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# Role perception and status of African American administrators in a selected number of New England state universities.

Sherwood Thompson  
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ROLE PERCEPTION AND STATUS OF AFRICAN AMERICAN  
ADMINISTRATORS IN A SELECTED NUMBER  
OF NEW ENGLAND STATE UNIVERSITIES

A Dissertation Presented

by

SHERWOOD THOMPSON

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1990

School of Education

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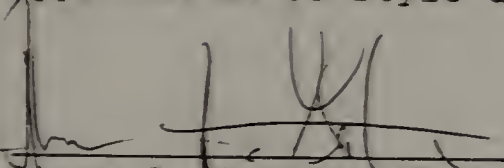
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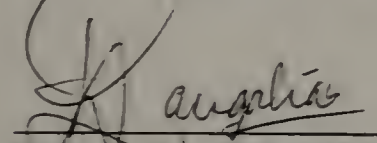
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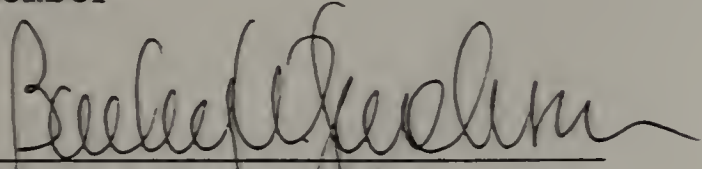
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DEDICATION

To my Grandmother,  
Lillie Jeter Thompson

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This study would not have been completed without the cooperation, assistance and support of several very special individuals. I cherish the advice, counseling, guidance, and suggestions offered during the writing of this dissertation.

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All Praises Be To The Great and Mighty Creator Most High For This Magnificent Blessing.



ABSTRACT

ROLE PERCEPTION AND STATUS OF AFRICAN AMERICAN  
ADMINISTRATORS IN A SELECTED NUMBER OF  
NEW ENGLAND STATE UNIVERSITIES

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This study examines factors that relate to the role perception and status of African American administrators working in seven New England State Universities. Most specifically, the study asked:

1. How do African-American Administrators' perception of their responsibility to students, faculty, other administrators, and community impact the delivery of job performance and services?
2. What are some, if any, advantages and disadvantages of being an African-American administrator in a New England State University setting?
3. To what extent does an African-American administrator perceive the quota system and affirmative action as a factor leading to his/her employment?
4. Do African-American administrators perceive their role as mentors for African American/minority students?

5. To what extent do the African-American administrators perceive their involvement in institutional decision-making?

African American administrators reported their input in institutional decision-making as limited to their particular assignment and not to decisions that influence the mission and goals of the institution. A majority of the respondents believed that they were hired to relate to needs of African American students and other administrators. Some respondents indicated that they were not sure how the hiring process differed from that of White candidates; and the majority of the respondents think that tokenism was not a contributing factor to their appointment. A number of African American administrators revealed that their presence on campus heightens the lives of African American and other minority students.

Succeeding on predominantly White campuses is a process which requires a partnership between the top level college officials and the minority administrators. This study supports this notion and encourages institutions of higher education to listen to the comments that African Americans and other minority administrators are making; comments about real quality of life issues, expanded equal opportunities, and empowerment.

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## CHAPTER 1

### INTRODUCTION

In America, race constitutes a major factor in the lives of both the minority and majority populations. Historically, African Americans and other minority group members have been subjugated to a less respectable status than their more numerous White compatriots. This owes to the tremendous economic/political power-base of White Americans. This situation results in a large number of African Americans feeling disempowered and alienated, since the greater opportunities of the majority population are denied to the minority population. Former U. S. President Lyndon B. Johnson through Executive order 11246 in September 1965 issued an initiative called Affirmative Action, as a way of correcting the effects of past racism and racial inequalities. This action was deemed necessary because of the notorious role discrimination has played in preventing the advancement for African Americans in the nation's work place and schools.

The 1980s witnessed the decline of liberal policies that African Americans embraced as a vehicle to educational, social and economic gains. This vehicle has apparently come to a halt, leaving once again the agenda of human rights, jobs, social welfare,

affirmative action, minority economic set-asides and public education programs in a state of abandonment. This state of affairs breeds severe disappointment among the beleaguered African Americans. Indeed, the crucial needs of African Americans and other minority populations have been once again unimportant to the concerns of American policy makers. Giving assistance to African Americans in their struggle to gain social, political and economic advancement in America has become unpopular with policy makers.

America reflects an increasingly distinct racial/social class division, embracing individual gains as paramount to a stable and productive life. W. J. Wilson (1987) takes the position that class has become more important than race in determining African American life changes in America. He believes that the more money and status African Americans have, the less they will feel the impact of racial discrimination. This attitude and competition has caused White America to concentrate only on their special interests and upward mobility, while leaving the unfinished task of liberating the underrepresented classes from their unequal conditions. Hence, blaming the victim becomes policy.

In John Ogbu's study of racial inequalities and education in America, he argues that African American



people in the United States constitute a "caste minority." He notes that because of this caste system, African Americans develop preconceived expectations for the educational performance of their children, largely because the caste system sets the expectations and educational possibilities for members of society. He maintains that education cannot serve as the freedom pathway for African Americans--providing equal educational opportunities with the larger White population--because the very nature of education in a caste system is based on inequality. Hence, this system predetermines the status positions for African Americans. African American students observe the restricting impact of this socialization process working against their interest, and as a result their perceptions of greater opportunities are affected. They develop a limited vision of themselves, thinking that school is, essentially, a useless ambition.

Ogbu also suggests that "caste minorities" are regarded by the dominant group as inherently inferior in all respects. He proposes that:

Therefore, it is important to know what motives of minority education are in order to understand more fully the behavior of parents and pupils, teachers, counselors, school administrators, and other school personnel, as well as the behavior of local school boards and other political groups that influence formal education. The second approach suggests additional and more pervasive sources of educational problems among caste minorities, namely, that they do not share the same motives for

formal education with the majority and consequently the two groups are not necessarily participating in the same educational system, even when they attend the same schools. This approach further suggests that the educational problems of caste minorities cannot be adequately understood except when analyzed in the context of a caste or racial stratification system which defines the status of the minority groups.[1]

The implications of this theory seem to apply to the status of minority faculty and administrators who work at predominantly White institutions. Although they are employed as school officials, they remain, to a large extent, relatively ineffective in shaping the prevailing system due to the numerous barriers erected to restrict their participation as equal partners in the educational mission of the institution.

African Americans and other minorities are then left without the institutional resources to change their plight. Philanthropy from the ruling classes oftentimes goes to plants, animals, and outer space instead of meeting the human needs of the destitute. Thus, higher education becomes an avenue to advancement of the African American intelligentsia. African Americans have of course made gains in their status in America. These gains can continue if there is greater participation by all sectors of the African American and minority communities in the promotion of educational achievement. The urgency of this involvement is highlighted in the current demographic data that indicate the increasing

rise in population among African Americans, Hispanics and Asian Americans. Harold Hodgkinson warns that,

the conclusion is clear: in a time of decreasing White middle class fertility and increasing minority enrollments, we need to make sure that every kid succeeds in school...The future of the U.S., its youth, will be steadily more Asian, more Hispanic (but not Cuban), slightly more Black, and less White.[2]

With the rise in population among minorities, 14 percent of all adults in the United States--and 20 percent of children under 17--are members of minority groups. By the year 2000, one third of all school age children will be from minority groups, according to a report published by the American Council of Education entitled, "One Third of A Nation." It becomes increasingly important for more minority administrators to assume more important roles in the delivery of support services to African Americans and minority students on the nation's campuses, in order to ensure their success. The American Council on Education reports that:

Already, in 25 of [America's] largest cities and metropolitan areas, half or more than half of the public school students come from minority groups. By the year 2000, almost 42 percent of all public school students will be minority children or other children in poverty. Between 1985-2000, minority workers will make up one-third of the net additions to the U.S. labor force. By the turn of the century, 21.8 million of the 140.4 million people in the labor force will be non-White. From 1984-1986 Asian and Hispanic students college enrollment increased by 8 percent. Hispanic students led the enrollment increase with a 17 percent jump, from 535,000 students in 1984 to



624,000 in 1986. Asian students followed with a 15 percent gain during the same period, while Black student enrollment remained stable, with a 0.5 percent increase between 1984 and 1986. It is further reported that, from 1976 to 1986, while total college enrollment grew from 11 million to 12.5 million, Black male enrollment fell from 470,000 to an all time low of 436,000.[3]

The increase in minority student enrollment will undoubtedly prompt colleges and universities to begin programs to recruit and retain minority students. Thus, an increase in the hiring of African Americans and minority faculty and professional staff on campuses will significantly help minorities to overcome difficult barriers on predominantly White campuses.

Educational institutions in New England have an extraordinary responsibility to expand educational opportunities for all its citizens, with special emphasis directed towards its minority citizenry. The fate of African Americans and Hispanics in this region of the country is bleak, and growing even bleaker. In an attempt to overcome the current inertia and barriers to full opportunities for minority citizens in education, the New England Board of Higher Education released a task force report entitled, "Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education." In this report, the nine summary findings chronicled the disturbing facts pertaining to the inequality of African Americans,

Hispanics and other minorities living in New England states.

The report indicates that the economic future of the region is directly linked to the level of skilled labor the region generates--during a period when the entire country is feeling the effects of an aging population. In New England, this shortage of skilled labor will "foreseeably worsen," due to the high demands for knowledge-based employment and technological literacy. The task force maintains:

An estimated 18 million new jobs will be created, nine out of 10 of these in the service industries, with two of the fastest growing labor markets for highly skilled business and health service professionals. By 1995, about 20 percent of all available job openings will require four or more years of college. In other words, the number of skilled jobs will increase, even as the demographic supply of workers shrinks... That tomorrow's skilled workers will have to be adaptable is an accepted fact. They will be expected to continually acquire new competencies through retraining and further education.[4]

This reality challenges educational policy-makers and governmental leaders to create greater educational opportunities for minorities. The task force report revealed that minorities are the fastest growing group in the New England region. During the years 1970 to 1988 in New England, the African American population grew 22 percent, the Hispanic population 106 percent, and the White population grew only 1.5 percent. Other facts that were presented were:

While Blacks comprise 11.7 percent of U.S. population, they make up only 3.8 percent of the region's population (299,000). Vermont's population is only 0.2 percent Black and 0.6 percent Hispanic. At the other end of the scale, Connecticut is 7 percent Black and 3.8 percent Hispanic... Projections suggest that by 2000, Blacks will make up 5 percent of New England's population and Hispanics 5 percent. It is expected that large metropolitan areas in Connecticut, Massachusetts, and Rhode Island will continue to be magnets for Black and Hispanic citizens.[5]

Prognosticating what effect the failure to expand educational opportunities to minorities will have on the New England region's future, one can easily predict that the success of the region is tied to the success and educational upliftment of its minority citizenry. High tech is a synonym for literacy skills; without these skills both the region and the individual suffer an inexorable fate. The economic implications of leaving African Americans, Hispanics and other minorities out of the mainstream could be devastating.

The task force report recommended 20 ways that will increase Blacks and Hispanics participation in New England colleges and universities. The task force focused on the critical role that state governments, the business community, the educational community, publishers, and producers of mass media, occupy in bringing about increased participation and empowerment of minority group members. Among the recommendations made were:



1. States should provide more financial aid for low-income Black and Hispanic students at all levels of higher education.
2. States should reemphasize existing laws providing for equal educational opportunity and insisting that campuses look inward to address and eradicate racism.
3. College and university presidents would exercise their leadership in bringing about pluralism--in the student body, faculty, staff, and boards of trustees as well as in the curriculum.
4. Presidents and boards of trustees should make greater commitment to the academic success and expanded enrollment of Black and Hispanic students. Presidents, in their annual reports, should document the progress their campuses are making in these areas.
5. Disseminate information annually on the progress of the New England states and their campuses in heightening Blacks' and Hispanics' participation in higher education--as students, faculty, administrators, and staff members.
6. Provide scholarships as well as workplace internships to Black and Hispanic graduate and undergraduate students.
7. Ensure more positive and diverse presentations of Blacks and Hispanics in the media. Produce more success stories about Blacks and Hispanics. Reveal that education can be ennobling and empowering.[6]

The New England Board of Higher Education task force report on Blacks and Hispanics in higher education is an important step forward in identifying and recommending ways by which disparities between Whites and minorities can be eliminated. The problem must be attacked on a regional level; obstinate attitudes and long-standing traditions that create problems, not solutions, must be eradicated. The proverbial saying,

"the mind is a terrible thing to waste," suggests a certain ghastly reality for the New England region. The task force report on Blacks and Hispanics demonstrates that increasing the numbers of minority professionals in the workforce is a matter of great importance to the quality of life and prosperity of the region, and the nation as a whole.

#### Description of the Study

This study will explore African American administrators working in selective New England State Universities. This study replicates a portion of an earlier study by John Jones (1974). Jones gathered biographical and professional data on African American administrators of state-owned, state-related, and state-aided colleges and universities in the Commonwealth of Pennsylvania. His study examined African American administrators during the academic school year between 1973-1974, who functioned in predominantly White colleges and universities.

Jones' (1974) review of the literature, pointed to factors supporting his hypothesis. He reiterates the importance that African Americans place on gaining advanced academic degrees in higher education and their desire to make significant contributions to the American educational system. Jones' (1974) study outlines the great concern that African American administrators had



concerning the uncertainty of their role and status.

Jones concluded the following:

1. That African American administrators, despite their academic attainments, still feel a sense of dehumanization on the job.
2. That African American administrators in Historically Black Colleges and Universities located primarily in the southern states appear to suffer less psychological and social debasement.
3. African American administrators were hired to fill a quota system through affirmative action programs.
4. The authority given to a African American administrator is determined by situations, circumstances and the size of the educational system.
5. African American administrators in most institutions and especially in predominantly White institutions are ethnically, morally and psychologically responsible for educational change in higher education.

Jones (1974) recommends that additional research was needed in order to explore the performance of African American administrators and define their role in other states in order to seek out differences which might exist due to varying social, economic, regional and cultural environments.

#### Significance of the Study

In America and other parts of the world the twenty-first century will usher in an era of increased competition and greater demand for highly trained individuals who can harness the new technological advances of society. The challenge will have a great impact on all Americans, especially African Americans.

Various indicators of educational achievement reveal that African Americans have continued to be disadvantaged and to have lower educational attainments than Whites. Farley and Allen conducted a study of the 1980 United States census and found that:

In the 1980 census, Blacks and Whites were found to differ by educational status in many important ways. Although Black Americans had made phenomenal educational progress since 1900, they continued to be disadvantaged in relative terms...Blacks aged 16 and over have lower educational attainments than Whites. For example, 40.5 percent of Blacks and 28.1 percent of Whites aged 16 or over had completed 8 years or less of formal schooling...Whites were more than twice as likely to have graduated from college or to have completed advanced college degrees [than African Americans][7]

African American college administrators can assist African American college students, who otherwise might have a bleak educational prospect. The African American college administrator in predominantly White universities is also challenged to reshape the college environment through contributing to policy development that focuses on the institution's mission. The latter is much more difficult to achieve than the former, because African American administrators hold few positions of authority in the hierarchy of predominantly White institutions.

African American administrators at predominantly White institutions also usually experience considerable adjustment difficulties. Many of their adjustment

problems include their academic image (the perception that African American are not as smart as Whites), administrative role, status, authority, and role ambiguity (Gray, 1982).[8]

Adjustment difficulties faced by African American administrators have an impact on their effectiveness, their rank, and their position on college campuses. The lack of support given to the African American administrator by the institution's executive officer, leads to even more significant problems of disillusionment, alienation, and stagnation. What is important for African American administrators conflicts in most cases with what the White administrators think is important. African Americans find this experience all too common, causing conflicts and differences that confuse the focus of their responsibilities (Stafford and Dei, 1982).

Ambiguity is another factor experienced by African American administrators which creates a dichotomy between the stated mission of one's responsibilities and daily realities (Gray, 1982).

To achieve a significant degree of authority in assisting African American students in their development on the nation's campuses and to achieve a position of power within the administrative hierarchy, it is important that researchers conduct studies on the issue

of the African American's perceptions and status as college administrators. Such studies will allow researchers to learn what induces African American administrators dedicate their lives to higher education. Also, researchers can gain valuable insight into the factors that determine the extent to which African American administrators believe their contributions in higher education supports positive attitude change toward diversity on college campuses.

#### Statement of the Problem

The purpose and major intent of this study is to investigate the African American administrator's perceptions of their role, status and to identify important aspects of their personal and professional characteristics that contribute to their performance. This study examines African American administrators at seven selected New England State Universities, by collecting data and reporting the findings of the information gathered in the following areas:

1. Personal backgrounds and academic training of Black administrators in New England State Universities.
2. Self-perceptions of African American administrators.
3. Perceived job satisfaction.
4. Power to make decisions that impact on the educational mission in his/her institution.

An important implication of this study is that it will identify the primary issues confronting African



Americans in administrative positions at predominantly White State universities. Finally, this study will reveal what African Americans in select New England State Universities perceive as valid priorities and issues in their career lives. Educators and researchers should find this information useful in developing methods and programs to reduce ambiguity among African American administrators while enhancing conditions that exist which are conducive to positive growth and excellence in their fields.

#### Definition of Terms

For the purpose of this study, the following list of essential definitions of terms are given in order to provide clarity and coherence to this research project.

**Black American:** Individuals identified by self or others as having African ancestry and influences living in the United States who commonly use the term to describe a particular ethnic background. The term is interchangeably called either Black American, African-American, or Negro.[9]

**Higher Education:** Education beyond secondary school that is viewed as intellectually more rigorous than that of the secondary level, offering academic degrees from the completion of program of instruction.[10]

Higher Education Administrator: A professional employee in a higher educational setting responsible for directing, management, organization, and supervision of an educational institution. Usually includes all institutional functions other than teaching.[11]

Mainstream: The practice of assigning any student or person in an educational environment to participate with the majority population or majority culture, customs or styles in an integrated fashion.

Minority: For Equal Employment Opportunity purposes, this term includes Black Americans, American Indians, Asian Americans and persons with Spanish surnames; a term commonly used to describe persons not of the majority population with respect to race, color, religion, or ethnic background.[12]

Minority-Focus Program: Programs and services that emphasize minority group member interests and culture. Black Affairs programs and underrepresented groups' academic support services are two examples of what is known as a Minority-Focus Program.

New England: The Northeast section of the United States which includes the states of: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Predominantly White Institution:  
Colleges/Universities which have 80 percent or more  
White students and staff.

State University: Any university in the United  
States financed by a state as part of its public  
educational mission.

#### Limitation of the Study

1. Research findings of this study will be limited to an availability rather than random sample. With findings from a sample from one region of the country, findings will not be as generalizable as those obtained from a nation-wide, random sample. Further, the size of the sample limits the representation of the respondents.
2. Research findings of this study will be limited to selected State Universities in New England.
3. The population of African American and minority administrators who currently hold positions in selected New England State Universities in the United States was the only one from which the sample is drawn.
4. The comparison of role perceptions between Historical Black College administrators and New England State Universities was not designed as part of this study.
5. The comparison of role perceptions between minority and White administrators was not designed as part of this study.

The proceeding chapters are divided into four sections. Chapter 2 examines the relevant literature of the study. Special attention was devoted to contemporary issues pertaining to minority students, faculty, and staff. Chapter 3 focuses on the research design and methodology employed in the study. Chapter 4

takes a close look at the research findings and reports the analysis of the data. Finally, Chapter 5 discusses the conclusion and recommendations for further research.

This study does not represent all of the possible ways that African American administrators view themselves, their roles and status in higher education. Instead, the study proposes to stimulate new ideas and creative approaches to the concerns of minority administrators, especially African Americans employed at predominantly White colleges and universities. The researcher in this study capitalized Black and White throughout the text according to the American Psychological Association guidelines.



## CHAPTER 2

### REVIEW OF THE LITERATURE

A tremendous amount of attention was given to the plight of minority students (especially African Americans), in higher education during the period of 1970 through 1980. This decade is studied by a large number of educational researchers, making the available literature on this subject very broad. While the minority administrator played an important role in the graduation of African American students on predominantly White campuses, there is a need to examine the role, perception, and conflicts of minority retention administrators. Reginald Wilson of the American Council on Education and former director of the council's Office of Minority Concerns, reports that, ". . . minority-affairs officer serves as a buffer between the administration and the academic community. . . ." Wilson estimates that one-fourth of minority affairs administrators do not have the power nor the status to influence institutional changes.[13]

The major objective of this study is to provide useful information about the retention of African American students and the role of retention administrators working at predominantly White institutions of higher education. To support this

investigation, the researcher categorized the literature review into three groupings:

1. Factors that cause dropouts from colleges and universities which affect the retention of African American students;
2. Recommendations made by researchers based on the results of their studies;
3. The role that African American/minority administrators at predominantly White institutions play in the graduation of African American students.

This study, therefore, is divided into two parts. The purpose of part one, which is the foundation of part two, is to conduct a review of the literature on the three above mentioned issues concerning African American students. Also, a literature review of African American/minority administrators, their problems, conflicts and perceived status will be examined. Additionally, in this section of the study, the researcher will provide a historical overview of retention programs, and discuss the self-perceived roles of minority administrators in the retention and graduation of African American and minority students at predominantly White colleges and universities.

Profile of Minority Students at Predominantly White  
Colleges and Universities and Factors Which  
Lead to Black Student Drop-Out

One of the greatest challenges that American colleges and universities will face is the task of analyzing their ability and commitment to sustain

diversity by expanding opportunities and appropriating resources to satisfy the unmet needs of African Americans, Hispanics, Asians, and Native American students. In addition, colleges and universities must accept the challenge to create a better environment in which faculty, staff, and students recognize, accept, and seek to enhance the uniqueness of each individual.

Achieving plurality and racial equality in higher education is an integral ingredient in preparing students for the international market place of the 21st century. Changes in the global demographics dictate that students, faculty and staff on college campuses must gain a greater appreciation for culturally and racially diverse populations. This will indeed benefit the university community and society as a whole.

In America it has always been a long standing belief that in order to increase one's standards in life, one should attain greater educational opportunities. More education, it is thought, brings greater racial equality and economic status (Cross 1984). Rodney J. Reed expressed the same belief concerning the role education plays in the upward mobility of African Americans. He points out that, "...Black students view education as a means to a secure future and economic and social mobility." [14]

A greater understanding and appreciation for cultural differences should develop a healthier pedagogical environment on campuses. Harold Hodgkinson, Senior Fellow with the American Council on Education, states:

"to meet the needs of new students entering college, it will become increasingly important that more minority administrators take an important role in the delivery of support services to increase the success of minority students. . . an aging White population, increasing minorities, and poverty among the young point to crucial new responsibilities for education." [15]

He also credited the civil rights movement and social programs of the 1960s with helping low income families educate their children. This phenomenon gave rise to an increasingly larger Black and Hispanic middle class evolving in America. And with this increase of middle-class families came a greater number of minorities entering colleges and universities. For example, college participation trends as reported by the American Council on Education indicates that the enrolled-in-college participation rate for African Americans 18 to 24 year-olds ranged from a high of 33.4 percent in 1976 to a low of 26.1 percent in 1985. This participation rate showed some improvement between 1985 and 1986, rising to 28.6 percent. In 1986, the participation rate for Blacks female high school graduates was 29.3 percent, compared to 27.8 percent for their Black male counterparts. However, for nine of the



11 most recent years for which data are available, it is reported that Black men in the age range of 18 to 24 had a higher enrolled-in-college participation rate than Black females.

For Hispanic the story is quite different in that the Hispanic middle class gained during the 1980s and children from those homes perform like White middle class children. Although there is still much work to be done given that the number of Hispanic high school graduates enrolled-in-college showed that Hispanic men dropped from a high enrolled-in-college participation rate of 39.7 percent in 1976 to 29.0 percent in 1986. Hispanic women in this age bracket had an enrolled-in-college participation rate that varied greatly from a high of 33.1 percent in 1976 to a low of 24.8 percent in 1978. Their rate was 29.9 percent in 1986. Hispanic men generally had higher enrolled-in-college rates than Hispanic women; since then, however, Hispanic women have maintained higher participation rates.[16] Black and minority participation in higher education has reached a critical junction in America.

The above points deserve critical attention in order to understand why African Americans and other minorities in higher education continue to suffer from underrepresentation, role ambiguity and road-blocks in

achieving racial equality on the nation's campuses. This researcher will in particular examine some of the factors which contribute to the lack of full participation of African Americans and minorities in higher education.

Each year more minority students, especially African Americans drop out from college. When examining the factors causing Black students to drop out from colleges and universities, certain trends identified by research studies conducted in 1970s and 1980s identify some common elements which appeared to contribute to the continual high rate of drop out. Among the causes were:

1. Underpreparation at the secondary school level,
2. Lack of on-going remedial courses at colleges and universities,
3. Lack of planned tutorial and counseling,
4. Inadequate financial aid,
5. Feeling of alienation and loneliness,
6. Lack of socializing and learning centers for Black students,
7. Cultural and racial identity adjustment, and
8. Lack of Black faculty and administrators who are in policy making positions. (Jones 1979)

In most findings the level of pre-college academic preparation is one of the central determinants of student persistence (Robinson 1970; Austin 1971; Sowell 1972 Daves, Loeb, and Kowalski 1977 and Reed 1978). Although pre-college academic preparation was cited as a

major factor for student drop-out, other factors significantly contributed to Black student withdrawal from colleges. The above mentioned factors appeared most frequently as common factors that contributed to Black student drop-out.

In a study conducted at Merrit College, a two-year community college in Oakland, California (Axel and Coad 1979), 8.7 percent of the respondents who were considering dropping out of college specified financial difficulty as the major reason for not staying in school. The second reason for dropping out as indicated by the respondents was the need for employment and personal and family commitments.

In a relatively recent study of retention, conducted at over 900 colleges and universities over a ten year period, the major factors which influenced the course of attrition among all college students were identified (Levitz and Noel 1985). Among their major findings were:

1. Academic underpreparedness,
2. Transitional/adjustment problems,
3. Academic boredom and uncertainty about what to study,
4. Incompatibility and irrelevancy, and
5. Limited and/or unrealistic expectations of college.

Noel and Levitz's findings have some validity as factors that cause African Americans as well as White student to withdraw from college. Again, one can see that the most significant factor for White students as well as for African American students is academic underpreparedness (Levit, Novel, and Salari, 1985).

Other major factors revealed by many researchers are alienation and loneliness on campuses. Several authors/researchers (John Centra 1970; C. Irvin Rootman 1972; and Hess Haggen 1977) have identified peer group as a factor of minority student persistence. Smith (1980, 81) identified alienation and loneliness as the most common factors in Black students' attrition as expressed by the Black students, faculty and administrators. A study conducted at six private New England Colleges and Universities, from the period of 1973-1975, surveyed 1140 persons who returned to college after an absence of one semester or longer. Haagen reported that lack of interest in college and failure to find satisfying personal/social relationships ranked among the most important reasons for dropping out of college (Haagen 1977). Additional evidence that shows African American students on White campuses suffering from a crisis in social adjustment was generated in a study of African American students at selected institutions (Flemings 1985). Fleming indicates that,



. . . social adjustment awaits Black students who enter White colleges. . . reactions became more negative over time, with criticisms of low Black enrollment, social isolation, the small number of Blacks on the faculty and staff, and racial discrimination from faculty members and others.[17]

Reed identifies alienation as the "most pressing problem Black students face at large institutions of higher education . . . ." He reveals African American students are isolated from academic and non-academic staff; they have no committed role models; they find it difficult to socialize with White students; and they are not a part of the college culture as a whole. Reed suggests that the unpleasant experience of loneliness and alienation, "frequently leads to frustration and withdrawal." [18] The majority of research findings that relate alienation and loneliness as factors of African American student's attrition were conducted in public colleges and universities. But it has also been noticed that the same factors contribute to African American student attrition at private colleges as well (Legett 1970; Claerbaut 1978; Flemings 1985).

A study conducted at eight predominantly White universities which were selected from the East, South, Midwest, and West coastal regions of the country, revealed the need for connecting the remedial programs in the universities and the pre-college programs. The same study found that academic counseling and tutorial

programs are important for the retention of Black students if they were appropriately planned.

From the host of researchers' findings, the main causes of drop-out were the feeling of alienation, lack of socializing centers (cultural centers), racial hostilities, and lack of minority administrators who are in decision-making positions and role modeling positions.

Social scientists and educators who have studied the problem agree that in order to stem the high drop out rate among minority students, institutions must commit money and personnel, and at the same time develop retention programs that address the needs of the African American student on White campuses. When one reviews the literature and encounters the repeated factors attributed to the African American student attrition rate, it becomes clear that there is no mystery about why or how minority students drop out of schools. The question becomes, what are the institutions going to do about it?

#### Recommendations Suggested by Researchers

The recommendations suggested by educational researchers for curbing the high drop out rate among African American students are strikingly similar. Some are based on the findings of the research studies undertaken in the last ten to fifteen years. This

period focused on African American college students attending predominantly White colleges and universities and the problems that lead to their decision to drop out of college. The common recommendations for keeping African American students in school can be summarized as follows:

1. Changes of admission policy,
2. Financial assistance,
3. Creative recruitment practices,
4. More faculty contact,
5. Sensitivity and awareness on the part of White faculty and administrators,
6. Stronger institutional commitment to African American students, and
7. Increase in the number of African American faculty/administrators.

Although there are other recommendations suggested by the literature, the above mentioned ones seem to be the most important and most commonly suggested by many researchers. It is important to notice that in each case the recommendations suggest that the institution has to prioritize their commitment to African American students. Therefore, for the purpose of this study these will be discussed and considered as basic factors in dealing with the problems of African American student attrition.

### Changes of Admission Policy

Donald H. Smith (1980) in his study entitled "Admissions and Retention Problems of Black Students at Seven Predominantly White Universities," indicated that universities should consider admitting African American students from underachieving inner-city school systems. A study commissioned by the National Advisory Committee of Black Higher Education and Black Colleges and Universities, conducted by the Office of Education and Welfare also recommended changes of the present admission policies and standards at college and universities. For some time researchers have emphasized the need to improve the present admission policies and standards in order to improve minority students enrollment in predominantly White colleges and universities (Lyons 1973; David 1980 & 1981).

Higher admissions standards on African American enrollment underscores the critical need to develop workable strategies for increasing African American undergraduate enrollment. It is reported that most universities did not expect their enrollment of White students to decline overall as a result of higher admission standards (Richardson, Jr. and Bender 1987). Therefore, it can be argued that very little is being done in order to maintain competitive numbers of African American and underrepresented students in college.



### Financial Assistance

A study conducted by Centra (1968) involving 83 predominantly White institutions revealed that White students were better in economic background than their African American counterparts. Most researchers indicate the importance of understanding the social context in which the education of African American students in predominantly White campuses takes place (Centra 1968). The realization that inadequate financial aid was one of the major causes of African American students' withdrawal from predominantly White institutions of higher education was made in a similar study (Jones, 1977). Still the argument has been made that African American students need more financial support in order to complete their education (Smith 1980). Smith (1980) opposes the idea that freshmen students are required to take workstudy jobs during school hours, he believes that the university should provide summer jobs for minority students. The author reveals that African American youth unemployment is almost 50 percent and recommends that contingency funds should be available to help African American students meet financial emergencies. Smith (1980) finally recommends further studies on the financial crisis and African American students.

### Creative Recruitment Practices

The issue of recruitment practice is identified by the literature as one of the necessary steps for the retention of African American students attending predominantly White institutions of higher education. Most African American students do not receive secondary preparation comparable to the one their White college-mates had, as indicated by the vast literature on retention. Researchers suggest the continuation of the pre-college remedial programs, initiated by most of the universities mentioned in the study, in order to assist minority students succeed in school.

Donald H. Smith (1980) recommends that universities should undertake a systematic problem-solving approach in recruiting African American students in predominantly White institutions (Smith 1980). In dealing with the issue of recruitment, the literature makes several important recommendations to universities. Among the most critical is the recommendation that universities arrange teaching seminars, lectures, seminars and workshops concentrating on topics in Black culture, which will help the faculty and administration to gain a better understanding of the needs of African American students. In this way, the universities could initiate appropriate remedial programs in conducting recruitment policies.



### Faculty Contact

African American students reported that predominantly White universities are hostile and unfriendly (Donald 1980). In addition, the students expressed that their relationships with White professors and administrators are demoralizing, as indicated by the findings of a study commissioned by the National Advisory Committee on Black Higher Education and Black Colleges and Universities, the Office of Education, and Department of Health, Education and Welfare.[19] Jacqueline Flemmings (1984) conducted a study of Black college students to assess whether African American students in Black colleges performed better than African American students in predominantly White colleges. She investigated the responses of 1,000 students at seven colleges and reveals that Black students lack a positive relationship with faculty as a whole and White faculty in particular. Flemmings reported that, "students are relatively unable to develop strong relationships with faculty, and there was rarely evidence of informal contacts with instructors." She indicated that the lack of a strong faculty-student intercourse means a lack of positive role models on these campuses. To a lesser extent, she points out that the students' "absorption in the major subject (or in finding a career)" seems to crowd out the need for

informal relationship (contact) with the faculty and staff. [20]

Most recommendations in the literature call for universities to encourage and provide mechanisms for better contact between African American students and the general faculty and administrators (Claerbaut, 1978).

Sensitivity and Awareness of White Faculty  
and Administrators

Sensitivity and awareness on the part of White faculty and administrators is very essential for any successful African American student retention program (Donald 1980). If the faculty and administrators are not aware of the needs of African American students, they cannot develop appropriate retention programs which can meet the need of students. Lack of sensitivity and open hostility towards African American students date back to the early years of the 1960s. Then, there were just a handful of African American students on White campuses. Earlier findings indicate that African American students were reluctant to seek help from White faculty and staff. African American students reported that they very seldom received good treatment from White faculty. In most cases White faculty were biased and prejudiced towards the Black college student (Weinberg 1977). Faculty and administrators can provide a more academically integrated college setting for African American students

by understanding and committing themselves to their success. (Nettles, Thoeny and Gosman, 1985) found that:

Black students have greater feelings of racial discrimination, greater social integration, more interfering problems, and greater financial need than do White students. Students are not the sole determinants of their college experience; factors of academic integration, commitment to the university, interfering problems, and feelings of racial discrimination represent student interaction with faculty and with other university components. University faculty and administrators must assume their share of responsibility for these relationships in an effort to enhance the quality of the college experience for Black students.[21]

James M. Hedegard (1969) cites the problem of White faculty racism as a factor of African American student frustration and failure on campus. He reports that African American students, especially freshmen, experience constant forms of prejudice, hostility and indifference on the part of White faculty.[22]

Reed (1978) points out that at White colleges and universities African American students fail to receive the coaching and encouragement they need to be successful students. Very few professors or staff at these colleges reach out and provide adequate and sensitive academic and adjustment support that Black students need (Reed, 1978).

#### Institutional Commitment

Noel (1978) contended that the means by which colleges could improve their programs in general and those for African American student retention in

particular, depend on that institution's desire and ability to examine itself. (Noel 1978). David Henson, associate vice-chancellor for academic service at the University of Colorado at Boulder, believes that people in power at institutions must show aggressive commitment to improving the environment for African American students. He states, ". . .I'm still looking for the sign and the support of people who are really in power here to set the process of developing a more culturally diverse campus." [23] The author prescribed a method of institution self-study that focuses on all its activities such as admission, recruitment, advising, monitoring and the development of a long-lasting retention program.

Without a clear, publicly and consistently identified institutional commitment to recruit African American students and retain them, no institution could make any significant change towards retention. Richard C. Richardson, Jr. (1989), examined 10 selected universities to identify factors they employed to successfully retain African American undergraduates. One of the recommendations that he offers is for universities to develop a comprehensive strategy for committing to the education of African American students. He proclaimed that,

. . . institutions must devote special attention to building supportive networks, providing space



for meeting places, and eliminating racism from the actions of majority students, faculty members, and staff." [24]

Richardson (1987) maintains that institutional commitment must translate into functional policies that demonstrate that they are promoting access, accommodation and a keen sense of good will for ensuring that African American students have an equal chance to be successful.

The importance of leadership in institutions of higher education is central to the retention of African American students (Donald 1980 & 1981). Maurice W. Britts (1975) believes that the leadership of a college is the vital force in determining the success or failure of African American and minority students. He maintains that the central administration must have a willingness to be involved at all levels of the education and graduation of African American and other minorities students. Britts points out that there must be a clear line of commitment in order for administrators to do the job they believe must be done ( Britts 1975).

According to a study by the National Advisory Committee on Black Higher Education and Black Colleges and Universities, institutions should define specific special needs of Black students at predominantly White institutions. Dedicated efforts must be made to remove impediments by identifying ways to increase



institutional commitment and access to African American. When such commitment is enforced, African American students gain increased participation in all aspects of higher education.[25]

There must be institutional commitment initiated by the leadership of the college in order to bring about an institutional culture which is supportive and takes the diversity of its students and their needs into account. Institutions must dare to seize the opportunity to become a greater laboratory of learning for all.

#### Increase of African American Faculty and Administrators

African American faculty and administrators in decision-making positions in predominantly White higher institutions are keys for African American student retention. In a study of 2,564 Black college students attending 19 predominantly White colleges in the South, L.G. Jones (1979) found that African American students reported that one of the greatest problems of attending a predominantly White institution was the lack of African American faculty and administrators on campuses. Of the total number of African American student responding to the question: should special consideration be made to increase the number of African American faculty and administrators on campus; 64.7 percent strongly agreed, 23.9 percent agreed, 3.2 percent disagreed, 1.2 percent strongly disagreed, 5.1

percent had no opinion, and 1.9 percent did not respond. This question drew the largest percentage of strongly agree responses (64.7 percent) on a five point scale. Jones (1979) concludes that it was a priority of the African American students he surveyed, that the number of African American faculty and administrators at predominantly White institutions should be increased. One such proposal recommends that universities should recruit and hire more African American faculty, administrators and staff to serve as role models of achievement and to be a resource to assist students with their problems and adjustment concerns (Smith 1980). Reed (1978), however, suggests that,

"more sensitive university faculty and staff members who can relate to minority students in a positive and non-condescending manner should be recruited and appointed . . ."[26]

He maintains that more African American and underrepresented minorities should be invited to join the ranks of faculty and professional staff in every college and university department. With a strong presence of African Americans and minorities in positions of leadership on campuses, African American and minority students would have several role models to provide them with the critical guidance and support that is essential to successfully complete college (Reed, 1978). Black students want concrete examples of the university's commitment to equality at all levels. When

there exist visible African American and minority faculty and staff on college campuses, and students see themselves represented through members of their own race, then they feel that they are not alone on the campus (Britts, 1975). African American students placed emphasis on increasing the number of minority faculty and administrators as the most important solution to the problems of African American students who drop out of the predominantly White campuses. This concern was determined by researchers to be the most vital of all the retention recommendations (Fischer 1971).

Non-faculty full-time administrative positions in higher education have grown during the mid 1980s. Non-faculty administrative positions grew by 20.5 percent, compared to 9.4 percent for faculty positions from a period of 1975-1985. Minorities expansion represented an increase in nonfaculty full-time administrative positions with an increase in 1985 of 11.6 percent compared to 9.2 percent in 1975. African Americans represented 7.6 percent of the non-faculty full-time administrative positions, Hispanics 2 percent, Asians 1.5 percent, and American Indians 0.4 percent. Minority women made the greatest gains in their number of administrative positions than minority men.[27]

## Retention Programs and African American Administrators

In a study of African American students at a small, rural and predominantly White university in Mansfield, Pennsylvania, the concerns of 35 African American students were measured. The study provided information which helped the university to understand what it needed to do about their retention problems. The students were asked to help find answers to the question, "What should be done by the university to improve the quality of academic and social/environmental issues concerning African American students on campus?" A majority of the students surveyed reported that the university should focus on the African American students needs and the quality of student life on campus by funding more activities that concentrated on cultural enrichment. They also reported that the university should hire more African American professors, administrators, recruit more African American students, add more African American and related courses and activities, and establish an Office of Black Affairs to handle the social and academic adjustment/adaptation of the African American students (Ayewoh 1985).

Students agreed with researchers that one major area of improvement on the college grounds for minority students would be the creation of a minority support service center. This service would focus on minority



students academic, social, and psychological needs. (Fleming 1985; Nettles, Thoeny, and Gosman 1987). Also, the request from both students and researchers calls for the development of multicultural activities that promote campus/community human relations with the hope of creating an environment of pluralism and equality.

Interpersonal relationships and intergroup communications provide a special role in the retention of minority students (Dickerson 1984). Dickerson suggests that cultural enhancement programs with various incentives such as academic credits, recognition, and field trips, and motivating elements such as professional role models and mentors, will encourage minority students to succeed in college. He further explains,

Many members of the academic community, both minority and non-minority, benefit from the various cultural enhancement programs sponsored by the Office of Minority Affairs. Among the annual events sponsored are Asian American Awareness Week, Black World Week, Hispanic Awareness Week, and Martin Luther King Week.[28]

The changing demographics will inevitably require new strategies and a multicultural staff in order to assist in closing the gap between the traditional (White male, middle class student) and non-traditional student populations. The United States is undergoing a major population shift in population trends. The evidence can be found in recent demographic data which indicate that



20 percent of children under 17 years-old are members of minority groups. By the year 2000, it is projected by demographers that one-third of all school age children will be from minority groups. Over the last two decades the percentage of 18 to 24 year-old African Americans and Hispanics completing high school has increased significantly. In 1970, only 60 percent of African Americans between the ages of 18 to 24 had graduated from high school. By 1975, this figure had increased to 65 percent, and by 1985 it was 76 percent. For Hispanics, the high school graduation rate in 1975 was 56 percent; by 1985 it was 63 percent.[29] The increasing number of African American and minority student population will create the increased need of African American and minority professionals trained in and sensitive to the interests of the minority student community.

#### The Beginning of African American Administrators Presence on White Campuses

The turbulent 1960 and early 1970 marked the beginning of the African American professional being hired on predominantly White college campuses in large numbers. This was due, in large part, to the increasing numbers of African American and minority students entering traditionally White colleges and universities (Fleming 1984). African American students were demanding that the White universities provide an

environment that would be supportive of their endeavors. Among the demands were the establishment of a cultural center for African American students and that African American administrators and African American counselors be hired (Ballard 1973). It took ten years after the famous Brown v. Board of Education decision which challenged de jure segregation, for African American administrators to gradually appear on traditionally White colleges. Their arrival was the result of the Supreme court laws which instructed colleges to desegregate and open their doors to African American and minorities. It is not to be forgotten that the racial strife on White campuses also contributed to the emergence of African American faculty and staff on White college grounds.

The decade of the 1960s saw the birth of Black-oriented programs in predominantly White colleges and universities (Jones 1979). These programs were the "natural place" for the new African American administrators on White campuses. Jones (1979) maintains that "Black-oriented" programs on White colleges grew out of the civil rights movement. He provides some invaluable insight into this process and explains:

". . . Black-oriented programs represent the systematic responses of predominantly White colleges and universities to the social imperatives of the civil rights movement of the 1950s and early

60's. Improving educational opportunities for the nation's talented, economically disadvantaged, and educationally segregated populations became the focus of many colleges and universities . . ."[30]

Samuel D. Proctor describes in vivid terms how the increasing number of African American and minority students on White campuses gave rise to African American administrators. He states:

It was natural, then, that the revolution of the sixties would finally settle on education . . . . When Black students landed on the White campuses they were like hungry hounds caught in a snow storm. They were lost. The faculties resented them, the administration feared them, the students avoided them, and no one understood them. Hence, the Black administrator on the White campus.[31]

The hiring of African American administrators on White college campuses came about because White school administrators were unprepared and, in many cases, unwilling to serve the needs and interests of the newly arrived minority students. The hiring of African American administrators was the "most immediate, the most pragmatic, the most urgent and necessary thing that these school could do," in order to assist African American students (Proctor 1982).

#### Role and Profile of African American Administrators

O'Daniel (1978) concludes that,

"being hired [as an administrator] for many African American represents racial dependency. Both the African American administrator and the African American student needed each other in order to survive in the sea of Whiteness on college

campuses. The African American administrator often finds not only is race a factor, but the roles and expectations demanded are influenced by race." [32]

The race factor sets up a negative environment for personal growth and development for the African American administrator, an environment which prevents the administrator from using other skills and talents in the work place to fully assist the Black and minority student population.

Many White colleges have not accepted minority administrators as the equals of their White counterparts. They contribute to the stereotypes by placing minority administrators in positions that are no-win situations, thus creating uncertainties which causes White supervisors to regard the minority person as less competent than their White counterpart (Kimmons 1977). For instance, African American administrators are often engaged in providing services to their constituency which are intangible and incapable of being measured with any degree of certainty. Developing a sense of community among African Americans on campus is an example of an intangible function. During the evaluation period, in many cases, White supervisors find it hard to accept the intangibles as solid evidence of performance.

Jones (1974) points out:

This newly acquired role is no doubt a role that this person has accepted with initial ambivalence



and lack of clarity. Many Black administrators appear to be victims of deep-rooted ambivalence and ambiguity towards their role in predominantly White colleges/universities. These victimized persons have suffered and are presently suffering from social dehumanization, professional debasement and psychological uncertainty mainly because this person perceived his/her role vastly different than did others who compose the predominantly White academic community.[33]

According to John Jones (1974), African American administrators in predominantly White universities must have a clear role description in order to adjust well in the university setting. This earlier urgent demand to fill minority-focused jobs on White campuses produced an army of very new and unfamiliar faces to higher education. Richard O'Daniel's (1978) study reports that, "most of the newly emerged minority faculty and administrators were untenured, and did not hold doctorate degrees. This meant that their overall status in the organization was doubly weak." [34]

The pioneer administrators of "Black-oriented" programs from the late fifties to mid-seventies were made up of administrators with degrees in education and social sciences. The majority of the new college administrators previously worked as school teachers or a community social service workers in urban cities. Jones states that, ". . . administrators in these institutions found themselves operating in a new area with few effective sources of prior experience in



addressing the learning experiences of African American and other minority students." [35]

According to Jones (1974), the administrators who directed the activities of minority retention programs were men and women in their thirties: three-fourth were men, three-fourths were African American, and one-fourth were White or Hispanic. Slightly more than half held the title of director; about one-fourth held the title of dean; and about one-fourth held other titles such as coordinator. Most of their titles described a specific function addressing special or minority educational programs and tended to be associated with student service administrative organizations, according to Jones.

Samuel D. Proctor (1982) believes that the African American and minority administrators have three main functions on White colleges. First, they act as advocates for African American and minority students. Second, they serve as advocates for African American and minority faculty and staff. Third, they become role models for African American and minority students. In a study of 153 minority administrators Scruggs (1979) suggested that minority staff at White colleges may have functioned as part of the quota system instead of part of the leadership role of college administration and management. He states:

For minorities the quota system may be the usual entrance into the world of work, both public and private. In a previous survey by this author, 102 Black administrators from 12 states responded yes 60 percent of the time to the question, From your observation and knowledge, are you employed to fulfill a quota?[36]

Alvin Poussaint (1974), a Harvard scholar, also has researched the impact of quota systems, set-aside programs and Affirmative Action initiatives.[37]

Poussaint describes the pressure that African American staff experience while working on White campuses:

...The emerging short-sighted commentary among White academics that "incompetent" Black administrators are taking jobs from "competent" Whites...Growing resistance by White staff to current federally sponsored "affirmative action programs" to increase minority hiring is disappointing. White faculty [and staff] must take the responsibility of examining their biases in order to avoid prejudiced attitudes that demean and undermine Black officials and students.[38]

The changes which occur from negative feelings has been acknowledged by this author as well. This researcher applied for the position of Director of Third World Affairs knowing that it was a minority search position. This researcher was under the impression that the hiring authority and the department would treat this position as a part of the team. Shortly after being hired, this researcher found out that the opposite was true; instead of being treated as an equal, the researcher's perception was that there existed a difference in treatment and importance of this position:

which appeared less important and less professional than White colleagues working in the same department.

A closer examination will reveal that today, as in the early 60s and 70s, the majority of African American and minority administrators working at predominantly White institutions are individuals assigned to retention programs (minority-focused) positions. The minority-focused administrator serves as an advocate for minority concerns with additional responsibilities for providing multi-functional, cultural enhancement programs for the benefit of the entire campus.

However, ambiguity still surrounds the definition of minority retention administrators. If one would ask ten different minority administrators of minority-focus programs about their role and duties, one could conceivably receive ten different answers about what they perceived their jobs to be. There is no precise formula for determining what a minority-focus position is, according to Fred Simon (1984).[39] Therefore, at any given time, the institution can design special duties and assignments according to their needs, whatever those needs might be. This researcher has also experienced the changing nature of minority retention program functions. This author has been told by the White supervisor that the job description of this researcher's position must change to reflect a more

representative focus of what the office does. This suggested change is recommended in order to reduce the advocacy role of the position. Such a change would leave the constituency without a professional advocate who addresses their concerns. The suggested change is intended to change things according to what the supervisor wants and not what is good for the African American and minority student constituency.

Historically, the Office of Third World Affairs has been the place where African American/minority students come in order to gain information and skills in putting together their change projects (grievances, demonstrations, rallies, educational seminars, field trips, and student development activities). Their open dialogue with the university Chancellor and Student Affairs administrators was encouraged by the staff of this office. This dialogue resulted in greater understanding of the African American students concerns.

A study conducted with 98 African American administrators and 110 non-African American administrators from 50 American urban community colleges in 1971 emphasized their characteristics in higher education (Cox 1971). Cox concluded that the profiles of African American administrators reveal the following:

1. Black administrators when compared to non-Black administrators, appeared to have proportionally more decisions of an undesirable nature



- [firing, disciplinary actions, etc.] related to Black students and faculty.
2. Generally, Black administrators were more involved in routine, procedural, and human relations type functions than the non-Black administrators.
  3. Black administrators hold a significantly lower number of Ph.D. degrees than non-Black administrators.
  4. Fifty percent of Black administrators graduated from pre-dominantly White undergraduate colleges and universities.
  5. Eighty-four percent of the Black administrators graduated from predominantly White graduate institutions.
  6. Black administrators generally have fewer years of administrative experience than non-Black administrators.

Insurmountable Problems Faced  
by African American Administrators

A common myth about minority administrators is that they are happy and doing well in their respective institutions. This does not seem to be the case. The fact is that higher education has been for the most part a disappointment to the minority administrator and to the minority student who depends on resources that are promised by the institution. The retention of African American students is adversely affected when the retention program is short on staff, money and power. Frank Hale indicates that there are a host of barriers African American administrators have to confront in higher education (Hale 1984). This feeling is shared by others; that is, the power and influence that come with

the position of a university administrator are not extended to the administrator of minority retention programs. James Scruggs (1979) found that African Americans as administrators have less influence in budget making decisions than White administrators. In many cases, the African American/minority administrator is treated as if he/she does not exist in the organization. Only when there is a "minority problem" does the university recognize the existence of the African American/minority administrators. Ralph Ellison (1952) in his book, Invisible Man, discusses the phenomenon of invisibility of African American people in America. Ellison explains that, "I am an invisible man. . . I am not a spook like those who haunted Edgar Allan Poe . . . I am invisible, understand, simply because people refuse to see me." [40]

#### Mentoring and Role Modeling

African American administrators are in dire need of mentors and role models in higher education. African American administrators struggle to find their niche within the academic community. The fundamental questions remain in the minds of African Americans: Who can I turn to for information? Who will teach me the "ropes?" What is the culture and politics of the university community? These significant questions are only a few that agitate African American administrators.

The presence of mentors and role models in predominantly White colleges/universities can be seen as a vital nexus in the survival and success of African Americans in higher education. Willie (1987) referred to mentoring as more than a teacher/student relationship. He points out that mentors are important for the success of an individual. Willie further states that:

Without mentors many would fail. . . .Mentors helps ease the pain when there is failure. . . . Minorities, particularly those in desegregated settings, have difficulty finding others who are willing to sponsor them as mentors. . . .mentors provide a link of trust between individuals and institutions and nurture both until they embrace each other. . . .The mentor is a source of support, a symbol of security, a suffering servant. Because the mentor is and does all this, a trusting relationship is the outcome.[41]

According to James Blackwell (1987) mentoring is significant for the development and importance of the development of a protege's career. He states:

. . .it is generally agreed that mentors and protege are most frequently of the same race and sex and that mentors are usually older, have greater experience, seniority, and influence, and occupy high-level positions of power. . . . Mentors functions have been identified in the literature . . . they include training and advice, emotional support and advocacy, performing developmental roles, socializing the protege into the profession's expectations, and assisting the protege to obtain positions or facilitating the protege's upward mobility in the professional world.[42]

The fully functioning, true mentoring may be difficult to identify because of the extremely intense

energy that is required of the mentor. Also, responsible, effective leadership among senior people is needed in order to structure a mentoring process. And so without a formal program encouraged by top level administrators, it becomes questionable that senior administrators will be willing to facilitate the opportunities and careers of entry level African American administrators. Rowe (1982) states:

A good mentoring program should be for everyone. . . . Mentoring must be a part of the local ecology, an attitude toward everyone. . . . Good mentoring programs should be built around the specific needs and customs of each organization and specifically for different kinds of employees and students. . . . Since mentoring frameworks appear as important for Blacks as they always have been for White men, institutions stand only to gain by building such frameworks in an orderly, responsible fashion.[43]

Mentoring is an important part of the career development and success track of African American professionals. Institutions should accept the responsibility to structure formal mentoring programs for entry-level and junior-level administrators in order to ensure that they can gain the skills and maintain the tools that are needed for growth and effectiveness in the academic environment. Maintaining close communication with top senior administrators will provide an environment that will allow the collective genius of all to flourish. Willie (1987) states:

Mentors not only accept, trust and support; frequently they assume the role of intercessors (not speaking for their proteges but monitoring



institutions), insisting that rules, regulations, and procedures are applied fairly and that the full participation of their proteges in complex systems is not impeded in any way. This especially is a role that mentors for minorities or women must perform in predominantly White or predominantly male settings.[44]

#### Racism and Retention Administrators

Racism is another factor that plagues the university landscape and presents difficulties to the African American and minority administrator in their role in the graduation of African American and minority students. Not all African American administrators visualize higher education as a fertile ground for freedom of thought; instead they experience the barriers that block the advancement of individuals. The quest of African Americans and other minorities to obtain professional and academic advancement in higher education becomes dashed when their contributions are made to appear irrelevant. This causes the administrator to feel disgruntled and downtrodden, knowing that no matter how hard the effort, the reality of racism means that that effort will suffer some degree of depreciation.

Those Black administrators who do face futility and apply for positions in predominantly White universities often subject themselves to biased interviews and community chaos, which could be psychologically demeaning. In many cases these persons subject themselves and their families to overt racism.[45]

O'Daniel focused on the ambivalence of African American administrators towards Affirmative Action:

Racial discrimination has many complex manifestations in the neo-racist institutions of White Higher Education. Affirmative action is but one good example of how institutional racism creates a strange organizational paradox, involving a complex interdependency of racial pedagogy. As ineffective as affirmative action is, it represents the only vehicle for Blacks to combat faculty and institutional discrimination. Organizationally dependent on affirmative action, Blacks Administrators see affirmative action as a necessary evil. . . [46]

A significant number of African American and minority administrators complain about job-related stress, and they cite racism as a major contributor to this condition. Howard P. Ramseur (1982) stated that, "Black administrators report direct racist acts, such as racial slurs, open denial of employment or advancement based on race, or direct denials of invitations to clubs or social events, to be uncommon." The manifestations of racism according to many researchers can be attitudinal or behavioral, covert or overt. The important point to keep in mind is that racism is a factor that has influenced the role perceptions and functionary patterns of African American and minority administrators.

#### Role Conflicts

There is unmistakable evidence that indicates the difficult position and dilemma African American and minority administrators constantly find themselves in.

They keep trying to satisfy the goals of minority students, while simultaneously trying to meet the daily pressures of satisfying the university's administrative priorities. During an academic building take-over on the campus of the University of Massachusetts at Amherst by African American and minority students,[47] this author observed African American administrators experiencing a tug of war with the White administration over the campus crisis. This dilemma is compounded by the institution's frequent failure to support with money and other critical resources the goals and purposes of the minority-focused programs and the minority retention administrators. In many cases, minority students protest is focused around the lack of resources and facilities from the college. The signal that is given to African American administrators from the White administration is to bring things under control. However, without concrete resources and power to make policy changes, it is impossible for the African American administrator to effect positive change.

How far should a African American administrator go to assist minority students and their concerns when the White administration's only concern is with the arrest and removal of the students from an occupied building? This question suggests that the university's priorities do conflict with that of the African American

administrator's will to support his constituency. James E. Lyons (1974)[48] has identified this dilemma as, "serving two masters," a process of serving both institution and student constituency at the same time. Elmer Washington (1982) maintains that serving two masters is a very unsophisticated and highly impractical method that does not work. He states:

The idea of serving two masters is an undesirable state of affairs in the minds of most Americans. It is particularly repulsive to Black Americans because of the lingering desire for freedom. . . . Thus, the Black administrator must use all of his intellectual and political skills in coping. . . he/she must be committed to increasing the influence of the master who believes in building an effective enterprise.[49] (p. )

Most researchers agree that, in order to have an effective retention program, there must be an increased number of African American and minority retention administrators with decision-making powers on White campuses. Essentially, then, the role of African American and minority administrators of retention programs extends beyond just operating a program. It also involves the act of mentoring and role-modeling to the constituent group. Mentors are often from the same race and usually older, having experience and knowledge of a larger world-view. This experience is vital for the motivation and nurturing of African American students. And it is a function that is paramount for the African American administrator (Blackwell 1987).



## Conclusion

Certainly there have been a variety of methods experimented with in order to improve the retention of minority students at predominantly White colleges and universities in America, particularly because African American enrollment has been declining nationally between 1980 and 1984, and this decline has created a disparity in the representation of minorities in higher education, according to the Fifth Annual Status Report on Minorities in Higher Education. [50]

As indicated in the literature, there is a greater need for involvement of African American administrators and other minorities in the graduation of minority students. This call, as specified by researchers, is for equality and greater opportunities for African American and minority professionals in higher education (O'Daniel 1978; Jones 1981; Proctor 1981; and Ballard 1973). What is needed, however, is greater respect for the African American and minority administrator. African American and minority administrators must share in the policy-making decisions of the institution and they must be assigned "mainstream" jobs within the institution. Greater participation and clear role descriptions for minority professionals will translate into a serious commitment to their academic and professional growth which encourages creativity--as

opposed to conformity. The literature indicates that, on campuses where there are a clear distinct group of minority students, they survive in a direct proportion to the input and impact of African American and other minority faculty and staff on those campuses (Nickson 1982). African American and minority professional representation in staff positions at predominantly White institutions must increase. Through gains in administrative, executive, and managerial positions by African American and minorities on White campuses, minority student retention and survival rates will have a greater chance of improving. This will indeed ensure the future of African American and minority students in higher education and help to maintain greater representation from a higher concentration of minorities.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

The objective of this study is to investigate the African American administrator's perceptions of his/her role, status, and to identify important aspects of their personal and professional characteristics contributing to their performance. The subjects of this study have been drawn from selected New England state universities. This is an exploratory study and it derives its results from a mail survey instrument (Borg and Gall, 1989).

To achieve this objective, the following elements were considered in the research design of this study.

#### Answerable Research Questions

The following is a set of research sought answers to the following questions.

1. How do African American Administrators' perception of their responsibility to students, faculty, other administrators and community impact their role and status?
2. What are some, if any, advantages and disadvantages of being an African American administrator in a New England State University setting?
3. How does an African American administrator perceive the quota system and affirmative action as a factor leading to his/her employment?
4. How do African American administrators perceive their role as mentors for African American/minority students?
5. To what extent does the African American administrator perceive his/her involvement in institutional decision-making?

### Identified Units of Survey-Population

The units of survey-population for this research are African American administrators in selected New England State Universities. The following list provides the names of those universities included in the study.

1. University of Connecticut at Storrs
2. University of Massachusetts at Amherst
3. University of Massachusetts at Boston
4. University of Vermont at Burlington
5. University of New Hampshire at Durham
6. University of Rhode Island at Kingston
7. University of Maine at Orono

The research population in this study was composed of African American administrators from the selected New England State Universities. Their names were obtained from university staff directories and from the Presidents and Chancellors of their institutions. The participants were specifically instructed not to write their names anywhere on the survey instrument. This would ensure that the participants would remain anonymous. It was also hoped that the anonymity would encourage a higher response rate and perhaps more candid answers.

### Measurement Procedures

The measurement procedure used for this study was the collection of data from the survey instrument. The



questionnaire replicates an instrument used in a study by Jones (1974). Additional construction of the questionnaire was completed with the assistance of members of the dissertation committee.

The purpose of reconstructing the questionnaire used by Jones (1974), was to include language that describes current terms and to include additional questions that form the bases for a set of measures of administrators perceptions. Among the modifications were changes to the biographical data section of the questionnaire which excluded variables that asked about gender, age, marital status, and name of schools attended. The purpose of excluding these variables was to eliminate information that was not critical to the scope of this study.

This researcher changes the term "Black" when referring to the racial background of participants, to the term African American. Also, a five point Likert scale of "strongly agree" to "strongly disagree," was incorporated in the questionnaire in order to measure the range of opinions of respondents on specific questions.

The following modifications of Jones' (1974) questionnaire were made:

## Part I - Biographic Data and Status Information

In question 3, age was deleted in order to allow participants to remain anonymous and to encourage a greater response rate from participants. In question 4, sex was deleted to allow participants to remain anonymous.

Since marital status, number of children, elementary school and racial composition of this school attended by respondents were not relevant to this study, these latter variables were removed.

In question 10, name of undergraduate college/university was deleted, along with the name of graduate college/university and years employed at other institutions were all deleted.

## Part II - Professional Characteristics

In question 19, academic rank was deleted since all participants were known to be administrators. In question 22, the question asking if participants were employed because of race was deleted.

## Part III - Role/Performance

In question 29 through 60 of the Jones questionnaire was modified to a five point Likert scale from "strongly agree" to "strongly disagree."

In question 31 which asked, "Do you believe you were hired to relate to the needs of Blacks."; was

changed to "Do you believe you were hired to relate to the needs of African Americans and other minorities.

In question 32, which asked, "Are you the first Black to be appointed to your administrative position?"; was deleted.

In question 33, which asked, "Are you professionally satisfied with the position you hold?"; was deleted.

In question 38, which asked, "Do you believe you were hired to assist in keeping Black students and staff in line?"; was deleted.

In question 39, which asked, "Are you consulted or selected to committees in the appointment of African Americans/minorities to administrative and faculty positions?"; this change allowed the researcher to gather additional information about search committee involvement.

In question 40, which asked, "Are you consulted in the recruitment of Blacks only?"; was deleted. In item 44 of the questionnaire, "Black administrators are usually placed in positions where there is not much authority to be exercised over subordinates."; was changed to, "African American/minority administrators are usually placed in positions where there is not much authority to be exercised in developing the mission and goals of the college?"; this modification was made to

test for the extent that the administrator was involved in the future of the institution.

In item 47 of the questionnaire, "Black administrators are expected to bring about good relationships between Black and White groups in teh college/university."; was deleted because other questions were included that sought the same information. In item 48 of the questionnaire, "Black administrators that are assigned to predominantly White colleges/universities have a different administrative role than those assigned to predominantly Black colleges/uniersities."; was deleted because this study did not test for the perceptions of African Americans at historically Black institutions.

Item 52 of the questionnaire, "The abrupt demand for Black administrators is the direct result of the current social and economic conditions in education and our society."; was changed to "The increased demand for African American/minority administrators is the direct ressult of the current social and economic demands for multiculturalism in our society."

Item 57 of the questionnaire, "Black administrators who have lived in the ghetto can be more effective in interpreting the concerns of the Black faculty and students."; was changed to, "African American administrators who have lived in predominantly African



American/minority communities can be more effective in interpreting the concerns of the African American faculty, staff, and students.

Six new questions were included in the questionnaire regarding the role perceptions of African American administrators which include the following:

"From your observation and knowledge, is it easier for an African American/minority professional to find employment in a minority-focused position than in general college administrative positions?"

"From your observation and knowledge, have African American/minority faculty and staff been supportive to you?"

"Do you believe that your presence as a retention administrator helps to improve the campus racial climate?"

"I believe that my role as a mentor for African American/minority students positively influences their success in college."

"During the most recent academic year, do you think that your presence as a retention administrator heightens the lives of African American/minority students on your campus?"

Data was collected by administering a perception measurement questionnaire or survey instrument (see Appendix A) to African American administrators. The

questionnaire was divided into three sections so that the research could effectively measure the construct of the study and attain a certain degree of validity. Section one requested biographic and demographic data, such as ethnicity, educational background, etc. Section two addressed the professional characteristics of the administrators, while section three examined the role perceptions and performance of the African American administrators. On a five point Likert scale of "strongly agree to strongly disagree," the respondents were asked their opinions on specific questions on African American role perception and performance.

On a five point Likert scale (strongly agree, agree, undecided, disagree, and strongly disagree), the respondents were asked their opinions on specific questions and statements. For the purpose of this study the Likert scale (which is also called a summated rating scale), utilized favorable or unfavorable attitude statements, providing this researcher with a statistical test measuring the dimensionality of the participants' responses. This analytic technique is very popular among social science researchers (Rossi, P. H., Wright, J. D., & Anderson, A., 1983). After the respondents answered each question, high scores representing favorable attitudes towards the statements and low scores representing unfavorable attitudes were computed.

The following is a measurement outline of the factors used in this study.

### Measurement Outline

#### Factors

- I. Biographic and Demographic Background
  - a. Institutional Data
  - b. Educational Background
  - c. Administrative Position Held
- II. Professional Characteristic
  - a. Time Commitment to Professional Duties
  - b. Networking with Colleagues
  - c. Nature of Position Held
  - d. Funding Source of Position Held
  - e. Cumulative Administrative Experience
- III. Role and Performance
  - a. Decision-Making Powers
  - b. Role Modeling and Mentoring
  - c. Problem Solving Role
  - d. Importance of Professional Appointments
  - e. Committee Appointments
  - f. Degree of Administrative Authority
  - g. Community Relations and Leadership Image
  - h. Administrative Upward Mobility and Equal Opportunity Issues

### Data Analysis Procedures

This is the procedure summarizing the subjects questionnaires, establishing what the central tendencies in the measurement recorded, and deciding what are the most credible answers to the research questions that the research data appear to support. In this study, a numeric coding scheme was used to analyze the data and uniquely identify each variable using the Statistical Package for Social Sciences (SPSS). The

SPSS procedures provided one-way frequency distribution and descriptive statistics (Norusis, 1982). One-way frequency distributions of all distinct values were generated on the role and performance variables. Comparisons and differences were made between administrators and summaries of their responses were reported from the variables that addressed the research questions of this study.

#### Basic Assumptions

The following basic assumptions were made:

1. African American administrators help campuses improve racial climates.
2. Institutions are not deeply committed to achieving racial equality in the work place.
3. African American administrators lack the power and status to effectuate policy change on the university level.
4. Some aspects of role conflict are influenced by racial and cultural factors.
5. African American administrators provided an important link in the graduation of African American students by serving as role models and mentors.
6. This study is not replicable and universal, it could not be generalized to include the attitudes and perception of other African Americans working in other state universities from other geographical locations.

#### Limitations of Mail Questionnaires

Most educational research studies utilizing a mail questionnaire inherently encounters obstacles and limitations that unfavorably hinder the response rate.



The following is a list of limitations of mail surveys which researchers recognize as barriers in obtaining adequate responses from sample populations (Berdie, D. R. and Anderson, J. K., 1974; Sudman, Seymour, and Bradburn, N., 1982).

1. Checking for reliability and validity is limited.
2. Questions can possibly be misread and misinterpreted.
3. Length and breath of questions are limited.
4. Some topics and kinds of questions present problems to the respondents.
5. Individual's hostilities toward questionnaire may affect the validity.
6. Difficulty of accessing a representative sample of particular population.
7. Questions that are tedious and boring present problems for mail questionnaires.

The mail questionnaire was used in this study because it was more efficient than conducting a survey over the telephone or in face-to-face interviews. Further, this researcher found that conducting a mail questionnaire made the data collection expense of this study affordable.

## CHAPTER 4

### ANALYSIS OF DATA

This chapter presents an analysis of the research findings. The first section contains a descriptive summary of the biographical data and professional characteristics of the respondents. Descriptive statistics were used to present these data. The second section contains the analyses of data upon which the research questions were tested.

Due to the limited number of subjects, this researcher used a one-way frequency distribution analysis. This investigator did not report interpretations and conclusions derived from in-depth statistical analyses which go beyond the scope of the study.

#### Summary of Demographic Information

This study consisted of 41 (60 percent) of the African American administrators contacted from seven New England State Universities with enrollments between 8,000 to over 15,000 undergraduate students. Their position titles ranged from college advisor to Provost (See Appendix G). Of the total of 41 African American administrators, 6 (15 percent) attended predominantly Black undergraduate institutions; 34 (83 percent) attended predominantly White institutions; and 1 (2 percent) failed to respond to the question pertaining

to the racial composition of the undergraduate college attended. For the racial composition of the graduate college attended, 32 (78 percent) attended predominantly White institutions; 2 (5 percent) attended predominantly Black institutions and 7 (17 percent) of the administrators had not attended a graduate institution.

The data also indicated that 7 (17 percent) of the administrators held Bachelor degrees; 18 (44 percent) held Master's degrees; 11 (27 percent) had acquired the Doctorate degree; 1 (2 percent) had a professional degree other than the above mentioned degrees; and 3 (7 percent) did not respond.

Of the total who responded to the question pertaining to the nature of their position, 35 (86 percent) work in a full-time position; 3 (7 percent) held full-time positions (dividing their time as part-time administrators and part-time faculty members). There were 3 (7 percent) who did not respond.

The following data describes other professional characteristics that this study identified.

Administration: The data shows that the respondents in this study, devoted a portion of their professional activities to administration. 31 (74 percent) of the respondents used about 50 percent or more of their time in administrative duties. Within

this group, 15 (50 percent) devote between 70 and 75 percent of their time in administrative activities.

**Committees:** In committee duties, it was reported that 32 (78 percent) of the administrators use about 20 percent or less of their time serving on committees. The remainder of the administrators, 9 (22 percent) use between 25 and 50 percent of their time doing committee work.

**Research:** The data shows an incredible shrinkage in the time devoted to research, compared to administrative and committee activities. In all, 28 (68 percent) of the respondents neither engage in any research nor use any of their professional time in conducting research. Even with administrators who are actively engaged in research, the percentage of time devoted to this activity is relatively small. The data shows that 11 (26 percent) of the respondents used between 1 and 10 percent of their professional time engaged in research activities.

**Teaching:** In the area of teaching, 26 (63.4 percent) of the administrators do not engage in teaching, while the remainder of the administrators indicated that they devote between 5 and 50 percent of their time to teaching.

**Other Activities:** In the category of other activities, 25 (61 percent) of the respondents used



their professional time in activities other than the administrative, research and teaching ones. The remainder of the respondents used between 5 and 80 percent of their time engaged in internship programs, student services, programming, lobbying, and community relations work.

The hiring patterns of the respondents in this study reveals that 1 out of 4 (10 or 24 percent) acquired their present position through institutional recruitment, while approximately 1 out of 2 (23 or 56.1 percent) received their position because of institutional vacancies. Promotions accounted for 7 (17.1 percent) of the respondents acquiring their jobs, while 2.4 percent of the respondents received their jobs through other unreported means.

Additional job information revealed that the administrators in this study also found jobs through the use of university or college placement offices. Two (4.9 percent) of the respondents found that this method was successful in securing employment; 5 (12.2 percent) learned of their jobs through professional journals, 5 (12.2 percent) received job information from professional association meetings, while 28 (68.3 percent) of the respondents used other sources to get information regarding their positions. In total, 28 (68.3 percent) of the administrators filled an existing

vacancy, 13 (31.7 percent) of the respondents moved into newly created positions.

Data pertaining to the funding of the respondents' positions revealed that 36 (87.8 percent) of the positions were funded through institutional sources, while the remainder 12.2 percent were funded by special project funds, such as grants, private funds and governmental sources.

This study reveals that different dimensions were involved in the creation of the respondents' positions. For example, 24 (58.5 percent) of the positions were found to be regular staff positions, 8 (19.5 percent) of the positions were created through affirmative action initiatives, 2 (4.9 percent) of the positions were created through institutional reorganization, while 6 (14.6 percent) of the positions were created through the student protest movement and other unreported means.

On the issue of racial discrimination in the hiring and promotion of the respondents, 3 (7.3 percent) of the respondents indicated that racial discrimination was non-existent in the promotion of African American and other minority administrators. However, 1 out of 2 (20 or 48.8 percent) felt that there was a degree of racial discrimination in the hiring or promotion of African American administrators, while 12 (29.3 percent) of the respondents believed that racial discrimination is

prevalent in the hiring and promotion of African American and other minority administrators.

In terms of total years of experience of the respondents at the various school levels (elementary, high schools, and college level), that data reveal that 37 (90.2 percent) of the African American administrators had no elementary school work experience, 34 (82.9 percent) never worked in secondary schools. At the college/university level, 26 (63.4 percent) of the administrators had between one to ten years of work experience, while 15 (36.6 percent) had more than ten years of work experience at the college level. Beyond the school level, 7 (17.1 percent) of the administrators had other work experience.

Based on the above demographic data, a profile of the above respondents reveal they received undergraduate and graduate degrees from predominantly White institutions. Typically, they were working on a full-time basis, with less than 10 percent of the administrators splitting their time between administration and teaching. Their total years of experience at their present institutions ranged from 1 year to 24 years of service, with job titles varying from student advisor to assistant to the Chancellor (See Appendix G).

### Role/Performance Data

The data in this section of the study represents the perceptions by African American administrators' of their role and performance, as indicated in section three of the questionnaire. More specifically, descriptive statistics were used to present summaries of questions in section three of the questionnaire in an attempt to offer evidence relating to the following research questions:

1. How do African American administrators' perceptions of their responsibility to students, faculty, other administrators and community, impact the delivery of job performance and service?

In this study of the number of African American administrators responding to the question, "Do you believe you were hired to relate to the needs of Black and other minorities"; 14 (34.1 percent) responded strongly agree; 8 (19.5 percent) responded agree; 2 (4.9 percent) were undecided; 9 (22 percent) responded to disagree; and 8 (19.5 percent) strongly disagreed.

Question 25 of the questionnaire; "Do you feel professionally satisfied working with African American and minority students?"; recorded a high acceptance rate (80.5 percent) by those who gave wide approval as indicated by their response rate, 17 (41.5 percent) strongly agreed; 16 (39 percent) indicated that they agreed; 1 (2.6 percent) was undecided; 2 (4.9 percent)



disagreed; and 2 (4.9 percent strongly disagreed. Three administrators did not respond.

To question 26 of the questionnaire, "When there are problems involving African American/minority faculty or African American/minority students, are you asked to help resolve them?"; 7 (17.1 percent) indicated that they strongly agreed; 19 (46.3 percent) responded to agree; 10 (24.4 percent) indicated they were undecided; and 5 (12.2 percent) disagreed.

Question 41 of the Questionnaire: "African American/minority administrators that are assigned to predominantly White colleges/universities in comparison to White administrators in similar positions, have a greater commitment to African American/minority students' success in college." A majority of the respondents (72.5 percent) agreed with the above statement as indicated in 13 (31.7 percent) of the respondents strongly agreed; 20 (48.8 percent) agreed; 5 (12.2 percent) were undecided; and 3 (7.3 percent) disagreed.

To item 52 of the questionnaire; "It has been the actions of activist students that has given the opportunity to African American/minority administrators for their current position and importance."; 6 (15 percent) strongly agreed; 16 (40 percent) indicated that they agreed; 8 (20 percent) were undecided; 8 (20

percent) disagreed; and 2 (5 percent) had strong disagreement.

2. What are some, if any, advantages and disadvantages of being an African American administrator in a New England State University setting?

To the question, "Do African American/minority faculty and African American/minority students in your institution expect special consideration from you?"; 4 (9.8 percent) of the respondents strongly agreed, 6 (14.6 percent) agreed, 7 (17.1 percent) were undecided, 9 (22.0 percent) disagreed, and 15 (36.6 percent) strongly disagreed.

To question 30 of the questionnaire; "Do you believe that you were hired to assist in the upliftment of African American/minority students?"; 10 (24.4 percent) strongly agreed; 11 (26.8 percent) agreed; 2 (4.9 percent) were undecided; 11 (26.8 percent) disagreed; and 7 (17.1 percent) strongly disagreed.

To question 32 of the questionnaire; "Do you believe that your presence as an administrator helps to improve the campus racial climate?"; 8 (20 percent) strongly agreed; 22 (55 percent) indicated that they agreed; 5 (12.5 percent) percent were undecided; and 5 (12.5 percent) disagreed. One administrator did not respond.

To item 35 of the questionnaire, "African American/minority administrators are expected to relate

to the problems of African American/minority students and African American staff, particularly."; 19 (46.3 percent) strongly agreed; 16 (39 percent) agreed; 5 (12.2 percent) were undecided; and 1 (2.4 percent) disagreed.

To item 39 of the questionnaire; "African American/minority administrators are effective in bringing about good relationships between African American/minority and White groups in the community." 5 (12.2 percent) responded that they strongly agree; 20 (48.8 percent) agreed; 14 (34.1 percent) were undecided; 1 (2.4 percent) disagreed; and 1 (2.4 percent) reported strong disagreement.

Item 45 of the questionnaire was: "The increase demand for African American/minority administrators is the direct result of the current social and economic demands for multiculturalism in our society." 8 (19.5 percent) responded strongly agree; 25 (61 percent) agreed; 3 (7.3 percent) were undecided; and 5 (12.2 percent) disagreed.

Question 53 of the questionnaire was; "From your observation and knowledge, is it easier for an African American/minority professional to find employment in a minority-focus position than in general college administrative position?" 11 (26.8 percent) responded to strongly agree; 17 (41.5 percent) agreed; 5 (12.2

percent) were undecided; and 8 (19.5 percent) disagreed.

3. To what extent does an African American administrator perceive the quota system and affirmative action as a factor leading to his/her employment?

Question 28 of the questionnaire was: "Do you consider your appointment as an administrator in the institution as tokenism?" 4 (9.8 percent) responded that they strongly agreed; 3 (7.3 percent) agreed; 8 (19.5 percent) were undecided; 12 (29.3 percent) disagreed; and 14 (34.1percent) strongly disagreed.

Item 42 of the questionnaire was: "Some college/universities have hired African American/minority administrators just to meet some stipulated quota." Of 8 (19.5 percent) responded strongly agreed; 24 (58.5 percent) agreed; 8 (19.5 percent) were undecided; and 1 (2.4 percent) strongly disagreed.

Item 47 of the questionnaire was; "African American administrators are usually placed as "titled assistants" to White administrators, but seldom have White administrators been placed as assistants to African American and other minorities." 11 (26.8 percent) strongly agreed; 16 (39 percent) agreed; 9 (22 percent) were undecided; 4 (9.8 percent) disagreed; and 1 (2.4 percent) strongly disagreed.



Item 49 of the questionnaire was; "The criteria used for the selection and appointment of African American/minority administrators is the same as that used for Whites."; 2 (4.9 percent) strongly agreed; 11 (26.8 percent) agreed; 9 (22 percent) were undecided; and 11 (26.8 percent) disagreed.

4. Do African American administrators perceive their role as mentors for African American/minority students?

Item 33 of the questionnaire was: "I believe that my role as a mentor for African American/minority students positively influences their success in college." 18 (45 percent) responded strongly agree; 15 (37.5 percent) agreed; 5 (12.5 percent) were undecided; 2 (5 percent) disagreed. There were no strongly disagreed responses.

It is significant to point out that 82.5 percent of the respondents strongly agreed that being a mentor has a positive influence on students. This observation supports the literature findings pertaining the role of mentoring on college campuses Willie (1987), Blackwell (1987), and Rowe (1982).

Question 40 of the questionnaire was: "During the recent academic year, do you think that your presence as an administrator heightened the lives of African American students on your campus?"; 12 (30 percent) strongly agreed; 18 (45 percent) agreed; 4 (10 percent)

were undecided; 5 (12.5 percent) disagreed; and 1 (2.5 percent) strongly disagreed.

5. To what extent does the African American administrator perceive his/her involvement in institutional decision-making?

Item 22 of the questionnaire posed the question: "As an administrator, do you feel you have the decision-making power appropriate to the position as outlined in your job description?"; 17 (41.5 percent) of those responding strongly agreed that they had the power to make the decisions appropriate to their position; 19 (46.3 percent) agreed; 1 (2.4 percent) was undecided; 3 (7.3 percent) disagreed; and 1 (2.4 percent) strongly disagreed.

Question 23 of the questionnaire asked: "How would you describe your involvement in institutional administration?"; 22 (53.7 percent) respondents revealed that they were fully involved in institutional administration; 16 respondents indicated that they were somewhat involved; and 3 (7.3 percent) of the respondents were not involved in institutional administration.

Question 37 of the questionnaire sought to know if, "African American/minority administrators are usually placed in positions where there is not much authority to be exercised in developing the mission and goals of the college?"; 8 (19.5 percent) strongly agreed; 12 (29.3

percent) agreed; 11 (26.8 percent) were undecided; 8 (19.5 percent) disagreed; and 2 (4.9 percent) were in strong disagreement.

Item 43 of the questionnaire went thus: "African American/minority administrators play a larger role in institution-campus community problems than with governance, curriculum and inter-institutional problems." 11 (26.8 percent) strongly agreed; 13 (31.7 percent) agreed; 9 (22 percent) were undecided; and 8 (19.5 percent) disagreed.

#### Additional Factors Related to the Role and Status of Respondents

This section examines and summarizes additional findings that describe issues which the respondents identified as contributing factors that influence their role perception and status. These factors show that a range of issues -- campus protest, minority student enrollment, importance of minority communities, and peer support -- also guides the individual administrators' perception and self-esteem. The following data describes other factors that were measured in this study.

Question 31 of the questionnaire asked: "Do you believe that the civil rights movement and the campus protest of the African American/minority student population was responsible for the creation of your job?" 7 (17.1 percent) strongly agreed; 8 (19.5 percent)

indicated that they agreed; 2 (4.9 percent) were undecided; 12 (29.3 percent) disagreed; and 12 (29.3 percent) had strong disagreement.

To item 36 of the questionnaire:  
"Colleges/universities that have a substantial enrollment of African American/minority students should have African American/minority administrators." 32 (78 percent) strongly agreed; 8 (19.5 percent) agreed; 1 (2.4 percent) was undecided.

To item 44 of the questionnaire; "The faculty at the college/university expects the African American/minority administrator to be able to work with the problems of the African American/minority campus community." 16 (39 percent) strongly agreed; 21 (51.2 percent) agreed; 3 (7.3 percent) were undecided; and 1 (2.4 percent) disagreed.

To item 50 of the questionnaire; "African American/minority administrators who have lived in predominantly African American/minority communities can be more effective in interpreting the concerns of the African American faculty staff and students." 5 (12.2 percent) strongly agreed; 14 (34.1 percent) agreed; 10 (24.4 percent) were undecided; and 9 (22 percent) were in disagreement.

To item 51 of the questionnaire; "It does not make much difference whether there are African



American/minority administrators on colleges/universities staff." 1 (2.4 percent) agreed; 1 (2.4percent) was undecided; 4 (9.8 percent) disagreed; and 35 (85.4 percent) reported strong disagreement.

To item 54 of the questionnaire; "From your observation and knowledge, has African American/minority faculty and staff been supportive to you?" 10 (24.4 percent) indicated they strongly agreed; 21 (51.2 percent) agreed; 1 (2.4 percent) was undecided; 7 (17.1 percent) disagreed; 1 (2.4 percent) showed strong disagreement; and 1 (2.4 percent) did not respond. All of these statistics seem to be in line with the existing reserach, which will be discussed with greater depth in the following chapter.

#### Integration of the Findings with Other Research Study

In Jones' (1974) study of 38 African Americans employed at state colleges and universities in the Commonwealth of Pennsylvania during the academic year of 1973-1974; an overwhelming majority of the respondents agreed with the statement that student activists were responsible for their opportunity at their institutions. It is important to realize that since Jones conducted his study among African American administrators over 16 years ago, a majority of the respondents in this study also acknowledged that the student movement influenced their employment opportunities in White institutions.

Frank Hale (1982), in buttressing the point, has stated that:

The middle 1960s marked the beginning of a major undertaking to incorporate ethnic minorities into the mainstream of American higher education... Prodded by the civil rights revolution and Black student unrest, colleges and universities (professing a concern and responsibility for meeting the needs of minorities) hired Black administrators...[51]

The respondents' answers to the research questions posed to them indicate that, to a large extent, African American administrators perceive their responsibilities to African American and minority students as critical to their overall performance and delivery of services. More than half of the respondents identified working with and relating to the needs of minority students as a service that they provided.

In comparing the other responses of the participants in Jones study to those in this research, it is revealed that to a large extent, African Americans in both studies have similar perceptions about their role and status as administrators. However, to a limited extent, the respondents disagreed on certain factors pertaining to their perception of their role and status.

The Jones study was conducted during the academic year 1973-1974 in the Commonwealth of Pennsylvania. This researcher conducted his study during the academic

year of 1988-1989 with seven State New England Universities.

It has been over fifteen years since Jones conducted his study. In reviewing his findings, it is apparent that there existed a number of similarities in the perception of participants in both studies. In Jones' study of African American administrators, he revealed that the majority of the participants responding to his questionnaire indicated that they worked in minority-focused program administration to general administrative positions. (See Table 2) A majority of the respondents in Jones' study indicated that they filled existing positions and that over half of the respondents devoted "100 percent of their time" to administrative duties.

Over half of the participants of both studies felt that colleges/universities with substantial minority student enrollment should have African American administrators. Also, over half of the respondents in Jones' study indicated that the criteria by which African American administrators are selected are different from that for Whites. The majority of the African American administrators in Jones' study believe that their positions are the result of student activism and Affirmative Action mandates.

In the New England study, the respondents were unsure as to how the criteria used for their selection and appointment was different from their White counterparts. Approximately one third of the respondents agreed that they perceived the selection process for African American to be the same as for Whites, while approximately one third of the respondents perceived the selection process to be different.

The respondents in the New England study were mixed on the question pertaining to the role student activism played in the creation of their position. Less than half of the participants agreed that their positions were created due to student activism, while the majority of the participants either did not agree or were unable to decide to what degree, if any, student activism had influence on their position.

Jones provided other significant perceptions as indicated by the respondents in his study. He reported that African American administrators indicated that they had no authority; most saw their presence on campuses as tokenism; and they indicated that they failed to participate in institutional decision-making.

This researcher found that half of the African American administrators in New England State Universities felt that they did not have any authority in the development of the mission and goals of the



college. A third were undecided and the remaining number of respondents felt they had institutional authority. The majority of the respondents in the New England study felt that they were not hired as tokens at their institutions. This contrasts with the majority of the respondents of Jones' study who felt they were hired as tokens. On the issue of institutional decision-making powers, half of the respondents in the New England study indicated that did not play a key role in policy decision-making at the university level. One third of the respondents believed that they had decision-making powers at their institutions.

Additional findings by Jones indicate that the respondents in his study felt they were hired due to Affirmative action mandates; that their administrative role is perceived differently from that of their White counterparts; the majority of the respondents felt they were hired to fill a quota; that they were hired and expected to work out Black-White problems, and that they were hired to protect the institution's image; hence, the respondents indicated that they were fulfilling a "showcase" position.

Jones concluded that the respondents in his study apparently saw themselves as being used to comply with laws governing equal employment. Jones offered further conclusions in the following finding:

1. Black administrators have a different administrative role in predominantly White institutions in the Commonwealth of Pennsylvania.
2. Black administrators have been hired to meet the quota system, and to appease the federal government's mandate.
3. The Black administrators' visibility in the community and in the solving and execution of governance, curriculum and inter-institutional problems is mandatory, no doubt the reason for the Black administrators existence in the predominantly White institutions in the Commonwealth of Pennsylvania.

Lastly, the social, political and economic conditions of our society and the demand for African American role models to create self-esteem within Black students are among the first priorities considered when Black administrators are recruited, hired, and given a role description (Jones, 1974).

A high percentage of the respondents in the New England Study (63.4 percent) felt professionally satisfied working with African American and minority students. This perception is one of the important ingredients in the success or failure of the African American administrators (especially those working in minority-focus positions). In many cases, it is apparent that the survival of minority students is linked to the success and survival of the minority administrators. This "natural" association between administrator and student customary seems to be a survival mechanism that helps African Americans and

other minority students to cope with aggravating psychosocial barriers.

African American students generally turn to African American administrators to relate to or understand their problems. Most of the respondents (63.4 percent) stated that they are asked to help resolve problems involving African American/minority students on campus. This notion is also supported by Poussiant (1974) who wrote:

Often the "vice-president for minority affairs" is only there to deal with Black, American Indian, Puerto Rican, or Chicano problems...White students' problems are not his province and most White faculty consult him only on "Black problems." [52]

African American administrators working at White universities often assume the role of an intercessor, advocating, pressing, and negotiating for the minority community.

The respondents indicated that the success of African American and other minority students is one of their primary responsibilities. This perception, to a large extent, reveals that the nature of the services, programs, and resources that they provided are geared specifically toward minority students (See Appendix G).

The data indicate that role modeling is a factor in the job performance of African American administrators. And in that capacity, they inherit an obligation to prepare minority students for leadership positions in society. The findings suggest that through constant

interactions and guidance, the administrators help minority students to overcome the complex issues of everyday life, as well as other problems relating to the college experience. The majority of respondents (82.5 percent) identified with this perception in this study. This observation supports the literature findings pertaining to the role of mentoring on college campuses, especially Willie (1987), Blackwell (1987), and Rowe (1982).

The findings indicate that African American administrators, through contact with minority faculty, students, and other administrators, perceive themselves as vital components of entire the campus community. As leaders and role models they function in a positive way to build professional relationships and provide leadership to the institution on matters pertaining to minority issues. However, a small number of African American administrators were undecided and seemed to have mixed feelings about how their responsibility to students, faculty, and other administrators impact on their job performance.

It is significant to point out that 82.5 percent of the respondents strongly agreed and agreed that being a mentor has a positive influence on students. This observation supports the literature findings pertaining



the role of mentoring on college campuses Willie (1987), Blackwell (1987), and Rowe (1982).

The responses to question 27, which asked whether minority faculty and students expected special consideration from the African American administrators at predominantly White institutions, the largest number of respondents (58.6 percent) stated that they did not believe that the minority faculty and students expected special consideration from them. This disagreement could be an indication that African American faculty and students were in such a small number that they projected a "mainstream" personality which generally conformed to the expectations of the environment in which they were living.

This researcher concluded that there are no real demands placed on African American administrators for special consideration from other African Americans/minorities at their institutions, hence, special consideration was not a high priority. This researcher suggests that the profile of the minority students, the culture of the institution, and the nature of the African American administrator's position, constitute a variety of elements that might influence and contribute to this perception.

Fleming (1985) who conducted a study of 1,000 students attending both White and Black colleges,

reported that the African American students at White colleges turned to each other for "mutual validation." She describes the African American administrator at White colleges as serving as a "buffer against feelings of despair." [53]

On the other hand, the respondents indicated by a response rate of (51.2 percent) that they were hired to assist in the uplifting of African American and minority students.

This assertion supports the idea that being an African American administrator at a White university could be advantageous to the minority community. The administrators who suggest that they perceived their presence as contributing to the upliftment of minority students could be expressing that they have a special bonding with and commitment to the success of minority students. This commitment indicates that a special relationship between administrators and students exists, a relationship which specifically emphasizes the development and growth of the minority students.

Social isolation among African American students has been documented by several investigators, (Blackwell 1987, Fleming 1985, Haagen 1977, Claerbaut 1978, Legett 1970, Nettles, Thoeny, and Gosman 1987). This researcher maintains that in order to reduce the interfering social concerns, the institution must

demonstrate a willingness to assist in the development and growth of African American and minority students. The minority administrator should show empathy and mutual respect to the minority student population and be willing to assume greater responsibility for enhancing their quality of life on campus.

African American administrators responded highly (75 percent) to the assertion that their presence improved the racial climate on campus. This high response reflects the increasingly important role that African Americans and other minority administrators are assuming developing better race relations on campuses. It appears that the majority of respondents believe that there is some advantage in being an African American working at their institution because of their institutional involvement with issues of race.

In the late 1980s several colleges and universities have been experiencing acts of ethnoviolence and racial intolerance. Ehrlich, Pincus, and Morton (1987) reported that during the period 1986 and 1987 there were approximately 70 instances of racial intolerance on campuses in the United States. Top level university officials, along with African American administrators, must develop initiatives that discourage the attitude that discrimination is innocuous.

The respondents believed that they were active in resolving problems of African Americans and other minorities on campus. They also felt strongly that African American and minority administrators helped to improve the relationship between the races on campus. In both of these instances, the respondents perceived that there existed, to some extent, an advantage in being an African American administrator in a White New England State University.

Another factor that significantly contributed to the perception that there exist certain advantages in being an African American administrator was the role of the administrators in the transformation of the campus into a multicultural environment. The recruitment of minority administrators in mainstream positions, is a addition to maintaining traditional employment in minority-focused positions is a factor that will greatly improve the status of African Americans. Many of the above variables reveal, to a large extent, that being an African American administrator and conducting race-specific responsibilities produces higher status and deepens institutional involvement.

A total of 75 percent of the respondents felt that their presence on campus helps to improve the racial climate. This indicates the perception of the African American administrators' about their role as linking



agents on campus, connecting the White population and the African American/minority community on issues related to common themes and goals. African American administrators are often called upon by the leadership of the institutions to assist in resolving issues of racial intolerance and violence. In these cases, the African American administrators strive to provide and implement measures that result in the easing of racial tensions. Among the measures that were implemented by the African American administrators were bi-racial workshops, multicultural forums, race relations classes, ethnic-studies, rumor hot line services and cultural diversity awareness programming on campus. In order to defuse racial tensions, these measures were incorporated into the campus environment.

For African American students, the African American administrator's presence was an essential element, offering reassurance and support. In most cases, students could count on the administrator to take action in order to ensure, to some degree, that the institution responded to their concerns and fears. When racial antagonism flared up on the campus of the University of Massachusetts at Amherst, one African American administrator saw his role as that of a "shuttle diplomat" negotiating the concerns of African

American and minority students with the administration (Maraniss, 1990).

The high agreement among African American administrators about their involvement in race related concerns reflects one factor that influences the role and nature of their duties on college campuses. Oftentimes, the African American administrators take on the responsibility for nurturing the African American/minority students over and beyond the assigned professional responsibilities. This activity occurs because African American administrators, as well as the African American students on predominantly White campuses, represents a small population. Due to this limited presence, the African American students seek out the African American administrators in order to develop a support network and to have someone with whom to relate. When difficulties occur, the African American administrators have to assume the role of solving the problems because there is hardly anyone capable or willing to handle African American/minority faculty, staff, and student concerns.

Of the 41 respondents answering question 45, which asked whether the increased demand for African American administrators was due to multiculturalism, 80.5 percent strongly agreed or simply agreed. This high response rate could be due to the increasing importance that

universities are placing on multiculturalism and diversity (Chavez, E. and Carlson, J., 1985). This interest in diversifying the administrative staff of colleges reflects a need to include all ethnic groups in the redevelopment of the campus -- calling upon the richness and diverse cultures of various ethnic groups in this endeavor. The multicultural thrust is intended to solve the problems of isolation about which minorities and international students complain while, on the other hand, the majority population will have an opportunity to gain greater appreciation of other cultures. African American administrators are in the vanguard of building a multicultural environment on college campuses. Their work with African American students, international students (especially those from "developing countries"), other minorities, and the White student population, has qualified African American administrators as valuable resources.

The commitment to create a multicultural environment on campus and to increase the recruitment of African Americans is also impacted by the changing demographics that reflect the changing population profiles of the United States and the World. The American Council on Education, in its report entitled "One Third of a Nation," (1988), suggests that the

populations of African Americans, Hispanics, American Indians, and Asian Americans is growing rapidly.

Of the world's 25 most populous nations, out of a total population of over 5 billion people, 18 nations are populated with non-White people (Wright, 1990). Of that number, 9 of every 10 children born in the world are born in a developing nation (Hodgkinson, 1988). These population changes are important factors that contribute to the urgent demand for African Americans and other minority staff and faculty on campuses.

In order for colleges to produce an enlightened pool of scholars, the multicultural factor has to be taken seriously. One route to move the college community along this path, is to include more "non-traditional" courses, activities, and services that will promote a more comprehensive campus environment to the existing college mission. Greater cultural diversity in the hiring practices, recruitment of students, and the development of curriculum, are commitments that should be made. In order to complement the increased demand for a diverse administrative organization, all members of the environment should be better informed and more capable of competing globally with other members of the world community.

The majority of the respondents (68 percent) felt that it was easier to get hired as an administrator in a



minority-focused position than in a regular administrative position at White colleges. This perception reflects the historical development of African American presence on White campuses, a history which reveals that minority-focused jobs were the only jobs that were available in the administrative circles during the 60s and 70s. When African Americans started working as administrators on White campuses, they were assigned to "Black-oriented" programs. Besides, they had little power and were not respected by their White counterparts. As the number of African American students increased, the number of African American administrators also increased. Their jobs were designed to serve the needs and interests of African Americans and other minority students (Proctor, 1982).

Interestingly, as revealed by the respondents of this study, this pattern has not changed to any significant extent. Even though the majority of administrators supported the observation that African American and other minority administrators exclusively work in minority-focus positions, roughly a third (31.7 percent) of the respondents disagreed with that observation.

This researcher found that 48.8 percent of the respondents disagreed or were undecided as to the criteria for job selection and appointment, indicating

that they did not believe that there is any different criteria for African Americans, or that they were undecided as to whether such criteria existed.

Nevertheless, 26.8 percent indicated that they believed that there exists a different criteria in job selection and appointments for African Americans than for Whites. Data reveal that there exist a number of administrators who are unsure about the hiring process in higher education.

It is significant to point out that 63.4 percent of the respondents indicated that they either disagreed or strongly disagreed with question number 28 that asks if their appointment was based on tokenism. Another significant statistic to point out is that 19.5 percent of the respondents were undecided as to whether or not they perceive their appointment as representing tokenism. This researcher believes that these ranges in perception are due to factors relating to the educational background of the respondents -- the majority of whom attended both predominantly White undergraduate and graduate colleges -- as well as factors relating to the sense of self esteem.

One's capability to feel positive about oneself and to take responsibility for one's professional competencies is a natural tendency. African American administrators have learned the hard way: not to expose

their suspicions and weaknesses. Even if many African American professionals thought that they were given their jobs just for "window-dressing" purposes (so that the university would have a Black person in the organization), such perceptions would not be helpful in public debate. There is seemingly no advantage in depreciating one's own net worth.

It is important for African American administrators to uphold their dignity and honor, through sustaining the merits of their individual accomplishments and talents. Hence, it can be postulated that very few administrators would indicate that their positions were insignificant.

In the course of investigation, this researcher found an interesting set of dynamics pertaining to the respondents' perception of tokenism. In order to gain a better understanding of this sense of whether one views his/her position as that of a token, it is critical that this researcher discuss some of the principal factors of tokenism.

In large populations where Whites outnumber minorities, the mere numerical advantage of the White group limits and interferes with the participation of the minority group members. This degree of interference impacts on the way minorities feel about themselves and

how they are able to cope in the workplace (Davis, G. & Watson, G., 1982 and Kanter, 1977).

The dominant group has developed a recognizable cultural dimension that is often not verbalized. This cultural dimension implies the norm in the workplace, and the dominant group somehow just understands what their roles are and what must be done to fit into the group. On the other hand, the minority group member is often unaware of the unspoken cultural norms. Thus, he/she has to become informed about the environmental cultural patterns through a process of trial and error.

The token is a person who is treated as the representative of his/her group and is seen as symbols rather than as an individual. This identification of the token is tantamount to being a mascot in some circumstances--just a show of accommodation to the demands of integration. According to Kanter, tokens are not only members who are seen as symbols and representative of their group; rather, they are also:

People identified by ascribed characteristics (master statuses such as sex, race, religion, ethnic group, age, etc.) or other characteristics that carry with them a set of assumptions about culture, status, and behavior highly salient for majority category members. Furthermore, because tokens are by definition alone or virtually alone, they are in the position of representing their ascribed category to the group, whether they choose to do so or not.[54]

A token represents the smallest minority of the group, in most cases, the only one of their kind



present in the workplace. The token remains a marginal member of the dominant group - a subset of the larger group.

In a study by Georg Simmel (1950), the significance of numbers in social life was reviewed. He points out three perceptual tendencies that are identified as special situations that tokens (the numerical subordinates) encounter in the workplace:

First, tokens get attention. One by one they have higher visibility than dominants looked at alone; they capture a larger awareness share... The second perception tendency is the polarization and exaggeration of differences. In uniform groups, members and observers may never become self-conscious about the common culture and type, which remain taken for granted and implicit. But the presence of a person or two bearing a different set of social characteristics increase the self-consciousness of the numerically dominant population and the consciousness of observers about what makes the dominants a class... The third perceptual tendency involves the use of stereotypes, or familiar generalizations about a person's social type. The characteristics of a token tend to be distorted to fit the generalization.[54] (pp. 210-211)

Minorities in the workplace may perceive themselves differently depending on whether they are the only ones in the organization or whether they are many, having generated alliances with others in the organization. This factor also contributes to their performance and status in the organization. The tokens typically perform their jobs under the limelight which makes conditions different from those of the dominant group.

George Davis and Glegg Watson's study of African American managers, which included interviews of approximately 120 African American and 40 White managers, pointed out that many of the African American managers were given titles and responsibilities that involved duties as special assistant, affirmative action managers, equal opportunity directors, and directors for "special markets." Davis and Watson maintained that among the older African American managers they interviewed, "they did not have a great number of problems fitting into corporate life because they had programmed themselves to slip into the mainstream without making even the slightest ripple." (p. 32)

African American administrators in the New England study that this researcher surveyed also experienced many of the problems that were presented in the aforementioned discussion. Civil Rights gains; notwithstanding, the respondents had various opinions about their image as tokens at their institutions. Some felt that they were tokens, although a majority of the respondents felt that their appointment was not based on tokenism. Based on the theory of tokenism as presented in the literature, tokenism seemingly does influence the perception of minorities. Their role as a minority in the larger dominant group also impacts their self-awareness. The implications of this phenomenon is

staggering. The token is often challenged to outperform members of the dominant group. Thus, tokens are expected to prove their competence in order to win acceptance from their colleagues.

It is important to remark that out of the total number of those responding to question 22, 87.8 percent approved that they had the power to make decisions pertaining to their job description. Seemingly, this is an indication that African American administrators have the leadership, technical, and human relations' skills required to manage an organization in an efficient manner. This author maintains that the respondents are acknowledging their talents and saying that they are able to effectively administer the operational mechanics of their jobs while getting the tasks done.

On item 40 of the questionnaire, 75 percent of the respondents strongly agreed or simply agreed that their presence heightened the lives of African American students on their campus. This high approval response supports the perception that African American administrators transcend their assigned duties in order to provide support and to show empathy for minority students. Universities are highly competitive environments; minority students sometimes get mixed signals and experience isolation while negotiating their academic lives. The presence of a person who looks the

same as the student and understands what the student is experiencing, has a tremendous influence on students. In the case of African American administrators, many of them attended White undergraduate and graduate schools and experienced what the minority students on their campuses were experiencing. For many African American and minority students, the African American administrators were the insurance upon whom they depended in order to succeed.

The respondents' perceptions as illustrated by question 43, which asks about their involvement in institutional problems, indicates that problem-solving plays a greater role in their institutional involvement than planning, governance, and curriculum concerns. O'Daniel, in a study of African American administrators in selected White institutions, found that the roles assigned to African American administrators often result from the White administrators' limited expectation of them (O'Daniel, 1978).

In conclusion, therefore, it can be stated that the perceptions of African-Americans found in this study are related to existing studies done before. The broader implications of the present study for the field of education and recommendations for further study will be discussed in greater details in chapter five.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

This study evolved from a need for an understanding of the roles and status of African American administrators employed in New England State Universities. The information and findings presented in this study reflect their perceptions of how they see themselves in relation to their White counterparts and how this perception of themselves contributes to their institutional involvement. This study also reveals to a lesser extent, how African American administrators view the rate of progress and advancement that has been made in the hiring practices of colleges and universities.

Has higher education developed a new framework that practices the politics of inclusion and not the politics of exclusion, with regard to the acceptance of African Americans and other minorities? Does racism influence the practices and decisions that are being made regarding issues of job assignment and institutional involvement? These are just a few questions that the findings of this study address. This researcher would like to remind the reader that many of the answers to the research questions in this study are ambiguous, having many different interpretations. Such a situation exists because, to a large extent, African Americans are not monolithic in their views. Ten African American

administrators might describe the conditions that contributed to their administrative achievements in their school in ten different ways.

Current research indicates that a significantly greater proportion of the population of the United States will comprise members of minority groups by the year 2000 (Hodgkinson, 1988 and Wright, 1990). As increasing numbers of minority youths will be expected to assume leadership positions in every sector of American society, colleges and universities will assume greater responsibilities for preparing these individuals. Although a few institutions of higher education have begun to design strategies to assist this increased diversity, the national trend in higher education is that an alarmingly high number have slipped into a serious decline in minority participation at the levels of students, faculty, and staff.

Experts report that the number of non-White educators may fall below 10 percent if appropriate action is not taken to reverse the trend (NEA, 1987). Therefore, the next crisis in American education will be the shortage of minority educators who can encourage students to achieve academically and professionally. Moreover, minorities represented in this demographic trend has sharply dropped. At the graduate level, this decline is even greater. The number of African

Americans receiving both the master's degree and the doctorate degree dropped significantly from between 1976 and 1985 (ACE, 1988).

At a time when the nation needs all citizens with advanced skills and competencies in order to compete in the international arena, this trend is unfortunate. African American and other minority administrators, as well as educators, will become crucial in the education of this emerging population.

African American administrators believe that the academic workplace still harbors a tremendous amount of evasions, subterfuges, racism, and stereotypes toward non-Whites. Race is still viewed as a determining factor in the hiring and promotions of individuals and this racial inequality permeates every level of the educational community. Although the impact of prejudice and bigotry has naturally impeded the progress of minorities, racial inequality has also backfired, causing White America to suffer its harmful effects as well. Many of the nation's colleges and universities are still feeling the indicting after-effects of their reluctance to change. Their inexcusable record of misdeeds and discrimination has come back to haunt institutions in the form of campus racial unrest. For the past three years, major daily newspapers in America have graphically described racial incidents on college

campuses. The chilling impact of these incidents has fanned smoldering racial animosities; minority students needlessly suffer alongside the minority faculty and administrators, because of these deeply rooted attitudes. Kovel in his book entitled, "White Racism," maintains that racism is institutional and that it manifests a psychology of its own (Kovel, 1984). Thus, this psychology ultimately determines, to a great extent, the roles of individuals and their involvement in society.

In a study by the Association of American Colleges entitled, "Black Women in Academy: Issues and Strategies," it is reported that African American women faculty and administrators experience both racism and sexism. This "double discrimination" makes it hard at any given time to determine which is which in terms of the oppressive treatment African American women experience (AAC, 1989).

The appointment of an African American to an Administrative position on White campuses benefits the entire institution. The position gives the African American administrator an opportunity to support other minorities and to assist in bridging gaps between Whites and non-Whites. The hiring of minority administrators also benefits the individuals who are hired (Giordano, 1989).



As shown in this study, African American administrators have serious concerns regarding their presence, their perceived roles, upward mobility, interaction with White and African American colleagues, dealing with problems, and being responsive to the needs of minority students. In light of these concerns, and based on the analysis of the data in this study, the following conclusions were drawn concerning the major of research questions this study sought to answer:

1. African American administrators believe that they were hired to relate to the needs of African American and other minorities.
2. There exists a good measure of professional satisfaction among African American administrators in their working relationship with minority students.
3. When problems arise on campus involving minorities, the minority administrator is called upon to help resolve them.
4. African American and other minority administrators have a greater commitment to the success of the minority student.
5. Student activism has assisted in the creation of the minority administrators' current positions and importance.
6. African American and other minorities do not expect special consideration from the minority administrator.
7. The upliftment of minority students is a functional role of the African American administrator.
8. The presence of the African American administrator on campus improves the racial climate.
9. The minority administrator is supposed to relate to the problems of the minority population on campus.

10. The role of the African American administrator is to bring about good relations between Whites and non-Whites.
11. The current social and economic focus on multiculturalism has increased the demand for minority administrators on White campuses.
12. It is easier for an African American to find employment in a minority-focus position than in general college employment.
13. Tokenism is not the reason for minority administrators' appointments on White campuses.
14. Some colleges and universities do hire minorities to meet some stipulated quota.
15. African American administrators are usually placed as "titled assistant" to Whites.
16. There seems to be no difference in the criteria for the selection and appointment of minority administrators and those for Whites.
17. African American administrators are mentors for African American and other minority students.
18. The presence of African American administrators heightens the lives of African American students.
19. African American administrators have the decision-making power appropriate to their job description.
20. African Americans were institutionally involved at their schools.
21. African Americans did not exercise the authority to determine the mission and goals of the institutions.
22. Campus community problems played a larger role for the African American than governance, curriculum, and inter-institutional problems.

## Recommendations

Noting that the coming years will bring more special challenges to the African American administrator, the following recommendations for future study are suggested:

1. Investigate the role perceptions and status of African American Women administrators in predominantly White colleges and universities.
2. Compare the role perceptions and status of African American administrators working in predominantly White colleges and those working at historically Black colleges.
3. Conduct a study comparing the role perceptions and status of White administrators with African American administrators.
4. Design an instrument that ascertains information concerning how to improve the quality of life and performance of the administrator from a minority administrator's perception using a qualitative methodology.
5. Design a study that investigates to what extent African American professional faculty/staff associations provide resources, training, and contacts that further their career development.
6. Explore and examine the relationship between African American administrators and their mentors, if any.
7. Compare the role perceptions of Post-World War II generation administrators to Post-Vietnam generation minority administrators to investigate role perception differences.
8. Investigate the impact that stress places on African American administrators working at predominantly White colleges.

APPENDIX A  
QUESTIONNAIRE



APPENDIX  
QUESTIONNAIRE

**Instructions:** This questionnaire is divided into three sections. Section one request some biographic information. Section two request information on some professional characteristics, while section three is concerned with role/performance of Black administrators. In each section mark a check to indicate your response to the questions. I will appreciate if you can complete the questionnaire at your earliest convenience. The confidentiality of your responses will be kept. Thanks for your cooperation.

**I. BIOGRAPHIC DATA**

1. Name of institution \_\_\_\_\_

2. Undergraduate student enrollment:

1000-4000     4000-8000  
 8000-15000     15000 +

3. Present position/title \_\_\_\_\_

4. Number of staff who report to you (Please indicate specific number)

Administrative/Professional  
 Non-Administrative/Professional  
 Students

5. Position /Title of person to whom you report \_\_\_\_\_

6. Your race/ethnic background: (Check one)

African/American, Non-Latino  
 Latino  
 White, Non-Latino  
 American Indian  
 Asian/American  
 Alaskan Native or Pacific Islander  
 Other

7. Undergraduate college/university Attended:

Predominantly Black  
 Predominantly White

8. Graduate college/university attended:

- Predominantly Black
- Predominantly White

9. Indicate your highest scholastic degree (Please check only one)

- No degree
- Associate Degree
- B.A. or B.S. Degree
- Master's Degree
- Ph.D. or Ed.D. Degree
- M.D., D.D.S., J.D., Etc.
- Other (Please Specify)

10. What is the nature of your position:

- Full-time
- Full-time (part-time administrator and part-time faculty)
- Part-time
- Part-time (with this institution and part-time with another institution or agency)
- Other

11. How many years have you been employed at your present institution? \_\_\_\_\_

12. Do you hold tenure at your institution?

- No
- Yes

13. Have you been employed as an administrator at other institutions of higher learning, government, or business?

- Yes
- How long?
- No

## II. PROFESSIONAL CHARACTERISTICS

14. What percent of your time is devoted to each of the following:

1. Administration \_\_\_\_\_%
2. Committees \_\_\_\_\_%
3. Research \_\_\_\_\_%
4. Teaching \_\_\_\_\_%
5. Other (Please Specify) \_\_\_\_\_%

15. How did you acquire your present position?

- I was recruited
- I applied for the position vacancy

- I made applied to this institution and others
- I was promoted within the institution
- Other (Please)

16. From what source did you learn about the position you hold?

- College or university placement office
- Advisor (graduate)
- Professional journal
- At professional meeting
- Commercial placement service
- Other (Please specify)

17. Did you fill an existing vacancy or was one created?

- Existing
- Created
- Do not know

18. How is your position funded?

- Institution's funds
- Special project funds (grants, etc.)
- Federal funds
- Other (please specify)

19. How was your position created?

- Regular staff position
- Institutional reorganization
- Affirmative action pressure
- Student's demands
- Other (Please specify)

20. In regard to the hiring and/or promotion of African American/minority administrators in your institution, do you believe racial discrimination at present is:

- Non-existent
- Exists somewhat
- Prevalent
- Do not know

21. How many years of administrative experience(s) at the:

- Elementary level
- Secondary level
- College/university level
- Other (Please specify)

### III. ROLE/PERFORMANCE

Please check the appropriate responses:

22. As an administrator, do you feel you have the decision-making power appropriate to the position as outlined in your job description?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
23. How would you describe your involvement in institutional administration?  
 Fully involved  
 Somewhat involved (only when requested)  
 Not involved
24. Do you believe you were hired to relate to the needs of African Americans and other minorities?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
25. Do you feel professionally satisfied working with African American and minority students?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
26. When there are problems involving African American/minority faculty or African American/minority students, are you asked to help resolve them?  
 Always  
 Often  
 Seldom  
 Never
27. Do African American/minority faculty and African American/minority students in your institution expect special consideration from you?  
 All the time  More than half the time  About half the time  
 Less than half the time  I cannot make a final decision
28. Do you consider your appointment as an administrator in the institution as tokenism?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
29. Are you consulted or selected to committees in the appointment of African American/minority to administrative and faculty positions?  
 All the time  More than half the time  About half the time  
 Less than half the time  I cannot make a final decision



30. Do you believe you were hired to assist in the upliftment of African American/minority students?

Strongly agree  Agree  Undecided  Disagree  Strongly

31. Do you believe that the civil rights movement and the campus protest of the African American/minority student population was responsible for the creation of your job?

Strongly agree  Agree  Undecided  Disagree  Strongly

32. Do you believe that your presence as a retention administrator helps to improve the campus racial climate?

Strongly agree  Agree  Undecided  Disagree  Strongly

33. I believe that my role as a mentor for African American/minority students positively influences their success in college.

Strongly agree  Agree  Undecided  Disagree  Strongly

34. Do you consider it a part of your responsibility to encourage social change in the college/university as well as the community it serves?

Strongly agree  Agree  Undecided  Disagree  Strongly

For items 35 to 54 , please indicate if you strongly agree, agree, undecided, disagree or strongly disagree to each statement by checking the appropriate response as it pertains to the role and performance of black/minority administrators.

35. African American/minority administrators are expected to relate to the problems of African American/minority students and African American/minority staff, particularly.

Strongly agree  Agree  Undecided  Disagree  Strongly disagree

36. Colleges/universities that have a substantial enrollment of African American/minority students should have African American/minority administrators.

Strongly agree  Agree  Undecided  Disagree  Strongly disagree

37. African American/minority administrators are usually placed in positions where there is not much authority to be exercised in developing the mission and goals of the college?

Strongly agree  Agree  Undecided  Disagree  Strongly disagree

38. African American/minority administrators play a key role in policy decision- making of the college/university.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
39. African American/minority administrators are effective in bringing about good relationships between African American/minority and White groups in the community.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
40. During the most recent academic year, do you think that your presence as a retention administrator heighten the lives of African American/minority students on your campus?  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
41. African American/minority administrators that are assigned to predominantly White college/universities in carparison to White administrators in similar positions, have a greater commitment to African American/minority students' sucess in college.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
42. Some colleges/universities have hired African American/minority administrators just to meet some stipulated quota.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
43. African American/minority administrators play a larger role in institution- campus community problems than with governance, curriculum and inter-institutional problem.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
44. The faculty at the college/university expects the African American/minority administrator to be able to work with the problems of the African American/minority campus community.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree
45. The increase demand for African American/minority administrators is the direct results of the current social and economic demands for multiculturalism in our society.  
 \_\_\_ Strongly agree \_\_\_ Agree \_\_\_ Undecided \_\_\_ Disagree \_\_\_ Strongly disagree

46. African American/minority administrators are needed to provide leadership image and role models for African American/minority students in our colleges.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
47. African American/minority administrators are usually placed as "titled assistants" to White administrators, but seldom have White administrators been placed as assistants to African Americans and minorities.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
48. Many African American/minority administrators are appointed as "showcase" African Americans/minorities and, thus, become symbols of tokenism.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
49. The criteria used for the selection and appointment of African American/minority administrators is the same as that used for Whites.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
50. African American/minority administrators who have lived in predominantly African American/minority communities can be more effective in interpreting the concerns of the African American faculty staff and students.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
51. It does not make much difference whether there are African American/minority administrators on colleges/universities staff.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
52. It has been the actions of activist students that has given the opportunity to African Americans/minorities administrators for their current position and importance.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
53. From your observation and knowledge, is it easier for a African American/minority professional to find employment in a minority-focus positions than in general college administrative position?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
54. From your observation and knowledge, has African American/minority faculty and staff been supportive to you?  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree

55. If there is additional information you can add that may be helpful in determining the role of the African American/minority administrator as it relates to this study, please write such information in the space below, on the reverse side of this sheet, or on separate sheets.



APPENDIX B  
LETTER OF TRANSMITTAL



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

School of Education

Furcoid Hall  
Amherst, MA 01003

Dear Colleague:

You have been selected from a census pool of Black administrators at your university in order to collaborate in the completion of a study about your perception of your role, status, and professional characteristics. As director of the Office of Third World Affairs at the University of Massachusetts and a doctoral student in Staff Development of the School of Education at the University of Massachusetts at Amherst, I am currently engaged in research activities pursuant to the completion of my dissertation. You are kindly asked to furnish the information requested on the enclosed questionnaire.

Data from this study will assist me to understand how the personal, professional characteristics, and role perceptions of Black administrators affect their performance in the graduation of minority students. This study will provide useful information about Black administrators and their relationship to the students with whom they interact. Also, this data will be of invaluable help in providing universities with current information, recommendations, and suggestions about how Black administrators view their roles in an university setting.

Each questionnaire returned will significantly add invaluable resources to the success of this study, as well as provide administrators with much needed current data in order to improve the delivery of services which are rendered by their efforts. Please answer each section completely and return by \_\_\_\_\_. A stamped, returned-addressed envelop is enclosed for your convenience. You will help me tremendously by responding promptly.

Your name and position will remain anonymous at all times. All responses will be treated in a confidential and professional manner. You may receive a summary copy of the research finding from this study upon request. Your cooperation concerning this endeavor is greatly appreciated.

Sincerely,

Sherwood Thompson

Enclosure

APPENDIX C  
FOLLOW-UP LETTER



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

School of Education

Furcolo Hall  
Amherst, MA 01003

Dear Colleague:

This is a follow-up letter on my request to you on \_\_\_\_\_, for your participation in a study on African American administrators working at New England State Universities. In the event that the first questionnaire mailed to you was lost or misplaced, I am enclosing another one with a stamped, return-address envelope for your convenience.

The success of this study, depends to a large measure on your cooperation.

Sincerely,

Sherwood Thompson

Enclosure



APPENDIX D  
SUPPORT REQUEST LETTER



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

School of Education

Furcolo Hall  
Amherst, MA 01003

Chancellor  
University  
City, State, Zip

Date

Dear \_\_\_\_\_:

I am doing research on my Doctor of Education degree in Higher Education Administration on African American administrators of a selective number of New England State Universities. This letter is a request for your cooperation in securing the names and phone numbers of African American administrators at your institution.

Upon receipt of the names of the administrators from you, I will contact them and ask them to participate in this study by completing a questionnaire on their role perceptions, performance and characteristics. The participants will be specifically instructed not to write their names anywhere on the survey instrument. This will allow that the participants will remain anonymous at all times.

I am interested in receiving this information at your earliest convenience. Please forward to :

Sherwood Thompson  
Post Office Box 861  
Amherst, Massachusetts 01004

I look forward to your reply. .

Sincerely,

Sherwood Thompson

APPENDIX E  
CHANCELLOR'S THANK YOU LETTER



UNIVERSITY OF MASSACHUSETTS  
AT AMHERST

School of Education

Furcolo Hall  
Amherst, MA 01003

Chancellor  
Name of University  
Address  
City, State, Zip

Date

Dear \_\_\_\_\_:

Thank you for your cooperation in assisting me in securing the names of the African American professional staff at your institution. Your cooperation has been critical to the completion and success of my research.

If you are interested in receiving a summary copy of the findings from the study, I'll be glad to forward to you a summary copy of the study upon your request.

Sincerely,

Sherwood Thompson



APPENDIX F

TABLE 1 - NUMBER OF RESPONDENTS BY SCHOOLS

TABLE 1  
NUMBER OF RESPONDENTS BY SCHOOLS

Variables	Frequencies	Percentages
Univ. of Mass/Amherst	8	19.5
Univ. of Mass/Boston	4	9.8
Univ. of Connecticut	9	21.9
Univ. of Rhode Island	6	14.6
Univ. of Vermont	6	14.6
Univ. of Maine	4	9.7
Univ. of New Hampshire	4	9.7
	41	100.0
TOTAL		

APPENDIX G

TABLE 2 - TITLED POSITIONS

TABLE 2

## TITLED POSITIONS

Title Descriptions	Frequencies
Assistant to the President	1
Assistant to Provost	1
Associate Vice President	1
Assistant Vice President	2
Legal Counsel	1
Director of Affirmative Action/Equal Opportunity	2
Director of Finance/Controller	2
Department Chairperson	3
Assistant Dean	1
Assistant Dean of Admissions	3
Director of Financial Aid	1
Director of Veteran Program	1
Associate Dean of Students	4
Student Advisor	5
Director of Athletics	1
Assistant Basketball Coach	1
Human Services	1
Director of Minority Programs	5
Assistant of Minority Programs	5



APPENDIX H

TABLE 3 - FREQUENCIES AND PERCENTAGES OF  
VARIABLES THAT ANSWER RESEARCH QUESTIONS

Table 3

## FREQUENCIES AND PERCENTAGES OF VARIABLES THAT ANSWER RESEARCH QUESTIONS

VARIABLE	DESCRIPTION	SA	A	U	D	SD	NR
22	African American administrators are needed to provide leadership image and role models for African American/minority students in our colleges.	17	19	1	3	1	0
23	How would you describe your involvement in institutional administration?	22	16	3	0	0	0
24	Do you believe you were hired to relate to the needs of African American and other minorities?	14	8	2	9	8	0
25	Do you feel professionally satisfied working with African American and minority students?	17	16	1	2	2	3
26	When there are problems facing African American/minority faculty or African American/minority students, are you asked to help resolve them?	7	19	10	5	0	0
27	Do African American/minority faculty and African American/minority students in your institution expect special consideration from you?	4	6	7	9	15	0
28	Do you consider you appointment as an administrator in the institution as tokenism?	4	3	8	12	14	0
29	Are you consulted or selected to committees in the appointment of African American/minorities to administrative and faculty position?	3	4	4	18	9	3
30	Do you believe you were hired to assist in the upliftment of African American/minority students?	10	11	2	11	7	0
32	Do you believe that your presence as an administrator helps to improve the campus racial climate?	8	22	5	5	0	1

Key to terms:  
 SA=strongly agree  
 A=agree  
 U=undecided  
 D=disagree  
 S=strongly disagree  
 NR=no response

continued on next page

Table 3

FREQUENCIES AND PERCENTAGES OF VARIABLES THAT ANSWER RESEARCH QUESTIONS

33	I believe that my role as a mentor for African American/minority students positively influences their success in college.	18	15	5	2	0	1
34	Do you consider it a part of your responsibility to encourage social change in the college/university as well as the community it serves?	26	13	1	1	0	0
35	African American/minority administrators are expected to relate to the problems of African American/minority students and African American/minority staff, particularly.	19	16	5	1	0	0
37	African American/minority administrators are usually placed in positions where there is not much authority to be exercised in developing the mission and goals of the college.	8	12	11	8	2	0
38	African American/minority administrators play a key role in policy decision-making of the college/university.	0	14	6	16	5	0
39	African American/minority administrators are effective in bringing about good relationships between African American/minority and White groups in the community.	5	20	14	1	1	0
40	During the recent academic year, do you think that your presence as a retention administrator heighten the lives of African American/minority students on your campus?	12	18	4	5	1	1
41	African American/minority administrators that are assigned to predominantly White college/universities in comparison to White administrators in similar positions have a greater commitment to African American/minority students' access in college?	13	20	5	3	0	0
42	Some college/universities have hired African American/minority administrators just to meet some stipulated quota.	8	24	8	1	0	0
43	African American/minority administrators play a larger role in institution-campus community problems than with governance, curriculum and inter-institutional problems.	11	13	9	8	0	0

continued on next page

Table 3

FREQUENCIES AND PERCENTAGES OF VARIABLES THAT ANSWER RESEARCH QUESTIONS

45	The increase in demand for African American/minority administrators is the direct result of the current social and economic demands for multiculturalism in our society.	8	24	3	5	0	0
46	African American/minority administrators are needed to provide leadership image and role models for African American/minority students in our colleges.	37	4	0	0	0	0
47	African American/minority administrators are usually placed as "titled assistants" to White administrators, but seldom have White administrators been placed as assistants to African Americans and minorities.	11	16	9	4	1	0
48	Many African American/minority administrators are appointed as "showcase" African Americans/minorities and thus become symbols of tokenism.	10	12	9	10	0	0
49	The criteria used for the selection and appointment of African American/minority administrators is the same as that used for Whites.	2	11	9	11	8	0
52	It has been the action of activist students that has given the opportunity to African American/minority administrators for their current position and importance.	6	16	8	8	2	1
53	From your observation and knowledge, is it easier for a African American/minority professional to find employment in a minority focus position than in general college administrative position?	11	17	5	8	0	0

APPENDIX I

TABLE 4

ADDITIONAL FACTORS RELATED TO THE ROLE  
AND STATUS OF RESPONDENTS



Table 4

Additional Factors Related to the Role and Status of Respondents

VARIABLE	DESCRIPTION	SA	A	U	D	SD	NR
31	Do you believe that the civil rights movement and the campus protest of the African American/minority student population was responsible for the creation of your job?	7	8	2	12	12	0
36	Colleges/universities that have a substantial enrollment of African American/minority students should have African American/minority staff, particularly.	32	8	1	0	0	0
44	The faculty at the college/university expects the African American/minority administrator to be able to work with the problems of the African American/minority campus community.	16	21	3	1	0	0
50	African American/minority administrators who have lived in predominantly African American/minority communities can be more effective in interpreting the concerns of the African American faculty, staff and students.	5	14	10	9	0	0
51	It does not make much difference whether there are African American/minority administrators on campus/universities staff.	0	1	1	4	35	0
54	From your observation and knowledge, has African American/minority faculty and staff been supportive to you? American/minorities to administrative and faculty position?	10	21	1	7	1	1

APPENDIX J

TABLE 5 - PERCENTAGE OF MINORITY STUDENTS IN  
THE NEW ENGLAND STATE UNIVERSITIES

TABLE 5

PERCENTAGE OF MINORITY STUDENTS IN THE NEW ENGLAND STATE UNIVERSITIES

Universities	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Univ. of Connecticut	0.2	3.1	3.5	2.5	88.4	2.3	25,374
Univ. of Mass./Amherst	0.3	2.1	3.1	2.8	85.0	6.7	27,918
Univ. of Mass./Boston	0.4	4.4	8.6	2.9	81.0	2.7	13,666
Univ. of Maine	0.9	0.6	0.5	0.3	97.5	0.3	10,967
Univ. of New Hampshire	0.2	0.5	0.3	0.5	97.2	1.2	12,984
Univ. of Rhode Island	0.3	1.6	2.0	1.4	91.5	3.1	15,843
Univ. of Vermont	0.2	2.3	0.6	0.9	94.8	1.2	11,287

APPENDIX K

TABLE 6 - LIST OF YEARS AT PRESENT  
INSTITUTIONS

Table 6

List of Years at Present Institution

Number of Respondents	Number of Years
11	1
3	2
2	3
2	4
3	5
4	6
1	9
6	10
1	11
2	12
1	13
1	14
1	15
2	16
1	24



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