and responses that were important in identifying multiple themes and meanings. These themes and meanings established the analysis of data that led to the "essence" of the study.

For a phenomenological study, the process of collecting information involved primarily in-depth interviews (McCracken, 1988). The important point was to describe the meaning of a small number of individuals who had experienced the phenomenon. With an in-depth interview lasting as long as 2 hours (Polkinghorne, 1989), up to 15 subjects in a study represented a reasonable size. In addition to the in-depth interviews, Polkinghorne (1989) affirmed that the researcher might incorporate self-reflection as a preparatory step to interviewing, or as the initial step in analysis (Moustakas, 1994). Self-reflection for me was the reflective journal process that took place throughout the dissertation process. Its purpose was to record themes and meanings,

as well as thoughts about the interviews that were conducted and thoughts about the dissertation process. Through these processes, the reflective journal was used to guide the researcher in preparing questions for the interview process as well as in analyzing data that was extracted from categories established through themes and meanings. This led to the third reason for using the phenomenological approach.

Third, the phenomenological approach was a relevant tool of inquiry because it embraced self-reflection. Through self-reflexive journaling, meanings, themes, encounters of the interview process, and thoughts about the dissertation process can be recorded. The self-reflexive journal was also useful in directing me to describe emotions and address inner conflicts about issues of gender, culture and marginalized populations. These issues had personal meaning to me as an African-American female pursuing a leadership role in academia. An explanation of how these issues impacted me and influenced this study formed the thoughts of the fourth and final purpose of the phenomenological approach.

Finally, the phenomenological approach was useful in understanding the epistemological assumption that offered a foundation for me studying issues of gender, culture and marginalized persons. The epistemological assumption derived from the theoretical framework of the five traditions of inquiry as posited by Creswell (1998), one of which was phenomenology. I found this assumption useful in validating the importance of studying African- American women college presidents. This population included a focus on the culture (African American) and gender (women) of a particular population that is considered marginalized as a result of economic and social issues that have affected their culture generationally as well as themselves within the American society.

This segment focused on the appropriateness of using the qualitative paradigm for my study in which four reasons were given to validate its usefulness. Secondly, attention was given to the four elements considered important for utilizing a phenomenological approach as the method for guiding the research. Philosophical and theoretical assumptions were also discussed as relevant to this research study. This section was designed to provide a foundation for the following elements of this chapter that begin with the participants and settings.

Procedures

This qualitative study used a phenomenological approach to explore and examine the role, experiences, challenges, and barriers of African-American women college presidents. The participants' who gave affirmative responses to the letter of request for participation in this study were the subjects for this study.

Primary questions were designed to explore the four elements (role, experiences, challenges and barriers) that impact this population of college presidents. This section addressed these questions and outlined the procedures used in communicating with the participants.

A list of prospective participants was accessed, based on Black Issues in Higher Education's Quick Reference to College Presidents (May 14, 1998), the October 1999 issue of Ebony magazine's listing of African American college presidents, and the American Council on Education's 2000 edition of American College Presidents. This listing of approximately 60 African American women college presidents was used to select the 8 African American women college presidents for this study.

Each participant was initially contacted by letter requesting her interest in participating in this study. Each letter included a human subjects consent form to be completed by the

participant. According to Creswell (1994), there are six items of inclusion relative to the actual consent form. These are: (1) Their right to voluntarily withdraw from the study at any time; (2) The central purpose of the study and the procedures to be used in data collection; (3) Comments about protecting the confidentiality of the respondents; (4) A statement about known risks associated with participation in the study; (5) The expected benefits to accrue the participants in the study; and (6) A place for them to sign and date the form(a place for the researcher to sign and date also may be offered). A consent form using this format will accompany the letter/s sent to each prospective participant. A follow-up phone call was made to confirm the participant's consent and recommended interview site. A letter of confirmation was then sent as an agreement to the follow-up phone call. Each participant was informed that she may terminate the interview at any time for any reason.

When there was no response within two weeks of the letter being mailed, a second letter of request was sent out. If there is no response within one week of this letter, the researcher removed the president's name from the list of potential participants and sent a new letter to the next president cited on the researcher's list. Those presidents who did not desire to participate were sent a thank you letter acknowledging their non-participation in the study.

Prior to each interview, the participant was informed that the interview would be tape recorded and transcribed. Each participant was also advised of the anonymity of her identity in this study and that her responses would provide support of major findings in this study.

Participants and Settings

The population of study was 8(eight) African-American women college presidents. These women are or were presidents at a community college, public four year institution,

technical college and/or private four year institution.

Selecting participants for this study employed a purposeful sampling strategy. According to Miles & Huberman (1994), the purposeful sampling selection of participants represents a key decision point in a qualitative study. For a study using the phenomenological approach, participants must have all encountered the phenomenon. Miles & Huberman (1994) posit that "criterion" sampling is a useful strategy for phenomenological studies when the persons being studied represent those who have experienced the phenomenon. Because the African-American women who participated in this study are or were college presidents, each of them meets the criterion as African-American women college presidents for this research study.

Of the fifteen(15) African-American women college presidents (one former president) chosen to participate in this study eight(8) consented to participate. Seven of the eight women currently preside as presidents at the aforementioned institutions that range geographically from the South to the East Coast.

Demographically, these institutions represent student bodies that are predominantly African American, White, all female, and/or co-ed. Seven of the eight institutions are Historically Black Colleges and University's (HBCU's). All participants have been or were a college president for three or more years and are knowledgeable about African American women in academic leadership roles. Their knowledge base will be most valuable in guiding the emergence of this study. Further, these participants represent approximately 20% of the total population of African American women college presidents in the United States. All the presidents contacted agreed to participate in this study and share their experiences as African-American women college presidents.

Data Collection

The primary source of data collection for this study was in-depth interviews of 8 African-American women college presidents. The in-depth interviews represented one of the four basic types of information used to collect data. The interviews ranged from semi-structured to open-ended (Creswell, 1994). There were two aspects to the interview process. The first aspect was the pilot study. The pilot study involved the interviews of three African-American women college presidents. These interviews were coded, analyzed and interpreted. The themes, meanings and important statements that emerged from the analysis were used to re-structure current questions and create new ones for the formal study. Eight African-American women college presidents were interviewed in the formal study. The data from these in-depth interviews was coded, analyzed and interpreted to create a format of "lessons learned" (Lincoln & Guba, 1985).

Each interview was one to two hours. The researcher encouraged an open and relaxed environment to promote introspection of the participant's professional and personal encounters.

In this emerging qualitative study, the following four questions were used in the pilot study:

1. Define your *role* as an African-American woman college president?

2. What *experience* would you view as a highlight during your presidency?

3. Describe three *challenges* you have faced in your presidency.

4. What are some of the *barriers* you have overcome in your position as an African-American woman college president?

The themes, categories, and dimensions (classification) of information gathered from the pilot study constructed the revised and new questions for the formal study.

The data that was analyzed and interpreted became the themes, meanings and important statements that emerged from the transcribed interviews. The analysis and interpretation represented the analysis of data.

Data Analysis

The data analysis process for this qualitative study was based on modifications of the Stevick-Colaizzi-Keen method posited by Moustakas(1994). As a method often used in phenomenological studies, it enhanced the emergence process by allowing me the availability to modify–the meanings of themes, notes about the interview process, and themes that emerge from the meanings of themes. Although this method was chosen, I did not employ the first step which states that "the researcher begin with a full description of his or her own experience of the phenomenon"(Creswell, 1998). Instead, I began with organizing and creating data files based on the 8 interviews.

The data analysis process for this qualitative study involved six major steps that were described for a phenomenological study. Each step had a major heading based on Creswell (1994) that was referenced relative to each of the six steps. A software program was important in this data analysis process. HyperRESEARCH was the software program used to assist in analyzing the data and writing the qualitative report. It had the capabilities to store, retrieve, organize, analyze and code data. According to Miles & Huberman (1994), was a qualitative-specific program that was known as a *theory-builder*. Specifically, this software was designed to

function in the following ways: (1) code various amounts of data; (2) retrieve coded source

material; (3) formulate propositions or assertions using Boolean searches; (4) develop higher-

order classifications and categories; and (5) print retrieved data to a wordprocessor for indepth

analysis. (Miles & Huberman, 1994); (Hesse-Biber, Kinder, Dupuis, Dupis, & Tornabene,

1994). These five functions will be discussed relative to their usefulness in the data analysis

process.

The first step in the data analysis process began with me creating and organizing data

files. Creswell (1994) referred to this step as *data managing*. The data files were the 8

transcribed interviews. Each transcribed interview was input into a specific data file.

HyperRESEARCH was used to organize the 8 data files. Each document file was given a code

for use in analyzing the data.

Step 2 in the data analysis process entailed me searching for themes. R*eading* and

memoing was the formal term used by Creswell (1994). In this step, the researcher made notes in

the margin of the transcribed interviews. These notes were used to support the development of

codes. The memoing involved the use of post-its that were used to categorize the margin notes

and assisted me in identifying themes. In searching for a theme/s, I identified segments of each

document(transcribed interview) that pertained to a specific theme. This was called

horizonalization of the data which meant that each statement was treated with equal worth and I

could develop a list of non-repetitive, non-overlapping statements (Creswell, 1994). These

statements were used to form the initial coding process.

In the third step formally known as *describing*, I described the meaning of the themes and statements relative to each of the 8 interview experiences, thus, creating higher-order classifications and categories that formed the meaning units created in step 4.

Step 4 is the *classifying* step. In this step, I identified themes, meanings and important statements that were organized into meaning units. These meaning units were placed into a matrix that were used for the researcher to describe what happened in each interview experience. The themes that developed from the meanings had other themes (ex., a, b, c) that were outlined in a chart.

The *what* and *how* research questions were addressed in step 5. This was the *interpreting* step which involved me creating a textural description of *what* happened (Creswell, 1994) in the interviews and a structural description. The *what* was a description of the participants' responses to the *what* interview questions. The structural description referred to the *how* questions relative to the study. *How* did these phenomena(role, experiences, challenges and barriers) occur for the African-American women college presidents interviewed for this study. These "descriptions" formulated the "essence" of the study or a detailed description (Moustakas, 1998) that involved the how and why findings.

In the sixth and final step, *representing and visualizing* (Creswell, 1994), I used charts and tables to present a visual picture of the study's "essence."

Through this detailed process, I was in charge of validating this qualitative research. To assist in validating this study, I outlined biases and preconceived notions that were set aside.

These issues were important and were addressed in the Researcher's Perspective in this chapter.

Researcher's Perspective

As a forty-seven year old African American female who encountered numerous growth experiences as a student and practitioner in academia(African American and Predominantly White Institutions), I learned the art and value of "looking beyond" the encounters and establishing my personal truth. As such, my thoughts, preconceived notions, and experiences were released so that I would come to this study with an open mind, an eager spirit, a willingness to listen attentively, and record and analyze the lessons each participant will share through her interview. This viewpoint embraces the concept of epoche.

I was also concerned about the lack of visibility that existed among African-American women leaders in academe. According to the 1997-98 American Council on Education(ACE) report entitled Minorities in Higher Education, of the approximately 200 African American CEO's at colleges and universities in 1997, only 25% were women, most of whom were likely to serve at the community college. The American College President Report (2000 edition) also published by ACE cited African-American women college presidents as comprising only 25.7% of the total relative to African-American women and men who were in these positions(1986 & 1998). According to this same study, from an ethnic viewpoint, African-American women were second among the five ethnic groups to be college presidents, however, there is as 77.9% margin difference between ethnic groups 1 and 2, with group 1 as the larger percentage. These statistics validated my strong belief that the future of African-American women in academia was contingent upon attention being given to the lack of presence existent among African American

women in academia as well as the willingness of higher education institutions to support their presence.

My research focus and attention to African-American women college presidents was an evolving process that began as a result of my personal and academic training. I grew up in a home environment that instilled strong spiritual, moral, cultural and social values in my two siblings and I. Through my parents' professional careers as college teachers (now retired), I was exposed early to the unique aspects of academic life. The significant training of my parents and the academic exposure I acquired as an undergraduate and graduate student at two well known African American institutions prepared me to become a social science thinker and eventually pursue my work as a college professor and department chair. Former professional experiences in a private and public African American institution as an administrator and counselor in my thirties exposed me to the unique dynamics of academia. As the youngest administrator at a private African American institution that was hierarchically structured, I encountered and survived challenges and barriers that began an evolutionary process in me. This evolution drew forth a need to know if other African-American women administrators encountered dynamics similar to those I had experienced–feelings of aloneness, time constraints as a parent, an under-representation of women leaders in academia, and gender conflicts. I began to question what this process of "administration" involved for African-American women college presidents who I saw few in number in academia during the early 90's. In having worked in the academic environment for almost 9 years, I felt a personal need to have support and trustworthy role models from family and professional peers. I needed to know what these women considered as imperative to their work as presidents and how they managed successful careers as college presidents while

addressing gender differences, family priorities, institutional conflicts and other related barriers and challenges. This inquiry process led me to a strategic decision to pursue this research study of African American woman college presidents with attention to the role, experiences, barriers and challenges.

In this study, I acknowledged (to the research participants) former work as an administrator in higher education who developed certain ideas and notions relative to academia. In acknowledging this, I took "ownership," and gave self the permission to release these notions so that a clear conscious and mind was presented to the participants for this study. This process of release is epoche which is an important element in a qualitative study that utilizes a phenomenological approach.

Trustworthiness

In a qualitative paradigm, trustworthiness is used to address the authenticity of a study. Authenticity refers to the ways and means in which a study is real. In this phenomenological study, the authenticity was validated. Validity was also referred to as verification and was recommended by some qualitative experts as a broader and more encompassing term that did not "restrict" the work of qualitative studies.

In approaching verification (also known as validity), Creswell (1998) recommended five points to the qualitative researcher. In addition to these five points and important to this study was his recommendation to employ the general terms of trustworthiness and authenticity (Lincoln & Guba, 1985) in the establishing the credibility of a study.

The first procedure involved members of my committee who formed my peer review. It

provided an external check of the research process (Ely et al., 1991; Erlandson et al., 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1988). In this process, members of my committee inquired with hard questions about methods, meanings and interpretations (Lincoln & Guba, 1985). By doing so, I was able to clarify any misconceptions that existed relative to the methods process. It also confirmed the researcher's viewpoint of the meanings and interpretations that were extracted from the data. Additionally, the committee members provided a listening ear to the researcher (Lincoln and Guba, 1985). This process was very useful to the me in providing a vehicle to process ideas and thoughts auditorily. I maintained a record of these sessions in a reflective journal that was used throughout the dissertation process.

The second procedure was member checking. Used as a tool to confirm the accuracy of the transcriptions, this process was useful in the pilot study and the formal study which represent the two aspects of the interview process. Participant's were sent a copy of the transcription and asked to verify its accuracy. Any changes were made accordingly.

The third procedure was that of clarifying researcher bias (Creswsell, 1998). In this process, I identified biases and assumptions that influenced this study. Attention was given to past experiences, prejudices and orientations that impacted this study. I addressed these issues in discussing the Researcher's Perspective in this chapter of the study.

The fourth procedure involved a reflexive journal. I maintained this journal throughout the dissertation process to record notes on the interview process, record the emergence of unique themes meanings and important statements, and to express thoughts and experiences felt throughout this process. These notes were organized into categories for each of the 8 interviews and input in the data file for each interview. The notes were coded along with other sources

found in each data file.

The fifth and final procedure was triangulation. Lather (1991) referred to triangulation as one of the four types of validity that is based on multiple data sources, methods and theoretical schemes. Triangulation was also described in the context of researchers who make use of multiple and different sources, methods, investigators and theories to provide corroborating evidence (Ely et al., 1991; Erlandson et al., 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1988; Miles & Huberman, 1994; Patton, 1980, 1990).

In this study, triangulation was used by me pairing with a committee member who had an interest in coding qualitative data. The committee member was asked to code one of the transcribed interview tapes. We then compared the findings of the coding. The results were similar, thus proving that my views, experiences and biases did not enter, influence or impact the study or the responses of the participants. Engaging in this type of investigative method corroborated the evidence of my biases and judgments being suspended in this research study. This method also validated its usefulness as a tool of corroborating evidence from a different source.

These five procedures were identified as key in confirming the trustworthiness of this study. A qualitative research study will be considered insignificant if the researcher is unable to validate its authenticity. Therefore, these five procedures were used to confirm the authenticity of this qualitative research study.

ANALYSIS

Chapter IV: Leadership Challenges

Introduction

The purpose of a phenomenological study is to discover the structure and essence of a phenomenon. This study focused on the leadership experiences of African-American women who became college and university presidents. Within this chapter the analysis of the phenomenon of becoming a college and university president was presented by the use of the metaphor "journey." First, the participants were introduced. Next, the journey metaphor was presented in three parts: Preparation for the Leadership Journey, Becoming President, and Being President. Under each of these major metaphoric themes, I presented the associated sub-themes. The sub-themes for the Preparation for the Journey included: formative training, academic and professional training, skill set, leadership as a holistic role, and presidential doors open. Within the Becoming President or transitional aspect of the journey, two sub-themes were addressed: mainstreaming the curriculum and changing cultural climate. The last step of the journey metaphor Being President was included in the sub-themes: funding the college, raising capital, recognizing the pecking order, spiraling into deficit, running the college, facing personal and professional challenges. The chapter ended with a concluding section.

The Backdrop of the Journey focused on who each woman college president was with some attention to leadership styles and a few details about the college or university each president oversaw. In addition, a chart was included in this section that was divided into three categories. These categories were: (1) Participants---includes their name and the name of the college; (2) Demographics---their responses to the seven demographic questions each president

was asked prior to the interview; and (3) Preparation--- a discussion of their college and professional degrees and work experience that prepared them for the presidency.

Backdrop of the Journey

The data analysis revealed that the eight (8)African-American women college and university presidents participants faced unique leadership challenges during their journeys as presidents. Among the eight women college presidents who participated in this study, some of these women: (a) became presidents of institutions that were experiencing fiscal and/or academic hardships; and (b) followed male predecessors who created fiscal upheaval due to mismanagement.

Dr. Brave had a gregarious personality and projected a no-nonsense leadership style. In the nearly seven years as President of Alameda, she positioned herself as a change agent who brought to the presidential table a governance acumen acquired under the tutelage of her mentor and long-time college president, Dr. Zachary. During her years of mentoring while earning her Ph.D., she successfully overturned the fiscal management and academic concerns at this primarily African American institution where the student population is mostly first generation.

Alameda College was a small, private Historically Black College and University (HBCU) situated in the southwestern portion of the country whose history is dominated with male presidents. Alameda had religious affiliation, but is not controlled by its affiliate. A very similar population existed at the small and private co-ed college where Dr. Brownstone had recently become its second female president.

Dr. Brownstone carried a quiet yet strong spirit when in her presence. She was serving in her first presidency at Olive Run College. In conversation, you learned that Dr.

Brownstone □ccount a personal faith that was as sturdy as her academic pedigree. She was among a very small minority of women in America who held a Ph.D. in Astronomy that she used to train and teach young college women for eighteen (18) years as a tenured professor prior to becoming president of Olive Run. When Dr. Brownstone arrived at Olive Run College, within two (2) weeks of her new presidency, the college lost its accreditation, and she was immediately faced with a major challenge. Armed with her strong faith and a spirit of confidence, Dr. Brownstone moved forward to restore the college's accreditation and build its fledging legacy of academic excellence. Olive Run College was a metropolitan sized co-ed private college that was originally founded in the 1860s as a female institution to train young ladies to become teachers Dr. Cherokee, who is president of Diversity College, has a similar scenario.

Dr. Cherokee is a highly respected author, scholar, and academician serving in her second presidency at Diversity, a small private female-specific college. She was a woman-centered thinker who advocated for the social, political, economic, and gender rights of women both locally and globally, and particularly those of the Disapora. Her advocacy was expressed through her conscious living of duality and support of double-consciousness as espoused by Dr. W.E.B. DuBois. As such, she had committed herself to the infusion and mainstreaming of this work in the curriculum at Diversity.

Diversity was an HBCU church-supported and affiliated school with a reputation of educating young African American females for more than 150 years. It is located in a small and quaint hillside community where traditional values are honored. Approximately 1,200 female students matriculate there from across the globe. This global expression is embraced by Dr. Cherokee who not only advocated a premium on equality among women globally, but also on

fiduciary and academic soundness. The fiscal instability and accreditation dilemma at Diversity is what led Dr. Cherokee to this school. The reverse was true for President Cloud who was the chief executive officer at Nguzo College.

President Cloud led a spacious inner-city community college known as Nguzo College, located in the southeastern region of the United States. She held the distinction of serving in the presidency for fourteen (14) years, an honor among few women presidents of any culture. President Cloud was a woman whose deep cultural commitment was evident in her work ethic at Nguzo where she nurtured the idea of holistic education through its broad spectrum of curriculum offerings. She also focused her attention on maintaining a strong fiscal base for this state-supported institution.

This cosmopolitan community college was known for its inclusion of diverse populations and exposes its commitment to domestic and global communities through its annual diversity celebration held each December and January. This practice existed because of President Cloud, whose presidential tenure interwove her spiritual consciousness and political savvy. In addition, this two-year institution also focused on the health sciences, thus training both young and mature persons for the medical workforce. Although the academic focus was quite different, the commitment of President Cloud reflected that of Dr. Hindsight as president of Gilder College.

Dr. Hindsight was the second female president of Gilder College within the past four (4) years. Dr. Hindsight transitioned into the presidency after having held a key leadership position at Gilder for the past seven years. Gilder was a primarily African-American college that educated both first generation and legacy students. Its religious roots and heritage

offered opportunities for young people to find and pursue their life's. Passion was a likely descriptor for Dr. River who was president of a private college that teaches less than 300 students.

Dr. River was President of North Junior College (NJC). She was among a hand full of African-American women presidents who began a presidency in her mid-30s. She was sometimes verbose, yet when she spoke I experienced the passion and dedication she gave sacrificially to those who work for and with her. She was quite familiar with sacrifice as the daughter of a minister father who instilled giving, sacrificing, and leadership in her at an early age. She was committed to ensuring that her students received a quality education and were able to experience successful and productive lives. It was these particular qualities that she expressed in her presidential work at North Junior College.

North Junior College was a small, private junior college nestled in a wooded and secluded area in the northeastern portion of the country. Its history of existing without accreditation recently impacted its financial status because of national policy changes. These changes forced NJC to struggle in meeting the financial needs of its primarily first-generation African American student population. It was a very different kind of institution and student population than the kind led by Dr. Stargazer at Waterside University.

Dr. Stargazer speaks with a distinct accent that reflected a heritage beyond the American shores. She wisely used the exposure of her heritage to expand the international mission and commitment of the college. With a first-hand knowledge of being a college professor and an administrator, she drew upon this experience to build a strong faculty base who were committed to an international student body.

Chart 1 # Backdrop for the Journey

Participants	Demographics	Preparation
Dr. Brave, President Alameda College	12 ½ years in higher education; 5 years in presidency 2 years—V.P. for Academic Affairs widowed 2 children 2 siblings 1st born	B.A. in Education M.A. in Early Childhood Education; Ph.D. in Educational Administration; Registrar while earning Ph.D.; Elem. & Middle school principal; Registrar
Dr. Brownstone, President Olive Run College	19 years in higher education; 9 mos. In new presid. 18 yrs. In previous married 29 yrs. 4 children 7 siblings 7th of 8 children	B.A. in Drama; New York Board of Education; Listed in Nat'l Globe; College professor w/ tenure for 18 yrs.; Member of the Sweetwater city council; Explored cooper.& democratic governance; M.S. in Engineering Ph.D. in Applied Eng.
Dr. Cherokee, President Diversity College	37 yrs. In higher education; 2 mos. In 2nd presid.; 10 years former pres. Divorced 3 sons 2 siblings middle child	Attended Freedom College & Ottawa Coll.; Held 1st presidency for 10 yrs; Ph.D. from Fisk Univ., Raised more than $30mill in 1st presidency; Wrote 5 books; Prof. experience in gender equity & cultural inclusion
President Cloud Nguzo College	32 yrs. In higher educ. 15 yrs. As president 3 yrs.—V.P. for Acad. Affairs; divorced 1 daughter 1 sister youngest	B.S. from Cowry Univ. V.P. of Nguzo College Asst. dean of S.S.S. Asst. prof. of English@ Henry Wms. College Assoc. Vice Chancellor For Liberal Arts; M.A. from Hopewell College

Chart 2

Backdrop for the Journey

Participants	Demographics	Preparation
Dr. Hindsight, President Gilder College	36 years in higher educ. 7 mos. In new presid; V.P. of Insti. Advancement; Married One son 2nd oldest/oldest girl	B.A. from Olive Run Coll. In 1968; $10 & $20 mill. Campaign Asst. Registrar @ Olive Run College; MBA earned in 1972; Ph.D. from Fairview State Univ. Dir. Of Kemet Programs Dir. Of Total Team Pgms. Dean of Instit. Advance. Registrar

Dr. River, President
North Junior College
	14 years in higher educ.
	7 years in presidency
	2 yrs. In Counseling/
	Testing
	married
	No children
	2 siblings
	middle child
		Daughter of a Baptist
		  minister
		Director of Counseling &
		  Testing;
		Earned Ph.D.
		Academic Affairs

Dr. Stargazer, President
Waterside University
	33 yrs. In higher educ.
	2 ½ yrs. In presidency
	4 yrs. V.P. for Acad.
	  Affairs
	Divorced
	No children
	8 siblings
	3rd child
		Earned B.A. & M.A. from
		  Waters Edge Univ.
		B.A. in English;
		M.A.—European Lit.;
		Ph.D. --- Early Childhood
		  Education;
		College professor;
		College administrator

Dr. Trailblazer, President
Wellness College
	23 yrs. In higher educ.
	1 yr. in presidency
	dean --- 3 ½ yrs.
	Married
	2 children
	2 siblings:1 male; 1
	fem
	2nd oldest
		B.A. in Sociology
		Interim president @
		  JoySpeak Coll. For 3
		  Yrs.
		Teaching & research on
		  Anti-racism in the
		classroom;
		M.A. in theology;
		Ph.D. in psychology
		Assoc.& Asst. prof. @
		  Windwood College
		Trained psychologist

Her international heritage attracted international students from nearly 40 different countries. Waterside was struggling to increase its student population until Dr. Stargazer arrived there nearly four (4) years ago. And now the university has received international attention for its leadership and academic programs and she prides herself in serving as an agent who promoted this kind of growth. This kind of commitment and international attention was also reflective of Dr. Trailblazer's work.

Dr. Trailblazer was president of Wellness College in the city of Sweetwater. Prior to her presidency at Wellness Dr. Trailblazer was an interim college president at JoySpeak College for three and a half years where she developed skills that prepared her for her work at Wellness. As the President of Wellness she was most excited about the institution's national leadership facility for young women and the Sweetwater city and the women's training center called TRUTH.

The presidential scenarios of these women were similar in that they were all committed to the improvement of their schools; yet, they differed in the manner in which they pursued their individual commitments. These women college presidents committed themselves to the work and effort that was required to meet the various challenges on their leadership journey. Their paths both intersected and were sometimes parallel, and ultimately impacted their collective personal journeys.

All these women college and university presidents had a different story to tell. Some were raised in large families beyond the American shores, and others in small family units in the south. Most were raised with strong fathers who influenced their leadership and professional decisions. Their formative years center around family and their education, with family being the

key factor that has most inspired their preparation for leadership.

The preparation journey for these African-American women college and university presidents focused on five (5) sub-topics that emerged from the leadership preparation theme: (1) Formative training; (2) Academic and professional training; (3) Skills Set and Values; (4) Leadership as a holistic role; and (5) Presidential doors open. The preparation for the leadership journey began with a discussion on formative training whose focus was on Dr. Stargazer, president of Waterside University. Being born and raised on a small yet nurturing island called the Santore Gulf, Dr. Stargazer shares her experience and the delight of being raised in a large and loving family and culturally sound community.

Preparation for the Leadership Journey

Formative Training

The doors of education and leadership for Dr. Stargazer were planted as seeds in her childhood. Born to a loving family with parents who have been happily married more than 50 years, Dr. Stargazer was nurtured and guided to become her best self. In an enthusiastic voice, she reminisced about her childhood and her father's attention and influence in her childhood.

> I think I was fortunate. Well, I was born into a large and loving family. What I like about me and the difference between other people is that I didn't have to worry about my mother's boyfriend stuff. My parents are happily married for 50 some years. My father was wonderful to us daughters. He called us "princess" when we walked in the house. I need you to look at your skin and learn to love it, because you're never going to change that. They say you have bad hair, but your hair never did anything. So learn to love it. You have hair. There are some people who have none. And so, I was not raised as a minority, I was raised in a Black society with people who looked like me, so I grew up *not feeling inferior. That has helped me to eyeball certain situations when I surprise people by my reaction to their suggestions.* (p. 17)

Being born into a large family, Dr. Stargazer considered herself fortunate. The role of her father in teaching her and her sisters about the beauty of their hair and skin made a lasting impression

on her. His verbal expression of her beauty in calling her "princess" also developed a positive self-image. Growing up in a culturally safe environment created a strong sense of self and gave her the confidence to handle different life situations. This environment also safeguarded her from inferior attitudes and promoted confidence and a positive self-concept. Both parents played an important role in her life. In the following comments she talks about her mother's role in her life:

> My mother did not work. We had people at home to help her, and we had to go to school, so that's the foundation. I think in that respect I was blessed. (p. 17)

Because her mother was a housewife, she offered nurturing to the family which was a part of Dr. Stargazer's family foundation. It was this foundation that encouraged her during her formative years of education in a place called the Santore Gulf. She shares:

> In the Santore Gulf where I grew up you read books written by scholars. Yes, yes. And all that priceless stuff. And I knew that, I knew Hemetite back and forth, I knew the Bible, I knew all the stuff, the poetry and all that. (p. 18)

> Dr. Stargazer's exposure to prolific readings and authors inspired her formative education

and her self-esteem that would later benefit her in developing her leadership skills. Her education also played a role in her religious beliefs and upbringing that was a part of her formative years. She enthusiastically talks about her childhood spiritual influence:

> So that is why I was also the fruit caterer of Fireside for our combined church which is Inspirational, confirmed at age 13, grew up in the church where I learned to do church work and all of that. (p. 17)

Her role as a candle servant in the Inspirational Church developed initial childhood exposure with leadership that was a building block for her adult leadership role as a college president. Dr. Stargazer's family upbringing combined with her social development in the church and

formative educational training created the foundation for her leadership skills preparation.

Some of these women experienced the preparation for leadership while pursuing post-secondary education as was the case for Dr. Hindsight, president of Gilder College. Both Drs.' Stargazer and Hindsight share the influence of their post-secondary experiences relative to preparing for leadership.

Academic and professional training

Preparing for leadership as college and university presidents involved various pathways, some of which include post-secondary degrees and professional training. This preparation was a part of journey Dr. Stargazer's who attended Waterside University. She briefly discussed her experience and later shared the books and authors she studied who clearly influenced her life.

> I went to Waterside University to study and that's where I truly began to open (up?). I came here to study sociology, but you have to take freshmen English when you go to Waterside. And something happened to me in those classes. So I changed my major to English because it gave me more opportunity to read this stuff. So I never left the English department, I lived there. And up to this day, I still like to read and feel like that.

Dr. Stargazer's college matriculation at Waterside began a transformation inside of her, but more importantly, was a part of her journey to leadership in academia. Her fascination with English led her to change her major to English and opened doors for her. An important part of this journey focused on the books she read and the authors with whom she became amazed, in some ways awakening her social consciousness. She cites:

> I have never read a book written by a Kolish person up to that time. And I got to read it. But I never knew about racism--- and these books I could not put down. They included *Cummin Calla and the eight men* which is out of print now. But that book changed my life and so did reading about Zion Cedar. It was Calla and Zion Cedar and people like that who really influenced me.

The books by Kolish authors like Cummin Calla and Zion Cedar influenced her experience at

Waterside. These were new authors to her whose words enamored her and guided her journey as

an English major. In fact, their stories exposed her to the social ill of racism of which she had

not previously known. The sense of awakening she had experienced those many years ago were

still alive within her as she shared in our interview. This college journey played a role in her

future aspirations for the college presidency Dr. Hindsight shared similar experiences.

As President of Gilder College, Dr. Hindsight began her higher education journey in

1968 and pursued her first graduate degree in 1972. In sharing about her preparation journey,

Dr. Hindsight shared her numerous positions that she held at two different colleges that built her

leadership skills.

> When I started in higher education back in 1968 I was actually working in the business department at the college I graduated from at Olive Run College as the secretary to the chairman. I moved along from there to assistant for self-study, or secretary for self-study. And in that role I learned about the whole institution because we were involved in preparing a self study. Not realizing that at some point all of that experience and exposure would be very important to my progress in other positions in that institution and at Gilder.

During this timeframe Dr. Hindsight began to hone her clerical skills and learn about the various

aspects of the college because of the self-study work. Her involvement in the self-study became a

pivotal experience that led the way for different employment options at her alma mater, Olive

Run College, where many years later, Dr. Brownstone would become president. Dr. Hindsight

also points out how this work influenced future opportunities for her at Gilder College. She

continued to work at the college and pursue other positions as she shares:

> I left that particular role to become assistant registrar at Olive Run College. And ended up becoming what they called records officer which is the Registrar. In that role I had the opportunity to learn the entire study body at the college. In this role I developed an intimate knowledge of all the students. I knew their names, their hometowns, and I would also know some of their grade point averages. I had an opportunity to help a lot of

students. I learned in that role that many students did not understand what you needed to do to make successful academic progress. And particularly did not what you needed to do to correct problems and issues with their grade point average.

In becoming the Registrar, Dr. Hindsight learned about most of the students and was able to create positive relationships through learning about them personally. Her role as registrar afforded her the opportunity to develop skills for supporting students, a skill quite necessary for the college presidency. This role also informed her that many students lacked information to help them grow academically, particularly in reference to grade point averages. As registrar, she was able to assist students in becoming more academically savvy and enhance their academic development.

These experiences allowed her to counsel and support students so that they would become more knowledgeable, after which she pursued her MBA in 1972 and then took a directorship at Olive Run College.

> So I had an opportunity to do a lot of counseling, work with students, to show them what they needed to do to increase their quality points and I really gained a great deal of satisfaction from that especially knowing that I was helping young people to be successful in college. Then I moved from that particular role and went to graduate school to earn an MBA. That was in 1972 when I went to the University of Insight. After completing that degree I returned to Olive Run College as the Director of Kemet Programs and then a short while later with Total Team programs.

The registrar's position at Olive Run continued to build her relationship with students and assist them in making wise academic decisions. Her particular attention with students was in teaching them how to improve their quality points which would increase their grade point averages. Once fulfilled in this role, she began her graduate academic journey to pursue her MBA. After earning it, she returned to Olive Run as a program director.

More than 20 years later she began her Ph.D. journey at Fairview State University. Dr. Hindsight talks about her experience getting accepted and the expectations of the program. As she shared this story, her eyes brightened and a joyful energy exuded from her.

> I left Gilder in1994 to go back to school to earn my doctorate. And when I left, I went to Fairway State here in South Bridge for a new program. I was a part of the first cohort and learned about the program about four months before I actually enrolled. I then applied for the program only three or four days before the application due date. A week or so later I got a call saying that I had been accepted.

Pursuing her doctorate degree was another step on her preparation journey in leadership. With only a few days to apply, she moved forward toward this goal and was accepted into the program . at Fairway State University as a member of its initial cohort. One of her objectives through this goal was to be positioned for a college presidency. She explains:

> Now when I went there, one of the things that I had put into my application was that I wanted to position myself for the college presidency. And I need to go back a moment because I didn't say I wanted to be a college president. I said I wanted to position myself because the president at that time, Dr. Frier, kept telling me to think about leadership. He offered to support me in graduate school and he honored his offer.

Although not sure if she wanted to become a president, she did want to be positioned for this office. She was encouraged by the president of Gilder, Dr. Frier, who wanted her to consider leadership. He encouraged and supported her during her Ph.D. journey.

> The president through the school supported me. They gave me a leave of absence and paid my school fees through a grant that we had been able to secure. And then the second year I received a fellowship from the National Consortium of Women that I had been in active in for 15 years; when I applied, I got a fellowship from them.

Dr. Hindsight received the president's support both with an approved leave of absence and the payment of her school fees through a grant. Because of her affiliation with the National

Consortium of Women she was extended a fellowship to continue her doctoral studies. The various professional opportunities combined with the pursuit of her doctoral studies laid the foundation for Dr. Hindsight to become prepared for leadership. Holding some leadership posts enhanced her skills for a future as a college president along with her desire to be positioned for a college presidency.

On the other hand, Dr. Trailblazer experienced a different journey of preparation. As president of Wellness College, she pursued a path that involved public schools and anti-racist training. She shares:

> As a consequence of my teaching and research, I became increasingly involved in working with schools--- public schools, private schools, colleges and universities, and K-12. It involved education at all levels and focused on creating anti-racist educational environments for all students. I did a lot of professional development with teachers and principals and school superintendents, as well as faculty members at colleges and universities around the country.

Dr. Trailblazer utilized her research and teaching to guide her in the anti-racist training she offered to public schools, universities, and private schools. Her professional development was focused on teachers and leadership who are associated with the public schools. She utilized these experiences to enhance the leadership skills she was developing through her training.

Through conversations with the college students she taught, she learned that many of them had not been exposed to such training and really needed it. Therefore, she decided to offer it to the public school and university formats to expose those who work with students to training that would help them in addressing anti-racist situations in the classroom. She cites:

> Many of my students at the college level said you know, I never got exposed to this. So I thought: "You shouldn't have to wait to get to college to get this information. It ought to be in high schools, the elementary schools etc." And so I started working with teachers who said we don't do it because we don't know how. And so I started working with

teachers. And then the teachers said they really need the support of their principals who they felt also needed the training. In the final run, the principals felt the superintendents needed the training more than they, and this led to the school superintendent mandating the training for the entire district.

The educational leadership was encouraged by the anti-racist training but initially was sought by college students who would one day become public school teachers. In her mind, students needed to be exposed to the training long before college. Once in the public school system, Dr. Trailblazer learned how strongly the teachers felt about the hierarchy receiving this training. In the final analysis, the superintendent required the training for the whole district.

Dr. Trailblazer's describes her anti-racism work as "expanding my sphere of influence." She offered these insights:

> I thought about my work in terms of expanding my sphere of influence. To give you an example of expanding one's sphere of influence I thought about the work I was doing with public school teachers and what I wanted to see happen with more teachers teaching about racism in their schools. I thought about this work in terms of how I could make a bigger impact. And, how to expand my own sphere of influence in terms of creating more equitable educational environments.

Expanding her sphere of influence is a tool she used to expose as many teachers as possible to the anti-racism training for educational settings. She ultimately wanted to impact as many persons as possible, and to do that, she had to think about ways in which her work could be expanded to influence more lives relative to anti-racism training. Her sphere of influence thinking also included the college environment and inspiring graduate students. She shared her processing thoughts in considering a transition to this academic environment.

> I thought that if I worked with college undergraduates, that was good, but I then I thought it would be even better if I worked with graduate students, because graduate students would become faculty members, and you could sort of clone yourself so to speak. So in 1997, I was thinking about leaving my job as a professor at JoySpeak College to possibly

pursue graduate teaching because I thought that might expand my sphere of influence working with graduate students.

The idea of working with and inspiring graduate students was an important element in how she could expand her sphere of influence. This experience would afford her the opportunity to train young minds to be more anti-racist conscious once as classroom teachers. A friend encouraged the idea as she considered the option of becoming an administrator, thus allowing her the gift of expanding her sphere of influence in a leadership role.

> But then I was offered an opportunity to become a college administrator---to become dean at JoySpeak College. And I initially wasn't sure I wanted this job---I was actually talked into it by a friend of mine who said: "If you become dean of the college you can take some of the ideas you have been writing about and put them into practice."

This leadership opportunity would allow her to expand her sphere of influence through practicing the work about which she had written. She would actually be expanding her sphere of influence both through the practice of her work and being a college administrator. Dr. Trailblazer decided to move in this direction and was chosen for the position. She encountered considerable success in this work that allowed her to continue to expand her sphere of influence.

> When I became dean I had a lot of success as dean with the support of the people around me. I also had quite a lot of success doing what my friend suggested which was to implement innovative programs relative to increasing the climate--- a positive climate for students of all backgrounds and it did become a model where people came to the school to see what we were doing. And I was in the job as dean of the college for 3 ½ years.

Being selected as Dean at JoySpeak allowed Dr. Trailblazer the opportunity to transfer her writing into practice by creating programs that would promote and encourage holistic racial environments in schools. As dean of the college for 3 ½ years, she also was able to develop her leadership skills while building a healthier academic climate at JoySpeak. She experienced success and challenges in the deanship which also developed her insight for future leadership

opportunities.

Future leadership opportunities led to college and university presidencies for these three women who were the focus of this discussion on academic and professional training. Academics were a part of Dr. Stargazer's formative years which built the foundation for her college and graduate level work and eventual progression into her professional training as a college teacher and then administrator. Dr. Hindsight focused her foundation on the various work positions held beyond college and her seemingly simple transition to earning her MBA and Ph.D. with the support and assistance of the college's president. The combination of her employment journey and degrees opened doors of access for leadership, as was similar with Dr. Trailblazer whose journey was guided by the exposure of her anti-racism training and eventual professional writings. Through these venues, she was given the opportunity to become a dean, a position she held for 3 ½ years. For these three women, academic and professional work created a model for leadership.

Within the combination of academic and professional work there are some tools needed for leadership that enhance the success of these women as college and university presidents. One of these tools is skills sets. Three of the women college presidents share their insights about the specific skills they believe are needed to be successful in this role.

Skills Set and Values

The three women who shared their insights about skills sets in this study were Dr. Brownstone, Dr. Hindsight, , and Dr. Stargazer. Dr. Brownstone focused on students and the skills required to nurture them. In addition, Dr. Brownstone discussed the importance of creating the team concept so that faculty and staff will support the college's mission and practice

engagement. She also supported having a knowledge of the academic environment, inclusive of financial, planning, and interpersonal skills.

Dr. Hindsight gave her perspective about the characteristics of leadership and how these characteristics influenced her leadership role. Within this context was her effort to build leaders for the future, a belief system at Gilder. Hence, Dr. Hindsight promoted developing leaders.

Dr. Stargazer was a strong supporter of reading widely to be informed of national and international events. As the president of an international student body and faculty, she also supported having international knowledge to meet their needs and to develop a personal rapport with them.

The Skills Set among these women varied according to their professional experiences and the issues they face at their respective colleges. Exploring their skills is necessary in developing the leadership role they play as college and university presidents. The Skills Sets began with Dr. Brownstone's views on inspiring and encouraging students.

> As a black woman college president, when you add the woman element, there's also that piece of being concerned for our children. The nurturing piece that I think is much more present in the minds and hearts of women as it relates to how you would run or handle the operations of the college so that it's designed to benefit the students. I think a lot of times, administrators get off course as to who they're there to benefit. And a lot of times they see themselves serving the board of trustees or serving the faculty and staff, and lose sight of the fact that, at the core of what we do, we have to put the students at the core of it. And, particularly our students because they are challenged.

Dr. Brownstone was passionate about being committed to students, and the importance of a college president putting students first. She advocated nurturing students and creating a college environment that benefits students. Her view was that presidents were sometimes misguided in thinking that their loyalty should be to the board members or faculty, but that the emphasis and

attention should be on students. The position she had was that students should be first is especially so the case because of the kind of students that matriculate at Olive Run. Many of these students came from socio-economically disadvantaged environments and, had particular needs that required a sensitive-minded president and college setting. She shared:

> Because many of them come from economically disadvantaged backgrounds, they bring baggage that we have to help them unpack. And then put new stuff into their suitcases. So our challenge is much greater. Our focus and our intensity in my mind is much greater than your traditional kind of president's role that may be played by someone in a situation where their kids come from privileged backgrounds and from positions where they have not been subjugated.

The attention and needs of many students at Olive Run are based on their social and economic challenges, which required a commitment to help these students address and overcome these disadvantages. Dr. Brownstone pointed to the focus of needing to assist these students which called for an understanding of their underprivileged situations and the ability of the president to see beyond the traditional view of being a president.

> So, the Black female president's role has to encompass a whole lot of stuff that may not be traditional because our history and our circumstances are not your average history or circumstances. So the woman has to bring a whole lot more in my mind to the table, and on top of that, you still have to know about bottom line stuff.

As an African American female president, her role encompassed a skill set based in part on the history and situations of her culture which did niot align with traditional norms of the presidency. In addition she also had the insight to interpret financial matters and know how to determine the bottom line for the college. For Dr. Brownstone, the skills set included engagement and a cooperative spirit to promote an inspiring energy for those who work and matriculate at the college.

So we have to be pretty careful about the kind of leadership we bring, or whether it is engaging and cooperative, or you're using these other oppressive styles of leadership that kill all creativity and unity. So the way that you enter into your position in terms of leadership style is really critical.

Having a cooperative ethic was important to Dr. Brownstone who also was conscious of leadership styles that she believed stifled work place collaboration. She emphasized the importance of one's leadership style as a new college president. Its importance was lived out in her discussion about interactions with building a team. She valued a cooperative team and the effort of building one so that decisions could be made wisely and in all parties' best interest. In sharing her thoughts about being a team player, Dr. Brownstone discussed how she advocated this perspective.

> I think that for me, I am most comfortable when I have the input from a broad base of constituents. I believe that if you have all of the relevant constituencies at least represented at the table, and if people have full information, then the group is really capable of coming up with whatever solutions they need to come up with. And so I've never been one to think that I have all the answers or that all the correct answers can only come from one source. I've always been one whose been very cooperative and team oriented in my approach to leadership. But there are some things that have to be decided upon individually.

Her belief in the team approach allowed the team to create solutions that wouldl benefit all the parties involved. In this approach, she supported bringing the relevant parties together and discussing the important issues in a timely and cooperative manner. The skill set of practicing the team approach and allowing parties to express their views was key to her cooperative perspective. However, she also was conscious that there were situations which required that she be the sole decision maker. Dr. Brownstone used her cooperative skills to her advantage in promoting the college's vision and establishing a format to work the vision.

You must set the tone and help shape the vision and be willing to support it, but you must be willing to challenge it. You must ask the right questions, and not be afraid to raise the questions, because if they do, they're going to lose their job kind of thing. So, to create sort of a team of folk who are comfortable in their position, but also comfortable with knowledge in their respective area, and they bring that knowledge to the table, and they know that when they bring it, it will be respected and honored.

In working the vision, she understood that it must be shaped through challenge yet ultimately supported. She promoted the efforts of the team members to bring their expertise utilize it to the benefit of the vision. Questions were raised and matters are sorted in this process. This was the real work of the executive council Dr. Brownstone created to build a stronger foundation for the college and develop this cooperative spirit.

So I've created an executive council that represents every aspect of the college, at the director's level, and even when we engaged in conversation about policy or program, that they have done their due diligence in terms of consulting with their constituencies to get their feedback as well so that we're not in a position where we're just passing down directives from the top.

Engaging the cooperative spirit included issues around policies and programs for the college. Those who participated in this work made up her executive council, and these persons got feedback from other parties connected with the college. This feedback allowed those parties to feel connected to the college and have some degree of ownership in the decision making process. The other parties are those persons who were the staff and not normally the decision makers who existed at the opposite end of the college structure. Although Dr. Brownstone engaged all voices in the decision-making, she understands that her voice is the final word for decisions.

We engage folks from the bottom. And so we sort of work it from the bottom up. And also at the end of the day, if there are some decisions that have to made, the decisions must be consistent with the group, and the group must have had an opportunity to weigh in and know that their positions are relevant, one way or the other. So, I'm very much a team person, but then again I'm not afraid to step out and be a loner if I have to.

And so, if things go positive or negative, I'm going to be held accountable. So at the end of the day, you know, depending on what it is, I'm going to have the final say.

Having the final say was the bottom line for Dr. Brownstone as the president, but this bottom line did not exclude the value she places on her team. Accordingly, she solicited the input and insights of her team in making decisions, and advocated their influence in the process. From their input, she ensured that the team knows the relevancy of their input which was further used to solidify decisions. As a result, being a team player and sharing decision making rights were both skills that Dr. Brownstone encouraged for the college presidency.

On the other hand, Dr. Hindsight's supported a focus is on good leadership characteristics as important skills sets. With this focus, she targeted her Gilder students who emerged as the future leaders of the society.

> I think it's very important for a person in a presidential role to exhibit good leadership characteristics. And to try to encourage those with whom she comes in contact, especially students, to inspire them to be the leaders in their professions, in their communities, in their churches, in their families. You know, we need leaders in our families ---people who are willing to do what needs to be done to move an organization or an institution forward. So I think it's very important for the leadership emphasis here at Gilder--- for the total growth and development of our students.

Developing students to be leaders was a valued skills set for Dr. Hindsight. In displaying good leadership skills, she focused her attention on building these skills in students so that they would be encouraged to serve as leaders in their communities, work places, families and in the larger society. The attention on the students promoted a holistic person through total growth and development. Dr. Hindsight reiterated the value of leadership as a college president, particularly in light of the fact that she did not originally target her attention towards a presidency.

> I think the whole aspect of leadership is very important and the role that presidents play in bringing people along actually encouraging them to prepare themselves for leadership roles such as I was encouraged to do, even though I had no plans to pursue a position of this nature.

She valued leadership in the context of how a president could use it to encourage others to uncover their own leadership traits; thus, she felt developing leadership skills was a valuable skills set.

Dr. Hindsight's ability to help others tap into their leadership talent as a valued skills set differed from the detailed skills sets that Dr. Stargazer had outlined as relevant and necessary for her presidential role. She discussed the necessity of women college presidents' interpersonal skills, knowledge of national and international policies, mentoring, and mastering the English language.

> You mean to talk about skills sets and not just one. Well my degrees are in English so the English language comes naturally, and my native language is English, but I have an accent, everybody has one. I think it's not so much language as thought process and the ability to perform in public with very little preparation. For example, a person invites me to a function. And I say I will come. And when I arrive there I see on the program that I'm the keynote speaker. Or that I'm bringing the greetings or doing the welcome--- and this was never discussed.

Combined with a strong knowledge of the English language, one must also be able to handle impromptu public presentations. Her island origin encompassed an accent that was distinct in her conversation. However, in her mind, everyone had an accent, but it is less about the accent than it is the ability to verbally express one's self using the English language. Dr. Stargazer outlined situations where a woman college president would need this skill as in being a guest speaker or giving a welcome. And, in fact, she contended that one must be able to tap into the

needs of the audience when making presentation.

> I may not have anything to write on, I may have some notes, I may have some thoughts.
> And so, the ability to extend pride to the audience you're looking at, if you don't have a
> sense of who those people are and what it is they'd like to hear, you will look bad.

Being receptive to and inspiring the audience are as important a skill set as communicating

impromptu according to Dr. Stargazer. These skill sets also included the ability to think quickly

and organize thoughts mentally if paper and pen are not available. She clearly defined these

skills sets as public speaking.

> And so I think the skills set, the skill that I'm mentioning here, is the ability to do public
> speaking with minimal preparation with people who beg you and court you when you
> happen to be some place. These are times when people will take advantage of you. And
> so, that's one skill set.

Being able to speak before an audience without full preparation was a skills set Dr. Stargazer

found necessary. Thoughtfully she shared that people would pursue you when they want you to

speak publicly to some audience.

Her ability to public speak impromptu was developed through her undergraduate studies

in English, and her leadership experiences as a college administrator. It was also during this time

that she developed her finesse in communicating with people from different cultural

backgrounds. As a woman born beyond the American shores but educated in America, she

learned to embrace people from different cultural environments which now serves her as a

college president.

> Another point I think is just your ability to mix with people of different backgrounds,
> heritages, classes and roles. When I go to the city I go and visit the firehouse--- these are
> firefighters who have never been to college, but if I have a fire here they are the ones who
> are going to save my students' lives, and my life. So I cannot just pass them by. I have
> to talk with them a little and check on their families, and see how things are going. I
> have learned how to just mix and to be happy in different situations.

Dr. Stargazer learned the value of having a rapport with those who serve in the community where the college is located. She knows the importance of visiting the community servants like fireman who would help the college in a distress. Building rapport with people from various backgrounds was also a skills set that was important to Dr. Stargazer in the presidential role.

And while building a healthy rapport was important, she thought it is equally important to be cognizant of policies and issues that impact the university directly and indirectly.

> The other thing is that I have to learn to be alert 24 hours a day to issues that are brought up regionally and nationally that affect the university. You have to know policies, local policies, and things that will affect the students and the university. I have to be aware of that. And so it means a lot of reading, keeping in touch, knowing what to look for, reading reports, and it's non-stop work.

Being conscious of local policies that influenced the university transpired as a result of intense reading and being informed at all times. It was intense work that required consistent interaction with report reading and media information. Dr. Stargazer related this kind of informing with her international heritage and experience which affords her the opportunity to lead a university with many international students and faculty.

> I think the international experience has helped me. I was an international student. But I think as a Black college president, I head a university that has students from 70 foreign countries, and also faculty from all parts of the world---the Caribbean, Africa, the Middle East, India, and Asia. So I owe it to these people to have some sense of what reality is for them, and I owe it to Americans to have a full sense of what it means to be an American.

As president of a university that thrived with many international students and faculty, Dr. Stargazer utilized her international heritage and the skills sets of being widely read and abreast of local and related policies to her advantage. She felt a duty to be fully informed of how these

students and faculty existed within an environment not of their culture as well as how her American students and personnel exist within their reality. A part of how she engaged her students regarding their reality is through her interactions with them.

> It may not be mentoring because some of the faculty members aren't embolden, because they're afraid to talk to some of these students. They are just afraid of them. But if I take a stand, then it empowers them to take a stand at their level and say this is where we're headed now.

Setting an example of how faculty should interact with students was important to Dr. Stargazer. She recognized that some of her faculty were not socially equipped to interact with students in a way that is approachable, so it was incumbent that she set the example. In doing so, she set the tone for faculty to lead their students in a constructive direction.

The interaction practice was more of a social skills set that was important to Dr. Stargazer whereas the practice of financial matters was a valued skills set for Dr. Brownstone and was an adroit management skill. Dr. Brownstone emphasized the value of financial knowledge relative to being a woman college president.

> You have to be able to understand the financial, and know when you're in trouble, and know when to shift resources, and how resources must be allocated, so that kind of experience and exposure is very important because that's where many of our schools lose the battle. So you do have to bring that background to the table.

Having effective financial management skills was particularly important for women like Dr. Brownstone who led an African-American college because according to her, these schools in particular have struggles in the fiscal area. Accordingly, she believed that fundraising skills were important in addition to having a financial understanding as well as planning skills.

> And then I would say they're other kinds of skills like planning skills. You have to know how to do strategic plans and business plans. You have to have fundraising skills.

The skills like strategic planning and compiling business plans gave direction and guidance for the future of the college and support its financial development work. The fundraising skills were necessary for the college's longevity and benefiting improvements, building an endowment, and overall fiscal management of the college. Along with these management skills Dr. Brownstone also subscribed to the skill of communication. She not only supported open and healthy lines of communication at all levels of the college but also advocates that communication is key among interactions with those beyond the scope of the college like company officials.

> Communication is critical. It's absolutely necessary whether you're communicating with your board of trustees, faculty and staff, students, or the broader community. Being very comfortable, confident, and prepared for discourse with all those constituencies is critical. So you have to bring some level of comfort in communicating with all kinds of people at various levels. Outside communication extends into the community as well as all kinds of people within that realm as well, whether you're talking about the top CEO of a Fortune 500 company or some unemployed person you just happen to meet on the street. So communication skills would be added to the financial, fiscal, and interpersonal kinds of skills.

Communicating effectively with persons in positions as CEO's to those unemployed within the community were a part of the realm of persons with whom Dr. Brownstone believed were important. These persons represented the outside communication network of which she referred but those within the college environment were just as valuable. The faculty, staff, students, and board of trustees represent this population with whom a positive rapport is necessary for building the college. The skills sets of communication, strategic planning, financial management, and interpersonal skills were those that Dr. Brownstone believed were necessary for successful leadership as a president. These skills sets function in a similar capacity as building relationships, and in fact, the interpersonal skills and communication necessitate relationship building.

Dr. Hindsight valued this particular skills set and aligned it with the role of the church at

Gilder College. She especially viewed this relationship as a part of her leadership duty.

> I have great respect for what the board has done to support the institution, particularly through the KAF church. And so I know that there's a great partnership there between the college and the church, and that the board is the organization that is responsible for the governance of the institution. So, it's part of my responsibility to maintain a good working relationship.

Her duty to build a healthy working relationship between the KAF church and Gilder was a

communication skill that involved partnership effort. The board of trustees also played a role in

relationship as a body that governs Gilder College. To that end, she also advocated the building

of healthy relationships among her faculty and staff.

> There are many more skills like building relationships with the faculty and staff and maintaining those and developing those. All of those are a part of the role and responsibility of the president. Which means that as one of my colleagues said to me: "Are you enjoying your job?" This is another woman who is a president. And she said "it's a fun job you know." And I said, "You know you are absolutely right. It is fun and then looked back and winked her eye at me and said: "If you don't like to sleep." And she told the truth.

Relationship building with faculty and staff was a valued skills set not only to Dr. Hindsight but

also to Drs.' Brownstone and Stargazer. For Dr. Hindsight, building these relationships were a

part of her role and responsibility, and sometimes involved being without proper rest, a fact

acknowledged by a sister presidential sojourner. Even Dr. Brownstone admitted that it was high

maintenance work to develop these relationships, and in so doing, it must be done with humility.

Being a president with humility was a more interpersonal skills set that Dr. Stargazer discussed.

> In this role I cannot be arrogant. So you might want to say I am humbled by the role, because it doesn't mean that I am on top. It means that I'm at the bottom carrying the heavy weight of students and their safety, and faculty and their progression in life.

Carrying the load of her faculty and students as president was humbling work for Dr. Stargazer. She carried the load of supporting, guiding and encouraging faculty and students from the bottom and is able to help her faculty and students bear their burdens. Being humble was just one of the value-oriented skills set Dr. Stargazer subscribed to as president. There are several others like not being greedy or being content. It took real work to practice contentment, but Dr. Stargazer as a firm believer in this practice.

> It also means that I cannot be greedy. That money is important when I accepted the job, I accepted what was offered to me, so I cannot steal, I cannot find creative ways to get some money for myself, I have to be satisfied with what I have been given, because greed will get me in trouble as well.

She choose contentment through accepting the terms of her position and being content with what was offered to her in salary and benefits. It is her belief to not pursue other ways of finding resources to ensure for herself but accepting the offer made. In being content, she also conceded integrity.

> I believe in integrity. If I say I am going to have this interview at 1:00 today, if something happens and I can't have it, I'll call you to reschedule it and say I'm sorry, and I'll tell you the truth as to why I can't do it. I believe in honesty, loyalty--- those things that are true anywhere in the world you go.

Dr. Stargazer practiced following her word and keeping her commitments. She also embodied honesty and loyalty. These were values that she supported as appropriate among people everywhere. And with these, she added being a courageous person which for her was largely based on an individual doing what is right.

> A courageous person is a courageous person. In my culture, I think having courage to do the right thing is one of my values because sometimes when I go there and stand up to do it, nobody's besides me. I have to do it by myself. And if you don't have the courage to do the right thing, you're going to compromise for the wrong thing, and that will bite you later on.

She was a woman who would stand alone and be courageous if needed when supporting her convictions. It was her strong suit to have a spirit of courage and take a position for what she believed in. In her culture, it is feasible and wise to be courageous and not compromise her beliefs. For Dr. Stargazer, her beliefs were not only about courage, honesty, and loyalty, but about being a messenger for the college and communicating with students in a way that inspired mentoring. On occasion, Dr. Stargazer would push aside her full desk of duties and commitments, close the college for a while, and assemble her students, faculty and staff to talk primarily with the students to encourage them. It was an assignment that she welcomed because she was dedicated to these young people having a future beyond the now.

> So I will shut down school for a day and tell everybody to meet me in the gym. And we'll be there talking about language, manner, bad words, what professionals do, and what successful people do. I don't care what a student's major is. If s/he is planning to be a lawyer, then they are to act like one from the day they get here. I also think a good president is a messenger that no matter what the past has been, you can see a glorious future because you're here---a future that is going to be yours because you're willing to share this vision, and work towards it.

The time she committed to sharing and meeting with students and faculty was her opportunity to discuss social behaviors and give students tools to guide them in their journey towards success. Exposing them to the skills they would need to be successful professionals was also a part of this time. This opportunity was a part of being the messenger she describes. She encouraged students to focus on the future and release their pasts so that they could live their individual visions. In the same way that she encouraged her students she felt likewise about sister and brother presidents supporting each other. In doing so, presidents have support during challenging times.

The other thing that I think is vital to the success of a Black woman president is to be in

touch with your sister presidents and your brother presidents, and to hurt with them when they hurt, and to rejoice with them when they rejoice because you don't know, maybe one day you will need them to bat for you. And when you need something, if you're not in touch with them during the regular period, it's hard to call them when you need a favor.

Dr. Stargazer firmly believed in communicating with other presidents and offering hope and assistance to them when needed. In her perspective, building an on-going relationship with other presidents opened the door for their support when problems arose and help was needed. On the other hand, she values the opportunity to celebrate with them in pleasant times. This communication practice was another aspect of relationship building that Dr. Stargazer, Dr. Brownstone, and Dr. Hindsight have all shared as key to skills set for the presidency.

According to these women, the other important relationship- building skills were necessary with faculty and staff, board members, community leaders, community workers, and unemployed people. These skills were supported by the development of interpersonal skills, financial management and strategic planning, policy knowledge, understanding the needs of international faculty and students, and practicing integrity, being women of honesty and courage, and holding gossip.

A continuing thread among these skills sets was a committed work ethic that must exist for effective leadership but is not necessarily spoken. As Dr. Stargazer shared, this was hard work to be abreast of local and national policies and international situations, budgets and much reading of reports to stay abreast of current trends and the like. The practicing of these skills allowed these women college presidents to be involved in the various aspects of the college, which was a precursor to the holistic leadership that some of these women have chosen to

practice.

The holistic leadership practices were an expression of role in which some of these women college presidents use to build healthy, prosperous, safe, and secure academic environments for all who matriculate in the respective environments. These holistic practices included work from the accountability to board members, faculty, and staff to mentoring students and faculty, and practicing the golden rule: treat others the way you want to be treated. Practicing the golden rule is particularly important to Dr. Trailblazer who earned a Master's of Divinity degree several years after having her Ph.D. and being a college professor. As President of Wellness College, where strong emphasis was placed on women and leadership, she supported the notion of embracing young women from all religious backgrounds regardless of cultural and social heritage, and therein honoring and nurturing the religious differences by practicing the golden rule. These were some of the examples of how these women college presidents practice leadership within the context of a holistic role.

Leadership as a holistic role

For the purpose of this study regarding role, it was necessary to define holistic and the way/s in which holistic role is being used to discuss leadership. According to Suzan Walter, president of the American Holistic Health Association, because there were no accepted standard definitions for holistic, holistic health, or holistic medicine, most usage falls within two common definitions. Since only one aligns with the researcher's concept for this study, it was the definition being presented: *Holistic as a whole made up of interdependent parts.* These interdependent parts as they relate to leadership and this study referred to: virtues like love, the

practice of the golden rule, values and beliefs such as accountability, integrity, mutual respect, the broader community, and the varied interactions and relationships among persons, groups and entities affiliated with an institution (i.e., faculty, staff, students, alumni, governing boards/chancellor). Since the term holistic is most often used in the medical/naturopathic/alternative health vernacular, it is important to justify its usage in this study.

An explanation that supported the researcher's choice to use holistic to describe role for this study is based on Suzan Walter's broad perspective of using the term holistic as an adjective in various ways. She wrote: The expanded perspective of holistic as considering the whole person and the whole situation allows us to apply holistic as an adjective to anything. For example, we can develop a new project at work or reorganize our life holistically. When illness(*leadership*) was involved, the broad definition of holistic allows us to integrate both conventional(*values, practices*) and complementary therapies(*virtues and beliefs*).

These tools: values, practices, virtues and beliefs comprised the holistic role and depict the concept of leadership that emerged as a core theme from the data on these African American women college and university presidents wherein they described their journey as presidents.

In this discourse on leadership, holistic role was discussed in the context of the values, virtues, practices and beliefs that were tools for how and why these women pursue their journey as college and university presidents. This discussion opened with Dr. Trailblazer, who practiced the golden rule and inspired all those at Wellness College to do likewise because she contends that it was a valued practice for leadership at the college.

For Dr. Trailblazer it was this practice of the golden rule that was an intricate part of the purpose of Wellness College and the link to a sacred belief. Dr. Trailblazer talked about this Christian value and how it applied to Wellness.

> At the core of Christian teaching as well as all great religious traditions is that notion of treating people the way you want to be treated. The principle of the golden rule, and what that means at Wellness is the importance of us "learning how to welcome the stranger."

Learning to welcome the stranger was another way of practicing the golden rule at Wellness. This Christian principle wa a valued part of the leadership way for the president and all who matriculated and serve at Wellness. Practicing the golden rule also embraced generous and hospitable energies which undergird the golden rule and were offered freely to every person irrespective of sex, religion, or ethnicity.

> We are to extend the spirit of generosity and hospitality to anyone who comes through our gates regardless of their tradition of gender, sexual orientation, of religion, of ethnicity, we really need to understand that and demonstrate it. And that that is a critical dimension of leadership in the 21st century.

In offering generosity and hospitality to those who visit the college, it opened the door for teaching students, faculty, staff and others about their role in leadership. Dr. Trailblazer was a strong advocate of leadership and in much of her work at Wellness has promoted leadership development not only through practicing the golden rule, but in creating an amazing leadership center for the Wellness community and the city of Sweetwater that is a national resource facility for women and holistic leadership development and training.

Holistic leadership and development at Wellness was in one form as a training facility for women leaders and in practicing the golden rule, yet was found in a different form or context as role. Role was used to describe the ways in which some of these women functioned within the

presidency. More specifically, they outlined values and beliefs that they subscribed to in this leadership role that generated others feeling whole and connected. These values and beliefs ranged from accountability to purpose. In the case of accountability, Dr. Stargazer shared her beliefs about how she served through accountability.

> This is role now. So in their case, I am an authoritative role, like their mother. I have to be accountable to faculty, I have to encourage them to get their doctorates and say to them: "What have you done and what are you doing to earn it?" I have to be the parent because you know with some parents they are saying, he's my baby, and so every time I see some of these kids, these are these people's baby, so I'd better be accountable to them. I have to be accountable to the staff who work here and I have to be accountable to the governor, and the board of regents, and to my chancellor. I have to be accountable to my board of visitors and to the larger community. I have to be accountable to my family, myself, and to God. So on a good day when I come to work there are some thirteen entities that I have to related to, that I have to stay in harmony with, and you can't do that by yourself. You need divine intervention to please all of these people.

Her accountability to everyone from the governor to the staff is all a part of the role of leadership she has assumed at Waterside University. In this role of holistic leadership Dr. Stargazer mentored and encouraged her faculty to pursue and earn terminal degrees on the one hand and create order and harmony through divine will on the other. The accountability she felt was necessary to aid and assist students to the best of her ability because of her commitment to students and the pride and concern she experiences from some parents. The larger community of which the university was a member was also a part of her accountability work which influences the community support she receives. In addition, she was not only accountable to numerous agents of the college like the chancellor and the board of visitors but as well to her family and God, those who have guided and supported her hand from childhood in her formative years to the place of leadership.

With the magnitude of entities to which she was accountable, there must be a "uniting

fabric" that linked these pieces together. All of these accountability units comprised the role she

played as president of Waterside University. Dr. Stargazer described the holistic practice of

uniting.

> So the fact that the different roles you have to play are distinct and yet you as the
> president must find a way to unite them. Christian experts call it a "tapestry." And if you
> don't know how to unite them, they will fray out so that at the edge you have each one
> hanging instead of weaving this beautiful design.

The uniting fabric which connected these pieces is a tapestry according to Dr. Stargazer. As

president, she effectively joined and managed the different entities to whom she was accountable

so that there was unity and harmony among them and within the university. There was a single

thread that united and held these fabric pieces together. This is the thread of love.

> The thread has got to be love. You want to love these people and you want to love what
> you're trying to do. And you want to love yourself in all of this. I don't see it working if
> I disliked what I did, I wouldn't be here today. If I didn't love what is happening around
> here. I wouldn't be so willing to say that on last Sunday I graduated some of my students
> that I love very much. So the thread is love, and mutual respect.

Love and mutual respect were values that Dr. Stargazer believed knitted together the various

fabric pieces to make it a single strand. This thread called love was self-expressed first, and then

it was practiced in the work that she did as president. It as the love that she relied on to guide

and direct her as a college president and the link for all those to whom she was accountable as

president. These various entities of accountability were also defined as a multifaceted role which

was the way in which Dr. Hindsight described her role as president at Gilder. It was a

combination of relationships and interactions that formed this role as being multifaceted.

> I see my role as multifaceted. Building and maintaining relationships with all of the
> constituents connected with the college: internal and external, national and international.

This is an awesome place to be. We are not perfect in achieving those goals at this point, but I hope that we will always be striving to be what students need us to be so that they can successfully matriculate here and graduate and be successful in the future.

The multifaceted role as president encompassed all kinds of experiences and interactions with the various constituents to whom the college was associated. Similarly to Dr. Stargazer, Dr. Hindsight felt accountable to these groups, individuals, and organizations and especially the students, all of which was a multifaceted and holistic duty. The commitment to serve the various entities and people who influence and are influenced by the college creates the holistic nature. It is also holistic because the commitment is to serving a large circle of people who are from different and unique environments--- national and international, local and regional. This represented the broader community--- that body of persons and organizations that were beyond the institution's immediate borders. Such borders also reflected the belief of Dr. Brownstone who was fully conscious of the diversity of her role at Olive Run College which not only extended to the broader community but was a compilation of varied roles.

> It's the whole community piece, this whole concern for the broader community, and the role that we have to play in that broader community and the role that is expected by the broader community of you. They don't expect you just to be a brilliant or an efficient administrator. They also expect you to be a leader and a role model and a mentor and all those things, and a place of resource for the community. So, as president, you're not just being president within these walls, you're president, leader, role model, advisor, advocate for the broader community.

The varied roles which were expected of Dr. Brownstone include role model, mentor, leader, efficient administrator, advisor, and advocate for the broader community. She was concerned about this broader community for whom Olive Run is a part because of the influence of the interconnection. The interconnection of the broader community and the college reflected the

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holistic role she played in leadership.

The holistic role of leadership among these women college presidents was reflected in their interactions and relationships with faculty, students, the broader community, the chancellor, alumni, and other governing bodies, boards, national and international associates, and others who were affiliated with their respective institutions.

The combined virtues, practices, beliefs and values are tools that these women college and university presidents chose and learned to use in their journey of leadership. These tools represented role as holistic because cooperatively they created a leadership perspective that was practiced by them individually and collectively. From practicing the golden rule as expressed by Dr. Trailblazer at Wellness College to being an advisor, advocate for the community, and role model as posited by Dr. Brownstone to exemplifying love as shared by Dr. Stargazer, these tools represented the holistic role of leadership.

Presidential Doors Open

Because of her effectiveness as a dean, schools began to target her for a presidency. This was a new process for her that involved interviewing and future options.

> So I was interviewed for a position as college president in 2000 that was my first
> interview. I was being considered for a predominantly White college in another state,
> and I wasn't sure I really wanted that job, but I thought it would be an opportunity to
> explore the possibility. So I participated in the interview, and it turned out well, and they
> were quite interested in me as a finalist, but I decided that it was not really the right job
> for me.

Dr. Trailblazer was being considered a finalist for the presidency at a different college based on the success of her interview but opted not to pursue the position further. Having the opportunity to interview and learn about the process also would serve to her benefit with future leadership

options. Although she remained in the deanship, a new opportunity arose for her at JoySpeak. It was a door opening to be an acting president at JoySpeak College.

> So I didn't take the job, and in the mean time was offered a position at JoySpeak because the president told me that if I stayed she was going to go on sabbatical, and I could serve as acting president in her absence. So I thought that would be a wonderful opportunity to explore whether indeed I wanted to be a president. It would give me a little taste of what that would be like. So I agreed to stay, and in fact became the acting president in January 2001.

When this door opened, it afforded Dr. Trailblazer a chance to explore the presidency in a more intimate way. As a result of her president accepting a sabbatical, Dr. Trailblazer was selected to become acting president and took this position in January 2001. Interestingly, while having only been in the acting presidents position for 3 ½ years, she began to receive letters courting her for a presidential position. She received her preparation for leadership in part through the trainings she held nationally. Her journey differs from that of Dr. Stargazer who is President of the Waterside University whose journey was not through training but as a college professor. She explained:

> Our discipline is such that if you are a good teacher then they put you to chair the department. So I literally got pulled out of the classroom and into leadership. And if you're that good then you become an administrator which pulls you further and further away from what you love most---teaching. And that has never left me.

As a college professor Dr. Stargazer developed her teaching skills such that she ultimately was attracted to leadership in the college environment. The leadership roles as a department chair and college administrator were a part of her journey for the college presidency. Acknowledging that there are various paths to the presidency, she is also sensitive to how professors perceive college administrators based on the following comments:

> I also think that some people come to the presidency from different directions. I came

from the academic world. I was a college professor. So I know what it means to be a college professor, and I know how many college professors perceive administrators.

Her sensitivity to how administrators are perceived by college professors could be useful to her as a college president. This perception came through her observations as a college professor and is used in how she both interacts with college professors and in hosting events to reward them for their teaching excellence.

Whether becoming president as a result of being dean and a "window of opportunity" opening up to be an interim president or getting promoted through the academic ranks, presidential doors can open to African American women through various methods. The experiences of Dr. Stargazer and Dr. Trailblazer are only two such examples of how such doors open to African American women who work in academic settings.

The doors that opened to these women are just the beginning. The more in-depth experiences existed as these women transition into the role of being president. Being president is the ultimate stage of the leadership journey for the eight(8) women in this study. Because this role was such an all-encompassing journey, there were two phases of this journey presented in Being President: The First Tasks is phase one and phase two is the On-going Tasks. The First Tasks addresses immediate issues and problems some of these women face in being new presidents. These issues eredivided into two topics of discussion: (1) mainstreaming the curriculum; and (2) changing the cultural climate. The introduction of the First Tasks of the Presidency leads to discourse on Mainstreaming the Curriculum.

First Tasks of Being President

The work of these African-American women college presidents' was holistically involved throughout the first tasks of being president. These women believe that all aspects of

the college were interconnected and interrelated, and with this belief, some of them placed a high premium on diversity of curriculum and creating a holistic cultural climate. This was the deeper level of the academic work – global and gender infusion in the curriculum and a cultural climate that is gender-sensitive and people-focused. The work of these women college presidents extended beyond the curriculum circles and cultural climate to include their personal challenges.

As was reflected in this segment, women like Dr. Brave, had to overcome particularly challenging personal situations in the presidential office that have strengthened her personal and professional resolve.

Seemingly, for these women, the first tasks of being president involved addressing matters that have an immediate and direct impact on the college like fiscal problems, curriculum issues, and climate changes. Whether they were personal or professional, they existed. However, it was through these experiences that these women embraced their role as college and university presidents. For those like Dr. Cherokee, her calling and her work were interwoven in mainstreaming the curriculum.

Mainstreaming the Curriculum

The infusion of global and gender sensitive issues into the curriculum is mainstreaming the curriculum. This mainstreaming allowed for intense discourse about the role, work, violence, misunderstandings, and journeys of global women and the Diaspora in particular. This was the true calling and work of Dr. Cherokee. She was as an extraordinary leader, scholar, academician, and woman-centered thinker with special regard for the women of the Diaspora, and the inclusion and cultural diversity of curriculum. This was so not only because of her prolific scholarship as a second-time college president, but equally so because her gentle

revolutionary posture embraced all women across sexual, cultural, economic, spiritual and social lines. In our interview, this posture emits from her words and intentional thoughts, and it inspired the connectedness she talked about between gender and race and their duality.

The duality was intertwined with double consciousness --- a sociopolitical theory that the great 20th-century scholar Dr. W. E. B. DuBois posited in his time-honored writings about the Talented Tenth. The view of double consciousness according to DuBois was that people of color in America must always live their lives conscious that they live in two worlds: one of African genealogy and the other American by force. But with Dr. Cherokee, there seemed to be no struggle, only acceptance: an acceptance of duality and an acknowledgement of double consciousness.

Her duality was clearly expressive in her disposition and facial gestures during the course of our interview and her dialogue on mainstreaming the curriculum. She spoke of a lifelong commitment to duality and the embracing of double-consciousness. Through this disposition she maintained a strong commitment to the gender and cultural diversity of the college's curriculum. Her passion to this work was transparent in these words:

> At Diversity College, we don't have either an African American or a women's studies program. There is certainly a sense in which these issues are mainstreamed into the curriculum. But it is my view that an institution which is a historically Black College for women you have to do both. You mainstream but you also lift up. And so it is very much a part of our strategic planning that there will be Africana Women's Studies at Diversity.

These words resound with the energy of her belief that African-American women at a historically Black college for women must be fully educated. Also, this full education encompassed: (1) a global and gender infusion of the curriculum; and (2) "the application of knowledge against such things as inequality, violence, or, racism, sexism, and homophobia."

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From her context, women who were fully educated "think globally and act locally." Hence, there

was the responsibility of each woman who matriculates at Diversity to be committed to this

practice. Such practice in a society that focused on "self" is the gentle revolutionary work of a

woman-centered thinker and change agent. The women who lead institutions like hers were

consciously committed to being change agents. And while one served as a change agent within

the context of curriculum, others practiced this work in their commitment to changing the

cultural and social climate, embracing state culture, and harnessing effective college-wide

communication (See Chart 3.)

Changing cultural climate

Infusing progressive social, academic, and cultural tenets into time-worn academic

climates was often the work of changing cultural climates among these women leaders. This

was work that involved communication, strategic planning, and modifying behaviors, policies,

and attitudes. It was work that was often required to establish a new order climate from the

residual energy of a predecessor long-sitting or otherwise. Accordingly, these sister presidents,

recognized that climatic changes take time and patience.

Dr. Brave was a progressive-thinking woman and leader whose appointment at Alameda

College altered the inheritance of an intense residual energy from her predecessor. This

inheritance also left her with her predecessor's board of trustees. Without candor, she shared her

struggle with and the background of this climate:

> The other piece that is a challenge is the whole issue of cultural climate. How do you
> change the culture that is so rigid that they believe that the way that you've been doing it
> is the right way to do it, and that they'd rather go – that they'd rather continue fiddling if
> you will? I think the interesting thing about it is -- I actually thought about the fact that
> he had only been here for four years – but we think about two years in, he decided he
> didn't want to fight the situation, so he just kind of coasted until he got something
> different. In the normal scheme of things that president becomes a change agent and

marries the gap between the long sitting president and the third president out. In this case, because his tenure was so short, and his effort was so limited, I came into a climate that was tantamount to a long sitting president.

The climate struggle at Alameda existed largely because those associated with the institution were allowed to maintain the status quo. According to Dr. Brave, her predecessor did not initiate a new order during his four-year tenure at the college. And to complicate matters, upon arrival, Dr. Brave experienced an environment of complacency that may have stemmed from her predecessor. To offset this situation, she worked diligently to create an atmosphere of action and mobility. In doing so, she also contends with the inheritance of a board of trustees and others who are resistant to a new climate and the change inherent with it. She cited:

> And so I inherited his board, and much of the faculty and staff that were in place when he wasn't here. The president who preceded me did very little to replace people once he decided that he wasn't going to fight the status quo.

Dr. Brave's predecessor chose not to change the climate, which only deepened the roots of the status quo. Hence, Dr. Brave inherited an institution and board members who promoted the status quo. Without the implementation of college-wide changes, the cultural climate would remain the same and perhaps the school as well. To establish a new order, Dr. Brave reiterated her predecessor's position and shared what her option was relative to the cultural climate. She pointed out:

> He was about managing so he could maintain the kind of credibility that would allow him to move on and so, really and truly I've tried as much as I could to work with the culture but ultimately, I think the only way that this succeeds is to replace the culture, the existing people with people who are more aligned to my thinking. And that fortunately or unfortunately it is what I have to do.

Her predecessor simply maintained the status quo until other doors opened to him. From her position, Dr. Brave worked diligently to embrace the climate remnants of the status quo, but with

little success. Due to this lack of success Dr. Brave determined that replacing the culture and some of those associated with it was her only option. Replacing the culture means hiring persons who support her thinking and cultural practices. Although a daunting task, Dr. Brave was not only reminded of her daily duty to be a model president, but celebrated not being alone in her commitment to cultural change. There were others like President Cloud who chose to raise the bar for cultural change. President Cloud believed that communication is the key to a healthy cultural climate (See Chart 3.)

President Cloud, President of Nguzo College, hds actually targeted effectiveness in communication as the primary tool for changing the climate at her college. She was also committed to embracing her Southeastern state's practice of unions which was a component of her institution's climate. As a deeply culturally conscious woman, her institution had received national recognition for celebrating the lives of African people in particular. But she also took pride in the fact that her college celebrated the diverse cultures of the students who matriculated at Nguzo thus establishing it as a cultural magnet.

Her cultural intuitiveness combined with political and spiritual astuteness had afforded her the presidency at Nguzo College for more than 14 years, an honor in which she accepted with humility. As a woman leader who consistently practiced an inclusionary style of leadership, she wasconfident in accepting her employees' union connections. The confirmation of her position was expressed in these words:

> We are a right-to-work state in Calendula. In Ocean Springs we are highly unionized so every constituency belongs to a union to get things done. If I were held to the technicalities of the written bargaining agreements, I'd be constrained in many, many ways, so we try to transcend those. I do not. It matters not to me what constituency someone belongs to – faculty, staff, administration, part-time, full-time, maintenance, security, it doesn't matter.

Her position of cooperativeness with unionized employees supported her longevity as a college president. The political strength she carried has been instrumental in guiding her through various policy-binding agreements that might not serve the best interest of the college. The support she offered to her employees strengthened the college and promotes the spirit of unity. The creation of this unity was also prevalent in her commitment to bridge the communication gap college wide.

Bridging the communication gap was one of her greatest challenges. Her message of infusing healthy communication lines revealed her commitment to this kind of change:

> I meet with all facets of the organization on a regular basis. At one point it was monthly or biweekly so that we could establish open lines of communication. I think in any organization, the greatest ill, the greatest challenge to overcome, is ensuring the message is received in the same vein and the same spirit it is delivered. And that only happens by rote, rote, rote, constant, constant, constant communication, interaction, love, followed through, and to say that message as many times and in as many different ways as it must be done until it is received.

Her message was clear: effective communication always occurred through hours and days of practice and consistency. President Cloud was well aware of the challenge of creating open communication and insisted that she must ensure this message by constantly reminding the college of its importance. In fact, she insisted that there must also be love in this process. The time she has took to communicate separately with various entities of the college speaks to her commitment and value of having strong communication lines within the college (See Chart 3.)

Her perspective blends with Dr. Cherokee's empowering faculty. This empowerment afforded them a voice. This is the voice explored by the President as Dr. Cherokee explained:

> I would say that a very important moment was again, process rather than event, but it was my ability as the college president to do the unexpected and that is really to challenge the faculty to engage in a greater degree of faculty governance.

The expression of a faculty voice interconnects with effective communication. And although practiced differently, both President Cloud and Dr. Cherokee supported the practice of ensuring a voice to others. The voice to others included all populations of the college: students, staff, faculty, and leadership. But for Dr. Stargazer the voice of interest is students.

Having formerly served as a college professor and administrator has given Dr. Stargazer a particular affinity for protecting the rights of students. A case in point is her concern with the plagiarism policy that was initiated by faculty. For Dr. Stargazer, her position was to protect the students at Waterside University from an overly strict policy on plagiarism. She advocated for the students' rights because the students are an intricate part of her passion as a president. It is also a role of the president to affect all aspects of policymaking (See Chart 3.)

Policymaking was a multi-faceted element in the college environment. Policies were often created for all aspects of the college from student behaviors to classroom decorum to budget structures. As a student-centered president, Dr. Stargazer ensured that the policy on plagiarism were student focused and designed to inform students about plagiarism and set parameters when the policy was violated.

> I still adore students. I love them dearly. The only way I can do administrative work is that I interpret it as a channel to help students. For example, the other day my wonderful faculty developed a policy on plagiarism. It was five pages long --- if you ever copied anything, we're going to do this to you, that to you, and the other. Everybody looked at it. The faculty senate, the vice president for academic affairs, and then they brought it for my approval.

Her first impression of the policy on plagiarism was that it was not student-centered. There were consequences but no explanation of plagiarism. As a policymaker, she ensured that the necessary leadership accessed this policy prior to submitting it to her for approval. Her next step

was to discuss the policy and her concerns about it with the faculty for review.

> Well, I said now. We're in here to teach it. We're in here as professors to take responsibility for making sure that students know what plagiarism is and know when they're cheating. How are you going to just suspend them, and do all kinds of bad things to my wonderful students unless you teach them about this? Oh well we never thought of it that way. I said oh well, you better. Where in here does it say in every syllabus you're going to have a statement that says that plagiarism is a crime, and it might mean copying something from the internet in that class. Where are you going to personalize it every semester and keep it --- you're just going to punish these kids with five pages worth of punishment?

Dr. Stargazer reviewed this policy with the faculty members and queried the severity of the policy and its impending punishment of students who commit plagiarism although the policy did not explain plagiarism. Further, she admonished faculty about including a specific policy in their various syllabi each semester to ensure that students were well informed of it in each class.

Ensuring a voice within the college interconnects with mainstreaming the culture and infusing climate changes within the institutions these women led because communication was a key tool in creating an effective college that supports all entities. Similarly, bridging the communication gap within the institution allowed everyone an opportunity to have and express their voice, and closed the gate on misinformation and misinterpretation.

Whether it is closing a communication gap, adjusting the attitudes of long-sitting alumni, establishing new parameters to offset and clear debt, infusing new ideals that promote students receiving a full education, encouraging a faculty voice, or pushing to change limiting behaviors of status quo board members, mainstreaming the curriculum and changing cultural climates required all of these efforts which are expressed and practiced by these women college and university presidents in different ways but for the common goal of building a strong college.

Mainstreaming the curriculum and changing cultural climates involved all of the

Chart 3   Expressions of Role

Campus Environment	Curriculum	Fiscal	Policymaker	Spirituality	Values & tools For leadership
Promotes integrity	gender sensitive	resolve fiscal l insolvency	encourages equitable student con-duct policies	Believes in prayer	ractices honesty
Attractive Grounds-keeping	globally sensitive	manage accoun e payables	Promotes parity in academic policies	c Practices and e courages Gold Rule concept	Build and practice trust
ffective college-wi Communication: faculty voice	Africana Women's Center	fundraiser: Capital cam Recruit alum support Targets com nity donors Recruits cor rate sponsors	Instituted fiscal policies to overturn insolvency	Promotes health self-care	Role model
Promotes inter-national student population	Healthy social consciousness-raising	Student ccou a tability in lo repayments	d Creating holistic campus policies c	Strong faith in C	Expresses high student expec-tations
Healthy annual c culturally-consci programs	Healthy culturall conscious annual programs	Addressing funding disp between min rity & majori institutions		Belief in a Divine power	Teacher
Expects & encour gender & race equity				erving in leadersh	Sphere of Influence
Changing status quo				Believes in Divine Order	Encourages Cooperative team Effort
					Mentoring
					Impromptu speaking
					Strategic Planning skills

practices mentioned heretofore, and ultimately occur as these women college and university presidents were transitioning into the presidency. From the transition, these women moved into the role and work as presidents. Being president was the culmination of their leadership journey and was comprised of all the experiences, encounters, lessons, values, faith and work that had been discussed and shared up to this point in the study (See Chart 3.)

Whether it related to the campus environment, recreating and re-defining the curriculum so that it is holistic, reforming fiscal policy, establishing sound and equitable policies, utilizing their individual spirituality, or expressing key values and tools for leadership, each of these African-American women college and university presidents had incorporated and/or utilized specific role elements into their leadership role as presidents based on the needs of their respective institutions (See Chart 4.)

As presidents, there were new lessons, more experiences, role work and challenges that these women encountered which represented the presidential journey. And so, on this journey, these women expressed their concerns about the fiscal challenges and barriers, the gender disparity, accreditation dilemmas, the personal problems they had to overcome, and the marginalization experienced by their peers. But there are not just challenges and problems, these African American women college and university presidents also encountered joys and rewards in this journey like the inauguration celebration, having and celebrating cultural diversity, and hosting an appreciation luncheon for faculty and those who get proposals funded. Being president was rewarding and challenging, and it was a journey these women embrace and accept as par for the leadership course.

On Going Tasks of Being President

Being president for these women was as rewarding as it was challenging. The rewards were the highlights of their hard work, but much of what they experienced on this respective journey were challenges. Throughout several of the interviews some of these women shared the enormity of their tasks, particularly for those who lead African American institutions.

The seven (7) African American women who led HBCU's in this study experienced fiscal challenges, although not of the same degree. In addition, some of these women also contended with the following: (1) deferred maintenance; (2) accreditation struggles; (3) marginalization among fellow HBCUs; and (4) gender disparity. These challenges and those explored in this chapter outlined the process of their journey and convey their personal convictions, experience by trial, political savvy, and courage that allowed them to transcend these challenges and find success on this journey.

In 1995 when Dr. River, became North Junior College(NJC) second woman president, she was one of the youngest in the country(ate the age of 35), and was marginalized by her fellow HBCU peers. Instead of being marginalized she anticipated support and inspiration from them because she was new to the presidential circle. However, because NJC was not an accredited HBCU, the HBCU aristocracy offered menial financial and moral support. This lack of support was experienced first hand during a national conference she attended with some fellow sister presidents from small scale HBCUs. She accounts how the aristocracy "gave us a few crumbs and sent us on our way back to NJC before the full body of HBCU member arrived," while offering no organizational support. This was a revealing experience of the journey that lay ahead. This encounter was paralleled by the gender disparity she encountered with her male-

dominated board members. She attributed such disparity to being a young, charismatic, and well educated African American woman. The gender disparity was also experienced by Dr. Cherokee, and Dr. Brave.

Dr. Cherokee is atypical of many of her African American women college president colleagues serving a second presidency. She was a woman with strong and seasoned convictions about gender equity and cultural inclusion as is shown in developing a globally-conscious curriculum and an Africana Women's Center at Diversity. Her convictions and tenacity also guided her in addressing accreditation concerns. The accreditation dilemma at the school resulted from prior inappropriate academic decisions. The institution's $2 million deficit of fiscal insolvency compounded this dilemma that was generated from unwise management during the previous administration. The enormity of this deficit influenced the deferred maintenance and an unstable enrollment. Accordingly, the president surmised that these circumstances led to the institution being marginalized by its religious affiliate and fueled because of its geographic location and unique diverse culture. Although geographic location was not cited as a hindrance for Dr. Brave, an historical diverse cultural climate may have influenced the negligent financial struggles that existed at Alameda.

Dr. Brave took the helm at Alameda College nearly five years ago during a period of financial instability and accreditation disarray. Her presidency began similarly to those of Drs.' River and Cherokee, both of whom became presidents of institution's during financial and accreditation disorder. Dr. Brave immediately recognized that the current climate was attributable to her predecessor. Her predecessor chose to support the status quo which permitted

students to ignore unpaid school balances and continue to matriculate.. Within a short span of her arrival, Dr. Brave initiated fiscal policies and procedures that required students to resolve delinquent balances and reduce accounts payables. These steps began the process of fiscal re-alignment for the college. Although fiscal re-alignment is a major concern for the majority of these African American women college and university presidents, this is not the case for President Cloud who was president of Nguzo College.

President Cloud has been president for more than fourteen (14) years, a tenure that was seldom experienced among other African American women college and university presidents. She exuded a joy in conversation when she shares how Nguzo was fortunate to have secured fiscal resources from its corporate partnerships who supported Nguzo's academic and athletic ventures. These resources enhanced the institution's state funding which allows for a larger operating budget and future growth for Nguzo. Moreover, President Cloud celebrated Nguzo's cultural diversity. In fact, the institution had received international acclaim for its annual Kwanzaa events which attract persons of various ethnic and cultural heritages each year. But she was most proud of the fact that the student body was comprised of persons from unique ethnic, social, and economic heritages. Although diversity is a strength at Nguzo, developing effective lines of communication throughout the college is a weakness. Bridging the communication gap is the challenge President Cloud faces in her daily round at the college. To transcend this challenge, she met separately with key entities of the college to reiterate the messages she has delivered among the corporate body. She contends that there must be constant and consistent re-delivery of her communication messages at all levels of the college to alleviate

miscommunication and strengthen the institution internally. All of these challenges that these African American women college and university presidents faced were strengthening their resolve on the presidential journey.

The presidential journey these women traveled as the new leadership genre in American higher education. Their leadership inspired a visibility that commands attention. This visibility, however, was a combination of the challenges briefly cited in this study as well as those which have been identified and categorized into four (4) major sub-headings as the on-going tasks of being president: (1) Financial Challenges in Being President; (2) Running the college; (3) Personal Challenges of being President; and (4) Professional challenges as president. Each sub-heading is discussed in the context of its relevancy to the leadership journey and the on-going tasks of being president of these African American women college and university presidents. Whether they lead private, public, religiously-affiliated, or state-supported HBCU's or non-HBCU institutions, they faced funding-related challenges on their respective leadership journeys. Through their insights as presidents' of these colleges and universities, each woman president was committed to meeting these challenges and pursuing solutions that lead to fiscal stability and solvency. Although creating fiscal stability and solvency are goals expressed as key to these African-American women college and university presidents, they must first address the issue of funding the college because of its impact at every level of the institution.

Financial Challenges in Being President

In this discussion of Financial Challenges, the data revealed three targeted issues for discussion: (1) funding the college; (2) raising capital; and (3) spiraling into deficit. Funding the college briefly addresses the fact that funding methods must be put into place to effectively

address financial challenges; raising the capital focuses on some of the ways and methods, i.e., capital campaigns, in which these women college presidents raised funds to operate the college; and spiraling into deficit presents details of how these women college presidents experience deficits and fiscal insolvency.

Funding the College

Funding the college was a significant component of successfully operating a college. This was particularly the case for African American institutions like those run by the women presidents in this study because of the funding challenges they face as presidents. Among the eight (8) women college presidents in this study, half of them were appointed to institutions with fiscal insolvency. In addressing this insolvency, these women college presidents must create funding mechanisms and systems that overturned this dilemma and promoted financial order. Building such mechanisms requires more effort for those at private schools as opposed to those at state-supported schools who have more access to federal funding. Accordingly, some of these women presidents also inferred that a part of the challenge of funding the college was simply that they were not afforded the same fiscal graces as their majority counterparts.

In addressing this disparity of financial insolvency, some of these women college presidents insisted that the disparity exists because they led institutions that were less prestigious than those of some of their majority counterparts. The data that represented this disparity and the necessary tools these women utilized to strengthen their schools fiscally was the discussion on raising the capital.

Raising the Capital

Leading a private, gender-singular or diverse community college institution, a four-year

public college, or especially an HBCU was an on-going challenge for the women who led these types of schools. In fact, it was a daunting task as tuition costs continued to rise due to economic shifts and changes in household incomes, and university budgets are cut by state mandates. The task of raising capital became exasperating for these female presidents who not only must address rising tuition costs, budget cuts and fiscal deficits, but accreditation struggles. Three of these women college presidents had particular concerns with raising capital: Dr. Hindsight, Dr. River, and Dr. Stargazer. Of all the fiscal concerns, raising capital is the greatest concern for Dr. River at NJC. Their voices relative to their struggles and triumphs on raising capital were expressed throughout this segment on raising capital. This discussion was led by Dr. River, president of North Junior College, a small junior college that served nearly 300 first-generation minority students.

Raising capital at North Junior College had been the major challenge and duty of Dr. River since she became its second woman president at the age of 35. She experienced much of her opposition directly from her board of trustee members, the majority of whom are men. Among several concerns, a major issue had been their lack of faith in her ability to raise and manage capital resources to operate and support the college. She gave expression to her thoughts in this simple comment:

> You know, if I came in there and showed them a bank statement with a $1,700,000 balance they would lose their mind, and would say to me that I don't have enough sense to know how to manage it, but I raised it.

Her disposition spoke to the lack of confidence she feels some board members have in her fiscal management ability as president. It also emphasized her awareness of their lack of support in her presidential skills which influence capital raising. Because raising capital was an important skill

for these women college presidents, any lack of support could impede an institution's fiscal state. The object was to build it, which was the case for all the women college presidents, including Dr. Stargazer. As President of Waterside University, Dr. Stargazer had also experienced a lack of support.

She recounted a particular incident as a new college president that ultimately became a positive capital raising experience:

> There was a man who didn't want me in this position, and now he's my number one alumnus for this year. I nominated him for an award because he has come such a long way. People forgot how he was, how he was against this administration, and for him to turn around and give me $30,000 out of his pocket, is proof that he truly thinks something good is happening here.

Dr. Stargazer was creative in overturning a lack of support situation into a capital raising donor gift. Prior to this occurrence, this gentlemen had not been supporting her nor her administration. Her generosity in nominating him for an award opened the door for his financial gift. And seemingly, he felt that positive change was taking place through her presence and efforts. Observing what a president does can determine whether a supporter would give a financial gift.

This was certainly the case for Dr. Hindsight who shared how an observer became a financial donor:

> But when they see you succeeding, guess what will happen? They will join you. For example, when a man in the community says I have been watching you, and watching what you have been doing. I want to help you. Here are $3 million to help you do what you are doing. Guess what? Somebody is going to wakeup and say "me too." So this is the kind of stuff I am experiencing.

Dr. Hindsight's example revealed the heart of some donors when they were pleased with what they observe a president was doing. The president's success in her endeavors encouraged a donor to support the college fiscally. The $3 million gift she received from this community

observer was the potential for other donors to also support the college, thus contributing to the president's capital raising efforts.

The donor contributions that Dr. Hindsight shared were an important part of her fundraising efforts. Nurturing donor support encouraged her efforts to meet the needs of the school's financial struggles. In her optimism she said:

> Certainly one of the things that I am actively doing all the time is looking for ways to cultivate more resources for the college. Through fundraising, through the development of donor relationships, I am quite optimistic that we will meet our financial challenges.

As her voice ha expressed several times, Dr. Hindsight believed in developing donor relationships as one of the methods for addressing financial struggles. She was actively pursuing donors within her community who had the financial means to support the college, although some were more willing than others. Therein, Dr. Hindsight was faced with both the financial challenges of the college and the barrier of networking to generate support for raising capital. She recounts:

> Well there are still barriers there now. But, a number of them have been open and willing to listen and to support, and I think there is potential for even greater support. I had one of those women to tell me when we started one of the campaigns, she said: "You know if I had it I'd give you all of it. I'd give you all of the money." Now you know what? I think she has it.

Dr. Hindsight's belief that the donor was in possession of the resources being asked of her supported her idea of the kind of potential she felt existed for donor support. This example of raising capital for Gilder College involved the challenge of working through networking barriers. Dr. Hindsight admits the presence of some barriers that connect with donor support. And through her savvy efforts with a fund raising campaign, she was developing a rapport that encourages donors in the Mainstay community to give.

She emphasized the importance of the Mainstay community in which Gilder College is located and also talks about the wealth and "old money" that, when given, could and did enhance Gilder's fiscal strengths.

> Mainstay community is another area that is really important to this institution. Gilder is important to Mainstay. But Mainstay is also important to Gilder because there's a lot of wealth in this community--- a great deal of wealth.

The wealth in Mainstay was valuable to Gilder College because of the potential for some of those resources to be given to the college. Dr. Hindsight really emphasized the important of this community in the context of the "old money" and the length of time in which Gilder has been enhanced by these resources.

> As they say, "old money." Gilder benefited from some of that in the last couple of decades, most of it in the past, but there's still a great deal that we need to benefit from. And I just refuse to give up. There are some people who say the community will never support you like it does the school across town. I'm not ready to give up on that yet. And I think we have to keep trying.

She was determined as the president to encourage persons of financial means in the community to make a contribution to the college. Her refusal to give up on these persons reflected the persistence she felt towards the capital raising efforts, although some suggested to her that there was disparity in giving because Gilder was a minority college. In her persistence, she also shared of a local person who made a sizeable contribution to the college. And even still, she is determined to pursue him for more. She shared:

> We had a local gentleman just two weeks ago to send us a check for a quarter of a million dollars. I had asked for one half million, but the only reason we didn't get the other half was because he was giving it to our sister institution, which I couldn't complain about. But I will go back to him later on in the year and ask him for the rest of it.

The president's persistence led this local donor to make a contribution to the college. Although

he gave a quarter of a million less than she had asked of him, she was determined to pursue him

in the future, believing that he would give the remaining amount plus more as she mentioned:

Now this gentlemen had given a half million dollars just in the spring of 2001, but his total now
is up to a million. But I'm determined to make it 2 or 3 or 4 or 5 because he has it, and he said it
himself he can't take it with him. So you know Gilder will benefit, and generations for the future.

These capital-raising efforts, according to Dr. Hindsight, would benefit future generations of

Gilder College. In her determination to encourage the local donor to give considerably more to

the college, she was clear in acknowledging the total that he had given to this point. There were

certainly others who gave to Gilder as well, whose donations vary and were just as valuable. In

particular, Dr. Hindsight talked about a lady who was a diligent annual giver, another who set up

a trust for the college, and another gentleman who humorously told her about the reputation she

had developed in the community when it came to giving.

> Now she gives $8-10,000 a year. I have one who--- well we learned after her husband
> had passed away--- that they had set up a half million dollar trust for Gilder. And she
> told me a couple of weeks ago that she's thinking about something else she wants to do.
> Now I know she's capable of doing more because she's given her alma mater a couple of
> million. So, you see. I'm talking about some powerful people who I've been blessed to
> meet and know and to go into their homes and be welcomed. And one man told me, he
> said: "I know, everybody knows when they get a call from you, what you want." He
> knows. He knows. And he gives too.

Whether giving $8,000 and more annually or having a trust established for Gilder, these

resources contributed to the capital campaign pursued by Dr. Hindsight. In addition, these

monies were a part of raising capital for the college that had multiple purposes. Dr. Hindsight

considered it a blessing to have the opportunity to connect with donors and be welcomed into

their homes. It was to her advantage to have a reputation wherein donors know she was a person

who, when she called, was seeking resources that would benefit Gilder. The success that she had

had with donors had come with time.

Her campaign efforts actually began prior to becoming president. She was a director

with the Title III program at Gilder and was in charge of the management of the funds for this

program. In her own voice, she explains how Title III monies are utilized and what amounts

were generally awarded to HBCUs.

> Well, most of the HBCU's receive monies from Title III anywhere from $500,000 to
> some schools who receive as much as $3 million, depending on the size of the institution
> and the programs that they have. It's more of an entitlement program now, so Gilder
> receives over $1 million a year for the Title III program. There's money there for
> academic improvement, a lot of supplies and materials for teaching and instruction, and
> faculty development. There are funds there for institutional advancement, training and
> development in that area, and student services, that would be that student activities are
> funded. We also purchased a lot of technology on campus with Title III funding.

This entitlement program known as Title III provided more than $1 million annually to Gilder.

These resources allowed the college to provide materials and other necessary resources for

instruction, to purchase technology that would improve the college's operations, and for student-

related activities. In addition, some of the funds provided support for maintenance, a lab, and a

classroom. She shared of these renovations that were accessed through some Title III monies:

> So some of the funding even for this building that we're in that's related to classrooms
> downstairs or that lab that is downstairs, we were able to use some Title III for it. And we
> have done renovations or maintenance kinds of work in Harriet Building, or True Color
> Hall, or other facilities on this campus where we do teaching educational activities we're
> able to use funding. So it has a broad impact.

These resources were a part of raising capital and contribute to the overall operating budget at

Gilder. Dr. Hindsight used this knowledge and training when she became dean of institutional

advancement. During this time, Dr. Hindsight was heavily involved in capital raising at Gilder which prepared her for her role as president. She shares bits of this journey as it related to raising capital:

> And then after I moved into vice president or dean of institutional advancement first, I got another whole perspective of the campus because I was involved with generating and bringing in resources to the campus. Under Dr. Power we did a $10 million campaign to raise money to support the institution's mission. And during that campaign we raised some funds for scholarships.

As a dean, Dr. Hindsight developed her skills in capital raising which involved the $10 million campaign to support the college and its mission. Learning to generate these kinds of resources gave her a clearer perspective of the college and its overall purpose. In time, the $10 million campaign increased by 10 million and included some specific projects as she points out:

> Funds were also for the Center for Teaching Excellence, and a couple of smaller building projects, and mostly funds were for the annual fund for operation. A lot of the money was used for that. And then, after Dr. Power left under Dr. Way's administration, we started a $20 million campaign that we completed under Dr. Dove.

The $10 million campaign opened doors for the college to enhance building projects, created the Teaching Center, and contributed to the annual operating fund. Through the transfer of leadership with presidents, Dr. Hindsight was able to continue her fundraising efforts with a successful $20 million campaign, twice the amount of the original campaign. The success of this campaign put the college in a position to complete some much needed renovation projects that the president was enthusiastic in sharing:

> And the campaign included funding, some of the funding for completion of this building, E.L. Cap, as well as some of the work that was done in the athletic area--- the health and physical education facility. Some of what was done for Legacy Hall we renovated in the last couple of years.

Renovations as recent as a couple of years ago were able to be done through the $20 million

campaign with completing a renovation project, updating work in the physical education building, and Legacy Hall all completed through these resources. But there were also other renovation projects that took place through this campaign. In fact, the president's office was located in one of the renovated buildings. She reflected about these renovations:

> The first campaign included some funding for Ancestor Hall. It was renovated about seven or eight years ago. It was not usable before that, neither was this building. This building had been offline for almost 16 years. And if you had seen it, you would never have believed that it could look like this today. When you go downstairs, take a look at those pictures that are up on the wall there of a work in progress.

For nearly sixteen years, Ancestor Hall was inoperable because of the renovations needed. Through the campaign, it was renovated nearly eight years ago and is now used in part to house the president's office. The renovations were completed through the $10 million campaign that Dr. Hindsight worked with prior to becoming President of Gilder. Because the renovations of Ancestor Hall were so severe, she felt compelled to share its situation and tell of its historic nature.

> There was a giant hole in the back wall of this building that had to be closed up just so that we could sustain it and protect it until we could get the funding to renovate. You wouldn't have believed it if you had seen it. This is considered an historic building. I had an opportunity to work with that too.

As an historic building, it was important to preserve Ancestor Hall. Dr. Hindsight was a part of the campaign effort that renovated this building. Gilder had been recognized as a college that owns several historic buildings. Those that were particularly important were shared in her conversation about historic buildings. The renovations for these buildings ultimately came from the $10 million campaign that promoted raising capital for the college. Dr. Hindsight shares her insight about these historic buildings:

Gilder has twenty-six structures that are part of its historic district, and there are eight or nine

buildings right on campus that are historic--- that are designated buildings, and this was one of them(Ancestor Hall). I think there are eight or ten on campus like the library, Legacy Hall, Hope Building, True Color Hall, a couple of other buildings right on campus--- I.D. Samson school right across the street, plus the houses across the street.

Along with Ancestor Hall, the building that houses the president's office, were an additional

eight or nine historic buildings on the Gilder campus. The renovation projects for these

buildings

created experiences in raising capital that were significant in developing skills Dr. Hindsight

uses as President of Gilder. Although there were success with these campaigns, as a college

president this kind of success was harder to assume, especially from the community. Dr.

Hindsight experienced both success and struggles in her capital raising ventures.

Her experiences with capital raising began when she was dean and laid the foundation for

her to be more equipped once a college president. The barriers she faced are a part of capital

raising for many women presidents, particularly when an institution is struggling with its

accreditation. Although the issue of accreditation impacts raising capital, the $5 million

campaign pursued by Dr. River was also a struggle. Her journey with capital raising offered a

different perspective from that of Dr. Hindsight who experienced considerably more success than

Dr. River as President of North Junior College.

Capital raising was a particular concern for Dr. River because of the issue of non-

accreditation. It stemmed from the school's history wherein there were no accreditation

requirements. By the mid-90s when the federal regulations changed, her institution were no

longer eligible for federal funding without the accreditation. Once the federal aid discontinued,

there were few funding agencies willing to give the institution funds to maintain open doors.

She explained how the lack of accreditation impacts securing resources for the college.

> Well, the thing you want to see is that --- if you're not accredited they won't give you a dime. So its been since March that we could even begin to have the conversation. Now we have gotten some little monies, you know. I'm on one of the bank boards and they've given us $4,000 or $5,000 over time, sometimes for scholarships. And from others in the community we've gotten some $500 money, some local moneys, but we have not been able to go after the big money.

The accreditation directly impacted the extent to which affiliated banks gave resources to the president to support the college. The resources were very limited, and only made minimal contribution to the college's extraordinary fiscal need. As Dr. River pointed out without the accreditation the institution was unable to receive monies. Those resources that were provided did not open the passageway for the institution to pursue larger sums of money that would more greatly benefit the school. Dr. River not only experienced this lack of support from banks and the community in which the institution was located but also from those associated with the feasibility study which she commissioned to conduct the school's fiscal need.

In her efforted to secure a $5 million loan, the feasibility study determined that a loan could be secured based upon her integrity but not that of the institution. Dr. River really saw this as a dilemma in her efforts to raise capital for the college because she assumed that she would incur greater responsibility than she should as president. The following reflected her concerns about the feasibility study:

> Now we are presently conducting a feasibility study to do a $5 million campaign. Now the sad thing is that the preliminary results are coming back saying two things: number one, yes, we can raise the money. But the second thing is, and what I find problematic is that they're saying --- well, you know, the school really doesn't have that kind of track record in the community to merit 5 million dollars, but you do.

The results of the feasibility study for the financial campaign send a mixed message that says the

school can promote a capital campaign but not based on its own merits. Dr. River was suspicious of the study's results which suggested that she alone had the fiscal track record to promote a $5 million campaign. She thinks it is a dangerous burden for her to carry. She pointed out:

> So what they want to do, what the guy that we're paying the money to do the study is doing--- he is doing the study model based not on the institution but based on me. I think that's dangerous.

Using the president's financial stability rather than the university's could encourage future fiscal challenges for the president. The study based its assessment of the president on her role and assumed positions within the community. She pointed out----

> You're on the bank board and you're in the Rotary and on the board for racism and you've been on various committees where you have spoken at the Martin Luther King celebration.

The president's involvement in these events and board posts are the credibility facts used to determine her candidacy for conducting the study. Although the capital campaign and limited bank support are two important resources for the college, there is a third that involved the alumni association. Their efforts, like those of the banks, are limited, but are worthy of acknowledging. Dr. River mentions:

> We have some alumni associations that are just kind of reforming so we have not gotten a
>
> lot. Well like I said, we may get --- and for them, if they give us a $1000 they feel like they've really given.

The alumni efforts were limited because of reforming, yet even in this stage, they had generated efforts to give to the college in as much as $1,000, an amount that the alumni viewed as

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substantial, according to the president. The alumni giving was an important fundraising mechanism, not only to Dr. River, but also with Dr. Hindsight at Gilder College. In fact, the alumni giving at Gilder far exceeded that at North Junior College. This difference in increase is reflected in a discussion where Dr. Hindsight shares about the alumni giving from the previous fiscal year and its influence:

> I have really in recent years been gratified by the alumni support that has grown. Last year, it was over $700,000 from alumni, primarily because of one gift received from an alumnae that was over a half million dollars. And I know there are some others out there, who will do likewise. We're looking for them everyday.

The gift of one particular alumnus was the contributing factor for the alumnus' giving increase. With a grateful heart for this kind of giving, Dr. Hindsight was encouraged that other alumnae and donors would do likewise. She continued her expression of gratitude relative to experiences of giving that come from the alumni:

> So that has been probably one of the most gratifying experiences to see how genuinely interested alumni are in the institution and how they will go that extra mile to support the institution. Now we don't have a major percentage of alumni giving.

And although the level of giving among alumni was not at a large level in terms of capital raising, the effort of their giving appeals to Dr. Hindsight. She was grateful that alumni reach beyond their comfort zones to support the college fiscally. Her sense of gratitude also leads her to explore which groups of graduates have become professionally successful and therein encourage them to inspire recent former alumni of Gilder in their giving. She shared these insights:

> When you look at individuals who graduated from Gilder over the years, particularly those who graduated between--- in the earlier years--- between 1965, 1970, many of them have become imminently successful in their career endeavors. And I was just talking to one of the graduates a couple of weeks ago about what we might need to do in the future

to help bring some of the more recent graduates back to the college to share their experiences and empower them to help support Gilder, because some of them have to do that as well.

Using highly successful alumni to inspire recent past graduates in their giving to the college is a strategy that Dr. Hindsight was considering to improve capital raising. Alumni from the mid-1960s to 1970 have excelled professionally and can be role models for more recent graduates who need guidance in their professional walk. Their success allowed them to become alumni who give to build and support the college fiscally.

Dr. Hindsight's experiences of alumni giving involved more cooperation and support than the alumni experienced of Dr. River. On the one hand, Dr. Hindsight had gratefully shared how the alumni at Gilder have given their support in dollars to build the college. However, on the other hand, Dr. River continued to struggle to get any support from alumni. A similar struggle in lack of support was experienced with her board of trustees. Dr. River in particular was not alone in the struggle with support as was shared by Dr. Stargazer who was president of Waterside University.

Recently, Dr. Stargazer encountered a cut in her university's operating budget. This cut was a lack of support at the state level that was also a struggle in terms of successfully managing the college. In the following passage, she shared how she became solution-oriented to address this problem that affects the college's fiscal status. She cited:

> The state only gives me 38% of the operating budget I need. We have to raise fees. We have to do it. I want the faculty to write proposals. Bring money in, and when you get that money you can do whatever it is you said you are going to do. A hundred and some odd proposals were written, and 87 of them were funded. So they are now reaping. They can hire graduate assistants, they can take trips. They don't have to come over here and ask for money to send them anywhere. They have learned how to generate money for themselves.

Raising fees at the university to accommodate the state's giving limitations for the operating budget is one strategy initiated to offset this problem. In addition, Dr. Stargazer encouraged faculty to submit proposals that, when funded, would also generate resources for the college and support the monies needed for the operating budget. Since 87 of the more than 100 proposals were funded, these resources would offset having to use the operating budget for faculty travel and related matters. Dr. Stargazer also shared the role of faculty cooperation to assist other faculty in the proposal process. She pointed out:

> And not everyone of them, but some of them aren't able, and some of them aren't capable. And they would like to. And for those we have linked them with others who know how to do this and want to do this. And they're bringing the others with them. There are some who are never going to get up. They're never going to be able to, but that doesn't mean that in their own way they aren't giving. I have to appreciate all of that. I have to reward the people who do and have to encourage their hearts.

A team effort is what was being put forth to assisted those faculty who desired to compile a proposal but need direction and assistance. In other cases, some of the faculty do not have the proposal desire but contribute in other ways. Dr. Stargazer wanted to make sure that the faculty who contributed in some way to support the college fiscally were rewarded and valued. Then, there were faculty who had become adept at submitting proposals that were awarded more than once, and she calls them "repeat performers" and shared about the kinds of monies they have generated.

> We are meeting the same demands with less. And the circle is getting wider and wider. And what I'm having is what I call "repeat performers." People who just do it now over, and over and over--- at $150,000, $260,000, and $300,000. You have these repeat performers who have mastered this.

In meeting the fiscal demands of the college with less operating budget resources, the repeat performers were a part of the solution for the operating budget issues. These persons generated

resources that ranged from $150,000 to $300,000. Their efforts lessen the fiscal demanded that

the college must continue to meet with fewer resources. Dr. Stargazer created a solution for the

operating budget problem by encouraging employees to submit proposals for funding. These

resources ultimately alleviated some of the pressure for the president concerning the operating

budget. Although she had been solution-oriented in this matter, not all capital raising situations

were as easily solvable, particularly as it related to accreditation concerns. Whether it was raising

capital or fundraising activities that would promote raising capital, the women presidents like Dr.

River, Dr. Hindsight and Dr. Stargazer were faced with some challenges in raising capital. In

fact, capital raising could be a massive fundraising endeavor, whether it involved alumni giving,

proposal writing and success, or various forms of donor's support.

As both Dr.'s Hindsight and River emphasized, these endeavors required much effort as a

fundraiser, with a success rate that varied. Raising capital during targeted campaigns were a

combination of success and struggles, particularly struggles for school's that already had very

limited resources and a lack of support from the community or surrounding areas. Some of these

struggles existed because of issues like accreditation problems, as was so for Dr. River who was

president of North Junior College. There was significant difference in the capital raising success

of Dr. River as compared to those of Drs.' Hindsight and River. In fact, her struggles with

accreditation for NJC had a direct bearing on the limitations with funding and capital raising that

she experienced.

Dr. River worked diligently inspite of limited funding, donor support, and major

accreditation dilemmas to raise capital for the institution through various local and national

resources. In particular, the accreditation dilemmas she faced seem prevalent among some of her

counterparts like Dr. Cherokee at Diversity College. Dr. Cherokee was faced with an accreditation dilemma that existed prior to her tenure. The accreditation dichotomy among the two presidents was such that Dr. Cherokee began her presidential tenure facing a significant institutional deficit due to accreditation mismanagement and oversight rather than non-accreditation as was the case with Dr. River.

Ultimately, Dr. River's charge to raise capital was directly impacted by her struggle to secure funding for the college because of "a lot of chicken and egg stuff" that she personally experienced from the aristocracy among whom included the Freedom National Organization(FNO) and the Educational National Organization(ENO) . Dr. River explained her perspective of the "chicken and egg stuff" in the following conversation that was directly related to the institution's struggle to raise funds for the college:

> The second thing, being related to the first, was not having the accreditation. That was the chicken and egg. So there was a sense that we weren't going to actually be able to come out of that because everybody wants to give you money when you have it. So nobody wants to be the first dollar on the table and nobody wants to--- you know, they didn't want to accredit you because you didn't have the money when if they would give you the accreditation, you could get some money.

The lack of accreditation created a serious fiscal dilemma for the institution. Dr. River assessed the accreditation and fiscal dilemmas as correlated because she was unable to secure the required resources for the college without the accreditation. She reiterated her frustration with skeptical fiscal supporters not wanting to be the first one to offer money to assist. This practice only conspired against her efforts to raise the capital needed to support the institution and its students, thus feeding the "chicken and egg stuff" she further emphasizes in her continued discussion of this struggle.

So there was a lot of chicken and egg stuff going on there. That was tough to work through. And I think the third--- and I think if you talk to my colleagues at Historically Black Colleges they are going to say "governing board." Especially if you are church related, you end up with a lot of good church people on your board but they are not people of means. And so they can't bring the kinds of dollars and influence to the table.

This discussion reiterated two problems that directly affected her capital raising process---- the "chicken and egg stuff," and board members without the fiscal and influential means to attract financial resources. Dr. River highlighted how, particularly at HBCUs, and those with church affiliations, the governing boards were often persons who lacked real resources to promote and create financial stability for the college. These dilemmas that impeded the work of building financial stability are paralleled by situations where some women presidents were faced with institutional deficits, accreditation problems, and previous mismanagement. These collective problems promoted a spiraling deficit and had a direct impact on the financial stability of an institution.

Spiraling into deficit

The fiscal instability of mounting deficits, particularly among the institutions cited in this study, were fueled by accreditation shortfalls which directly impacted student enrollment, deferred maintenance, and overall fiscal instability. The spiraling deficit situations some of these women faced were generated by mismanagement among predecessors, and contributed to lengthy and painstaking fiscal realignment.

Any one of these situations could led to a spiraling deficit situation and was reflected in an account shared by Dr. Cherokee:

When a campus does not look up to speed, students don't want to come. When students don't want to come and your campus is tuition driven, that affects the fiscal state of the college. Challenge #2 is plummeting enrollment. From days when there were somewhere

650 students the last year of 517 this year of setting a goal of 450 which fortunately we exceeded.

Dr. Cherokee explained the relationship between deferred maintenance and student enrollment. Her example of the difference in enrollment numbers from past years and now the present emphasized how the lack of resources affects the college. The correlation between these financially generated problems and the school's fiscal solvency could be directly linked to the institutions $2 million-dollar plus deficit. She cited:

> The first is fiscal difficulties. We have somewhere between a $2.5 and a $3 million deficit.

With this kind of fiscal problem, Dr. Cherokee had a great challenge. In fact, such a deficit spiraled into related problems which she confirmed as challenges. Challenge #2 is plummeting enrollment. And the third in terms of central challenges was all of the results of deferred maintenance.

The spiraling $2.5+ million deficit at Diversity propelled the college into enrollment and maintenance concerns that might have been prevented with a surplus instead of the enormous deficit. As Dr. Cherokee pointed out, the deficit promoted these other situations which she labeled as challenges. In fact, she drove home another insight about the impact of the campus maintenance. She cited: "When a campus does not look up to speed, students don't want to come. When students don't want to come and your campus is tuition driven, that affects the fiscal state of the college."

Dr. Cherokee was of the opinion that schools which were tuition driven and faced with a

deficit should create strategic programs and policies to offset the deficit and aid in restoring financial solvency. This was also the opinion of Dr. Brave who deemed it imperative to create policies and programs for financial order. From her perspective she shared:

> And so we have been able to initiate new programs, initiate new practices and policies. We certainly have been able to bring forth a fiscal stability solvency that didn't exist here before. That has been critical. We have been able to reduce a number of accounts payables and accounts receivable simply because we have stated that there are some policies that we are going to enter in including paying back balances. No matter how much that hurts, we've got to do that. Those are the kinds of things we've been able to do.

The policies, practices, and new programs that Dr. Brave initiated opened the gate for bringing fiscal stability to chaos which existed upon her arrival to the college. Her demand of the students paying old debts to the school has contributed to debt reduction and financial solvency, and had contributed much needed accountability among students. The practices and policies not only established a new order for the institution's fiscal future and wellbeing but also culturally influenced the college. As the change-agent, Dr. Brave faced struggles with cultural change beyond the college environment because she was an outsider to the community.

> And slowly but surely, we've seen some cultural changes. We're also, however, governed by the larger culture of the larger community. And that is much more difficult to address because I am an outsider.

It is the community of the larger environment that had been the most challenging for Dr. Brave in promoting the new cultural change of the college. And as she shared, this experience resulted from her being a transplant to the community. Nonetheless, she believed in the cultural changes as well as the policies and practices she has incorporated for fiscal restoration. These practices and policies might also have been a consideration for President River who experienced enormous emotional worry because of a spiraling deficit.

President River found herself at an institution that had successfully operated for its entire existence without accreditation. However in the mid-90's federal changes demanded that institutions without accreditation were ineligible to receive any federal aid. This dilemma prevented the majority of students attending this institution from receiving any federal grants or financial support. Without the federal aid previously available to the students and the institution, financial exigency became the reality.

Dr. River strategically sought funding from many sources but with limited success. The lack of funding support not only spiraled into a financial deficit but emotional worry as well, ultimately creating payroll problems and operating concerns. She revealed her struggles regarding these matters:

> He had some really choice words for me. Talking to one of my other administrators and he says to me 'Tell me what's driving you so crazy.' And I said not knowing whether we will have the money to meet payroll. Worrying about where I'm going to get it from. You know, having to go and Rob Peter to pay Paul. It's been cold. I look forward to our next light bill being $15,000. That kind of stuff. So money – it's always, it's the thing in the back of your head all the time.

Money was her greatest challenge, and particularly the lack of it which had created payroll dilemmas and the inability to pay the monthly utility bill. For Dr. River, money was a constant concern. She was always faced with the practice of using her limited resources from one source to pay on debt incurred from another source. It was a continuous cycle, and one in which there is limited change to establish fiscal balance. To ensure that her fiscal base did not become uncontrollable, she micro-managed to some degree. Admittedly, this was emotionally unstable over time as she pointed out:

> My bottom line question when anybody comes to me with an idea, with something

creative they want to do, before we can even discuss it, what I have to ask is "how much does it cost?" And doing that, over time, you go crazy.

Discussing the cost with those who wanted to make creative contributions to the college was a practice Dr. River had incorporated as a financial management tool. The fiscal inquiry supported the bottom line, which established financial order where there had been fiscal disorder. These combined concerns had been charged by the pecking order struggle she has confronted with the Black hierarchy who had not supported the institution fiscally. But her challenges also involved the day-to-day management of running the college which were heightened because of the institution's non-accredited history.

As a new college president, Dr. Stargazer experienced an immediate financial challenge concerning her operating budget. This change ultimately led to her creating a solution to address this challenge, and initiating financial order for the university. She shared:

> I assure you the challenges are there, but they have to do with money. Having enough money to do what you need to do. That's the major challenge. The first day I came here the budget was cut by 3 million dollars. And I stood up and said to my faculty you are my last hope.

Dr. Stargazer faced an immediate challenge on the first day of her presidency--- a $3 million budget cut. This cut directly impacted the university's operating budget. In a larger context, she discussed the ramifications of resource shortages within college settings and the linkage with disparity.

> By and large I would say ours is financial. That's what runs the world. We live in a market society, and you get paid less, or schools get less, yet we must deliver and supply and compete with people who have years of prosperity ahead of us. So I don't think parity has been reached. I'm in public higher education. I can't speak for the privates, but I do know that in public higher education, parity has not been reached.

The disparity in the public higher education arena that Dr. Stargazer spoke about was based on

the differences in funding and resources among minority and majority institutions. Some minority schools received fewer resources than their majority schools who, according to the president, far exceeded the prosperity of a school like hers.

Whether addressing the realities of raising capital, spiraling into deficits due to challenges with non-accreditation, creating specific policies and programs to offset fiscal instability, or seeking measures to alleviate spiraling deficits, these college and university presidents' understand the financial challenges of being presidents. Particularly for African American women college and university presidents, securing resources to operate and manage their institutions continued to be an ongoing challenge. In fact, this is their most arduous and time consuming task. How well these presidents were able to sequester resources for the college has a direct bearing on their effectiveness in running the college.

Running the College Challenges

Countless hours, mastery of their leadership style, influence in the community, and judicious governance skills are imperative for these women presidents to effectively operate and manage their institutions. In doing so, some faced daily challenges on the path of running the college wherein governance of the boards of trustee is a major problem. The fact that women presidents often inherited male-dominated boards of trustee creates gender-bias and financial management issues that required unique governance talent.

Aside from the extraordinary task of leading primarily male-dominated boards, some of the sister presidents must also contend with long-standing alumni who have held fast to reminiscent notions about the college. Among the women presidents in this study who lead

institutions, five (5) were originally established with a church affiliation with only three (3) of the five (5) regularly maneuvering within the religious aristocracy and its governance hierarchy. The religious aristocracy could and did present a fiscal dilemma for women presidents like Dr. River who was president of a very small, private, African American and non-accredited college---North Junior College. Institutions like NJC were often perceived as inferior to their larger accredited four year institutions that may not be religiously affiliated. These schools were sometimes called "colored" schools because of their perceived inferior position. The pecking order was a problem for schools like NJC because of its non-accredited status and limited financial status according to the African American governance structure.

Recognizing the pecking order

For the purpose of this study, the pecking order at some minority colleges and universities headed by women was based on an institution's fiscal standing. For the HBCU aristocracy, an institution's fiscal standing determined its perceived position within the aristocratic circle. The colleges of financial means represent the HBCUs that received fiscal support by the African American educational aristocracy and the "colored" schools, in some cases, were often those that were small, private, HBCU schools which received very limited fiscal support. Although these said institutions were all of minority heritage, they were treated differently and received funding inequitably because of an historical and perceived difference in status among the aristocracy.

According to Dr. River, there were colored schools, and there are HBCU's. Dr. River reiterates this point that the colored schools, unlike the HBCUs, are those institutions not considered important to the aristocracy. She stated:

The colored schools are the rest of us. Those are the ones that David Hawkins invited down before the FNO 50th anniversary celebration to throw us a few crumbs, to feed us a couple of meals, pat us on the head and then sent us home before the FNO schools came down for this grand gala, and then he sent us pictures. So there are Black schools and then there are Black schools. The colored schools are those of us who are under-resourced.

The fact that among African Americans there were two types of schools was a sobering dilemma that promoted the limited resources her institution receives. According to the Black hierarchical power structure which has created its own power structure, Dr. River's school was the least desirable of the two, and, based on the pecking order, women presidents like Dr. River were sometimes impacted by this pecking order. She further reiterated how two significant hierarchical organizations offered their support to schools (HBCUs) that were not in the same fiscal condition as hers (colored schools):

Now you know which ones get the higher education, and it's important because --- you see, I don't understand how the FNO and the ENO and those folks cater to the best resourced and ignore the poorly resourced. You know, David Hawkins has enough money in his slush fund to send each of us $100,000 a year, you know just to wave at us. But there is no concern for the rest of us, there is almost a tacit sort of something that says there only needs to be 41 Black colleges in America.

Dr. River struggled to discern why schools that are in financial straits like North Junior College are overlooked for financial support. She shared her obvious concern about the president of the FNO surplus to give nearly $100,000 to her school and others like it, yet chose to not do so. With the FNO and the ENO both as hierarchical organizations, she recognized that they promote the pecking order dilemma. Within this pecking order dilemma according to Dr. River there was also disparity towards church-related institutions. North Junior College was also such an institution which she viewed in this way as being a major challenge:

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I think they cloud the direction. I think that's a good way to put it. And I think that's a major challenge. And like I said, as I've talked to my colleagues, I'm not the only one with that issue. Many of them, especially if the institution is church supported, experience this problem.

Seemingly, the church-related institutions encountered more problems as is the case not only for Dr. River but some of her comrades. These financial problems in particular represented the under-resourcing of institutions like hers. In fact, she points out that the plethora of financial problems and under-resourcing were usually more prevalent among church-related and small institutions.

There are those of us, many of us are church supported, many of us are small and we struggle from year to year and our survival is in question from year to year.

These specific institutions consistently struggled for their survival because of the inequitable support from religious and other sources. As President Cherokee pointed out, this inequity was just as prevalent in the HBCU as Dr. River reemphasized:

Vaughn, the schools in the FNO, those are the HBCUs, those are the best resourced of the schools.

This example of a specific HBCU that was funded by the FNO was Dr. River's insight of how those schools defined as HBCUs were given fiscal preference rather than schools like hers that were considered to be "colored schools." The preferential treatment in financial support among the schools highlights the inequity displayed by the hierarchy. Accordingly, President Cherokee expressed similar inequity that was found among church-affiliated schools.

But someone like myself now at "Diversity" church related school – we are a SteepHill church related school. I look across town at "the" college which is also a SteepHill church school. I look at their physical plant, I look at mine. Something is not computing here. Or maybe everything is computing.

Her example highlighted Dr. River's expression of the inequity within academia that is found among church affiliated institutions (See Chart 4.) Dr. Cherokee points out the differences in physical plants between her school and that of her affiliate while emphasizing her own perplexity with such disparity. Having to address and solve disparities experienced among these African American women college presidents drew a parallel with being the first African American woman college president and the associated barrier of being a first. Dr. Cherokee stated:

> And so to come into a presidency as the 1st African American woman to head that African American, historically African American women's college, I think has to be viewed as overcoming a barrier.

Dr. Cherokee offered a pointed insight about overcoming barriers as the first African-American woman to lead a particular institution, and in like manner, particularly for this culture of women college presidents, addressing issues with the pecking order was also barrier changing. Based on the insights about the inequities that contributed to the pecking order, Dr. Cherokee's experience also warranted a pecking order encounter. Hence, the pecking order promoted financial under sourcing, a lack of attention based on institutional size and status, gender inequity, and church-affiliation inequity. Another kind of inequity had to do with the board of trustee issues some of these women presidents face.

In particular, they were sometimes faced with addressing all male board members and long-sitting alumni who wanted to have governance influence. These women had to use specific governance skills to address the issues of their all male boards, resolve problems with alumni, issue grades only to students and not their parents, and address fiscal problems that might hinder the progress of the college or university.

Talking straight to the board

Acquiring governance acumen was important for these women as was reflected with President Brave. She acquired her governance acumen during her mentoring journey with President Zachary. Dr. Zachary, the male president of her former institution, mentored President Brave in this environment where she deliberately pursued and excelled in leadership roles prior to earning her Ph.D. As the president of WaterHope University, Dr. Zachary afforded Dr. Brave leadership roles in governance practices and policies that honed her governance skills. It was these particular governance skills that were useful to Dr. Brave in her assessment and discussion of her own board of trustees at Alameda College, a private four year HBCU with a history of male college presidents, not unlikely at a private HBCU, and a male-dominated board of trustees. She cites:

> The other issue is how do you move your board of trustees from traditional behavior of micromanaging, and our understanding the difference between administration and governance to a point where they do understand? But they also must understand that their fiduciary responsibilities include fund raising. So, getting boards that are non-contentious who understand their role, and growing boards who understand that fundraising is a key role of these governance boards.

Dr. Brave succinctly described the kind and functions of a board of trustees that will best serve the interest of an institution like Alameda College. Her governance experience with micromanaging among board members addressed how this behavior could impact their role as fundraisers (See Chart 4). She also held a firm position about the difference between administration and governance and insisted that the difference be understood among board members.

The boards of trustees represented a single yet sometimes intrusive entity that sister presidents at private schools had to contend with at the board governance level. In particular,

some of the boards of trustees had long-standing alumni whose influence could be more of a

hindrance than a support. Both presidents' Brave and River offered their insights concerning

sentimental notions that some alumni projected as board members and as supporters of the

college.

Dr. Brave recognized the correlation between long-standing alumni and the religiously

affiliated institution and imparted her concern:

> Some of my colleagues who represent AME churches, or CME churches, for us it has
> made a distinct difference because that is one of the issues I don't have to deal with. The
> other issue is that on many of our boards there are long sitting alumni. And so you also
> have that issue of alums who sit on the board who believe that they have a responsibility
> to administer the institution, and more often than not, they are driven by their memories
> of how the institution used to be.

Dr. Brave was not only sensitive to sentimental notions some alum have but equally so about

their belief that they have governance power. As president, she was relieved that she does not

have to address a strong church influence or dynamic. And although she was not affected by the

church influence, she is impacted by the long-sitting alumni scenario of which she too has

experienced. In her mind, these alumni wanted a sense of control because of their lengthy

connect with the institution as well as their memories of the college during their tenure. Dr.

River echoed her view and acknowledges the difference in a majority board of directors with

financial strength unlike her own college board. The reality of this disparity was expressed in this

way:

> You know, I was looking at a board of directors for the chamber of commerce this
> morning. The publisher of the newspaper is on here and five or six people who owned
> the prime businesses in town are on here and I'm saying if they have a need, here's all
> the money right here. But I don't have that and the boards themselves, many times
> because they are the people who have sentimental attachments to the institution, don't
> understand. They don't understand that sometimes many of them are hindrances rather
> than a help. And that's bad enough from the fiscal part but also in the actual governance

of the institution. Many of them have sentimental notions and they like to talk about the way things were when they were in college. You know, we're talking 40 – 50 years ago, and so they come up with policy and things that really don't meet the standards of current higher education.

As Dr. River had perceived her situation, her long-sitting alumni did not understand the impact of their presence on the board. Their lack of understanding about current trends in higher education coupled with the disparity in financial strength among minority and diverse boards of directors created enormous frustration for women presidents like Dr. River. She had been particularly frustrated when the alumni members were bound to their sentimental notions about the college and expect to incorporate their 20th century thinking into policies for a school of the 21st century. Her insights reflected those of Dr. Brave who was equally concerned about the role that long-sitting alumni wanted to play as board members (See Chart 4.)

Further, as Dr. River pointed out, there were other examples of the differences in how these board members assessed contemporary school policies as compared to those of their matriculation. Dr. River shared a particular issue that caused some tension between her and some of her board members. She reflected:

> For example, I had a board person who was very upset about the notion that we can't send grades, because we send grades to students, we don't sent them to parents. And he was going on and on and on about it--- you know, the parents pay the bill. I said,you know what? I understand what you're saying because when I was in college that was the way it was. It went to my daddy. And I said, but now the Buckley Amendment precludes that and we can't. And so they're like, well you still ought to do it and I'm saying, but it's the law.

This example gave an insight into the level of struggle Dr. River faced with some of her board members regarding governance policymaking. The cause of the struggle seemed to exist because of the attachment some of her board members had to how the college operated and functioned

years ago when these board members attended the college. Not only was Dr. River faced with the challenge of governing long-sitting alumni relative to policymaking, but likewise, she had to also contend with matters involving financial contributions (See Chart 4).

She discussed the board of trustees' lack in understanding the reciprocation of financial gifts that were provided to support the institution. Their miserly attitudes towards reciprocation ultimately diminished future contributions to the institution as Dr. River shared:

> And because they don't understand the give and take of those – you know I've even had, you know them mess up even leverage over little gifts like, $2000 -- $3000 gifts, because they don't understand that if the bank gives you $2000 three years in a row, when you're doing a major project you at least need to let them quote on the loan. We don't go to somebody who hasn't given us a dime. And the next year they give us $200 and I laughed, and they say to me, what happened? And I said, but see they don't understand that. And they come back to me and say, can't you go back to your bank and get us something, and I say no!

As Dr. River had expressed, there must be a reciprocal giving among donors and the institution, and particularly with financial institutions like her bank who give small but helpful gifts to support the college. But in the case of her board of trustees, there was a failure to understand how this reciprocation benefits the financial longevity of the college. Their lack of understanding about the value of the reciprocation played a role in the bank significantly reducing its fiscal support to the college. The existence of this kind of governance struggle lent itself to how a woman president addressed fiscal exigency at the onset of her tenure.

A case in point involved that of Dr. Brave who summarized how a sister president and perhaps friend in a similar situation addressed the college's fiscal concerns as an incoming president. She shared:

> And the question becomes how do you preserve the legacy and fix the problem. Makeba of course said early on, this is what the situation is. I didn't do this. She took about six

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or seven months of heat. For what–the statement she made about the preceding president? But then it was gone. Then she was able to move on.

Dr. Brave carried a two-fold concern: solving the fiscal dilemma while maintaining the institution's legacy. The method used by her presidential colleague, Makeba, was a model for Dr. Brave in how to resolve a similar matter as a new college president. She continued this brainstorming by sharing how she handled the situation and what she thought was the most effective way to address this kind of problem. She offered her voice:

> I opted not to do that, and in hindsight I'm not sure that was a good decision. I think sometimes it is better to say this is what I found, and this is what we're going to do to correct it. But at any rate, it is a challenge that we as women find when we inherit these institutions that are under-funded and that have been living on reputation for a very, very long time.

The approach Dr. River used to address the college's financial situation an incoming president did not involve informing the college about the problem and offering a solution as Makeba had done. In essence, Dr. River acknowledged that these kinds of fiscal issues were sometimes the packaging for women presidents who inherited fiscally unstable colleges (See Chart 4). Hence, some of these women college presidents faced fiscal challenges that were not only associated with board governance, but also with inheriting fiduciary unstable colleges. The frustration that these women encountered in addressing these issues was similar to that of their counterparts who led private institutions with religious affiliations.

| Chart 4 | **EXPERIENCES** |

Participants	*Presidential Experiences*
Dr. Brave, President Alameda College	Gender disparity w/ male board members; Outsider to the community; problems w/ long- standing alumni; Initiated fiscal policies to reduce accounts payables.
Dr. Brownstone, President Olive Run College	School lost accredit. w/in 1 month of presidency; Addressing integrity issues; School in deficit; Promotes servant-leader style; Implemented performance measures for integrity
Dr. Cherokee, President Diversity College	Gender disparity w/male board members; $2 million deficit as new college president; Created strategic programs to restore fiscal order; Encouraged a faculty senate voice; Fiscal inequity w/ church affiliates
President Cloud Nguzo College	$35 mill. Renovation project to overhaul A/C sys. & technology building; Nat'l recognition for Kwanzaa celebration; Redesign curriculum for global inclusion; $2 mill. Joint agreement for University Center for parking.
Dr. Hindsight, President Gilder College	2nd woman pres. Of Gilder College Nurtures donor support w/in the Mainstay community; Fellow w/ the Nat'l Consortium of Women
Dr. River, President North Junior College	Gender & age disparity by male board members; No $ support from FNO & ENO; Fought battles to earn accreditation; Struggles w/long standing alumni President of a colored-school
Dr. Stargazer, President Waterside University	$3 mill operating budget cuts 1st day as president; Rallied faculty to submit grants to offset Budget cuts; Impromptu speaking engagements
Dr. Trailblazer, President Wellness College	Leadership training center for women built; Inauguration; Author of 2 books; $4 million women's center: Women of Truth Honing new relationships with college presidents, esp. males

There were five (5) women college presidents interviewed for this study who led

institutions that were church affiliated. In their discussions, they pointed out some of the

struggles that existed at schools that are church affiliated. However, at least one president whose

school was church affiliated did not have governance intervention from the religious setting.

This was the case for Dr. Brave who was president of Almeda College where she had presided as

its leader for nearly four years. Dr. Brave reflected this point in her comments:

> I think that most of us find boards that are predominantly male. One of the things that we have not had at Alameda College is an issue with church intervention. They are Anglican affiliated, but there's no governance or relationship between the Anglican church and Alameda College. So the state's bishop sits on our board, but he does so at the will of the board of trustees, not by the dictate of the church. And he is the only Episcopal administrator that sits on the board.

She emphatically described the lesser role played by a religious practitioner. Not only did she clearly explain the circumstances under which the bishop sat on the board but firmly cited his incognito status to highlight the point that there was no church intervention at Alameda. This was a fact she fully supported. Although Dr. Brave was relieved of the non-governance relationship between the Anglican church and Alameda College, she, like some of her counterparts at small, private HBCUs, had inherited primarily male boards of trustees. This was a reality wherein its members were non-supportive of the president. President River was a president in point who was impacted by such non-commitment.

President River took the helm at North Junior College which was located in the northeast region of the country in her mid-30s. She came to the institution with a tenacious commitment to serve disadvantaged youth and to model personal power. This small, private, historically Black college nestled in a wooded area in the northeastern portion of the country was established to service the needs of first-generation and lower socioeconomic African American youth. Dr. River's passion was to ensure that all students who matriculated at North Junior College were inspired to leadership through embracing their personal power. The passion and commitment with which she exemplified as president offered inspiration to her students and maybe some employees, yet, conversely, it was stifled, not shared, by the board of trustees. Dr. River explained:

Yeah, and then my thing is, you know--- and recently I've begun to worry and sit back and say you know, these people have other agendas and go through the quiet phase of it – they are paying to raise $3 million and come to a board meeting and they're overriding me and telling me they're not going to build a library, they are going to build something else. You understand what I'm saying? Because they are not participating in that phase of it, they're not connected to it, not committed to it.

As followers unto themselves, the board of trustees were determined to fund and support a project not of Dr. River's targeted efforts. This kind of governance struggle with the board of trustees only enhanced the lack of commitment prevalent within the board. The fact that Dr. River was an assertive, young and educated African American woman leading an institution with a male-dominated board of trustees seemed to encourage the lack of commitment she experiences from her board members.

Dr. Brave is impacted by this gender-bias battle regarding church affiliated institutions and the struggle with board governance. These correlated governance issues stemmed from African American institutions with an historical presence of male hierarchy and board members. To this end, there was the important matter of accrediting colleges, particularly those that were small, private and African-American (See Chart 4). Some of these institutions which African Americanl led have found themselves struggling to meet rigorous accreditation guidelines and policies. Unless proper accreditation is secured, these schools cannot receive federal or state funds to maintain open doors.

Accrediting the college

According to the women presidents interviewed for this study, the private, gender-based and church affiliated institutions which some of them lead were struggling to meet accreditation criterion. The accreditation dilemma not only affected the institution's financial stability but also impacts the eligibility requirements. To address effectively the accreditation concerns, these

women presidents must wisely manage their schools with cooperation from personnel at all levels of the institution. In addition, it was also to their benefit to initiate preventive policies and fiduciary practices to nurture accountability and promote sound academic and fiscal solvency.

Dr. Brave emphasized the issue of accountability from governmental entities and the president's challenge and charge of staying true to the mission as follows:

We find ourselves now in an era where accountability from state and federal agencies is overwhelming. Where we used to be able to get by with just being able to get kids in and get them graduated, we now are being held accountable for everything that comes into our institutions. In most instances, what we garner from external sources is insufficient to run the institution. And for those of us who have decided to stay true to the mission, by making educational access accessible to kids who otherwise might not have an opportunity, and also means that those kids bring to the table some limited financial resources.

The required accountability from state and federal entities extracts enormous attention from institutions, which was particularly challenging for small, private and minority schools that were generally understaffed. The demands of the government impacted when and how these institutions successfully graduate their matriculating students. There was a unique student demographic at private, gender-specific minority institutions, and some HBCUs like Alameda College where Dr. Brave was president. This demographic was primarily first generation with economically and socially disadvantaged minority students. Because of this kind of demographic, Dr. Brave, like other women presidents, was challenged in making education available and affordable to such students so they could expand their future opportunities. To meet their financial needs these institutions necessitate funding from a variety of private and public sources, some of whom are committed to the institution's survival and its fiscal resolve.

The balancing of this fiscal resolve was connected to the institution's accrediting

dilemma. It was through this resolve that Dr. River created strategic methods to address the

accreditation burden. Dr. River not only understood her institution's accreditation past but also

set into motion a process of fiscal resolve.

> Well, when I came to this institution in 1994, even though it was 100 years old it had
> never had any kind of accreditation. Never. You see prior to 1991 you could still receive your
> Title IV money for student financial aid, it's called transfer of credit. But because we were
> transferring students to other institutions we were OK, but the federal government cut that out
> when they were going after the proprietary schools. So, North Junior College went three or four
> years without financial aid when I got there.

Changes in financial aid policies in the early 1990s proved disadvantageous to the students at

North Junior College because resources became sparse. Without the federal support, it was a

catch-22 for North Junior College to apply for and receive its accreditation. This kind of

disparity inhibited their frustration in becoming financially solvent. It was this kind of

frustration that Dr. River spoke about in discussing her student population type and on-going

financial challenges connected to accreditation.

> So here you are trying to work in a population and give students who are mostly first-
> generation college, mostly low income and you have no – you know, not even Pell grant
> to offer them, no loans, nothing. So we worked really, really hard. Our first pass at
> trying to go for the accreditation we went to the regional and they didn't want a thing to
> do with us, we weren't big enough, didn't have enough money – I mean just basically
> told, we don't have enough money. The thing is that we thought we were trying to save
> money and we felt we were being creative using what we had. But with our limited
> resources we have had to do too much one-on-one.

Because of the school's history without accreditation, it struggled to earn accreditation which

had directly impacted the school's ability to receive federal funding. The impact of this dilemma

was that its student population–students who are largely socially and economically

disadvantaged and first generation--- would not receive the fiscal resources necessary to support

their college endeavors. The disparity of being denied accreditation because of the school's history had formed a frustration that Dr. River referenced in discussing her student population type and on-going financial challenges connected to accreditation.

Dr. River expresses the high cost that colleges like hers must pay to establish a level of financial solvency at institutions who have historically survived without accreditation. Because Dr. River is committed to the school's survival, she, like her counterparts in similar situations, have had to become financially creative risk-takers. As she reflected, many of her school's students matriculated from economically and socially disadvantaged environments and therefore could not survive in college without financial funding.

On the other hand, there were those institutions that had to face such accreditation struggles because of recent financial mismanagement practices. Dr. Cherokee implied that it was not so much a matter of accreditation and probation as it was disparity based on institutional color. She adamantly pointed out:

> ... with the fact that we are under probation with Southern Association of Colleges and Schools(SACS) (spell out first), the accrediting agency, under probation or on probation, perhaps I should say, for fiscal instability, I think challenge may be too mild a word for what is facing us at this point. But I think the more substantive, the more substantive stuff really has to do with what one experiences as an individual as much as what one experiences as a member of a category. Our historically Black colleges and universities just never get the support that the predominantly white institutions get.

Her descriptive disparity aligned with the institutional inequity that Dr. Cherokee and some of her sister counterparts had been forced to address in their leadership roles as college and university presidents. In reality, the disparity had been based on institutional design and gender issues. The gender issue was a "substantive" problem as Dr. Cherokee pointed out which in her

opinion was based on one's category. Accordingly, in terms of the institutional design, institutions of a minority heritage was less likely to be as fiscally supported as majority institutions.

The institutional disparity is prevalent among several of these women college presidents and was sometimes thwarted by persons who were fiscally available yet reticent to support a college. This dilemma was seemingly inherent in the work of running the college, as much as was the struggle with board governance, long-sitting alumni, and overwhelming accountability from the state and national policymakers. The globalness of these challenges exacted a high personal price from these sister presidents. For some the price was health concerns, for some the price was in finding personal time for self, and yet for other sister presidents the personal price was connected to family barriers. Whatever the price, each sister president made enormous personal sacrifices to lead the college or university to higher ground and financial stability.

Personal Challenges and barriers of being President

Paying a personal price

There was a consensus among these women college and university presidents of the high price paid from their lives to be women of integrity who were determined to build institutions of integrity both for the present and the future. To this end, some of these women faced numerous odds in their fight to be respected as women leaders of minority institutions and accepted for their intellect and professional expertise. Through their personal sacrifice they were committed to the call, the work, and the challenges inherent on their journeys as women college and university presidents.

In the call and work of President Cherokee, a two time college president with an

indomitable spirit, she discussed her personal challenge with society's perception of private

HBCUs as inferior. Her insight supported the view of Dr. River who was president of North

Junior College. Dr. Cherokee said:

> And so, again the experience is more what it means to be at an HBCU as opposed to being Diversity at this institution. This is what we all experience. Secondly, we all inexperience 'well you couldn't really be doing work over there ---I mean after all, it is a Black school.' And in the larger society, that these institutions could not provide quality education. When, in fact, these institutions do. Indeed we do.

The society's perception that many minority institutions provided inferior educational training

was perceived as a personal attack on those who led these institutions. In like manner, the issue

of perception was also directly associated with the role African-American women college and

university presidents' play as Dr. Cherokee reflected. The inferior status placed on these

institutions by the society may intensify the challenges of establishing strong and viable

institutions. Dr. Cherokee's view was similar to that of Dr. Brave's who equally was concerned

about the perception and expectations of African-American women college and university

presidents.

Dr. Brave knows all about the impact of perceptions. During the course of our interview

she expressed her position of concern and dismay about the perceived role of women in

leadership:

> It often comes back to the perception of what we should and should not be doing in this role. There is certainly a level of expectation that is different for me than it would be of my male counterpart. I've been accused of behaving like a queen, not accuses of behaving like a president. But like a queen. As opposed to -- -- I've never heard them reference my predecessor as behaving like a king. So those are some of the challenges I think all of us face, but particularly women.

The perception of a female college president behaving like a queen was an expressed

gender role view based on traditional values of society sometimes expressed in academia. For

example, the hierarchical model of leadership traditional to HBCUs contributed to this mindset and influenced the perception that some male leaders had of women in academic leadership positions. Dr. River shared an example of this mindset when discussing why she took her time, resources, and commitment to NJC seriously inspite of some suggesting that she not do so and instead to appear balanced. This particular mindset as highlighted in her comments about how her board members think *she* was inadequate to manage resources that she had raised.

> But when you give your entire life to something---you know, your personal stuff, resources, influences, names, whatever you have, you take it personally. If I didn't take this institution personally it wouldn't be here. If the folk that work with me didn't take it personally this institution wouldn't be here. And so it's tough for me to go back and appear balanced and objective, because this has been my baby, you know? Now the effects of this management stuff, probably not, but when you've worked in the college, I don't think there are any other options. You know, if I came in there and showed them that on a bank statement was a $1,700,000 balance they would lose their minds, and would say to me that I don't have enough sense to know how to manage it, but I raised it. And then of course usually they're older men and you're a woman....

She had faithfully given of her time, energy, money, other resources to build NJC. And her reward was the limited support from her board of trustees. The level of commitment Dr. River and her employees put forth to maintain open doors at the college engendered the challenge of being objective about the school's financial struggles. Matters were complicated with the forward lack of faith she sensed from her board which yielded their disbelief in her ability to wisely manage money she had labored to generate, primarily due to her gender and age. She further surmised that the lack of support from her board was reflective of a deeper issue not unfamiliar to her neither some of her counterparts----gender and age disparity.

Whether these women were facing financial challenges, gender disparity, or family issues, these stressors exacted a personal price of these women presidents. In addition, their health was also affected as Dr.'s Stargazer and River report.

Managing health issues

Some of the health issues these women struggled to manage included being weight gain

and hypertension. The stress of their call and work and the plethora of demands fiscally and

from the government may have triggered these health issues. Between the unspoken words and

the discussions about health, each of these women presidents acknowledged concerns with her

health. In particular, Dr. River expressed a simple yet important caution:

> Money is the first thing. I just recently went to the doctor and my physician was really
> upset because my blood pressure has been up and out of control for about four months.

In her mind, the hypertension was related to money but likewise in the personal sacrifice of

her resources, time, and the lack of support she received from her board of trustees. On the one

hand was an issue with hypertension and on the other was weight gain as Dr. Stargazer shared.

But the good news was that she had two sister presidents who supported her in losing the weight.

Two of my sister presidents are working with me on this issue. One is Dr. Trailblazer and the
other is Dr. Cherokee. We go on the road together. They keep pointing---I have gained some
weight, and both of them are exercise freaks. They would rather not eat or sleep than miss their
exercise. I realize I have the capability to do it. I just finished my salad and no carbs. I want to
lose 50 lbs. and I'm moving in that direction. Dr. Stargazer's efforts in eating healthy along with
the encouragement of her two presidential sister friends supports her plan to lose weight. As
women who are avid exercisers, they can also support her when she chooses to exercise. Since
she has made a commitment to lose the weight, her friends are there with a helping hand.

The health challenges these women college and university presidents were working to manage

along with facing gender and age disparity among board members as well as a lack of support in

their presidential skills led women like Dr. River to introspective work. This was the work of the

internal voice that she and some of her counterparts pursued to find deeper insights about

meeting these challenges.

The internal voice was the voice to which they deferred when mounted with minor or distinct personal challenges as presidents. For Dr. River the voice became real during her 40th birthday and an experience which urged her to rescue herself by thinking critically.

Rescuing self and thinking critically

Rescuing one's self was an epiphany that Dr. River learned of during a pivotal point in her life --- her 40th birthday. She was without pretense and suddenly realized that she was the only person who could rescue herself. She emerged from this awakening with a critical thinking mind. She encountered a type of reflection--- a reflection that allowed her to recognize her own truth and be ready to do something about it. The voice of total reasoning for Dr. River was now a voice that thinks of clarity wherein she offered these introspective musings:

> You know, oddly enough the funny thing is it's taken me just 7 years, and I told you I had this really funny feeling and I felt that I was getting the depressed, I knew I was getting depressed but... okay, I was trying to figure out what this feeling was that I was having and when I really got by myself along with it and just stopped being afraid to feel it... Um, you know, the whole event was just saying to me that, nobody is going to rescue you but you.

Thinking that she was depressed became an emerging truth not easily accepted. Yet, Dr. River made peace with it so that she could then begin to think critically about how to face this revelation. Assuming the courage to face her fear was the start of realizing that no one would rescue her but her. To her favor, she speaks briefly about the lessons she learned from her internal insights. She explained:

> And it taught me some things that were important and one of them was that what I had to do when I looked at my goals for the institution, I looked at them based on Utopia. Here now, can you get us accredited? All I can get is a library, I can raise $5 million, da, da, da,..., etc. because the earth is the Lord's and the fullness thereof. The Lord said to me once, let's look and see if in light of the present situation, you know, all things being perfect, yes, you could do all this stuff but based on the present situation, what reasonably can you get accomplished? And have you accomplished what you can

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accomplish? And that's the question I'm trying to answer right now. You know, it's hard to be balanced – you know, I've had people say to me, oh don't take it personally.

One of the lessons Dr. River gleaned from this internal process was the importance of critically assessing her goals for the institution without the rose-tinted glasses. Her example of the five million dollars she could raise to fund building the library was to her credit, but her spiritual voice questioned the feasibility of doing this. The spiritual voice also raised a few questions about what was most expedient to do to assist the college--- questions to which she was now seeking answers. This time of revelation and insight had also helped her to uncover the work of being balanced which she views as a challenge to do.

Seeking answers was a part of the journey for these women college and university presidents who paid a high price for their role in terms of health challenges, resolving personal truth, and facing gender and disparity issues that impacted their work.

They also sought solutions to the personal challenges they faced with needing personal time, creating a life separate from the presidency, overcoming personal barriers with family and loss, learning the balancing act, and struggling to develop personal relationships and friendships.

Facing family challenges

Facing family hardships was exactly what Dr. Brave had been commissioned to do since becoming president of Alameda College. Prior to the presidency she had not experienced any major family setbacks. Her career was always on the fast track and her family fully intact, but once in the role as president of Alameda College, life began to happen. She shared her personal challenges in a voice of strength and hopefulness:

And in all honesty, until I came to Alameda College, now I've had personal barriers I've had to overcome. I had to deal with my youngest child who is a mildly involved CP

child. I had to deal with the fact that I had given birth to a child that was not perfect. But she was not cognitively involved, which was a blessing, I would not have been able to handle that. And she's minimally involved. So I had to get over that issue. I was married once to a man who loved people—women people. So I had to get over it and I had to deal with it. And then I found my soulmate and I married him, and eight years into that marriage he was diagnosed with mesothelioma which is an incurable cancer. And I lost him. And I had to deal with that piece. So I've had those personal kinds of hurdles, but I've also had a grandmother who lived to 101, and I've had the other two grandparents who lived to 83 and 86, and three great grandparents.

The extraordinary personal challenges from the birth of a differently-abled child to one failed marriage and then the loss of a partner that Dr. Brave has faced since becoming president at Alameda have strengthened her personal resolve as a woman and as a president. The genius of her disposition in spite of her personal challenges was in the fact that she celebrated the lives of her grandparents who lived long lives. These two opposing life experiences represented the dichotomy of human life. And perhaps because of these challenges she lived the call and work of being fully committed to the charge of educating young and gifted African-American students for successful careers and lives in the 21st century. The spiritual adage "with every test there is a testimony" seemed apropos to the level of commitment she expressed in an earlier quote about educating young disadvantaged students. In the role that these women are in, the test and the testimony were also revealed in the challenges and barriers they faced with personal relationships.

Facing personal challenges for some of these women was not just in personal loss and painful child encounters, but also in determining how to balance personal relationships whether children and husbands, male encounters, or friendships, some of these women contended with how to balance these relationships while operating full time as college and university presidents.

Balancing personal relationships

Finding a balance between family and friends and their relationships was not an easy task. For women like Dr. Trailblazer, because of her family commitments as a mother and wife, it was a tough decision to determine where her youngest son would be while she served in her first year as president of Wellness. She talked about this issue in the context of it being a barrier.

> Well, I would say the first barrier is a personal one and has to do with my family life, in that I am the mother of two children, and the youngest son is still in high school. And when I was offered this position my husband and I and my son had to make a decision about whether he was going to move to Sweetwater or whether he would remain in Astro where he could finish high school. You know, he had two years left of high school.

As a new president Dr. Trailblazer and her husband were faced with a dilemma of where their son would attend high school. Particularly as a mother this situation was a barrier as a new college president because of the demands that the position makes on women. Having only two years left to complete high school was a part of the challenge of determining where it would be best for him to matriculate. Because Dr. Trailblazer was also a wife, she was faced with another issue of whether or not to be separated from her husband.

> And so we did make the decision that it was in his interest to stay where he was, which has required that my husband and I be separated for this time period because he had to remain in Astro to be with our son and I of course am here in Sweetwater, so we have kind of a commuting relationship which is the first time we've ever had to have one in the history of our twenty-four years of marriage. So that has been challenging. But I am grateful for the great support that I have received from my husband and it seems to have been working just fine for my son.

The decision for Dr. Trailblazer and her husband to be separated from each other accommodated her son remaining in Astro until he graduated from high school. Because Dr. Trailblazer had never been separated from her husband during their twenty-four year marriage, this decision

created a challenge for her and required that they have a commuter relationship for a season.

Having a commuter marriage for a time and being separated from your child were tough decisions that Dr. Trailblazer had to live with as a woman college president. It was also a part of finding the balance for her as a wife and mother. Determining how to balance the presidential role as a wife and mother was important for women like Dr. Trailblazer, but there were also women presidents like Dr. Stargazer who struggled to balance personal time.

Balancing or creating time for ones' self was the other side of the balancing act for both Dr.'s River and Stargazer.

Balancing personal time and friendships

Finding a way to balance time for one's self was the challenge for Dr. Stargazer. As a woman who led an internationally acclaimed university with faculty and students from 70 different countries around the world, her plate was always full.

In the discussion on managing health issues, she was one of two presidents who mentioned her challenge with losing weight. And so, for Dr. Stargazer, whether it was about her weight or balancing time for her self, these were personal challenges that she must address to create balance in her life.

> The other side of the challenge is balancing your time so you have some time left for yourself. No, I haven't figured out quite how to do that. I'm not married, my child is away from home, and my cat died. So it's the job, it's the thing that you do. So I'm always doing it, inside my church sometimes, it's the job when I'm there. If I'm on the plane, it's my job while I'm there. So it's very difficult sometimes.

Creating personal time for self was certainly a challenge and balancing act for Dr. Stargazer because her life was so intertwined with the presidency. Wherever she traveled by

plane or to church her work was always there and therein was the challenge of creating time for

self. It was truly a balancing act challenge. She was not alone. Dr. Brave had similar sentiments

that she discussed with a majority woman president.

The conversation that Dr. Brave encountered with her majority sister pointed the way of

the ongoing struggle to find balance between the presidency and a personal life:

> And so many of us have the challenge of trying to build a social life that separates us
> from being president and being self. It's a very difficult distinction to make the calls no
> matter where you are. One of the president's here Joy Jackson, who is president of
> Milestone, one of the women's colleges here in Roman said, "you know the thing that
> always drains me is that I'm always on, no matter where I go, I always run the risk that
> somebody will recognize me as Joy Jackson, the president of Milestone, and that you
> always wants to be conscious that even in having a good time, you're not having a time
> that will embarrass the institution." And so I think those are some of the things that you
> don't recognize or realize until you get into the situation and that you continuously have
> to deal with in this particular role.

The role as a woman college president was a personal challenge. As the President of Milestone

points out, defining oneself separate and apart from the presidency was a particular challenge

when out in public. The role required that they were always living as the president, seldom with

time to just be the woman without the label. Dr. Brave was like her counterparts in recognizing

that there was a very delicate balance between being president and living simply as a woman.

Trying to create a balance between the presidency and the woman was no easier for these

women than trying to build successful friendships. These relationships brought the same kind of

challenge for women like Dr. Stargazer as did the challenge of balancing motherhood and

wifehood. There were no easy answers as revealed in Dr. Stargazer's insights about her

girlfriends, but there was disappointment and the need to understand such challenging

relationships.

It's tough when girlfriends fall into the same category and cannot open their lips to say

congratulations. My two best girlfriends in college have never congratulated me, nor come to my inauguration. These were my two best girlfriends up until I got this position. If you had said to me who are your two best friends from *college days to now*(president's emphasis), the 1960s to now I would have spoken their names. They cannot bring themselves to say Stella you did well and I'm happy for you. *They never call me now*(president's emphasis). I have to initiate all phone calls, and about a year ago, right after I was inaugurated, I asked both of them, why have I not heard from you?

The friendship that Dr. Stargazer shared with her two best friends from college suffered to be balanced and she did not know why. Their absence from her inauguration raised concern for her as did their unwillingness to call her on the telephone now that she was president. Her emphasis on these two women having been her best friends from college until her presidency awakened the heart of her hurt in their lack of attention to the friendship. This was the personal price she was paying for being an African-American woman university president. It was truly a price that bended and impacted friendships.

Struggling to find that balance was the place that exacted a price from them and their personal lives. Regardless of the situation, their role and work as an African-American woman college and university president demands a high personal price. The high personal price these women paid and continue to pay has guided many of them to a stronger faith walk, introspective reflection, standing up for what they believe in, and determining to live more purposeful and holistic lives.

These African-American women college and university presidents, have learned on their journey of leadership challenges to embrace the power that lies within them. Through critical thinking and self reflection, these women were equipped to face the personal challenges with which they are confronted. The introspection offers them a tool of strength that was used to guide them in their enormous task of securing resources for their respective under-resourced

colleges, in their commitments of effectively running and operating these institutions, and in their journey of transitioning to the presidency. The institutions with which they led were persistently targeted fiscally and academically, often with limited support from federal and state agencies that were created to support these institutions. Yet, inspite of all these challenges, these African-American women college and university presidents held fast to their convictions and beliefs that all students are entitled to a fair and equitable education. These women were committed to cultural, social, economic, and personal change because they understood that the world deserved the voices of women.

And in spite of the high personal prices they paid to balance their lives between the personal and the presidential, the gender inequity and the voice of reason, these women were encouraged to continue as presidents because they know that without a struggle, there is no triumph. And continue they do, not only against the odds of personal challenges, but also professional challenges as well.

The professional challenges consume their time in the form of alumni concerns for the college, rebuilding professional relationships ravaged by dishonesty and a lack of integrity, teaching others to have vision, and leading change. These professional challenges were a part of the role and experiences these women face as college and university presidents. They exist in their day-to-day encounters in the presidency and require time and energy from these women on their journey of creating viable and long-standing institutions.

Professional Challenges of being President

The professional challenges some of these African American women faced as college and university presidents were resolving issues with the alumni, building integrity, and re-and

establishing healthy professional relationships. None of these challenges could be taken lightly because of their impact on the college and the time they require of these women presidents.

Such was the case for Dr. Hindsight at Gilder College. She was faced with the challenge of resolving differences from alumni. At the time of our interview, she had only been in the presidency a few months, although an employee with Gilder for more than twenty years. Dr. Hindsight transitioned into the presidency on a Monday morning after her female predecessor and former boss was told to exit the college on a Friday afternoon. Under these circumstances, Dr. Hindsight found herself having to quickly "learn the ropes" of the presidency because the transition took place in mid-August just as the new academic term was beginning. Although she had the full support of the board of trustees, some alumni were not as supportive. She talked first about the challenge of being at the college during this particular timeframe.

> This is a very, very challenging role and a very, very challenging time to be here at Gilder College. But because I do have great faith and I do believe that there is a place for Gilder College within the realm of higher education, I believe that this institution will emerge as a strong institution at some point in the future.

Her emphasis on the word *very* expresses the depth of challenge in the role as the president and her time at the college. However, as a result of her faith, she was confident that the college would recover from the changes it was going through and have a place in higher education in the future. Dr. Hindsight was not only challenged by being president at this particular time at GC but also by some of the alumni with whom she encountered.

> The alumni is another constituency group that I have enjoyed working with, I have been challenged by, and I have letters and emails on my desk right now of a very challenging sort. And of course there are some challenges. I have experienced some barriers in my dealings with alumni, you know, some of which created a wall there. If I can't give them an answer at a particular point and time, they might not want to hear anything else. I have experienced that with some alumni and I try to transcend those barriers.

Alumni who wanted quick attention and responses to their concerns with the president was a challenge for Dr. Hindsight. She had received emails and letters from these constituents about various problems regarding the college. This kind of interaction had created a barrier for her with some of the alumni if she did not respond to their requests in their timing. In fact, some alumni were verbally unpleasant and gave her insight about how best to lead the institution. She considered these scenarios as challenges.

> I have experienced many, many challenges. I've had many conversations with individuals that were irate because they had some major concerns. Other individuals wanted to advise me on how something should be done at the college. I thanked them for their advice but I did not follow it.

Dr. Hindsight faced challenges by the alumni who were irate because of problems that exist at the college as well as those who want to instruct her in how to run the college. As she was challenged by the alumni and their desired to be intricately involved with governance, Dr. Brownstone was challenged by the breach of integrity that was charged to it by the SACS accrediting agency.

Similar to Dr. Hindsight, Dr. Brownstone was also a new first time president. She was challenged to build a new path of integrity at the college because of the many old habits and ways of integrity breach that existed prior to her arrival.

> And so, one of the challenges that I have here at this college, is this great breach of integrity. And unfortunately or fortunately, it may be both, that's exactly what the accrediting agency said---integrity. And that's all they had to say. And everybody knows they were right. People on the inside knew it, and people on the outside knew that the college lacked integrity in a whole host of areas. So, that challenge of restoring integrity is a major challenge because people have had certain experiences. They know what they have had to deal with in the past, and they're not willing just to step again and say here I am, because they have been burned in the past. We're building from scratch. Not just from scratch, we're building from past scratch because people have the memory

of the past, and that baggage is still there. So that's a challenge. That integrity issue is a big challenge.

The challenge before Dr. Brownstone now was addressing the breach of integrity at Olive Run College. Because of this breach, the college's accreditation status had been greatly impacted as had the level of trust among employees. Because of this, Dr. Brownstone also had to address helping employees move beyond their memories of the college's failure to practice integrity. There were scars and wounds from the failure that continue with some of these persons. As well, others beyond the college walls knew of the integrity breach. The far-reaching impact of the breach of integrity with employees and the community had created the challenge Dr. Brownstone now faced to resolve this challenge.. As a result of this breach, she contended that there was also relationship work to be done. The challenge in addressing the breach was that she viewed it as an intangible issue that impacts other tangible situations such as the finances that were a part of her day-to-day obligations.

> Relationships have to be built or re-built as a part of the whole issue of integrity, academic and otherwise, which is a major challenge for us. You know, the money and the financial issues are important because you need money to pay your bills and to pay your utilities. I'm not trying to minimize or trivialize that, but sometimes it the intangible things that impact the tangible, like the financial. So you have to deal with the things that you can't really put your hands on, but you know are out there, because ultimately it impacts your ability to be effective in those other areas. So we have got to demonstrate that it's a new day, and, of course we are having to do that while being challenged with the day-to-day. That's where we are, and so we just do it.

Rebuilding relationships torn apart from the integrity breach was a major challenge for Dr. Brownstone and those at Olive Run College. The rebuilding was an intangible that took place because of its direct impact on the tangibles such as the college's finances. Dr. Brownstone

knows that it was necessary to address the intangible of the integrity breach because of its impact as well on other aspects of the college. There was much work to be done to rebuild broken relationships and restore finances of which she insists that a new kind of operation is taking place at Olive Run. All of this rebuilding must take place while she continues to lead the college in its day-to-day commitments.

Rebuilding and resolving are crucial practices to the presidential work of Dr. Brownstone and Dr. Hindsight. Rebuilding was very important for Dr. Brownstone as she led the college in a new direction towards relationship restoration and realignment from a breach of integrity. She also had to rebuild the confidence of her Olive Run employees and the community beyond the wall of the college.

Resolving was very important to Dr. Hindsight whose challenges with alumni and being a new president hinged on her ability to effectively address the concerns of alumni and overcome the challenges of being a new president. Resolving differences that alumni had with her method of leading the college was a time-consuming yet necessary work for her as president of Gilder College.

Whether facing alumni issues, resolving an integrity breach or re-building professional relationships, these women have the charge and duty of addressing professional challenges that were simply a part of their role and the journey the travel as African American women college and university presidents.

Summary of the Journey

Eight African American women college and university presidents were the feature and

focus of this leadership challenges discussion. The journey that these women faced had exposed them to a plethora of scenarios, situations, and circumstances that eventually guided them to their destination as college and university presidents.

Their journeys had been different yet intertwined as they shared their experiences with financial challenges as new presidents, facing debt incurred by some of their predecessors, pursuing capital campaigns to address insolvency, creating strategic methods like grant awards to offset budget cuts, and building financial bridges for the future. Through their varied experiences with financial problems, the seven women who experienced these challenges were all presidents of African American institutions, of which four of them began their presidencies at institutions with fiduciary problems.

Women presidents like Dr. Cherokee, President of Diversity College, Dr. River, President of North Junior College, and Dr. Brownstone, President of Olive Run College, who led religiously affiliated institutions admit that there is fiscal disparity among these kinds of institutions. And of course, for each of these women presidents who led HBCU's they implied that these institutions received far fewer fiscal graces than their majority counterparts, which ultimately impacted the financial strength of these colleges.

These fiscal problems were sometimes also directly linked to the accreditation dilemmas some of these women presidents contended with either due to financial insolvency or academic breach. This was particularly so for Dr. Cherokee at Diversity College, Dr. River at North Junior College, and Dr. Brownstone at Olive Run College. These three women began their presidencies at institutions with accreditation challenges and their sentiments were validated by Dr. Brave, president of Alameda College who questioned the extensive governmental requirements for

accreditation that minority schools must honor.

The combination of fiscal problems and accreditation issues affected all aspects of the college. For example, Dr. Cherokee shared how these dilemmas impacted both the student enrollment and the school's ability to maintain the college's grounds. From her extensive experience(she is serving her second presidency) a school that was not well kept directly affected students' willingness to attend the college. The student's deliberation in turn, affects enrollment and the college's budget. Such interconnection correlates with the situation Dr. River faced at NJC with financial problems and accreditation.

Prior to the mid-1990s NJC was not required by the government to be an accredited institution, and so it was not. The students matriculating there did not have a problem receiving federal funding to support their educational endeavors and the school, although a very small junior college, received funding from the federal and state government. But when the policy changed in the mid 90s, NJC was required to be an accredited institution and Dr. River had only been in the presidency for a short while. Her hands were full trying to secure accreditation for the college, but the African American hierarchy that supports these institutions refused to assist her and would only hand her a "few crumbs." The federal government would not give her any more money without the accreditation, and so the cycle went. She called it a lot of "chicken and egg" stuff. As a result, the college struggled to stay afloat, and Dr. River was overwhelmed with utility bills, trying to figure out how to pay employee salaries, and find a source to help her secure accreditation. To her dismay, the challenges did not end there. She, like some of her other counterparts, routinely addressed gender and age disparity from their board of trustees.

Because Dr. River was only in her 30s when she became president of NJC, her all-male

board of trustees who were also older than she, offered her little support and encouragement. It was not an uncommon occurrence as Dr. Brave, president of Alameda College, shared in her account. With both of these women, there were long-sitting board members who wanted to micromanage but had no vision for developing the 21st century college or university. In fact, these board members wanted to reminisce about how the college used to be and according to these women presidents, were often more of a hindrance than a support. Drs.' River and Brave struggled to expand the mindset's of their board members and replace them with others who had vision and financial connections. These women also experienced the gender disparity as Dr. Brave shared that she was accused of behaving like a queen, yet none of her male counterparts are accused of behaving like kings. She was simply doing her job to establish a stable institution that could survive and thrive in the future. As these women were working to prepare their colleges for the future, they addressed curriculum changes that spoke to the soul and heart of their students population.

This is a particular travel for Dr. Cherokee at Diversity College who had very strong convictions about creating a viable globally conscious and gender inclusive curriculum. As an accomplished author and scholar who wrote extensively about gender and race, Dr. Cherokee insisted that her all female student population be "fully educated." A full education according to her standards was inclusive of young women who "think locally, but act globally." And so, she was passionate about the ASHE' Women's Center being built at Diversity to expose young women to a global context and education, thus preparing them to think critically and impact the world. Dr. Cherokee's passion of fully educating young women parallels that of Dr. Trailblazer, who is ecstatic about the leadership ventures at Wellness College.

Like Diversity College, Wellness is also focused on educating and preparing young women for global exchange and service. With a focus on the golden rule, a spiritual practice, Dr. Trailblazer also insisted that leadership training was crucial to preparing these young women for service and work in the world. And so she has developed a national leadership center for women that was used to train, teach, and inspire women in leadership, irregardless of their professional path. At this center, national seminars and conferences were held that focused on leadership development for women--- young and mature. By the same token, she had also established the TRUTH Center, a facility for the young women of Wellness, where they could come and develop skills for leadership that were used throughout their tenure at Wellness and to help guide them in their career decisions. This center and her insistence that everyone be exposed to the golden rule when they enter the campus is a part of her spiritual core. Spirituality was considered valuable to some of the other women presidents like Dr. Stargazer who leads Waterside University. As a young girl being raised abroad in the Santore Gulf, a Portuguese territory island near Cush, Dr. Stargazer was the fruit caterer at her church and was always involved in some way. Now as a university president, she believed that her faith always guided her to higher ground and that it was a very necessary part of how she interacted with everyone at Waterside. Her faith was directly associated with her value system and the skills set that some of these supported for being a good leader.

The skills sets and values that some of these women honored as important were practicing integrity, being compassionate, being a woman of your word, being able to stand alone on tough decisions, being honest, accepting a zero tolerance policy on drugs, having strong verbal and written skills, being a good impromptu speaker, and having confidence. Whether

standing before their student body or giving a speech in the community, these women college and university presidents believed that these skills sets and values established a good reputation and strengthened the president's position.

Armed with their faith, and these values and skills sets were, some of these presidents acknowledged that there were personal and professional challenges they must address that required all of these tools on a daily basis. The personal challenges were linked to health issues, the need to create balance in their lives, and family concerns. Dr. Trailblazer and Dr. Brave both had to resolve family issues as mothers and/ or wives.

When first in her role as a new President of Wellness College, as a mother and wife, Dr. Trailblazer had to determine where her youngest son would complete his final two years of high school. It was an issue for her and her husband because they had never been separated in the twenty-four years of their marriage. After much consideration, they decided that her son and husband would remain in Astro until he graduated from high school and so for two years, she and her husband were having a commuter marriage. It was an adjustment for her entire family as she lived separate and apart from them for a two year period.

With Dr. Brave, her personal life had changed significantly since becoming president of Alameda College. As a new president, she had been faced with the birth of a child who is differently-abled and the death of her second husband of eight years. These life altering situations challenged her and increased her personal resolve as a woman and a college president. The personal challenges of these two women differed from the health challenges faced by Dr. River and Dr. Stargazer.

Due to the financial stress Dr. River faces at North Junior College, on a visit to the doctor

she learned that her blood pressure was out of control. She has not yet determined how to resolve this challenge. And then there was Dr. Stargazer who led such a full life as president of Waterside University that she had gained weight. During our interview, she had just eaten a salad with no carbs and acknowledged that she desires to lose 50 lbs. Thankfully, she had two sister presidential friends--- Dr. Cherokee and Dr. Trailblazer, who were supporting her efforts and who were avid exercisers.

These personal challenges experienced along this presidential journey were coupled with professional challenges and these challenges kept these women persistent in their roles as presidents. A major challenge for Dr. River, Dr. Hindsight, and Dr. Brave was alumni. All three women were regularly challenged by the needs and issues of their alumni. Dr. Hindsight found herself with a stack of emails and letters from alumni who had various concerns with the college. Sometimes, as she shared, their interactions were not pleasant, but were irate as some alumni behaved. With Dr.'s Brave and River there were those long-sitting alumni who wanted to micromanage and offer their version of governance. Neither of these women was interested in that, but rather wanted alumni who were supportive and insightful. Those who were long-sitting were very committed to the college, but did not fully understand all of the work these presidents were required to do for successful leadership. It was a daunting task, one in which these women suggested gave them little time for themselves. There was a balancing act that they must pursue---one that was a part of their personal challenge but could influence how well they handled professional challenges.

On every level, these women college presidents excelled in the face of personal and professional challenges and set backs. These challenges were an expression of their sacrifices

and commitment to educate, uplift and inspire young and gifted African American students, many of whom themselves had various socio-economic challenges.

The personal challenges these women faced were not only those of family loss, lack of support from board members, various personal barriers with children and husbands, and health challenges like hypertension and strokes, but also those connected with questioning their personal direction, facing hard truths through intimate personal reflection and critical thinking, and finding balance between the presidential and the personal lives. Along this continued personal journey, there was exploration of the voice within and epiphanies too that brought clarity and awareness.

All of the challenges, personal, professional, fiscal, and academic, that these women faced were germane to their role as African-American women college and university presidents. Within the circle of these eight(8) African-American women college and university presidents, two(2) currently preside in their second presidency(one of the two was an interim president for almost two years), one(1) has held the presidency for fifteen(15) years, and one(1) began her presidency in her mid-30s, an anomaly among African American women college and university presidents. The voices and conversations of all eight(8) African American women college presidents interviewed for this study have been presented in context that highlights their individual role, experiences, challenges, and barriers.

These women were (in alphabetical order): Dr. Brave, president of Alameda College; Dr. Brownstone, president of Olive Run; Dr. Cherokee, president of Diversity College; President Cloud, president of Nguzo College; Dr. Hunter, president of Gilder College; Dr. River, president of North Junior College; Dr. Stargazer, president of Waterside University; and Dr. Trailblazer,

president of Wellness College.

The leadership journey's of each of these women encompassed discussions about the many life experiences and encounters from childhood to professional work that prepared them for their current role as a college or university president. In spite of the odds--- the challenges with the lack of support and cooperation from the boards of trustee, the family pain, the accreditation battles, the gender inequity, the results of fiscal mismanagement created by others, each sister president was faithfully walking tall in her call and work of running the college. These women, both together and apart are running the race as presidential hurdlers, and while in this race, each woman overcame personal hurdles to be effective college and university presidents.

Being president involved a deeper level of the academic work. It was the work of mainstreaming the curriculum and creating a culturally diverse gender-sensitive academic climate. This inside work of the college benefited every person who was internally and externally connected to the college; and in particular, students, faculty, and staff.

CHAPTER V: DISCUSSION AND CONCLUSION

This study on African-American women college and university presidents focused on the journey of eight women college presidents served or currently serve in a college presidential capacity. Chapter five is presented with a summary of the study that includes a discussion of the role African-American women have played as college and university presidents; discussion of the journey each of the eight women in this study have traveled on their way to the presidency and the journey of their presidency; attention to spirituality and how it impacted and influenced

their lives and roles as college and university presidents; and a summary of the leadership journey these women have traveled as college and university presidents. A summary of these four areas follows from each individual summary and then discussion of the findings that are based on the current literature. This chapter concludes with recommendations for future research that will contribute to the developing body of literature that focuses on African American women in academic leadership, and in particular, as college and university presidents.

In this study of African-American women college and university presidents, particular roles emerged that aligned with the work of being an African American woman college or university president. These particular roles are the focus of this discussion on role.

Role

Role is a concept that emphasized some particular practice or service relative to leadership, and used in the context of a college president in particular. In assessing how the concept "role" would be focused in this study, some attention was placed on how these women viewed their role as it related to double consciousness as posited by Dr. W.E.B. DuBois, and the African American spiritual adage "to whom much is given, much is required." To this end, some of the African-American women college presidents like Dr. Cherokee, president of Diversity College, shared how the social concept of duality was of greater influence as a second college president rather than double consciousness.

The social and race concept "double consciousness" as espoused by DuBois of the early 20th century, submitted that then Negro people had to daily live from a thought framework of two worlds because they lived within two worlds— one as a Negro, and the other in the majority culture world. And although Negro people may not have willingly desired to be subject to the

rules of the majority culture, they were forced to honor them and think in those terms in order to live as Negro people at that time. This "double consciousness" also required that they understood when and how to function and think accordingly in each separate environment, always "conscious" that they were really living in two worlds simultaneously. On the other hand is the view of duality that Dr. Cherokee emphasized.

Duality differs from double consciousness in that this concept focused on gender and race as opposed to only race consciousness. Within this framework of duality, one regularly encounters situations that impact and influence gender and race, such as gender inequity and racism. And so, for Dr. Cherokee, her own movement addresses and equalizes these inequities by ensuring that there exists centers like the Ashe' Women's Center, designed to support and affirm a globally conscious and women-centered curriculum. The center also facilitated building self-concept and intellect in all the young women who matriculate at Diversity and hosting women-focused and gender inclusive programs and trainings for national and international communities.

Using the concept of double consciousness and the spiritual adage "to whom much is given, much is required" as underpinnings for the discussions about role, opened doors for some of these women college presidents to express social and spiritual contexts for their work and role in the presidency.

In analyzing double consciousness as college presidents, there was a strong recognition that having to honor guidelines and regulations from their community as well as from the national (government) arena. As Dr. Stargazer at Waterside University pointed out, this was a challenge requiring a great deal of balance. For example, on the one hand she must ensure that

her relationship with the support community and the leadership was intact, while having to simultaneously address the parameters required of her and the university by national entities that designate resources to the college. She, like some of her other counterparts, were always conscious of their status as African American women college presidents who functioned within a predominantly majority culture arena. From this perspective, they experienced double consciousness, and therefore realized that they must work harder, longer, and smarter to be accepted as equals.

These expressions are the emphasis of the category spirituality with insights from Dr. Brownstone, Dr. Hindsight, Dr. River and Dr. Trailblazer, and of focus in the Expressions of Role chart that ultimately influenced the leadership servanthood of being a college president. The spiritual adage emerged as serving in leadership wherein some of the women college presidents mentioned in spirituality made the connection with using this spiritual adage in their life and professional work. All of the work that these women practiced in their role as college or university presidents involved a journey. In fact, their respective journeys' to the presidency emerged from the voices of their discussions (data) and is an intricate part of this study.

Journey

The journey of the college presidency for these African American women focused on the experiences, challenges and barriers they encountered prior to and throughout the presidency. The experiences incorporated their formative years of training and development in their respective family structures, the road they traveled as college teachers or administrators, and earning terminal degrees as well as the experiences of their presidency that is discussed expressly

in the segment titled *Leadership Journey*.

The formative years for some of these women focused on the training and nurturing they received from their parents, extended family, cooperative community, and for at least three of these women, the strong influence of their fathers which was a major factor in developing their leadership skills.

Women like Dr. Stargazer, president of Waterside University was one of these women who attributed her work ethic and leadership skills to the loving attention and conversations that she and her sisters encountered with her father as children. From a very early age, Dr. Stargazer recalled the doting affection of her father towards her and all of her sisters, and the impact of his attention and time in her personal and spiritual development. She shared how his reference of them as "princesses" gave her a strong sense of security and wellbeing that inspired her to excel academically. With her birth origin being the Santore Gulf, Dr. Stargazer grew up in British-influenced island with a heavy focus on religion and education; hence her family's strong religious heritage promoted her church involvement throughout her formative years. The family and community support Dr. Stargazer received was in like measure for Dr. Brave who was President of Alameda College.

Dr. Brave was reared in a thriving African-American college community in the 1940s and 50s. She was born to college-educated parents who early on exposed her to the arts, travel, and various educational entities. The community of her formative years hosted the college where her parents taught and her eventual college matriculation. Her parents influence in her formative development with lessons in dance, painting, and playing the piano along with

exposure to various lyceum events of famous musicians, artists, and dancers shaped her view of life. It was from her plethora of formative year experiences that she acquired the ganus, confidence and academic strength to excel in college.

Pursuing college and graduate school was the next phase of the journey for each of the African-American women college and university presidents in this study, which brought opportunities for personal growth and academic development. The nurturing and guiding encounters of their parents, extended family, and community segued them on their journey to college, graduate school and professional employment. Of these African-American women college and university presidents, two shared poignant encounters of their college and graduate school journeys that ultimately led to their respective college presidencies: Dr. Hindsight, President of Gilder College, and Dr. Brave, President of Alameda College.

Dr. Hindsight recounted the enormous personal growth and development she experienced while matriculating in college at Olive Run College where Dr. Trailblazer eventually became president. Dr. Hindsight's involvement as a college student in the latter 1960s opened doors for her to gain employment as a college work-study student, and eventually led to her being hired in the Registrar's Office after graduation. Her friendly nature attracted her to the college's first woman president at the time who eventually became a life-long friend and professional mentor. Similarly, Dr. Brave traveled an accompanying path.

Dr. Brave is president of Alameda College. She is a bold and audacious spirit whose formative years were filled with a loving close-knit family of college-educated parents, endearing grandparents, and a thriving minority college community which gave her the confidence and educational background to excel in college. After earning her college degree

from the African-American institution located in her hometown, she immediately began teaching the 5th grade. Her exceptional teaching and leadership abilities were soon recognized and she soon became an assistant superintendent. It was during this time that she experienced race discrimination although she was not daunted by it. Within four or five years, she felt led to pursue a higher calling in higher education, where she eventually met her greatest professional supporter and mentor, Dr. Zachary, president of WaterHope University. Dr. Brave was initially a college teacher in Education, but soon moved up the ranks in leadership and developed her own governance acumen. Although she had not yet earned her terminal degree, she served as a registrar and two vice presidencies. After earning her terminal degree while in her leadership role, Dr. Zachary encouraged her to apply for a couple of college presidency positions with his professional backing. A short while thereafter she became the first female president of Alameda College.

Spirituality

The work of spirituality among these women college and university presidents was personal and intimate, thus opening them up to: (1) nurturing the self, (2) nurturing the students, faculty, and staff; (3) seeking wisdom from God or a higher source than self; (4) prayer; (5) contemplating one's direction; (6) a belief that everything is spiritual; and (7) for some being a learned practitioner or truth seeker of the sacred text, the Bible, the Koran or related ancient writings. No two women who shared bits of their spiritual lives had the same point of departure because of the differences in their life experiences. Therein existed their variations of spiritual expressions and insights that they incorporated as college and university presidents.

In exploring the variations of spiritual expressions, this was an assessment of the

particular theme of spirituality summarized as practicing the faith.

Practicing the Faith

For most of these women college presidents their faith walks were a composite of particular spiritual tools and values that influenced their walk and supported them in creating order as leaders. While these women purposed to practice these tools and create order for their leadership work, some of them paid high prices for their convictions and beliefs connected to their spiritual values.

These spiritual values connected to the core on which these women stood in leading their institutions with a spirit of integrity. In the sharing of spiritual values, one such president believed that the spiritual is "all there is" and confided that being a president should always be about being on purpose. A second president admitted she is a woman of great faith who affirmed prayer as the spiritual tool used in practicing her presidential work. These women presidents and the others who shared their spiritual tools, values and beliefs cooperatively and individually practiced their faith walk.

Practicing the faith walk for Dr. Brownstone was about being on purpose and understanding that all of life was based solely on the spiritual. Dr. Brownstone was a quietly assertive and powerful woman. She reigned in the minority among women with an earned Ph.D. in Astronomy. For almost 20 years, prior to becoming the president of Olive Run College, she taught Astronomy at a private college in the northeast. Dr. Brownstone came to the college during a very transitional period, determined to steer the college on a path of financial order and integrity. At the core of her work as a college president was the belief that she was called to serve in this presidential work through the auspices of "being on purpose."

Knowing that Dr. Brownstone had a duty to serve provided spiritual empowerment she used to inspire others with whom she met as college president. She maintained a servants position that supported her being on purpose and guided her career choices. And on purpose she was. Because she was on purpose, Dr. Brownstone was chosen to be a vessel–a spiritual vessel who is not so much concerned about what she will see in her lifetime, but more so the impact that she will have on future generations because she is a vessel who believed in passing the baton. It's in passing the baton that Dr. Brownstone acknowledged being a vessel, a hollow reed who allowed herself to be used for a higher purpose as president. The race she was running as president was not so much about winning as it was about being on purpose. In being on purpose she allowed the divine plan to be revealed, all of which represented her faith walk and the tools of her spirituality. Prayer is another spiritual tool that was used among some of these women college presidents.

This spiritual tool generated faith and aided Dr. Hindsight in actualizing goals she had established. Self-described as a woman of great faith, she also saw prayer as an opportunity to initiate and allow positive change. Dr. Hindsight's belief in the power of prayer was a daily guiding force. She preferred prayer over debates which ultimately led to more effective change.

Through her enormous faith she actualized her prayer life. Dr. Hindsight used the spiritual tool of prayer to release change for the college and the community at large. She understood the value of prayer as a dynamic for social, cultural and fiscal change with particular influence in the lives of the students at Gilder. Dr. Hindsight emphasized praying for the students because they needed academic experiences to support success beyond college. Her willingness to lead a life of prayer afforded her numerous opportunities to practice and hone this spiritual

tool. Some of those opportunities emerged in her fundraising work.

Her primary role as a college president was to raise funds for operating and managing the college. In this role she often encouraged donors to give through persuasion and prayer, especially certain donors. She expressed this work of prayer as a "habit" which she practiced in both lean and prosperous times.

Dr. Hindsight's obedience was to maintain the habit of praying that she used daily in her presidential work in fundraising. Both she and her counterpart Dr. Dove were in agreement about the need for prayer when visiting a donor who was writing a check for the college. The work of prayer for Dr. Hindsight was used to resolve professional differences, seek guidance, and pursue favor with certain people.

Just as Dr. Hindsight used prayer in these ways, Dr. Brownstone used a similar expression of faith in addressing accreditation issues and other major concerns at her college. Her faith promoted the belief that one should be in order with divine power and God is the divine power with whom Dr. Brownstone honors. This power that she believed is necessary to meet the challenges at her college because through her faith, she believed that challenges are an opportunity for God to prove that nothing is impossible. Her tenacious faith believed that the college's circumstances were miniscule in the whole scheme of God's power and ability. Even though the problems appeared vast in the minds of some, Dr. Brownstone was confident of God's authority to bring resolve through divine force. She presented the position of who God really is in affirming the power of the Father/Mother God and reiterated that difficult situations promote God exhibiting greatness. And according to Dr. Brownstone, in light of the accreditation and fiscal challenges the college was facing, this was the hour of exhibition. The

college's challenge was about experiencing God and witnessing the release of that power to resolve its problems. Dr. Brownstone was firm in her belief that the dilemmas could only be solved through divine means, and she was steadfast in awaiting the outcome.

Her resolve in the power of faith was grounded in the belief that life is really about the spiritual. She firmly believed that the spiritual controls the world and that as human beings, we are all connected to a divine source. It is this Divine source (God) or Christian faith that Dr. Trailblazer carried in her spirit and admired most about the institution in which she led.

As President of Wellness College in Sweetwater, Dr. Trailblazer was enthusiastic about her first visit to Wellness because she learned that the College based much of its foundation on the spiritual practice of the Golden Rule: "Do unto others as you would have them do unto you." Although she is President of Wellness and holds a terminal degree, she believed that her far greater accomplishment was that of earning her masters of theology because it affirmed her belief in embracing persons from all cultures with a warm heart and a gentle way. Hence, it was the Golden Rule that Dr. Trailblazer practiced as President of Wellness and inspired and promoted the same of every person who taught, studied, and worked at the College. In fact, she offered that the entire college community had the obligation to welcome each visitor to the college with the Golden Rule as an effort to encourage the acceptance of unity and spiritual difference.

It is in the spirit of unity and spiritual difference that each of these women: Dr. Brownstone, Dr. Hunter, and Dr. Trailblazer valued their respective faith walks and those of every person with whom they associated at the college and beyond. Whether by prayer, affirmations, calling forth divine power or relying on a strong faith and practicing the Golden

Rule, spirituality was a key component of the journey as college and university presidents for these African-American women college and university presidents. Their spirituality extended itself to the leadership journey which these women traveled.

Leadership Journey

A journey often involves a process that exists over a lengthy period of time, and is so for these African American women college presidents who, based on the data, experienced a journey to the presidency. The emergence of this study revealed that some of these African American women college presidents experienced situations and circumstances that validated or confirmed their calling work in leadership, and ultimately as college or university presidents. For some women like Dr. Brave, Dr. Brownstone, Dr. River, and Dr. Stargazer, childhood signaled their leadership tendencies.

Growing up in a college town as the only child of two college teachers, Dr. Brave received much exposure from her parents' careers and the many intellectual and social events that she attended to build personal refinement, self-confidence and leadership. She was reared by a loving community of African American educators and community people who affirmed her heritage and intellect. It was because of these experiences that she chose a career in education and became the first African American to teach in a majority school system and an assistant principal. Once in the college environment, she was mentored by the president, and quickly began moving up the leadership ranks, for some time without her terminal degree, and then with it. Several years later, because of her professional savvy, she became president of Alameda College. Similar to Dr. Brave's journey is that of Dr. Stargazer, president of Waterside University.

Dr. Stargazer was also raised in a very loving and nurturing community called the Santore Gulf. In her formative years she was actively involved in the church and soon became the fruit caterer where she was in her first stage of religious leadership. The strong influence of her father who always encouraged her development along with the loving support and guidance of her mother and community led Dr. Stargazer to pursue her college career in the United States. It was during this time that she became passionate about literature and the arts, avidly studying and excelling in her discipline. Her success in college led her to graduate school to earn her master's degree and then her Ph.D. Through her work ethic and passion for students, Dr. Stargazer began to soar in the academic ranks from professor to department chair to dean, making a name for herself at the college. Her strength in leadership warranted her being pursued for a college presidency, and more than four years ago she began her new presidency at Waterside. Both like Drs.' Brave and Stargazer, Dr. River grew up with strong parental influence in a supportive and spiritually sound environment.

Dr. River was born into a religious family where her father was a minister. Hence, her father's influence has played a significant role in her life. The strength and confidence she shared in having acquired from him was a guiding force in the success she experienced in her leadership roles as college counselor, assistant director and college professor prior to becoming president of North Junior College. The skills and training she acquired as a young academic leader would prepare her for the journey that lie ahead of her once president. In her own enthusiastic voice, Dr. River shared of the many financial, governance, gender and age disparity, and school survival struggles she faced with very little support from the African American higher

education hierarchy, the church affiliate for her small college, and the college's surrounding community. In no uncertain terms, her presidential journey had been a battle that she struggled to win. Struggling to win the presidential race was also the challenge before Dr. Brownstone.

It was three years ago when Dr. Brownstone took the helm as president of Olive Run College. Born into a large family of seven siblings with undereducated but hardworking farming parents, Dr. Brownstone learned early in life about the work ethic and faith in God. Accepting that work was no stranger to her, Dr. Brownstone became only one of just a hand full of African American women to earn a Ph.D. in Astronomy in the 1970s. Her commitment to excellence and young people gave her the reserve to be a tenured college professor for eighteen years, while also pursuing political posts in Sweetwater (city council and eventually running for state representative). As a woman on a mission to live God's purpose for her life, her presidential journey began when she was selected as president of another college. Although her spirit was inspired by the work of this college and its female predecessor, Dr. Brownstone ultimately declined the position which opened the door for her to interview at Olive Run College. The timing was right and the door opened. And because of the kind of endurance and fortitude she possessed both professionally and spiritually, she was equipped for the road ahead where, at Olive Run, within weeks of her new presidency, the college lost its accreditation. Without its accreditation, Olive Run struggled to keep its doors open, and soon Dr. Brownstone faced the toughest leg of her journey---- finding a way to reclaim the college's accreditation and reputations, because their reputations were important for longevity. Having longevity was equally valuable to the three African-American women college presidents who were examined for this study.

These three African-American women college presidents: Dr. Cherokee, President Cloud, and Dr. Hindsight, also committed themselves to either rebuilding or enhancing the reputations and longevity of their respective colleges. Rebuilding Diversity's reputation after its widely publicized fiscal instability was the charge and challenge of Dr. Cherokee from the day she began her presidency almost six years ago.

Dr. Cherokee came to Diversity as a seasoned second time president who was only vaguely familiar with fiduciary disorder. In her first presidency, she did not have to experience this kind of challenge, so she was able to focus her energies on building the college's small endowment and increasing its enrollment. Throughout this presidency, she became a well known author as she was already a prolific scholar and academician. The enormous success of her first presidency granted her an enjoyable yet brief retirement. Within five years, she was hand-picked for Diversity, and fully accepted the duty to rebuild the college's national reputation and restore its financial footing.

Her journey at Diversity began with stabilizing the college's financial situation that included a $5 million plus deficit. The school's lack of resources also resulted in a deficit student population, which was a 2nd major challenge Dr. Cherokee addressed. Since she began her presidency nearly six years ago, Diversity's national reputation was re-established through its doubled enrollment and its restored financial stability with a surplus. The fiscal restoration was building a foundation for the college's future longevity that enhanced its past legacy of existence for more than 150 years. Although fiscal stability came with the territory for President Cloud who led Nguzo College, like her sister counterparts, she worked to build longevity and a stronger college reputation.

The journey for President Cloud began more than 32 years ago when she was an assistant dean of student services. After she earned her 2nd master's degree in 1972, she became an assistant professor of Sociology and then an associate vice chancellor for the Sciences. Within a three year period she had moved up the ranks again to become the vice president for academic affairs. Three years later she was president of Nguzo College. Her focus at Nguzo was to continue building a strong international student body that specialized in the allied health and sciences arena while strengthening its financial base. As the first woman president of Nguzo, President Cloud worked hard to develop partnerships with neighboring community-based organizations and nationally-known entities that were exposing the talents and strengths of the college while creating advocacy support. Developing positive partnerships and community support became equally important to Dr. Hindsight since becoming president of Gilder College along with a strong commitment to rebuilding Gilder's reputation and longevity like some of her sister presidential counterparts.

Dr. Hindsight began her leadership journey more than 40 years ago in higher education. After graduating from Olive Run College, her first several years in higher education were at Olive Run where she held various positions such as assistant registrar, registrar, assistant director of student affairs, and board of trustee member. About six years later, with the blessings of her mentor and the college president, she became the director of Title III programs at Gilder College. Her tenure there afforded her the opportunity to earn her terminal degree while continuing her professional commitments. Just as she had decided to move on to a new phase of her life, the door opened for her to become acting president of Gilder. While experiencing some dissonance with the former president prior to taking her new office, her real challenges began once in the

presidential seat. Coming into the presidency with the college having some fiscal challenges ensued by her predecessor, Dr. Hindsight's work lay before her to convince the college and the alumni that she was equipped to rebuild the college.

Indeed, as was the case with Dr. Brownstone, Dr. Hindsight faced the challenge of restoring and preserving the college's national reputation. The enormous success she had encountered on much of her leadership journey took a new turn of unchartered waters as president. It proved advantageous for her to have built a solid reputation with many of the board members, who were willing to give her their blessings in the presidential seat. As a woman of great faith, Dr. Hindsight had two primary beliefs spiritually: (1) she believed tirelessly in the enormous power of prayer; and (2) she had extraordinary faith in people to the point of a fault. But this kind of faith combined with her spirit of tenacity has helped the college to strengthen its reputation and chart a new course of servant-leadership. Gilder has become very well known for developing students to be servants-leaders, and able to carry on the mission of impacting the world. Charting this new course is all a part of rebuilding the college's national reputation and attracting more students to the college which contributed to its financial re-stability.

In her advocacy efforts with the local community, Dr. Hindsight built her own reputation of encouraging the local wealth owners to contribute fiscally to the college which she believed ultimately unified the community and increased its assets base: This kind of advocacy was a part of her strategic plan for building Gilder's viable future. Building a strong and viable future is equally as valued by Dr. Trailblazer who had led Wellness College for more than five years. In addition, like Dr. Hindsight, Dr. Trailblazer had a mission to educate and train dedicated and passionate leaders as change-agents for the 21st century.

Trained and educated in psychology and sociology with a Ph.D. in psychology, Dr. Trailblazer spent a portion of her past 23 years in academia teaching and researching anti-racism practices and policies in public schools and training students to become socially and culturally sensitive teachers. Through her experiences of the revolutionary 1960s and early 70s grew a passion for spiritual truth and understanding which led her to earn a master of divinity degree. With such diverse interest, Dr. Trailblazer was dedicated to teaching students to tap into their own truth so that their intuitive and intellectual skills would emerge in their teaching.

Having spent much of her 23 year career in the classroom, nearly ten years ago, she began her leadership journey as the first African American and woman dean at Joy Speak College then vice president for academic affairs. Shortly thereafter, she was hand-picked to be the interim president at Joy Speak College for three years. It was during this time that she became a primary candidate for the presidency at Wellness. By 2002 she began her new position as president of Wellness with a passion and mission for developing women leaders for the 21st century. Developing global and national leaders is an intricate facet of the Wellness mission, and to that end, Dr. Trailblazer successfully completed a leadership and training center called TRUTH nearly three years ago. Annually, a coalition of well-educated women experts in business, academic, the arts, law, medicine, politics and religion gather at TRUTH to discuss the ways and means for educating and training young minority women to become change-agent leaders.

Change-agent leadership was also a descriptor of these African-American women college and university presidents whose leadership journey exemplified developing strong and viable

futures for the colleges they lead. These women believed in the power of longevity for their respective colleges and therefore assumed the role of establishing fiscally stable colleges so that there was a strong future in place for their colleges.

For some, like Dr. Brave, Dr. Brownstone, Dr. River, and Dr. Stargazer, the leadership journey began in childhood through the experiences and encounters of their families and close-knit communities. This exposure opened the doors early for these women to develop leadership skills at the developmental stages of their lives, thus giving them motivation to pursue leadership roles as adults. Whether in childhood or adulthood, these eight African-American women college and university presidents greatly valued the array of roles in which they functioned as college presidents and are often defined by the values and beliefs they have developed during the early stages of their leadership journey.

The leadership journey each of these women presidents traveled resembled the journey I traveled when I began this study eight years ago. During that span of time, new studies and other resources that focus on African-American women presidents have emerged, of which deserve some attention in this final chapter of this research study. These studies vary in timeframe from 2002 through 2007, and cover topics from the oppression of women of color in leadership to Ivy League female presidents. The research studies explored at this juncture were insightful and thought-provoking. They brought a sense of liberation about the struggles and joys of African-American women college and university presidents, and in some cases, validated the emerged data of this detailed study.

Summary

African-American women have made significant contributions to the educational system in America since the 1700s as founders of schools that educated African-American and

disadvantaged children. It is from this legacy that African-American women began to emerge in the 1970s as college presidents with multiple roles in this capacity. Some of these roles included nurturing and affirming students, exhibiting exceptional written and oral skills, being wise and effective communicators, being the college advocate, networking, encouraging faculty, staff and other administrators, leading institutions out of financial exigency, expanding academic quality, and building college-wide moral (See Charts 5 and 6.) All of these women viewed their role as college and university presidents as rewarding and challenging. However, their roles are linked to the journey they traveled both in their formative years and throughout their college, graduate school, and professional encounters.

The formative years of being raised in loving and nurturing homes with parents, extended family and community was shared by the majority of these African-American women college and university presidents with attention to Drs.' Stargazer, Brave, Hindsight and Trailblazer. These women were inspired and nurtured during their formative years with parents, some college-educated as with Dr. Brave, loving grandparents and an extended community as was the case with Drs.' Stargazer and Brave.

The metaphor "journey" emerged from this study as a result of the attention given to role. What is it like to be an African-American woman college and university president? This is the primary question of this study that, when answered and discussed in the interviews of these women, emerged insights, wisdom, experiences, challenges, and barriers they encountered on their journeys to the presidency. Within their respective journeys some of these women were strengthened and empowered during the seasons of challenge and change through their faith and spirituality (See Charts 5 and 6.)

The spirituality among these women varied with some practicing daily prayer as was so with Dr. Hindsight, or incorporating the Golden Rule as did Dr. Trailblazer at Wellness College or in affirming and calling forth divine power as did Dr. Brownstone. The process and journey of spirituality for these women as well as their other counterparts is an intricate and sometimes very private encounter; however, they strongly believe in the importance of expressing their spirituality in ways that will inspire others and guide them during times of hardship and struggle (See Chart 6). These women utilize their faith as a faith walk which is a guiding force for them throughout their leadership journey. The leadership journey is indeed filled with many experiences such as fiscal challenges, discrimination issues, building a viable international student population, and rebuilding a struggling school's national reputation.

All eight of the African-American women college and university presidents in this study traveled a leadership journey. Yet three in particular offered much insight into their journey as college and university presidents that led to a focus on their experiences. These women were: Dr. Cherokee, Dr. Cloud, Dr. Hindsight, and Dr. Trailblazer.

Dr. Cherokee's greatest leadership challenge was in addressing the enormous fiscal challenges of her college that had been generated by her predecessor. When Dr. Cherokee took the helm the college was in a $5 million deficit that was directly impacting every aspect of Diversity. Her fiscal savvy and training eventually led the college to financial stability with a surplus within three years of her tenure at Diversity (See Chart 5). Although finances were not an issue for President Cloud, her focus was on student enhancement.

President Cloud is President of Nguzo College, an internationally known college that focused on the sciences and community development. President Cloud's primary objective as a

leader was to develop greater partnerships within the community and to increase the international student population. President Cloud made great strides towards this end, but realized that there was much work still to be done (See Chart 5). Although President Cloud was a seasoned president of Nguzo for more than 15 years, her counterpart Dr. Hindsight has only been in the presidency for a year.

Dr. Hindsight had held several positions at Gilder College prior to becoming its second female president. With a heart of enthusiasm, she welcomed the challenge because of her long-term relationship with Gilder. However, she was hardly fully prepared for the financial challenges that she soon faced due to the dissonance and eventual transition of her female predecessor. Dr. Hindsight's financial challenges as the college's president meant that there were immediate cutbacks, increase in tuition, greater fundraising efforts which she secured because of her fundraising background, and targeting greater support from the alumni. Support in various forms was a key element of the work that Dr. Trailblazer did as President of Wellness College in Sweetwater.

Dr. Trailblazer is a woman fully committed to developing leaders at global level and coalescing support from leadership experts and institutes domestically and abroad. Her greatest accomplishment at Wellness in her eyes was the development of the leadership and training center called TRUTH which was completed nearly three years ago. On an annual basis, the TRUTH Center calls forth women experts in the fields of business, academic, the arts, law, medicine, politics and religion to join forces at the Center and strategize and mobilize to develop programs and consortiums that encourage young women pursuing careers as leaders in all facets of the globe. The labor and love of these women in their role and work as college and university

presidents has guided them on a journey of life that unfolded with challenges, spiritual revelation and leadership power. (See Chart 6) The work of these African-American women as college and university presidents was their craft and their art, which over the course of the past 30 years or more has not been the focus of scholarly literature. This study therefore was a concerted effort to contribute to the scarce body of scholarly literature on this population. The findings of this study are discussed within their interconnection to the current literature that discusses African-American women college and university presidents.

Chart 5   # The Journey

Participants	Background	Demographics	Preparation	Experiences
Dr. Brave, President of Alameda College	B. S. in Education; Born to educated parents; Raised in a college town in FL	12 ½ years in higher education; 5 years in presidency 2 years—V.P. for Academic Affairs widowed 2 children 2 siblings 1st born	M.A. in Early Childhood Education; Ph.D. in Educational Administration; Registrar while earning Ph.D.; Elem. & Middle school principal; Registrar	Gender disparity w/ male board members; Outsider to the community; problems w/ long-standing alumni; Initiated fiscal policies to reduce accounts payables.
Dr. Brownstone President of Olive Run College	B.A. in Drama; New York Board of Education	19 years in higher education; 9 mos. In new presid. 18 yrs. In previous married 29 yrs. 4 children 7 siblings 7th of 8 children	Listed in Nat'l Globe; College professor w/ tenure for 18 yrs.; Member of the Sweetwater city council; Explored cooper.& democratic governance; M.S. in Engineering Ph.D. in Economics.	School lost accredit. w/in 1 month of presidency; Addressing integrity issues; School in deficit; Promotes servant-leader style; Implemented perfor-mance measures for integrity

Participants	Background	Demographics	Preparation	Experiences
Dr. Cherokee, President of Diversity College	Parents were entrepreneurs; Attended Freedom College & Ottawa College	37 yrs. In higher education; 2 mos. In 2nd presid.; 10 years former pres. Divorced 3 sons 2 siblings middle child	Held 1st presidency for 10 yrs; Ph.D. from Fisk Univ., Raised more than $30mill in 1st presidency; Wrote 5 books; Prof. experience in gender equity & cultural inclusion	Gender disparity w/male board members; $2 mill.deficit as new college president; Created strategic prgms. To restore $ order; Encouraged a faculty senate voice; $ inequity w/ church affiliates
President Cloud, Nguzo College	B.S. from Cowry University; Middle class home environment	32 yrs. In higher educ. 15 yrs. As president 3 yrs.—V.P. for Acad. Affairs; divorced 1 daughter 1 sister youngest	V.P. of Nguzo College Asst. dean of S.S.S. Asst. prof. of English@ Henry Wms. College Assoc. Vice Chancellor For Liberal Arts; M.A. from Hopewell College	$35 mill. Renovation project to overhaul A/C sys. & technol. Building; Nat'l recog. For Kwanzaa celebration; Redesign curric. For Global inclusion; $2 mill. Joint agreement for University Center for parking.

See Chart 6

The Journey

Participants	Background	Demographics	Preparation	Experiences
Dr. Hindsight, President, Gilder College	Earned undergrad. Degree from Olive Run College in 1968.	36 years in higher educ. 7 mos. In new presid; V.P. of Insti. Advance- Ment; Married One son 5 siblings 2 oldest/oldest girl	$10 & $20 mill. Campaign Asst. Registrar @ Olive Run College; MBA earned in 1972; Dir. Of Kemet Programs Dir. Of Total Team Pgms. Dean of Instit. Advance. Registrar	2nd woman pres. Of Gilder Nurtures donor support w/in the Mainstay community; Fellow w/ the Nat'l Consortium of Women
Dr. River, President, North Junior College	Daughter of a Baptist minister; Raised in a nurturing two(2) parent home	14 years in higher educ. 7 years in presidency 2 yrs. In Counseling/ Testing married No children 2 siblings middle child	Director of Counseling & Testing; Earned Ph.D. Academic Affairs	Gender & age disparity by male board members; No $ support from FNO & ENO; Fought battles to earn accreditation; Struggles w/long Standing alumni

Participants	Background	Demographics	Preparation	Experiences
Dr. Stargazer, President of Waterside University	Raised in a loving two(2) parent home; Called "princess" as a child by father; Born in the Santore Gulf; Fruit caterer in the Inspiration Church; A vegetarian	33 yrs. In higher educ. 2 ½ yrs. In presidency 4 yrs. V.P. for Acad. Affairs Divorced No children 8 siblings 3rd child	Earned B.A. & M.A. from Waters Edge Univ. B.A. in English; M.A.—European Lit.; Ph.D. --- Early Childhood Education; College professor; College administrator	$3 mill operating budget cuts 1st day as president; Rallied faculty to sub-mit grants to offset Budget cuts; Impromptu speaking engagements
Dr. Trailblazer, President of Wellness College	Studied yoga; A vegetarian B.A. in Sociology	23 yrs. In higher educ. 1 yr. in presidency dean --- 3 ½ yrs. Married 2 children 2 siblings:1 male; 1 fem 2nd oldest	Interim president @ JoySpeak Coll. For 3 Yrs. Teaching & research on Anti-racist education; M.A. in theology; Assoc.& Asst. prof. @ Windwood College Trained psychiatrist	Leadership training ctr. For women built; Inauguration; Author of 2 books; $4 million women's center: Women of Truth Honing new relation-ships with college presidents, esp. males

Discussion of Findings

This study of eight African-American women college and university presidents focused on four phenomena or human issues: role, experiences, challenges and barriers in the context of their journey to and as college and university presidents. Each phenomenon had emerging elements or findings that characterized the unique journey of these eight African-American women college and university presidents.

Because this study focused on the journey with particular attention to the peculiar role of these women and the spiritual and cultural adage "to whom much is given much is required," the findings of this study relative to role and the journey these women traveled is key to the narrow

body of scholarly literature that addresses African-American women college and university presidents.

This concept is actualized in role among some of these African-American women college and university presidents and emerged as specific to the enormous sacrifice, personal energy, and dedication to training, nurturing and mentoring faculty, staff and students, advocating for students, and serving. Although in a different context of transformational leaders, *Earlene Johnson's study titled Female African American presidents: Their stories and their retirement* (2006) acknowledged that two of the four areas these women give credence to are: (1) that of giving consideration and time to students and staff; and (2) the value of empowerment. Her study validated my study as it related to African-American women presidents supporting and nurturing students or as Dr. Cherokee cited in her interview, empowering faculty and staff to create a consortium for their issues and concerns. These factors are all important in role relative to my study and in leadership as Johnson surmises. As African-American women college and university presidents these factors alone did not emerge, but just as importantly was the concept of race upliftment.

In discussing the role with the women, I presented the concept of race upliftment as espoused by the 20th century scholar and civil rights activist Dr. W.E.B.DuBois and its impact on their work and role as African-American women college and university presidents. The data revealed that these women were fully conscious of and inspired by this concept in their daily work as college and university presidents, particularly those who lead Historically Black Colleges and Universities (HBCUs) and minority women's colleges. This finding supports Gaetane's article titled *Welcoming the Unwelcomed: A Social Justice Imperative of African-*

American Leaders at Historically Black Colleges and Universities (2006) which examined how three African American women's experiences in leadership impacted social justice for African Americans in academia who lack key opportunities. She concluded that these African American women HBCU college leaders were examples of the kind of commitment to social justice and political involvement that nurtured community/race uplift necessary for African American colleges. Particularly for African Americans, race uplift was very important in strengthening and building effective minority colleges and especially the minority students who matriculated in these HBCUs. Her article confirmed the findings of my study that African-American women college and university presidents were influenced by race upliftment, particularly at HBCUs where matriculation is an important issue for the college's survival. In addition to the concept of race upliftment influencing the role of these women, matters of race, gender and even class were identified in this study as impacting how these women functioned in their role as college and university presidents.

The dissertation study of Sharon L. Holmes titled *Narrated Voices of African American women in academe* (2001) confirmed my finding relative to African-American women college presidents living a duality and an association with double consciousness as espoused by Dr. DuBois of the 20th century.. Sharon's study examined the experiences of these women within the social and political contexts of their daily lives. With her emphasis on race, class, and gender based on her recovery of the literature which implied that these factors influenced how these women functioned in their particular roles in higher education (Holmes, 2006 on Collins, 1990, Thompson & Dey, 1998, and Turner, Myers, Creswell, 1999), she cited Anderson & Sullivan(1997) who purported that "African American women [belonged] to two protective

classes, i.e., race and gender." This conclusion confirmed the findings of my study in which Dr. Cherokee addressed the view of living a duality which is also linked to philosophy of Dr. W.E.B. DuBois in his position of a "double consciousness," wherein he expressed that then "Negro" people functioned within two worlds simultaneously--- one of their own culture as African descendant people, and the other world of having to survive in the Euro-centric society. Long before the writing of Anderson & Sullivan (1997), DuBois espoused the notion of classes relative to race and gender, although at that time--- the early 20th century, people of African descent were not of any "protected" class. Race and gender not only emerged as impacting their role in this study but also in the context of the experiences they encountered on their journey to and in the presidency.

Hence, race and gender were recurring factors that emerged from this study in the way of the experiences of these women. As was so with Dr. Brave at Alameda College, Dr. Cherokee at Diversity College, Dr. Trailblazer at Wellness College, Dr. River at North Junior College and Dr. Stargazer at Waterside University, these African-American women college and university presidents were directly impacted by race and gender inequity as well as patriarchy. Examples of all-male boards-of-trustee wherein these women were considered inadequate to lead the board or to raise money for the college, or a woman president answering the door of her home and being asked to see the president of the college, the inequity affected them and their college. This finding is validated by Earlene Johnson.

Johnson's dissertation study titled *Female African American presidents: Their stories and their retirement* (2006) examined six retirees of the presidency. Based on her population of study, gender, race, and patriarchy were expressed as key socio-cultural factors that affected

these participants as academic leaders. Interestingly, there was a dichotomous study which concluded that gender did not have a significant impact on the presidencies of African-American women.

These were the findings of Korine Steinke's dissertation study *Madwoman, queen and alien-being: The experiences of first-time women presidents at small private colleges.* Her study of eight African-American women college and university presidents concluded that gender did not have an impact. A final finding that emerged from my study relative to role was that of being a role model.

In being role models, these African-American women college and university presidents felt a responsibility to lead their institutions with inclusive decision-making as often as was feasible, building and developing healthy professional relationships with students, staff, faculty, alumni, and their surrounding communities; being examples of integrity, honesty, trustworthiness, humility and compassion; and utilizing various tools of skills building such as being effective communication, having exceptional comprehension and written skills, promoting positive networking practices within the college and the community-at-large; and being well-rounded regarding global socio-political and economic issues that directly and indirectly impacted their college or university. These elements comprised their views about role modeling and set the tone for these African-American women in their journey to and on the presidency. On the journey of the presidency, what emerged as findings in this study was a reiteration of various forms of discrimination.

The discrimination was a part of their experiences on this journey which had been validated by Kampel's study titled *Learning Leadership: Women presidents of colleges and*

universities (2006). In her phenomenological study she discussed the obstacles of the glass ceiling and sexual harassment that these women faced in pursuing their success. Her study's findings validated the findings that emerged in my study regarding varied forms of discrimination. The journey of leadership these African-American women college and university presidents traveled encompassed many facets of academic training, accepting change, discrimination, skills building, spirituality, facing challenges and barriers centered around fiduciary concerns, and other conflicts these women faced such as a lack of support. McAtee's study offered brief insight in validation of these findings from my study.

Women leaders in higher education: An autoethnography, ethnographic interviews, and focus group of women's journey to leadership(2006) is the title of McAtee's dissertation study. The purpose of her study was to secure greater insight into the conflict these women experienced in their development as higher education leaders. She concluded by affirming that she and the five(5) women participants in her study were transformational leaders whose leadership beliefs were not embraced in the academic world because they supported transactional leaders for leadership success. Irrespective of the kind of leadership one chose to posit, there were challenges or conflicts as McAtee refers that these women faced as African-American college and university presidents. Chief among them that emerged from my study was that of finding personal time.

Indeed, finding personal time to nurture their souls and have a respite from the challenges of leadership emerged as a constant struggle for some of these women. This was particularly a challenge they admitted because of the small circle of women in similar roles with whom they can connect. Simply trying to balance life, family, work, and personal time was a struggle for

many of these women. Steinke's study on *Madwoman* cited earlier in this study concluded that creating balance between the presidency and their personal lives was a challenge for these women. The attention to creating personal balance was directly connected to the work of spirituality that emerged as a clear theme in this study.

The work of spirituality was a necessary and healing source for many of the women in this dissertation study because of its ability to bring harmony, balance and order to the lives of these African-American women college and university presidents. The work of finding time for self did impact, as these women revealed, their strengthen and resolve to enhance their spiritual selves.

The emergence of rich themes from the data of these eight African- American women college and university presidents was not only openly explored and discussed in chapter four(4), but opened the gate for future research and recommendations that could lead to new contributing research. However, a suggestion for future participants and the researchers who will encounter them is presented based on my experience.

Recommendations for future researchers

As an African American woman who served in higher education leadership capacities prior to conducting this research study, I was fully aware of the value and importance of minority women supporting and encouraging each other. Hence, the extreme surprise and ultimate dismay I experienced during the course of this research when on at least five separate occasions I was not welcomed by some potential participants. It was both the manner and the measure of their unwillingness that needs to be re-accessed and reviewed prior to future researchers positioning themselves to pursue these sojourning women leaders. Needless to admit it was

disappointing that these women may have encountered temporary "selective amnesia" about the stress and strain of this journey, both as an African American and a woman with a family. Suffice it to say that it is truly my hope and prayer that "forthcoming" African- American women college and university presidents who pave this journey will remember the art of "generosity." To that end, it is equally important to share my recommendations for future research.

Based on the findings of this study and the exploration of themes that emerged from the data, there are four(4) specific recommendations for future research that will enhance the larger scholarly body of research pertaining to African American women college and university presidents.

(1) Explore and discuss in greater detail the impact and influence of double-consciousness as espoused by W.E.B. DuBois on the role of African American women college and university presidents;

(2) Examine the impact and influence of particular barriers and challenges on the leadership practice of African American women college and university presidents;

(3) What role does the womanist theory as created and designed by Alice Walker(1974) play in the leadership style of African American women college and university presidents?; and

(4) What impact does the usage of the inclusionary style of leadership have on the success of African-American women college and university presidents?

These recommendations for future research will enhance this dissertation study that has

discussed and explored these concerns on a less detailed level because they were not the focus of this study, but either emerged in discussion or were given attention as a framework. The ultimate framework has been to experience through the data, the journey these women traveled to become a college or university president, and the on-going journey as president. Their individual and collective joys and pains give strength and sustenance to those of us who aspire authentic leadership, whether it is a college presidency or some other authentic work.

The authentic work of this study is in concluding that role has different and similar meanings for these women college presidents, but essentially they all acknowledge the value of a powerful and sometimes humble role as president. These women have found their authentic work in their role which graciously leads them to all the musing and voices they have expressed about their individual journeys to the presidency. Therein lies much joy and some pain, but by far joy and rewards. On most of their journeys their spirituality has been a mainstay and has found its way more deeply intertwined in their lives as they maneuver through hurdles, hurts, challenges and barriers. In all of this they have learned many lessons--- lessons that have allowed them to become women college leaders who are firm in their visions for the colleges and their respective futures. The whole of this journey can well be summed up by the last three lines of a daily meditation titled "Affirmation of My Life's Work:"

> .... *I listen to my heart, for it is connected to my soul.*
> .... *I accept my ideal(college presidency) work.*
> .... *I live my vision. I am fulfilled. And so it is.* King, (1995)

Rev. Dr. Barbara L. King, Founder/Minister
Hillside Chapel & Truth Center, Inc.

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Appendix A

Sample Consent Form

<div align="center">

COLORADO STATE UNIVERSITY

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

</div>

TITLE OF PROJECT: African American Women College Presidents: Their Role, Experiences, Challenges and Barriers

NAME OF PRINCIPAL INVESTIGATOR: Dr. Timothy G. Davies, Program Chair, Community College Leadership, School of Education, Colorado State University

NAME OF CO-INVESTIGATOR: Sophia J. Woodard, School of Education, Colorado State University

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS: Sophia J. Woodard (970) 491- 8127

SPONSOR OF PROJECT: Sophia J. Woodard

PURPOSE OF THE RESEARCH: The purpose of this study is to examine and explore the role, experiences, challenges and barriers of African American women college presidents in the Southeast region of the United States. This qualitative study will utilize the phenomenological approach that will involve in- depth interviews of 20 African American women college presidents. The interviews will take place at the president's office where each college president is employed.

PROCEDURES/METHODS TO BE USED: Prior to the interview, each participant will be asked to review and sign a consent form. A copy of the consent form will be provided for each participant. The interview will take approximately 2 hours and will be audio-taped. A follow-up phone call will be made if clarification or additional information is needed. There will be two parts to the interview process. The first part will involve a pilot study involving three African American women college presidents. These women will be asked four questions that are listed below. In part 2 which is the formal study, there will be seventeen African American women college presidents interviewed. The questions presented to each participant in the formal study will include the revised questions used in the pilot study. The Co Investigator will have the tapes transcribed, and will use HyperRESEARCH to code and analyze the transcriptions. The themes, meanings and important statements that will be gathered from the coding and analysis will be used to frame conclusions and discuss the "essence" of the study. The questions used for the pilot study are the following:

1. Define your role as an African American woman college president?

2. What experience would you view as a highlight during your presidency?

Describe three challenges you have faced in your presidency.

4. What are some of the barriers you have overcome in your position as an African American woman college president?

RISKS INHERENT IN THE PROCEDURES: There are no known risks. It is not possible to identify all potential risks in an experimental procedure, but the researchers have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

Questions about subjects' rights may be directed to Celia S. Walker at (970) 491-1563.

<div align="center">

Page 1 of 2 Subject initials _____ Date _____

</div>

BENEFITS: There are no known benefits that you as the participant will directly expect; however, the information you provide will be useful to other African American women in academia who aspire a presidency during their career journey.

CONFIDENTIALITY: The names of the participants will not be included in this study. This information will only be accessible to the Principal Investigator and Co-Investigator. All data and audiotapes will be stored in a confidential locked file in the Principal Investigator Office and will be accessible only to the Principal Investigator and Co-Investigator. All data and audiotapes will be destroyed after 3 years.

LIABILITY: The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

PARTICIPATION: Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing ___2___ pages.

_____

Participant name (printed)

Participant signature   Date
_____

Witness to signature (project staff)   Date

Page _2_ of _2_ Subject initials _____ Date

Appendix B

Sample Letter

Letter to Participants

(Date)

(Name of participants)
(Address)
(City, State, Zip Code)

Dear (Participant)

My name is Sophia J. Woodard and I am doctoral candidate in the School of Education at Colorado State University. Dr. Timothy G. Davies is my dissertation advisor who is guiding me in this research project. My dissertation study is titled: "African American Women College Presidents: Their Role, Experiences, Challenges and Barriers." I am conducting a qualitative study involving in-depth interviews to explore the role, experiences, challenges and barriers of African American women college presidents. The study is designed to provide insight for African American women who aspire future leadership roles in higher education.

I would like to interview you as a participant for this study because you are among the few African American women who have reached this level in your career. The interview will take place at your office at some point between December 15, 2000 - January 15, 2001. Please expect a call from me within the next several days to confirm your participation. Each interview will last approximately two hours. Please find enclosed a formal consent form that you will need to sign if you agree to participate in this study.

Please feel free to contact me at (970) 491-8127(home) or (970) 491-6812(office) if you have any questions. Thank you for considering this request.

Sincerely,

Sophia J. Woodard   Timothy G. Davies, Ph.D.
Doctoral Candidate   Program Chair, Community College Leadership
School of Education   School of Education
Colorado State University   Colorado State University

Appendix C

Sample Demographic Questions

DEMOGRAPHIC QUESTIONS

1.   How many years have you been in higher education?

2.   How many years have you been in your current position as president?

3.   How many years were you in your previous position?

4.   What is your current marital status?

5.   Do you have any children?

6.   If so, how many?

7.   Do you have any siblings?

8.   What is your birth order?

Appendix D

Sample Interview Questions

DISSERTATION INTERVIEW QUESTIONS

1. Define your role as an African American woman college president. (Sidebar: With respect to role, how does the spiritual adage "to whom much is given much is required" apply to your role, and DuBois' concept of race upliftment?)

2. What experience(s) would you view as a highlight during your presidency?

3. Describe three challenges you have faced in your presidency.

4. What are some of the barriers you have overcome in your position as an African American woman college president?

Appendix E

Sample of Listed Open Coding

Axial Codes with listed open categories

1.   **[Purpose]**
     a.   living life on purpose
     b.   to serve
     c.   the professional journey
     d.   road to the presidency
     e.   the legacy: love

2.   **[role]**
     a.   connected to the community
          i.   leader, advisor, role model
          ii. advocate for student s
     b.   fiduciary wisdom
     c.   communicator
     d.   implements standards of excellence
     e.   the president's role model

3.   **[leadership]**
     a.   spiritual leadership
     b.   leadership model/style
          i.   shift from a non-traditional leader
          ii.   the practice of a personal leadership style
          iii. leadership styles researched

4.   **[culture]**
     a.   excellence as a model and practice
     b.   building integrity

5.   **[challenges]**
     a.   the issue of integrity: a breach
     b.   healing the lack of integrity
     c.   create an environment of strength

6.   **[spirituality]**
     a.   being a vessel or channel
     b.   interpreting her spirituality
          i.   the faith

7.   **[highlights]**
     a.   spiritual messages
          i.   signs

1. **[Former career training & professorship work]**
   - A trained psychologist
   - College president
   - Teaching and research led to creating anti-racist training for several educational environments
   - Anti-racism work led to 1st book: *Why are all the Black kids sitting together in the cafeteria and other conversations about race.*
   - Seminary training
   - Professional success
     - Advantages of being a minority
     - Affirmative action influences

2. **[Ministry]**
   - Identifies as a Christian
   - Work as a form of ministry: social justice
   - Sisters Center for Wisdom
     - Purpose and meaning

3. **[Sphere of influence]**
   - Expanding sphere of influence
   - Considered graduate teaching --- allowed her to "clone" herself
   - Students' inquisitiveness about anti-racist knowledge
   - Training process with school hierarchy
     - Public school teachers
     - Principals
     - Superintendent
   - Beyond the classroom
   - College deanship and success
     - created positive climate programs
     - visibility of model

4. **[Journey to acting presidency]**
   - Interview in 2001
   - Acting president in 2002

5. **[Journey to 2nd presidency]**
   - The initial process
   - Potential barriers
   - Considering the presidency

6. **[Leadership]**
   - Spelman's mission statement
   - Creating positive social change
   - LEADS: Center for Leadership and Civic engagement

7. **[Role]**
   - Cheerleader

8. **[Institutional tradition]**
   - Spelman's unique tradition
   - Curriculum
   - HBCU culture
   - Sister leadership predecessors

9. **[Personal commitment]**
   - Leadership and social change are personal commitments
   - 10 year tenure

10. **[Spirituality]**
   - uses spirituality in two key ways
   - school's motto
   - core values practiced
   - change agents
   - gratitude

11. **[Highlights]**
   - Inauguration --- #1
   - The leadership center --- #2

12. **[Challenges]**
   - Managing time --- #1
     - Solution/s to #1
     - History of solution
     - Family wellness
     - Support of wellness lifestyle
   - Financial --- #2
     - Solution to #2
   - The process of leading change --- #3
     - Rationale for #3

13. **[Barriers]**
   - Family transitions --- #1
   - Processing the concept barriers

Appendix F

Sample Axial Coding

Axial Codes with completed open categories

1.   [Purpose]

    f.   *Living life on purpose*

        i.   So that's why I'm here, that's why I'm the president. It's not about --- this is not a career move--- it's none of that. It's about being on purpose. Being on purpose. Being on purpose and walking the way God would have me walk. I don't understand it, I don't know how it's going to end up at the end of the day, and that's none of my business. (p. 15)

        ii.   If I was in a room with these women --- most of them were African American women aspiring to become college presidents of HBCUs I guess my first statement would be how does this fit into your life's purpose? Is this something that you see enabling you to fulfill on what you know as your life's purpose, or is this just a career move? Because for me, this position almost requires that this be a part of your life's purpose. Because the requirement of the job and (p. 1) the demand of the job is such that it can't just be a career thing for you. It has to be connected to who you are and your purpose for being in the world. (p. 2)

        iii.   So that's why I'm here, that's why I'm the president. It's not about --- this is not a career move--- it's none of that. It's about being on purpose. Being on purpose. Being on purpose and walking the way God would have me walk. I don't understand it, I don't know how it's going to end up at the end of the day, and that's none of my business. (p. 15)

    g.   *To serve*

        i.   So for me, I knew that I was called to serve. I was called to serve in ways that inspired people to greatness, so that people could see that there's possibility for greatness, irrespective of what circumstances or conditions you come out of or find yourself in. That's just who I am and what I was called to do. So for me, coming here was consistent with my life's purpose. (p. 2)

        ii.   Is serving. And not just serving. But serving in ways that inspires greatness in people. (p. 2)

        iii.   All along, I'm still on the faculty at S. And then four years later, the mayor's thing came around again. And I said, you know, God said, you're not through yet. I ran again. And the thing that was so amazing about that race --- the two candidates who had all the money, the experience and all that, had no platform, no real issues that dealt with the suffering and the issues of the people. And they were forced --- because I was in the race, to address those issues. And so it's like, (p.14)

        iv.   That was my role. And it's like, you know, whether you win, or

v. get the glory. It's not about you getting the glory. It's about serving. It's about being obedient, and serving. And so that's why, some people said to me, you know, you gave up S. You gave up your tenured position. S to come to BS. And so, some of the people at S are probably pissed off at me like, how could you dare give up S to come to BS. They're like, that's an insult to S. I'm like, I got to go where I'm called to go. (p.14)

h. *The professional journey*

i. My purpose for being on this planet. And for me, you know, I taught at S for eighteen years, and I had, and as a person who has a Ph.D. in Economics, as a black woman, I could have been anywhere I wanted to be, but, that was a part of, I was fulfilling my purpose. I was fulfilling my purpose. And it became clearer and clearer like when I was involved in politics in Atlanta. I was on the city council, and then I ran for mayor twice. And I fought with God. I fasted and prayed for 40 days in 1996, before I announced that I would run. And I waited a year before I announced because I said, God, you can't mean. I've just been on the council for four years to represent a district, and you want me to run for mayor. And everybody was saying, we're support you for council president. Maynard Jackson and all those people. Don't run for mayor. My husband said, are you crazy? I lost my campaign manager behind my--- but God said this is what you're supposed to do. And that there would be a victory. Not that I would win, but that there would be a victory. And I promise you, that year, after I ran, I was listed by the *Business Chronicle*, among the ---- what they call the mighty dozen, the twelve people who shape the news and something in Atlanta in 1997, with people like Ted Turner, Evander Holyfield, because I chose to do what God had said. They had my little picture there. But I'm not --- (laughter) (p.12)

ii. They had me listed among the mighty dozen in 1997 after the election. Didn't want to do it. Didn't see I had the (p.12)

iii. But I had a purpose. I had a purpose. I had to talk about the issues. There were some issues that had --- that weren't right in the city. And God said, you're the one. You are the one. (p.12)

iv. And after I lost that, then the governor, the guy who ended up being the governor next year, came to me, he wanted my support. And I said, but I didn't win, what does my name – what does my support mean to you? He said, I want your support. He visited me twice. Roy Barnes, he was the governor. He wanted me to do a commercial. I'm like, but I didn't win the election. I want your support. So I'm like, okay, so who am I? I'm nobody. (p.13)

v. You know, why do you need my, I came in third place. I didn't win. (p.13)

vi. But God said there would be a victory. God said there would be a victory. And I just said, okay God. And my husband and I talked about (p.13)

vii. Yes, so I'm just like, I didn't know that --- my thing is, all I know ---- it takes a lot. I mean it was difficult. Stepping out there running for mayor. (p.13)

viii. 40 days. (p.13)

ix. It was called a master cleanser fast. It's like a lemonade. It's like honey, not honey. It's (p.13)

x. Gravey maple syrup, lemon and water and some cayenne. So that's what I drank for 40 solid days. (p.13)

xi. Didn't plan to do it. I was going through that whole --- because I was ended up my first term. I was saying, well God, what else am I supposed to be doing now? I don't hear what you want me to do because I was led to run just to get the other person out because he had been there --- not so, so I knew that I was only going to be there for four years. But the natural thing for me to have done was to go for council president. I had Maynard Jackson's support. I had people's support. That's not what I --- mayor. I'm like, run for mayor? (laughter) This was in '96. So, I wrestled with that thing for the whole year, for the rest of '96 and early, I didn't announce. In fact, my husband didn't even know. My husband was on his way to Nigeria, and it was the last week of qualifying. I had to --- it was the last week--- last chance I had to go and put my name (p.13) down. My husband in Brussels some where, getting ready to change planes, and he called in, and I said honey, I just want to tell you that today I went and --- I went and signed up for mayor. My husband had already given to one of the other candidates. Made a financial contribution --- so the media wrote this kind of funny article in the newspaper about you know, well this Tinubu, even her husband didn't even --- (laughter) even her husband had already supported another candidate. (p.14)

xii. Because I --- but God said this is what you're going to do. So I said, okay, okay. (p.14)

i. *Road to the presidency*

i. And so that's why, some people said to me, you know, you gave up S. You gave up your tenured position. S to come to BS. And so, some of the people at S are probably pissed off at me like, how could you dare give up S to come to BS. They're like, that's an insult to S. I'm like, I got to go where I'm called to go. (p.14)

ii. And the thing that's so amazing, is that in November of 2003, I was selected as the next president of BC. Which is her college (pointing to

iii.   picture on the wall). This was in November. And for whatever reason, the spirit wasn't right there, I wasn't supposed to be there. In January we cut off negotiations because the contract that they had was very oppressive, and it was like they wanted a puppet, they didn't want a president. They didn't want someone who could free and really --- they wanted someone they could manipulate. (p. 14)

iv.   They didn't want a leader. So I just said, you know, this is, and so they cut off negotiations with me. So I ended up not going to BC. But in that process, I met the person who chaired the board here. And so they knew that I had been appointed there, and they knew that that had been cut off. So when they were looking, they contacted me and said we are looking, are you interested? And I said, yes I am. That's why I have this woman's picture all around me. (p.14)

j.   *The legacy: love*

i.   I guess my closing remarks would have to be about the legacy, what we would want to leave as our legacy as African Americans college president, particularly at HBCs. What would we want people to be able to say about us when we leave this earth or leave this position? And I think that the thing that is most important to me is that people would remember that at the core of all I did, said, and all that I represent, at the core was love. (p.15)

2.   [Role]

f.   *Connected to the community: leader, advisor, role model*

i.   And it's the first thing I said, the purpose which is--- the purpose. And the other piece that may not be as relevant in other situations. It's the whole community piece, this whole concern for the broader community, and the role that we have to sort of play in that broader community and the role that is expected by the broader community of you. They don't expect you just to be a brilliant or an efficient administrator. They also expect you to be a leader and a role model and a mentor and all those things, and a source of, a place of resource for that community. So, as president, you're not just being president within these walls, you're president, leader, role model, advisor, advocate for the broader community. And most of our colleges are located within communities that are economically challenged if nothing else. So there's this other community --- I guess I would call it social and economic issues that you have to be aware of and able to weigh in on outside of the walls of the college. So the role of a black college president, (p. 3)

ii.   *Advocate for students*

i.   And a black woman college president, and when you add the

ii.   woman element, there's also that piece of being concerned
      for our children, that nurturing piece that is, I think, much
      more present in the minds and in the hearts of women as it
      relates to how you would run or handle the operations of the
      college so that its designed to benefit the students. I think
      that a lot of times, administrators may get off course in terms
      of why they're there and who they're there to benefit. And a
      lot of times you may find that they see themselves as serving
      the board of trustees, or serving the faculty and staff, and lose
      sight of the fact that, really, at the core of what we do, we
      have to put the students at the center. And particularly our
      students because they are challenged. Because many of them
      come from economically disadvantaged backgrounds, they
      come with baggage that we have to help them unpack. And
      then put in new stuff, into their suitcases as they leave here.
      So our challenge is much greater. Our focus and our
      intensity in my mind is much greater than your traditional
      kind of president's role that may be played by someone in a
      situation where their kids come from privileged backgrounds
      and from positions where they have been not subjugated. So,
      the black female president's role has to encompass a whole
      lot of stuff that may not be traditional because our history and
      our circumstances are not your average history or
      circumstances. So the woman has to bring a whole lot more
      in my mind to the table, and on top of that, you still have to
      know about bottom line stuff. (p. 3)

g.   *Fiduciary wisdom*
     i.   You have to be able to understand the financials, and know when you're in
          trouble, and know when to shift resources, and how resources must be
          allocated, so that kind of experience and exposure --- the financial matters,
          because that's where many of our schools lose the battle. So you have to
          bring so of that background to the table. And I don't know that today's
          president really will be able to follow the old pattern of coming up through
          the academic ranks because the challenges are far greater, and everything
          is interconnected and interrelated. So you just can't do what you normally
          (p. 3)
     ii. And then I would say they're other kinds of skills like planning skills, you
          have to know how to do strategic plans and business plans. You have to
          have fundraising skills. (p. 4)
     iii. 1, with a lot of other 1s. They're a lot of other 1s. It's like top, at least no
          lower than 2. Because that's a very real issue. (p. 4)
     iv. And particularly at private HBCUs. And so there's also that distinction
          between HBCUs that are private vs. non-private. When you say African

        v.   American college women, you almost have to sort of qualify it to some extent because the scenarios are so varied and so vast. (p. 4)

   h.   *Communicator*
       i.   Of course communication. That's critical, that's absolutely necessary whether you're communicating with your board of trustees, whether you're communicating with the faculty and staff, or students, or the broader community. Being very comfortable, and confident, and prepared for discourse with all those constituencies is critical. So you have to bring some level of at least comfort in communicating with all kinds of people at various levels. And also outside of that communication extends into the community as well and all kinds of people within that realm as well, whether you're talking about the top CEO at a Fortune 500 or some unemployed person you just happen to meet on the street. You have to be able to feel comfortable in your communications with a whole range of folk. So communication skills would be added to the financial, fiscal, and interpersonal kinds of skills. Just communicating with people on just a one-on-one basis, and then team building skills. You have to know how to engage people and create a shared vision and have your mission be a living mission. And when people know what it is and they are committed to it, and they are --- they're held accountable for that. (p. 4)

   i.   *Implements standards of excellence*
       i.   I really, I think I've touched on most of the elements. I guess one of the things I didn't talk about is the ability to set and implement standards--- not only standards for the students, but for --- standards for faculty and staff. That there is this commitment to excellence, and not just accepting mediocrity, and saying it's okay. As I said, my purpose in the world is to inspire people towards greatness, so I'm always looking for the very best out of people and making sure that we create an environment that encourages and brings out the best. And so that's true of faculty and staff. (p. 5)

   j.   *The president's role model*
       i.   MMB. She's what attracted me there, to --- and what has attracted me here. This is a school that gave her her start. (p. 15)
       ii.   So I'm like, okay. God, I just, all I know is to be obedient. And so, that's what I'm being. That woman is my role model. Talk about role model. And sistergirl was able to be comfortable and wheel and deal in any and every kind of environment. Advisor to four presidents, two republicans, two democrats. She didn't care what party you were in. She knew. She understood the drums of Africa beat in her heart, would not let her rest until every Negro boy and girl had a chance to prove his or her worth. (p.15)

3.   **[Leadership]**

    c.   *Spiritual leadership*

        i.   Exactly. That there's latent greatness in them. It's not a clear cut kind of leadership we're talking about. It's spiritual. (p. 2)

        ii.   While it's academic, you have to know and understand all of the stuff concerned with higher education and the academy. And it might even help if you had leadership positions, but I don't think it's a requirement. The first requirement is the purpose pieces, and the second requirement is understanding that you're role is not limited, or even two dimensional, it's multidimensional because you have to not only be the academic leader within that environment, you also have to be sort of a spiritual leader in the sense that you're dealing with people who are human, and they have their ups and downs, and you have to be able to connect with people not only on an intellectual level, but also on a spiritual plane. So you have to sort of come with that element in tack, that you're not just an intellectual a baba laou--- because the job requires, it requires that centerdness, and that stayness in the spiritual realm. Particularly in our situation, at HBCs. And I keep qualifying that. (p. 2)

        iii.   Baba Laou --- And I've never had to spell it (laughter). You're putting me on the spot . B-a-b-a- Laou . I've never had to spell it before. (laughter) What I mean is --- it's almost like a --- in English or in our terms, it's almost like a pastor --- a spiritual leader, or a spiritual guide. Since you're dealing with whole human beings who are spiritual at the core and intellectual and physical. So you have to sort of bring a whole picture, a whole package to the environment as leadership within our colleges if you want to do it effectively. Now you can do it without having all of that. People have done it. People have done it strictly from an academic or intellectual perspective. And I'm sure that they've been able to accomplish a lot. But I think given our reality and given our history, there's a lot of development that has to occur that goes beyond the intellectual and that has to connect with who we are spiritually. And so that's another element that has to, for me, be present. (p. 2)

    d.   *Leadership model/style*

      i.   <u>Shift from a non-traditional leader</u>

          a.   And I think the model is shifting a lot. That they're a lot more non-traditional leaders coming to the fore who bring a whole different set of skills and experiences to the table that's sort of required in today's sort of environment. I said a whole lot of stuff there, but there are (p. 3) multiple things that you have to bring to the table,

b. the connection with community, the strong sense of purpose, understanding of the financial matters, and dealing with the whole

c. person in terms of development of the whole person --- body, mind, and spirit. (p. 4)

d. Leaderships style researched

    a. So we have to be pretty careful about the kind of leadership we bring, or whether it is engaging and cooperative, and you're using these servant-leadership sort of styles, as opposed to a dictatorship or patriarchic or oppressive style of leadership that kills all creativity and unity. So the way that you enter into your position in terms of your leadership style is really critical. (p. 5)

    b. I think that for me, I am most comfortable when I have the input from a broad base of constituents. I believe that if you get all of the relevant constituencies at least represented at the table, and if people have full information that that group is really capable of coming up with whatever solutions you need to come up with. And so I've never been one to think that I have all the answers or that all the correct answers can only come from one source, I've always been one whose been very cooperative and team oriented in my approach to leadership. Of course there are some things that have to be decided on individually. You set the tone and you help shape the vision and all that, but you have to have a good solid group of folks who share the vision and are willing to support it, but also willing to challenge it. To ask the right questions, and not be afraid to raise the questions, because if they do, they're going to lose their job kind of thing. So. To create sort of a team of folk who are comfortable in their position, but also comfortable with knowledge in their respective area, and they bring that knowledge to the table, and they know that when they bring it, it will be respected, and honored. So I've created an executive council that represents every aspect of the college, at the director's level, and even when we are engaged in conversation about policy or program, that they have done their due diligence in terms of consulting with their constituencies to get their feedback as well so that we're not in a position (p. 5) where we're just passing down directives from the top. We engage folks from the bottom. And so we sort of work it from the bottom up. And also at the end of the day, if they're some decisions that have to be made that doesn't --- the decisions are consistent with the group, that at least the group would have had an opportunity to weigh in and you would know what their positions are on the issue, one way or the other. So, I'm very much a team person, but then again I'm not afraid to step out and be a loner if I have to. (laughter) I'm ready to do that as well. (p. 6) where we're just passing down directives from the top.

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d. Right. And if things go positive or negative, I'm going to be held accountable. (p. 6)

e. So at the end of the day, you know, depending on what it is, I'm going to have the final say. (p. 6)

ii. <u>Leadership styles researched</u>
   a. Sometimes it's required. This position has really taught me that too, because I've always been very much a --- I did a lot of my research on cooperatives and democratic engagement, and democratic governance. So I'm very much involved, very much committed to that. But I also realized also that there are certain circumstances and conditions that require that an individual take a position or make a decision because that's the nature of that situation. So, there are times when you can use a team approach effectively, and there are other times when it's not necessarily the most effective approach. So, you have to learn to know the difference. And that sort of comes with the experience. I mean, intellectually, we can say, I'm a whatever, but when you're faced with--- when the rubber meets the road(spoken simultaneously by both parties) that's certain stuff --- "this is where we're going to go." I hear you but, this is it. (p. 6)

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