UPWARD JOURNEY:
EXPLORING THE EXPERIENCES OF BLACK ADMINISTRATORS AT TWO-YEAR HISPANIC-SERVING INSTITUTIONS

By
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To all who were, are, and will be
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Philippians 4:13
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Hispanic-serving institutions (HSIs) represent the fastest growing institutions within the minority-serving institution (MSI) sector of the American higher education system. Additionally, they enroll the most diverse student population. The number of HSIs has and will likely continue to soar due to the increase of the Latino population as well as institutions’ missions to serve their local areas. Regardless, there continues to be a disproportional representation of a diverse administration at these institutions.

This study served a two-fold purpose, primarily to explore the issues relating to retaining Black administrators at two-year HSIs in the state of Florida, and secondarily to understand their work experiences in an attempt to provide insight regarding how they function at HSIs. Four Black administrators at HSIs in Florida participated in semi-structured, in-depth interviews. The data collected was analyzed using the phenomenological data analysis procedure, specifically Moustakas’ transcendental phenomenological model, and five themes (change agents, intentionally inclusive values, intrinsic motivation for professional excellence, positive work environment, and importance of advocacy) emerged from this study. The theoretical framework applied
included Kingsley’s representative bureaucracy (1944) and Vroom’s expectancy theory (1964).

Chapter 1 included an introduction and background of the study; Chapter 2 provided a detailed, comprehensive literature review; Chapter 3 detailed the methodology and design used to conduct this study; Chapter 4 described and analyzed each interview and identified the prevalent themes; Chapter 5 summarized and discussed findings of the overall study; the appendices included supplemental information, specifically samples of the Supervisory Committee approved interview protocol, University of Florida approved institutional review board (IRB) consent form, and study participant invitation.

Higher education is prevalent in the United States of America, the land of opportunity. MSIs, in particular, are mirroring the country’s population in terms of diversity. HSIIs continue to contribute to this reality. The findings of this study not only relate to HSIIs, but higher education institutions in general. Therefore, it is essential to explore and share these experiences of Black administrators to improve the work environments of administrators in general within our country’s institutions of higher education.
CHAPTER 1
INTRODUCTION

Background of Study

Ethnic diversity is unavoidably prevalent throughout the United States of America. According to the United States (U.S.) Census Bureau (2008), people of color currently comprise one-third of the nation’s population and will become the majority in 2042. Further Census projections suggest that while groups of color will continue to increase in size, representing 54% or 235.7 million of the country by 2050, the non-Hispanic, single White race will decrease in the 2030s and 2040s, representing only 46% of the U.S. population in 2050. Impressively, this research states that the Hispanic population will represent 30% or 132.8 million of the country, tripling in size from 2008, with one out of three U.S. residents identifying themselves accordingly. Additionally, it also assesses that a budding subgroup, which consists of those who identify with more than one race, will increase from 5.2 million to 16.2 million by 2050. Betances (2004) recognizes the effect of this demographic shift, particularly within higher education, and acknowledges groups of color, commonly known as minorities, as being the “emerging majority.” The prevalence of racial, ethnic, and cultural diversity within America is particularly evident among the student body of our two-year institutions (Robinson-Neal, 2009).

The American Association of Community Colleges (AACC) reports that community college students account for 44% of the U.S. undergraduate population, with 36% of the system consisting of students of color (2010e). The ethnic breakdown of the overall community college student of color is as follows: Hispanics (15%), Blacks (14%), Asians/Pacific Islanders (7%), Native Americans (1%), and more than one race (2%) (AACC, 2010c, 2010d, & 2010e). Laden (2004b) and Benitez & DeAro (2004) attribute
the current and future increase of the community college student of color population not simply to the emerging majority population, but also to critical factors such as proximity, affordability, flexibility, and study options. However, regardless of the soaring enrollment increase of this student population, they continue to demonstrate a dismal completion rate at these institutions, especially the Black and Hispanic student subgroups (Gardenhire-Crooks, Collado, Martin, & Castro, 2010). Swail, Redd, & Perna (2003) and Bumphus & Roueche (2007) assert that this may be due in part to the disproportionate representation of diverse faculty and administrators within community colleges; this is a disconcerting reality within higher education in general. Smith & Moreno (2006) stress that broadened and diversified institutional leadership is essential to addressing these critical issues.

Williams (2005) asserts that there is only minimal representation among people of color hired as or transitioning into administrator/leadership roles within institutions of higher education. Vaughan (1996) emphasizes that the representation of community college administrators of color has not increased at the same rate of community college students of color. Moreover, while 36% or 4.2 million of the 11.7 million community college student population is of color, only a mere 18% or only approximately 216 out of 1200 community colleges have CEOs/presidents of color (AACC, 2010e; AACC, 2011a). Whereas diversity is common or widespread among student enrollment at community colleges, there is a lack of diversity among faculty and administrators at these institutions. The National Center for Education Statistics (NCES) reports that as of Fall 2007, public two-year colleges employed 358,925 faculty and 27,363 executive/administrative/managerial staff (2008d). However, it reveals that only totals of
17% (or 57,942) and 19.8% (or 5,375) respectively are people of color, representing less than a one-quarter representation for each ethnic/racial category. Additional research is necessary to better understanding and addressing this alarming reality.

A diverse administration is essential to the effective functioning of community colleges. As our emerging majority student population continues to increase, two-year institutions need to be equipped with sufficient representation of administrators of color. An increase in the diversity of community college administrators would assist in benefiting the future growth and sustainability of the American community college system (Eke, 2009). Institutions as a whole suffer from its negative effects, and it is crucial to acknowledge and not overlook this reality. Diversity in community college administration is vital in many ways; it not only contributes to the high attrition rates of community college students of color, but also employee satisfaction and recruitment (Jackson & O’Callaghan, 2009). Failure to recruit, retain, promote, and effectively train current and potential administrators of color portray a lack of institutional preparation and concern. Administrators have the responsibility of serving as mentors to faculty and students, contributing to the development of institutional policies, and defining and improving campus climate and culture (Jackson & Phelps, 2004). Administrator diversity also influences and contributes to the roles and responsibilities of students, faculty, and staff (Jackson & O’Callaghan, 2009; Eke, 2009).

Although empirical research exists regarding administrator diversity within higher education, there is an increased need for more studies geared specifically towards administrators of color at minority-serving two-year institutions. A considerable number of studies examine and compare diversity issues among Black and/or White
administrators particularly at Predominantly White institutions (PWIs) or Historically Black Colleges and Universities (HBCUs) (Closson & Henry, 2008; Davis, 1994; Konrad & Pfeffer, 1991; Moore & Wagstaff, 1974). Perhaps this is because Blacks, at one time, were the largest people of color within the U.S.A.; this has likely contributed to a significant portion of past and current research. However, now that Hispanics represent the largest group of color, research is surfacing, though limited in number, regarding the overall Hispanic higher education administrator experience (Martinez, 1999; Gutierrez, Castañeda, & Katsinas, 2002). Still, current literature tends to overlook the importance of examining the diversity of leadership at institutions with high concentrations of underrepresented students, faculty, and staff, particularly at community colleges.

Just as the Hispanic ethnic group has and will likely continue to increase in size, the number of Hispanic-serving institutions (HSIs), as a result, continues to increase, as well. It is important to note that HSIs are diverse, enrolling students of various races and ethnicities. Therefore, it should not be surprising that many Black community college students are attending HSIs. ¡Excelencia in Education! reports that Black students account for 32% of HSI enrollment in New York, and 20% of HSI enrollment in Florida (Santiago, 2006). Blacks and Hispanics comprise the majority of students of color at community colleges, 45% and 53% respectively (AACC, 2010c & 2010b). Therefore, it is crucial to uncover or expose issues faced or experienced by Blacks and Hispanics who hold leadership positions at HSIs. While there has been research conducted regarding administrators of color at PWIs, HBCUs, and other minority-serving institutions (MSIs), there is an inconsequential amount of research that addresses the concerns and experiences of administrators of color at HSIs. Thus, the
purpose of this qualitative study is to address the career paths and professional experiences of specifically Black administrators at these progressively developing two-year HSIs.

Rationale for Study

This qualitative study will contribute to expanding existing research and understanding issues of diversity within postsecondary education, particularly two-year institutions, for numerous reasons. First, while there is a wide array of research that addresses the challenges and concerns of Black administrators within our nation’s higher education system, especially regarding their professional experiences and plights at PWIs, there is limited research regarding Black administrators at MSIs, particularly HSIs. Secondly, this study will provide detailed findings regarding the neglected or unaddressed work life and professional experiences of Black administrators. Although there is a significant amount of studies regarding the underrepresentation of this targeted group particularly at PWIs, very few focus on the underlying factors that possibly contribute to this fact. This, as a result, limits the relevancy and applicability of these findings. Next, the majority of Black postsecondary administrators serve at MSIs; this study will address their current and future concerns as educational professionals. According to the Higher Education Act (HEA), there are six categories of MSIs: Hispanic-serving institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Alaska Native-serving institutions (ANSIs), Native Hawaiian-serving institutions (NHSIs), and other minority-serving institutions (MSIs) (NCES, 2008f).

Finally, HSIs, statutorily defined as enrolling at least 25% of full-time equivalent (FTE) of Hispanic students, constitute one of the fastest growing institutional sectors
within the U.S. higher education system (Laden, 2004a). Also, Laden finds that many institutions, unavoidably and unintentionally, are becoming HSIs due to the increase in the country’s Latino/a population. The U.S. Department of Education’s Institute of Education Sciences (IES) reports a total of 188 degree-granting postsecondary institutions (public, for-profit and not-for-profit four and two-year) within the state of Florida (NCES, 2008e). The NCES reports that 57 Florida postsecondary institutions (public and private, for-profit and not-for-profit four and two-year) have at least a 25% Hispanic student enrollment, designating them as HSIs (2008d).

According to the Florida Department of Education (FLDOE), 82% of “minority” students who attend institutions within the State University System begin their postsecondary education in the Florida College System (FCS) (n.d.). The FCS consists of 28 institutions, each designated as a community college, college, or state college. According to Florida State Statute 1001.60, colleges and state colleges are institutions authorized to grant baccalaureate degrees that best meet the state’s employment needs and accredited accordingly by the Commission on Colleges of the Southern Association of Colleges and Schools (Florida Legislature, n.d.). These institutions also carry the designation of college or state college in their institutions names. The Florida legislature stresses that this permits students to receive baccalaureate degrees in “a cost-effective manner that demonstrates substantial savings to the student and to the state over the cost of providing the degree at a state university” (n.d.).

Only three of the 28 institutions within the FCS meet the criteria for HSI designation (NCES, 2008d; FLDOE, n.d.). Although the count appears to be small, these particular institutions are located throughout the state, not in one specific location.
Additionally, they each have a Hispanic student representation that ranges between 30 and 71% (NCES, 2008e). These same institutions have diverse student populations, which raise challenging questions about the overall services provided. For example, at these three institutions, Black student representation alone ranges between 16 and 31% (NCES, 2008e).

Like many other community college systems, the FCS practices an open door admissions policy, allowing the general population access to obtaining an education without rigorous admissions policies, which contributes to the student diversity of these institutions. However, administrator representation at these institutions is not necessarily as diverse as the student population. It is, therefore, inaccurate to assume that having adequate administrator racial/ethnic diversity is not a challenge at MSIs. As many institutions transition to HSIs, it is crucial to examine the experiences of their non-Hispanic administrators. This study will focus specifically on the experiences of Black administrators at two-year HSIs within the state of Florida.

Delimitations and Limitations

The focus of this study centers on exploring and exposing the work life and professional experiences of Black administrators at two-year HSIs in Florida. This work, however, has four obvious limitations. First, the experiences explored within the study are only inclusive of those classified as administrators, not those of faculty or non-managerial/executive staff. Therefore, one must not assume that the experiences of faculty and non-managerial/executive staff are similar to those of administrators. Next, this study includes only two-year HSIs within the state of Florida. This geographic limitation does not allow comparison of Black administrator experiences at HSIs in different states. Then, the exclusion of four-year HSIs from this study limits the
experiences explored to those of Black administrators at two-year HSIs. It is inaccurate to assume that the experiences of Black administrators at two-year HSIs in Florida are analogous to those of Black administrators at four-year HSIs in Florida. Finally, due to the qualitative nature of this study, its findings are subject to other interpretations.

**Statement of the Problem**

HSIs serve the most diverse, non-White student populations of all two-year public MSIs. Yet, there is limited information regarding the professional work experiences of Black administrators at these institutions. Therefore, due to the current and future growth of HSIs, there is a need to understand how these Black administrators manage themselves as education professionals. More specifically, in examining the existing research regarding the overwhelming dearth of Black administrators within our nation’s higher education system, there is a need for additional research to understand their professional experiences, how they function and work in HSIs, as well as their challenges in leading an increasingly diverse HSI.

**Significance of Study**

The primary purpose of this phenomenological qualitative study is to explore issues relating to retaining Black administrators at two-year HSIs in the state of Florida. The secondary purpose of this research is to understand their work experiences in an attempt to provide insight regarding how they function at HSIs, ultimately improving their work experiences. Finally, the findings of this study will assist administrators who wish to acquire or advance in administrator roles at MSIs, particularly HSIs.
Research Question

Burck (2005) emphasizes that “without a well-honed research question, framed so that it is possible to carry out,” the focus of a study could be lost due to an abundance of detailed, research literature. The following research question will guide this study: What are the work life and professional experiences of Black administrators at HSIs? This question will also secondarily uncover and examine multiple relevant aspects that include, but are not limited to, work demands, work-role conflicts, and level of empowerment.

Outline of Dissertation

This dissertation will consist of five chapters and an appendix section. Chapter 1 will include an introduction involving diversity within higher education, rationale for the study, delimitations and limitations, statement of the problem, significance of study, and research question. Chapter 2 will consist of a comprehensive literature review. Then, Chapter 3 will specify the research methodology used to conduct this study, including overall approach and rationale, role of the researcher, data collection methods, site selection, participant selection and access, confidentiality and informed consent, and validity and reliability of data. Next, Chapter 4 will describe and analyze each interview, identify prevalent themes, and provide the results of the cross-analysis along with applicable, relevant quotes that represent participants’ different perspectives and their relation to the extant research literature. Finally, Chapter 5 will conclude this study by addressing the overall findings, distinguishing strengths and challenges of the studied administrators’ experiences, identifying key implications, and suggesting applicability of findings to current and future institutional practices and policies. The appendices will include supplemental information, specifically samples of the Supervisory Committee
approved interview protocol, University of Florida approved institutional review board (IRB) consent form, and study participant invitation.
CHAPTER 2
LITERATURE REVIEW

General Overview

There continues to be a dearth of Black administrators in the United States of America’s higher education system, and limited knowledge exists to address this disturbing reality (Chun & Evans, 2007; Jackson, 2003). Among that which does exist, there appears to be more readily available research involving Black administrators at predominantly White institutions (PWIs) than at minority-serving institutions (MSIs), particularly those designated as Hispanic-serving. Interestingly, Hispanic-serving institutions (HSIs) represent the fastest growing educational institutions within the U.S. higher education system and serve the most diverse, non-White student populations of all two-year public MSIs (Benítez & DeAro, 2004). Pascarella (2006) and Baez, Gasman, & Turner (2008) refer to existing research regarding these phenomena as being “virtually ignored” and “inadequate,” respectively. As HSIs continue to grow and even more emerge, it is essential to address the often times overlooked and underestimated concerns, representation, and experiences of Black administrators at these institutions.

The primary purpose of this phenomenological qualitative study is to explore issues related to retaining Black administrators at two-year HSIs in the state of Florida; the secondary purpose is to understand the work experiences of Black administrators at two-year HSIs by providing insight regarding how they function at these institutions, ultimately improving their job satisfaction. The intent of this literature review is to lend credibility to the need for this study (Creswell, 2005). Section one provides definitions of commonly used words and phrases within the study. Section two involves a
breakdown of the American higher education system, detailing the types of existing educational institutions, particularly MSIs, and the current state and prominence of HSIs. Section three explains community colleges and expands on the areas of community college students, Black students at community colleges, administrator diversity within community colleges, and leadership challenges within community colleges. Section four details the history of Blacks in higher education and emphasizes the importance of structural diversity. Section five identifies and explains the specific theoretical framework applied to this research.

**Definition of Commonly Used Words and Phrases**

This paper includes numerous words and phrases that require further explanation or definition to provide readers a common understanding of the information provided. These selected terms are as follows:

- **ADMINISTRATORS/ADMINISTRATION.** Individuals or a designated group of individuals who serve in managerial, executive, and decision-making capacities at colleges, state colleges, community colleges and universities.

- **AFRICAN AMERICAN/BLACK/OF AFRICAN DESCENT.** Used interchangeably, these terms or phrases refer to individuals of sub-Saharan descent and representative of many sub-cultures who have settled in various countries and continents worldwide.

- **CULTURE.** Of or relating to individuals’ social heritage, often portrayed in thoughts, actions, and ideas; of or relating to institutions’ missions and focuses, often portrayed in policy, procedures, and other traditions.

- **ETHNICITY.** Of or relating to commonalities among individuals such as, but not limited to, national, cultural, religious, and linguistic origins or backgrounds.

- **FACULTY.** Individuals or a designated group of individuals who serve in instructional and academic capacities.

- **FULL-TIME EQUIVALENT (FTE).** A single value denoting a meaningful combination of full and part-time students (NCES, n.d.b.).
• **FIRST-TIME IN COLLEGE (FTIC).** Students admitted enrolled in a postsecondary institution for the first time in their academic careers or have completed less than the equivalent of one full year of undergraduate work (NCES, n.d.b.).

• **HISPANIC/LATINO(A).** Used interchangeably, these terms denote individuals of subcultures, normally from countries formerly ruled by Spaniards, who have settled in various countries and continents worldwide, but particularly within the Americas (i.e., North America, Caribbean, Central America, and South America).

• **HISPANIC-SERVING INSTITUTIONS (HSIs).** Accredited and degree-granting colleges or universities (two-year or four year, public or private) that have a minimum 25% Hispanic FTE and are not classified as Historically Black Colleges and Universities or Tribal Colleges and Universities (Del Rios & Leegwater, 2008; NCES, 2008f).

• **MINORITIES/INDIVIDUALS OF COLOR/PEOPLE OF COLOR.** Used interchangeably, these terms refer to groups of individuals not classified as Anglo/White, and/or groups of individuals who acknowledge being of non-Anglo origin.

• **MINORITY-SERVING INSTITUTIONS.** Colleges or universities (two-year or four year, public or private) that serve a minimum 25% student population of a particular minority group (NCES, 2008f).

• **OVERREPRESENTATION.** A disproportionate representation of a particular group, usually being substantially significant in numbers or figures.

• **RACE.** The biological aspects or physical of individuals, often related to ancestral origin.

• **STAFF.** Individuals or a designated group of individuals who serve in non-managerial/executive and non-instructional capacities.

• **TWO-YEAR INSTITUTIONS/COMMUNITY COLLEGES/COLLEGES/STATE COLLEGES.** Used interchangeably, these terms refer to institutions that meet the needs of their surrounding community by their offering of a myriad of degrees, certificates, and credit, and non-credit classes; well-known for serving as “stepping stones” in the educational paths of individuals.

• **UNDERREPRESENTATION.** A disproportionate representation of a particular group, usually being recognizably inadequate in numbers or figures.

**The American Higher Education System**

Higher education is vital to the continued successful development of a more globally competitive and contributive society (Attis, 2008). According to the United
States Department of Education’s National Center of Education Statistics (NCES), degree-granting institutions (four-year colleges, universities, and two-year/community colleges) served more than 18.2 million students in 2007, representing a 26% increase from 1997 (NCES, n.d.). While history credits the Morrill Act of 1862 with creating our nation’s first land-grant institutions, our transition to the 21st century requires the reexamination of the nation’s higher education system to ensure that the needs of current and future student generations are being recognized and fulfilled. This is an enormous task, considering that there are more than 4300 institutions of higher learning within our country (NCES, 2007b). These two and four-year institutions are categorized as public or private (for-profit or not-for-profit) (NCES, 2008b), and the degrees conferred by these institutions include Associate’s, Bachelor’s, Master’s, First Professional, and Doctoral degrees, with more than 3 million being awarded during the 2007-08 academic year (NCES, 2008a). Regardless of this impressive figure, still, through the efforts of the Obama administration’s American Graduation Initiative, the U.S. is striving to reclaim its status of having the largest concentration of adults with postsecondary degrees within the world by the year 2020 (Núñez & Hernández, 2011).

**Minority-Serving Institutions**

MSIs are responsible for educating more than 2.3 million students within the U.S., more specifically, approximately one-third of the country’s students of color (Gasman, 2008). An institution is designated as being *minority-serving* either legislatively or by the percentage of minority enrollment (NCES, 2007a). Additionally, MSIs may be two-year or four-year degree granting public or private (profit or not-for-profit) institutions (NCES). There are six categories or subgroups of MSIs. While two have been designated as such legislatively, specifically Historically Black Colleges and Universities (HBCUs) and
Tribal Colleges and Universities (TCUs), three have at least a 25% total undergraduate enrollment of a particular minority group, and one has a 50% overall undergraduate enrollment of minority students (NCES).

Legislation defines HBCUs as institutions founded prior to 1964 that had the specific institutional mission of educating Blacks. Institutions cited in Section 532 of the Equity in Education Land-Grant Status Act of 1994, those that qualify for funding under the Tribally Controlled Community College Assistance Act of 1978, and Diné College authorized in the Navajo Community College Assistance Act of 1978 classify as TCUs. Applying the definition criteria for degree-granting Title IV MSIs categorizes them as follows: 1) HBCUs; 2) Black-serving non-HBCUs (where Black students constitute at least 25% of total undergraduate enrollment); 3) Hispanic-serving (non-HBCUs/TCUs where Hispanic students constitute at least 25% of total undergraduate enrollment); 4) Asian-serving (non-HBCUs /TCUs where Asian students constitute at least 25% of the total undergraduate enrollment); 5) American-Indian serving (TCUs or non-HBCUs/TCUs where American Indian or Alaska native students constitute at least 25% of total undergraduate enrollment; and 6) other minority serving (those that do not fit into any of the five categories, but where minority students as a whole constitute at least 50% of total undergraduate enrollment) (NCES, 2007a). With the exception of HBCUs, TCUs, and other minority serving institutions, all other minority groups (considering the respective MSI) must constitute less than 25% of the total undergraduate enrollment (NCES).
Hispanic-Serving Institutions

During the 1980s, educators and policymakers first recognized the increased Latino representation within the U.S. higher education system. As a result, the federal government designated eligible institutions with at least a 25% full-time equivalent Latino student population as HSIs (U.S. Department of Education, 2011). These are the fastest growing institutions within the MSI sector of the American higher education system, and they enroll the most diverse student population (Benítez & DeAro, 2004). HSIs include public and private (profit and not-for-profit) two and four-year institutions; however, Mercer and Stedman (2008) note that 47% of HSIs are community colleges. The territorial United States’ Hispanic student college population exceeds 2 million, and between 1984 and 2004, its growth rate increased by 237% (NCES, 2008c, 2007a). Impressively, HSIs enroll 46% of the Hispanic college student population (Perna, 2006; Mercer & Stedman, 2008), with approximately 500,000 of this population enrolled at Hispanic-serving community colleges. The number of HSIs has and will likely continue to increase due to the increase of the Latino population as well as institutions’ missions to serve their local areas (Guzmán, 2001; Laden, 1999, 2004a).

Various federal programs, efforts, and legislation fund HSIs. Moreover, through an agreement with the Department of Education, these institutions participate in federal student financial assistance programs and the National Early Intervention Scholarship and Partnership programs (U.S. Department of Education, 1992). President Barak Obama signed into law the Health Care and Education Affordability Reconciliation Act of 2010 that addresses student loan availability and affordability (Lee, 2010). Also, the HSI program, authorized by the College Cost Reduction and Access Act of 2007- HSI Stem and Articulation Programs (HEA, Title III, Part F, Section 371; CFDA #84.031C),
has invested funds in HSIs. The Developing Hispanic-Serving Institutions program, also known as Title V (HEA, Title V, Part A; CFDA #84.031S), is possibly the most well-known financial opportunity for this institutional subgroup (U.S. Department of Education, 2011). Federal investment in HSIs serve four specific purposes: 1) expanding educational opportunities for Hispanic students, 2) improving the academic attainment of Hispanic student, 3) expanding and enhancing the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students, and 4) helping large numbers of Hispanic and other low-income students complete postsecondary degrees (Santiago & Andrade, 2010).

It is crucial to mention that there are some institutions known as emerging HSIs that do not meet the federal 25% Latino undergraduate full-time equivalency (FTE) enrollment, but have a Hispanic FTE ranging between 12% and 24%, demonstrating that these institutions have the potential or likelihood of eventually becoming eligible HSIs (Santiago & Andrade, 2010). As mentioned earlier, this occurs due to the increase in the Latino population as well as institutions’ missions of serving their local communities. Santiago & Andrade report 176 emerging HSIs according to U.S. Department of Education 2006-07. This includes community colleges (44%), private colleges and universities (36%), and public colleges and universities (20%). There are approximately 543 degree-granting institutions that serve large proportions of Hispanic students as of Fall 2009 (NCES, 2009).

With both existing and emerging HSIs on the rise, the importance and relevance of the critical mass theory should not be underestimated. This theory claims that once a
definable group reaches a certain size within an organization, there will be
transformation within this organization’s values, culture, and norms (Santiago &
Andrade, 2010). This is important considering that HSIs represent the most diverse
study body of all MSIs; non-Hispanic representation at Hispanic-serving community
colleges include Blacks (10%), Asian Americans (9%), Native Americans (1%), White
(30%), and Other (8%) (Benítez & DeAro, 2004). Additionally, they employ a significant
number of diverse instructional and non-instructional personnel.

Community Colleges

The American community college emerged in the early twentieth century primarily
due to three central forces- the need for training of the nation’s increased industrial
worker population, the desire for social equality, and an increased designated period of
adolescence (Cohen & Brawer, 2008). Although enrollment at land-granting institutions
remained consistent, private and public community colleges formed throughout the
country; by 1930, there were 440 nationwide (Cohen & Brawer). There was
tremendous growth in the enrollment of students at community colleges during the
1960s due to two major historical events- the Civil Rights Movement and the exercising
of the GI Bill- making education available to groups that were once unable to receive
this opportunity (Vaughn, 2000). Well known for their open door access and
affordability, community colleges have changed the panorama of higher education.
Since their initial establishment, they have transformed to meet a myriad of needs for an
increasing population, serving as a gateway for many seeking education, professional
development, or upgrading of skills. Cohen & Brawer more specifically note the
missions of these institutions as including 1) collegiate studies to prepare students to
transfer to four-year institutions, 2) vocational education to prepare students for jobs, 3)
developmental education to help students develop basic academic skills, and 4) community and multicultural education to serve members of the local area.

There are currently 1,173 community colleges throughout the country, and they served more than 11.8 million students in 2007 (AACC, 2010c). Additionally, they constitute approximately 44% of the undergraduate population (AACC, 2010b). These figures demonstrate the importance of providing an effective and nurturing learning environment. Bumphus and Roueche (2007) assert that this is the responsibility of institutions' faculty, staff, and administrators, and that broadened institutional leadership is essential to spearheading this effort particularly in regards to community college students. There has been a 17% enrollment increase in the community college enrollment since 2007 (Mullin & Phillippe, 2009). Several factors including, but not limited to, the affordability of these institutions' tuition and fees, community outreach and marketing, enrollment limits at four-year institutions, and the economic recession, are likely to contribute to this occurrence (Mullin & Philippe). They offer flexibility in course offerings, admissions, and attendance (Laden, 2001).

Community College Students

According to American Association of Community Colleges (AACC) figures, community colleges serve a wide spectrum of students; 42% are first-generation college students, 16% are single parents, 56% are female, and 40% are between the ages of 22 to 39 (2010b). Hispanics (16%), Blacks (13%), Asians/Pacific Islanders (7%), and Native Americans (1%) account for roughly 36% of the American community college system (AACC, 2010e). Students who attend community colleges vary in academic preparedness; some are underprepared and struggle with placement testing and academic abilities/preparedness while others demonstrate impressive placement testing
and excel in their studies (Hoachlander, Sikora, & Horn, 2003). Additionally, not all of these students are from low-income families, although 46% received some form of financial aid in 2007-2008 (AACC, 2011a, 2011b). An increasing amount of the student population at community colleges is now deciding to attend these institutions by choice, and not by default (AACC, 2010b). Although the community college student population has transitioned, it is important to realize that many still appreciate the affordability, accessibility, and convenience offered by these institutions (AACC, 2010b). These students, however, are not exempt from facing challenges at community colleges, primarily those of retention and transition due to external and internal factors (Miller, Pope, & Steinmann, 2004).

**Black Students at Community Colleges**

Community colleges serve as educational and career entranceways for many minority students; According to the AACC, 45% of students enrolled in community colleges during fall 2008 classified themselves as minorities. Therefore, it is not surprising that 13% of Black students begin their postsecondary careers at community colleges (AACC, 2008). Although the open door policy, convenience, and quality of education contribute to the enrollment of these students, many of these institutions continue to struggle with the retention and transition efforts of this group (Edman & Brazil, 2008). Just as the number of HSIs continues to increase, so does their enrollment of Black students (Benítez & DeAro, 2004). Regardless, Black students encounter difficulties at HSIs just as they do at other institutions.

Moore & Shulock (2010) identify issues involving completion rates and racial gaps among students enrolled within the Los Angeles Community College District (LACCD), known as the largest and one of the most diverse districts within the California
Community College system. LACCD enrolls over 250,000 students annually with Blacks and Latinos accounting for 68% of its student population (Moore & Shulock). This study, which monitored a LACCD cohort for six years, found among other results that only 43% of Black students were retained one year following their first term, 15% of Black students were likely to transfer and were the least to complete a transfer curriculum, and Black students completed degrees at a lower rate than Latino students. These findings correlate with those from other studies confirming that an increase in enrollment figures alone does not lead to institutions reaching their academic goals (Nagaoka, Roderick, & Coco, 2008). Moore & Shulock also find that degree completion is not solely dependent upon the district’s demographic profile and should consider changes to institutional practices at the college level and changes to state and system policy. Therefore, the diversity of those individuals positioned at administrator and decision-making levels is vital to the overall success of our nation’s community college system. These recommendations are relevant not only to institutions within California, which contains a considerable amount of HSIs, but to higher education in general.

Administrator Diversity within Community Colleges

The NCES reports that as of Fall 2007, public two-year colleges employed 27,363 managers/executives and 358,925 faculty (2008d). However, only totals of 19.8% (or 5,375) and 17% (or 57,942) respectively are people of color, representing less than a one-quarter representation for each ethnic/racial category. As stated earlier, the overrepresented emerging majority student population continues to exhibit a low degree completion rate disproportionate to their enrollment (Laden, 2004a), and Swail, Redd, & Perna (2003), and Bumphus & Roueche (2007) attribute this to the underrepresentation of diverse faculty and administrators within community colleges. Smith & Moreno
assert that broadened and diversified institutional leadership is essential to addressing these issues. Two essential aspects of leadership diversity include policy development and campus climate and culture.

**Policy Development.** Diversity in administration expands the scope of policy making within community colleges. Eckel & King (2004) highlight that administrators are ultimately responsible for decision-making within traditional institutional divisions such as academic affairs, student affairs, business/financial operations, auxiliary services, campus facilities, development, and alumni affairs. They make decisions that affect institutions as a whole, including the representation, learning, and working environment of students, faculty, and staff. Therefore, lack of diversity among administrators prevents different or expanded viewpoints, thoughts, and ideas from inclusion within institutions’ decision-making processes (Torres, Howard-Hamilton & Cooper, 2003).

As the diverse student population at community colleges continues to soar, those individuals in place to make decisions and implement policies should increase in numbers and resemblance to the *emerging majority* (Phelps & Taber, 1996; Vaughan, 2004). The majority of current senior-level executive decision makers do not have the same socioeconomic, racial, or ethnic background as the *emerging majority* student group, and their needs, as a result, are often overlooked, unmet, or misinterpreted (Pascarella & Terenzini, 1995). For example, Sullivan (2010) addresses the affordability of community college tuition considering the “high tuition, high cost” funding model that is affecting the student population receiving financial aid (i.e., Pell grants, Work Study, and loans). He adds, “Increases in college tuition have had a depressing effect on enrollment at every level of higher education, but perhaps nowhere more
significant than the community college level” (p.655). This is very disturbing considering that many students of color receive their education at these institutions and depend upon financial assistance (NCES, 2007a); affordability will ultimately affect the enrollment at our two-year institutions. Therefore, community colleges must have diverse administrators in place to make sound decisions that benefit the student population.

Findings from the national initiative, Achieving the Dream, emphasize that the success of community college students is heavily dependent upon institutions’ decision-makers (2006). Diverse administrators often serve as advocates for campus activities, cultural activities, student organizations, and student, staff, and faculty concerns (Smith & Moreno, 2006). Effectively integrating these voices into the community college system is not a simple task, particularly when up against longstanding, traditional, and historical policies, procedures, and rituals; all of their concerns are not easily identifiable, understood, or properly addressed (Kirwan, 2004). Increasing the amount of administrators of color will allow necessary and relevant change to occur in an environment that is still sometimes reluctant to address fully the needs of this growing population. Additionally, they will sometimes need to voice their concerns regarding issues and policies simply based upon their cultural knowledge or personal experience (Hartley, Eckel, & King, 2009). Collaboration between faculty, staff, and administrators is beneficial to institutions as a whole (McGrath, 1998; Page, 2003).

**Campus Climate and Culture.** A diverse administration represents a positive campus climate and culture. Many researchers, faculty, and administrators use or refer to these terms (e.g. climate and culture) interchangeably. While these concepts are similar in
meaning, they represent different views. However, each is essential to creating a nurturing learning and working environment at community colleges. Schein (1996) claims, “The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them” (p.375). His model of five overlapping layers of organizational culture includes, beginning with the outmost layer, (1) geospatial; (2) traditions, myths, and symbols; (3) behavioral patterns and processes; (4) espoused values and beliefs; and (5) mental models and assumptions. Kuh & Whitt (1988) define institutional culture as:

the collective, mutually shaping patterns of norms, value, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus (p.12 - 313).

Diverse administrators contribute to institutional culture accordingly. They not only make decisions that impact the specific areas in which they work, but also the academic lives of students and the working environments of employees.

Since there is no one way of defining campus climate, it is beneficial to identify the context in which the term is used in research. Hurtado, Milem, Clayton-Pederson, & Allen (1999) refer to campus climate as “current perceptions, attitudes, and expectations that define the institution and its members.” Hamilton (2006) categorizes campus climate as the “quantity of students on a given campus who embrace the quality of the experience.” Ultimately, a campus’ climate should be harmonious and respective of other cultures and ethnicities.

Hurtado (2007) posits that the focus of campus climate goes beyond numbers/numerical representation. Hurtado et al. (1999) identify four dimensions of the higher education campus climate:
1. Historical context of inclusion or exclusion (“the broader sociological and historical context detailing when diverse groups were included on campus and the relevant moments that define their experience in becoming full members of the institutional community”)

2. Structural or compositional dimension (“the absolute number of diverse groups that will in many ways determine the context for how they experience the campus”)

3. Psychological dimension (“the extent to which individuals perceive conflict and discrimination on campus, feel somehow singled out because of their background, or perceive institutional support/commitment related to diversity”)

4. Behavioral dimension (“reports of interactions or contact experiences between and among different groups, participation- or lack thereof- in campus programs, traditions, and activities, and full engagement in the various systems of these institutions”)

Administrators of color play a role in developing and maintaining such a climate (Rankin & Reason, 2005). Their presence alone is recognized and acknowledged, and contributes to institutions’ campus climates (Eckel & King, 2004). These administrators exhibit not only to the students, but also to staff, institutions’ acceptance of cultural and ethnic differences. This allows others who are of the same or similar race, culture, or ethnicity a sense of comfort, belonging, and encouragement (Jackson & Phelps, 2004). A diverse administration helps to define campus climate not only by their structural diversity representation, but also by their professional roles and responsibilities. Additionally, a warm campus climate influences students’ retention, graduation rates, and performance (Hurtado, Milem, Clayton-Pederson, & Walker, 1998).

As Lum (2005) reiterates, administrators of color remain severely underrepresented in community colleges. Just as their representation as professionals contributes to defining diversity, their college/campus involvement defines campus climate. When administrators of color participate on college committees, attend college-
related events, and develop a rapport with fellow co-workers, they assist in the defining and improving of campus climate. This allows administrators of color to not only encourage other individuals (students, staff, faculty, and administrators of the same or different race) to enjoy and contribute to the campus climate, but also to assist others in learning about different races, cultures, and ethnicities (Hurtado et al., 1999).

Community colleges are unable to function efficiently and effectively without diverse leadership in place. Just as our emerging majority student population continues to increase, so must our diverse administrator representation. Without this taking place, “democracy’s college” will produce a limited number of graduates of color, and will further imbalance the administrator to student representation within these institutions.

Diversity within community colleges influences the progress, roles, and responsibilities of students, faculty, staff, and administrators.

**Leadership Challenges within Community Colleges**

American community colleges serve more than 11.8 million students, representing 44% of the undergraduate population within the country’s higher education system (AACC, 2010e). They have become institutions of choice for many students, particularly those of color, providing a plethora of educational, professional, and developmental opportunities (Laden, 2004b). According to Benerji (2004), projections indicate that by 2014, 11 states and the District of Columbia will experience a 43% increase in community college enrollment. In turn, community college administrators are responsible for ensuring that provided learning environments are nurturing and productive. This, by no means, is an easy task. Kirwan (2004) asserts that administrators must confront issues of racial and gender historical discrimination, promote overall student development, and support issues of diversity and inclusiveness.
There must be individuals in place that can identify areas that need improvement, relate to the challenges of these matters, and successfully implement change (Perrakis, Campbell, & Antonaros, 2009).

Community colleges are experiencing a major retirement wave. Weisman & Vaughan (2001, 2007) reported that 24% of community college presidents planned to retire between 2006 and 2009, and 50% planned to retire by 2010. The Career and Lifestyle Survey (CLS) of community college presidents, which had 545 respondents, yielded several notable findings: 84% planned to retire between 2006 and 2010; 57% were age 58 or older; and 88% classified themselves as White (Wiseman & Vaughan, 2007). This provides a snapshot of the community college leadership crisis. Boggs (2003) asserts that while categorized as a leadership crisis, the retirement wave is a potential opportunity of career advancement for current or aspiring administrators, particularly those of color.

The United States Census Bureau (2008) reports that people of color will become the majority in 2042, and comprise 54% or 235.7 million of the nation by 2050. As mentioned earlier, community colleges enroll 11.8 million students with a significant representation of Hispanics (16%), Blacks (13%), Asian/Pacific Islanders (7%) and Native Americans (1%); this accounts for approximately 36% of the community college system (AACC, 2010a). While the emerging majority representation clearly reflects within the community college student population, this is not the case among administrators (Fulton-Calkins & Milling, 2005). The NCES (2008a) reports public two-year colleges employ 81,364 managers/executives. However, approximately 18% are people of color.
Diversity is essential to a successful community college administration (Eke, 2009). Eckel & King (2004) assert that change to the existing community college system landscape must come from those who are in position to support such initiatives, and a diverse administration is essential to this process. It should be as prevalent among the community college administration as it is among its student population. This is crucial to the accurate representation of the *emerging majority* student population (Jackson & Phelps, 2004). These students have a myriad of needs that are often times underestimated, unrecognized, and misunderstood by an administration that lacks diversity.

Therefore, increasing the amount of administrators of color will allow necessary and relevant change to rear its head and flourish in an environment that is still sometimes reluctant to address fully the needs of this growing population. Factoring this in with the soaring number of anticipated retirements within community colleges and the shortage of developed leaders, two-year institutions are preparing themselves for the inevitable (Viniar, 2006). Expanding on possible solutions to this leadership gap, especially regarding administrators of color, is essential to addressing this issue.

**Challenges of Black Administrators in Higher Education**

Black higher education administrators face a myriad of challenges in their professional careers. Although this group has made much progress within this field such as increased educational attainment and professional representation, they still encounter obstacles and barriers that hinder their career growth and level of comfort in the higher education system (Jackson, 2001). Many researchers have addressed the challenges of Black administrators particularly at PWIs, and many of them focus on similar issues. However, due to the increase in the overall emerging majority
population, particularly their representation within the higher education system, researchers must now examine their barriers using more focused lenses. Throughout the past three decades, literature has identified a multiplicity of continuous themes that impact Black administrators in higher education. Three resounding premises that, once more closely addressed using more focused lenses, could possibly contribute to better understanding the challenges of Black administrators include engagement, retention, and advancement.

**The History of Blacks in Higher Education**

In 1833, Oberlin College (Ohio) became the first institution to provide open admission to African Americans (Rudolph, 1990; Roebuck & Murty, 1993; Brazzell, 1996). Created to educate freed slaves and their children, Cheyney State Training School (Pennsylvania), now known as Cheyney University, Ashmun Institute (Pennsylvania), now known as Lincoln University, and Wilberforce University (Ohio), have been credited for launching Historically Black Colleges and Universities (HBCUs) (Harper, Patton, & Wooden, 2009). Between 1865 and 1890, there were 200 such private institutions established to meet the educational needs of this population (Anderson, 1988; Drewry & Doerrmann, 2001; Gasman, 2007).

The Morrill Land Grant Act of 1862 plays an important part in the history of U.S. higher education. This Act provided funds and 30,000 acres of land to all states specifically for the establishment of public institutions, and ultimately allowed for the founding of 54 institutions for African Americans (Rudolph, 1990). Although under the second Morrill Land Grant Act of 1890 equitable distribution of funds to African Americans was required, segregation among Black and White land-grant institutions was legalized (Brazzell, 1996; Anderson, 1988; Davis, 1998). Many of the Black land-
grant institutions were subject to mediocre facilities and staff, unlike that of their counterparts (Brazzell, Anderson, Davis). In 1896, the *Plessy v. Ferguson* case brought this concern to the forefront, and the courts ruled that public education could remain separate as long as all funded institutions had equal accommodations and facilities (Anderson, 1988). Yet, some PWIs had admitted and graduated a minimal amount of Black students. However, approximately 90% of all African American degree-holders in the late 1940s had attended HBCUs.

*Brown v. Board of Education* was a milestone case within the history of the United States of America. The resulting landmark decision made in 1954 by the U.S. Supreme Court declared segregation within schools unconstitutional, initiating change within the country’s education system (Brown, 2001). The Civil Rights Act of 1964, signed 10 years following *Brown*, was the driving force behind desegregation (Brown). Not only did this Act prohibit segregation, it also gave the U.S. government grounds to sue and no longer fund any public school that maintained these discriminatory practices. This forced the majority of schools to abolish many traditional, prejudiced practices in order to receive federal funding (Brown). Ultimately, many Blacks were able to gain entrance to PWIs as students and educators.

**The Relevance of Structural Diversity**

Ultimately, the contributions of Blacks in higher education have positively contributed to the structural diversity of colleges and universities within the United States of America. However, it is reasoned that while structural diversity is important, this level alone is insufficient in managing the educational benefits among students (Gurin, Dey, Hurtado, & Gurin, 2002). Jackson & Phelps (2004) assess that structural diversity is necessary to promote diversity among faculty as well as positive learning
outcomes for students of color. Jackson (2002) argues that the importance of increasing structural diversity among administrators and decision makers is often times overlooked and underestimated. He stresses that while there are a significant number of White administrators at HBCUs, there are considerably fewer administrators of color at PWIs. In addition, he notes that administrators of color had assumed roles developed “in the spirit of affirmative action,” and were limited in their advancement potential within PWIs. Unfortunately, there is limited research that addresses the importance of structural diversity in community colleges.

Theoretical Framework

Kerlinger (1979) defines theory as “a set of interrelated constructs, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining natural phenomena” (p. 64). The concepts of a study should appropriately correlate with a researcher’s selected theoretical framework, allowing more pragmatic and germane results (Brand, 2005). Theoretical frameworks, which must be specific and well thought out, are essential to guiding one’s research and combating preconceived notions (Creswell, 2007). The conceptual frameworks utilized in this study include the representative bureaucracy and expectancy theories.

Representative Bureaucracy Theory

J. Donald Kingsley (1944) introduced the concept of representative bureaucracy. He contended that the shared middle-class economic orientation between the British civil service and the dominant political party is what led to the effective implementation of policies within Great Brittan during World War II (Pitts, 2007). He further asserted that similarities in values and norms contributed to the likelihood of bureaucratic workers
agreeing with and implementing the types of ideas and policies of those in elected offices (Pitts). Representative bureaucracy is a fundamental topic of public administration research. Meier & Nigro (1976) acknowledge that the principle of representative bureaucracy is that:

the fundamental axiom/proposition underlying the concept of representative bureaucracy is: if the attitudes of administrators are similar to the attitudes held by the general public, the decisions administrators will make will in general be responsive to the desires of the public (p.458).

Representative bureaucracy has expanded over time into a fully developed theory maintaining that demographic composition of a bureaucracy should mirror the demographic composition of the public (Riccucci & Saidel, 1997). Mosher (1982) more precisely defines the theory by including and differentiating two types of representation—passive and active. While passive representation refers to the extent of demographic proportional representation among leaders and constituents (Meier & Bohte, 2001), active representation, refers to the extent of leaders initiating programs or developing policies and procedures on behalf of a particular constituent group (Meier, 1993). Riccucci & Saidel more specifically state that passive representation is “where the bureaucracy has the same demographic origin as the population it serves,” and that active representation is “where bureaucrats act on behalf of their counterparts in the general population” (p.423). Although Meier states that many studies involving representation are passive focused, he acknowledges that passive representation links to active representation when (1) the demographic characteristic is highly salient, such as race; (2) individual bureaucrats have discretion to act; and (3) bureaucratic policy decisions are directly relevant to the passively represented characteristic.
While the representative bureaucracy theory is widely referred to within the public administration field, it is relevant to additional areas and applicable in many different ways. Many education scholars are using this theory in examining the representation of faculty and administrators within our institutions of higher education. Flowers (2003) uses this theory in conducting an exploratory study that examines the representation of African American student affairs administrators in postsecondary institutions. He examines their representation from both perspectives—passive and active. First, its passive angle highlights the proportionality of African American student affairs administrators to African American students enrolled in colleges and universities. Secondly, its active angle affirms that the diversity of student affairs leaders could influence the types of programs offered at institutions and ultimately affect the educational outcomes for African American students. This study applies the representative bureaucracy theory to explore how the specific experiences of Black administrators at two-year HSIs within the state of Florida relate to their influence on the selection or implementation of policies, programs, and procedures beneficial to their constituent groups (i.e. active) and to explore the decision-making experiences of Black administrators at these institutions that are relevant to the passively represented characteristics.

**Expectancy Theory**

Vroom’s expectancy theory (1964) is a motivation theory that provides a rationale for how individual perceptions and values are likely to shape one’s behavior or attitude. It is widely utilized in studies regarding organizational behavior. It is more likely to apply to research that links effort with outcome as opposed to internal needs with effort. More specifically, the expectancy theory explores why an employee selects a particular path
or course of action. Vroom bases an employee’s performance upon factors such as personality, skills, knowledge, experience, and abilities. This stemmed from Vroom’s claim that effort will lead to performance will lead to outcome (E→P→O).

The expectancy theory surmises that there are four concepts that contribute to the motivation needed to meet goals. First, there must be a positive correlation between efforts and performance. Secondly, favorable performance will result in a desirable reward. Next, the reward will satisfy an important need. Finally, the desire to satisfy the need is strong enough to make the effort worthwhile.

Credited with providing a basic paradigm for understanding and explaining work motivation, Vroom bases the expectancy theory upon three constructs that guide behavior:

1. valence- all possible affective orientations toward outcomes;
2. expectancy- a subjective probability of an action or effort leading to an outcome or performance;
3. instrumentality- an outcome-outcome association.

Van Eerde & Thierry (1996) note the interpretations of these elements as “the importance, attractiveness, desirability, or anticipated satisfaction with outcomes” (valence), “the subjective probability that effort leads to the outcome of performance or second-level outcome” (expectancy); and “not only as a relationship between an outcome and another outcome, but also as a probability to obtain an outcome” (instrumentality). This study applies Vroom’s expectancy theory to explore how the specific experiences of Black administrators at two-year HSIs within the state of Florida effect their motivation and decisions to retain and advance their careers at these institutions.
Conclusion

Administrator diversity plays an essential role in higher education. The changing demographics of the general U.S. population are also reflective in our country’s colleges and universities, particularly community colleges. While most emerging majority students begin their postsecondary careers at community colleges, the representation of administrators of color at these institutions is lacking in comparison. Higher education literature must expand to include research to address this reality from non-traditional perspectives. This will assist in ensuring that administrators of all ethnicities contribute to the overall growth and development of our nation’s future leaders as well as our higher education system.
CHAPTER 3
DESIGN AND METHODOLOGY

Overall Approach and Rationale

This study applies qualitative methodology in exploring the experiences of Black administrators at two-year Hispanic-serving institutions (HSIs). Sofaer (1999) asserts that methodology of this type contributes to research and inquiries involving developmental and historical processes within institutions, communities, and markets. Qualitative and quantitative methodologies represent opposing paradigms or world views, all of which are intended to represent the ways in which humans understand or interpret the world (Willis, 2007). Hara (1995) finds that qualitative researchers expand upon their personal viewpoints, while quantitative researchers pursue facts through recognizing trends and statistics. Qualitative research complements the most rigorous quantitative research and represents a legitimate mode of social and human science exploration (Creswell, 2007). Bitsch (2005) affirms that the qualitative research approach may be utilized to address a multiplicity of issues and concerns.

Qualitative research approaches, including grounded theory, are suited to tackle a wide range of problems. Qualitative methods can be used to better understand the details of phenomena which are difficult to address with quantitative methods. Their application is not limited to discovery, but includes qualification and correction of existing theories (p.89).

Rossman & Rallis (1998) provide specific characteristics of qualitative research that include (a) it is naturalistic, (b) it is emergent, (c) it is evolving, (d) it is interpretive, and (e) it draws on multiple methods that respect the humanity of participants in the study.

The purpose of this study is to explore issues relating to retaining Black administrators at two-year HSIs in the state of Florida. The use of qualitative
methodology also uncovers relevant secondary issues that provide additional insight into understanding their work experiences and how they function at HSIs, some of which include their work demands, work-role conflicts, level of empowerment, career paths and goals, retention, and adaptation to institutional climate and culture. The findings, ultimately, are not only helpful to assisting and learning about the experiences of Black administrators at HSIs, but also to Black administrators within higher education in general. Moreover, qualitative inquiry provides exposure and clarity to these phenomena. A quantitative approach, on the other hand, could possibly overlook the uniqueness of the participants involved in this research (Creswell, 2007).

Patton (2002) specifies that thick, rich description is fundamental to qualitative analysis and reporting. Readers tend to become intimately involved with studies when they are detailed and concrete. Additionally, a “good description takes the reader into the setting being described” (p. 437). This study involves in-depth, open-ended interviews, allowing administrators of African descent at HSIs to share their personal stories from their individual perspectives. The shared experiences among the study’s participants are narrative in description, and readers, in turn, are able to become a part of their world.

Patton (2002) maintains that shared life experiences are the foundation of phenomena. This study explores the “lived experiences” of Black administrators at HSIs. Hence, the phenomenological approach is applied to examine the research question.

Phenomenology asks for the very nature of a phenomenon, for that which makes a some-“thing” what it is- and without which it would not be what it is (Van Manen, 1990, p.10).
The intent of phenomenology is to understand the phenomena being studied (Klenke, 2008). There are various forms of phenomenology. However, Creswell (2007) distinguishes two specifically-hermeneutic (Van Manen) and empirical, transcendental, or psychological (Moustakas, 1994). While Van Manen describes hermeneutic phenomenology research as involving lived experiences and interpretation of life, Moustakas views transcendental or psychological phenomenology as involving less of researchers' interpretations and more on the experiences of participants (Creswell). Moustakas also focuses on the concept of *epoche* or “Bracketing,” which encourages researchers to have a fresh perspective or outlook on a phenomenon by setting aside their personal experiences as much as possible.

Creswell (2007) encourages novice researchers to analyze data utilizing the transcendental or psychological phenomenology approach to provide a more structured approach than that of the hermeneutic phenomenology. Additionally, this includes systematic steps in the data analysis procedure as well as guidelines for assembling the textual and structural descriptions (Creswell). There are eight major steps in this process:

1. The researcher determines if the phenomenological approach best examines the applicable research problem.

2. There is a phenomenon of interest to study.

3. The researcher recognizes and specifies the broad philosophical assumptions of phenomenology.

4. Collected data are from the individuals who have experienced the phenomena.

5. The researcher asks participants two broadly general questions: *What have you experienced in terms of the phenomena?* *What contacts or situations have typically influenced or affected your experiences of the phenomena?*
6. The researcher conducts a phenomenological data analysis. This includes horizontalization (i.e., building on data from first and second questions, reviewing remaining data, and highlighting significant statements, sentences, or quotes that provide an understanding of how participants experienced the phenomenon) and developing clusters of meaning (i.e., fostering significant statements into themes).

7. The researcher uses clusters of meaning to write a textural description (i.e., a description of what the participants experienced) and imaginative variation or structural description (i.e., a description of the context or setting that influence how the participants experienced the phenomena). This also includes researchers writing about their own experiences and the context and situations that have influenced their experiences.

8. From the structural and textural descriptions, the researcher then writes the essential, invariant structure (or essence) (i.e., a composite description that represents the “essence” of the phenomenon).

The following subsections- Role of Researcher, Data Collection, Site Selection, Participant Selection and Access, Confidentiality and Informed Consent, and Validity of Data- provide further details of the study’s approach.

Role of Researcher

While there is a significant amount of research that focuses on the experiences of Black administrators at predominantly White institutions (PWIs), there is limited research that addresses their experiences at MSIs. As the researcher of this study, I attempted to explore and expose the work experiences of Black administrators at HSIs, ultimately revealing what may be unknown, underestimated, or misunderstood regarding this group. I have a personal interest in this study because of not only my race, ethnicity, and Afrocentricity, but also because I serve in an administrative capacity at one of the nation’s largest and most recognized two-year HSIs. These factors contribute to solidifying not only researcher-participant commonality, but also participant-participant commonality. Additionally, they assist me in establishing rapport and developing trust with and among the participants. This possibly plays a part in the
level of comfort and transparency displayed by the participants throughout the course of the study.

Moreover, I chose to research this topic due to my passion for recognizing and acting upon the need for change. When I initially began my doctoral journey, I firmly believed that my dissertation topic would involve the underrepresentation of Black male students in higher education. However, in approximately my second year of doctoral studies, I began to identify and acknowledge challenges and other inequities that were unique to fellow Black administrators at my institution of employment. This caused me to consider the source of the inadequacies that existed in our higher education system instead of just the results. I determined that the shortage of Black administrators at this particular HSI contributed to not only the underrepresentation of Black male students, but it also created additional barriers within the institution not just among student, but also among administrators, faculty, and staff. Additionally, I did not consider it coincidental that the majority of my fellow Black administrators shared similar concerns and stories. Whereas my passion for underrepresented Black male students has not dissipated, these discoveries have nurtured my interest in exploring the experiences of Black administrators at HSIs.

There is still much to discover and analyze regarding this phenomenon, and this study is critical to the process. Although I can relate to many experiences of the participants, I am not familiar with all aspects. I play a dual role by maintaining my identity and relevancy as a Black administrator at a two-year HSI as well as conducting myself as an objective researcher who is investigating the experiences of Black administrators at two-year HSIs; I am a researcher as well as a learner. Not only does
this enhance the importance of my current administrative position, but also my future professional aspirations. Essentially, particularly since HSIs are the fastest growing higher educational institutions in the country, these findings should encourage similar work that will contribute to existing research involving higher education administrators of African descent.

Data Collection Methods

Qualitative methodology involves three types of data collection: in-depth interviews, direct observation, and written documents (Patton, 2002). Researchers primarily select their methods based upon what they aim to achieve through their studies. Patton (1987) finds that data collection options depend on answers to five questions:

1. Who is the information for and who will use the findings of the evaluation?
2. What kinds of information are needed?
3. How is the information to be used? For what purposes is evaluation being done?
4. When is the information needed?
5. What resources are available to conduct the evaluation?

In-depth interviews include open-ended questions and probes that result in detailed responses about individuals’ “experiences, perceptions, opinions, feelings, and knowledge”; direct observation involves fieldwork that includes descriptions of individual’s “activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience”; and written documents include written materials from “organizational, clinical, or programs records, memoranda and correspondence, official publications and reports, personal diaries, letters, artistic works, photographs, and memorabilia, and written responses to open-ended surveys” (Patton, 2002).
In-depth interviews are the method of data collection applied in this study. The open-ended questions not only allow me, as researcher, to pose questions to participants, but they also allow participants unlimited, unrestricted opportunity to share their experiences (Patton, 2002). The data collection methods of direct observation and written material would limit the information regarding exploring the experiences of Black administrators at two-year HSIs because these methods are less likely to result in participants’ providing their personal narratives and shared experiences. Multiple data collection procedures are not applied in this study due to the phenomena addressed. The need for personal narratives is important to this study’s overall data analysis.

Patton (2002) identifies three approaches of interviews. First, the informal conversational interview involves researchers spontaneously generating questions during the “natural flow of an interaction.” Secondly, the general interview guide approach refers to researchers outlining issues that will serve as a “basic checklist” during interviews with participants to ensure that necessary topics are covered. Lastly, the standardized open-ended interview includes questions that are carefully worded and strategically arranged, and each participant is sequentially and intentionally asked the same types of questions. The standardized open-ended interview approach is used in this study. This approach is selected primarily due to three of four reasons also identified by Patton:

1. The exact instrumentation (i.e., interview questions) used in the study may be inspected by those who will use the findings of the study.

2. The organization of the interview allows for the participants’ time to be used efficiently.

3. The ease of locating and comparing responses assist with the overall findings/analysis process.
The general framework of the interview questions includes the foci of experience/behavior (explores what a person does or has done), opinions/values (explores the cognitive and interpretive process of individuals), feelings/emotions (explores the responses of people to their experiences and thoughts), knowledge (explores what an individual knows), and background (explores characteristics of persons interviewed) (Patton, 2002). The interview questions are formatted accordingly (Appendix A). Additionally, the interview questions are sequenced in a manner that will promote richer, thicker descriptions and narratives from study participants because “asking questions is an art” (Payne, 1951).

Prior to interviewing participants, they first received information detailing the study’s intent, its risks and benefits, potential use of results, and confidentiality provisions. I informed them that their participation was strictly voluntary and involved no form of monetary compensation. After they signed the study’s approved University of Florida Institutional Review Board human research consent form (Appendix B), the interview process began. In an attempt to make the interviews as convenient and intimate as possible, I offered to travel to each study participant’s institution. Two of the participants selected face-to-face interviews while two preferred telephone interviews. I conducted the face-to-face interviews in locations and at times that they found convenient and comfortable. Each interview lasted between 45 and 90 minutes, was digitally and manually recorded, and professionally transcribed verbatim.

I followed up with the participants during the course of the study. I spoke with them to receive clarification on comments made during the interview, and retrieve supplemental, relevant information. Additionally, I provided them with marked copies of
their respective transcriptions. They were able to see the removal and changing of identifiable and potentially identifiable information such as highly sensitive work experiences, names, and exclusive position titles. We communicated regarding the accuracy of the transcription, and they were given the opportunity to remove any information that they did not want included in the study.

**Site Selection**

Site selection is a critical part of qualitative research. Bodgan & Biklen (2007) note that when identifying a particular site for research, it is not only essential to consider the location in which the phenomenon or topic of study exists, but also pragmatic concerns such as ease of access, distance, and timing (i.e., times and seasons). They discourage researchers from selecting their workplaces as site selections as this could present challenges in, but not limited to, distinguishing one’s role in the work place and as a researcher. Lofland & Lofland (1995) identify three concerns in site selection—appropriateness of site to topic of interest, access issues, and ethics (i.e., *Should a particular site or group be studies by anyone? If yes, then should this particular researcher conduct the study?*). Study participants include Black administrators selected from a reputable multi-campus two-year HSI within the state of Florida. Points from Bodgan & Biklen and Lofland & Lofland assist in selecting a site for this phenomenological study. I select Florida primarily due to (1) population diversity, (2) transition of institutions, and (3) feasibility.

First, the U.S. Census (2010) identifies Florida as having the nation’s third largest Latino/a population (4.2 million residents), and also as having a diverse Hispanic population, including an increase of Central and South Americans in comparison to the 2000 Census. Additionally, coupled with the fact that 57% of African Americans now live
in the Southern region of the country (Frey, 2010; Yen, 2011) in comparison to 54% approximately one decade ago (U.S. Census, 2000), the U.S. Census (2010) identifies Florida as having the nation’s second largest African American population alone (2.9 million residents), and a 7.9 million minority population. Secondly, Santiago & Andrade (2010) confirm that there are many emerging HSIs; although some institutions have not yet reached a documented 25% full-time equivalent undergraduate Hispanic student enrollment, many are within the range of 15 to 24%, soon to become official HSIs. According to a 2006-2007 list of emerging HSIs (Table 3-1), Florida was in the top five with 13 institutions on the verge of making this critical transition (Santiago, 2008), and 11 institutions within Florida were identified as HSIs (Table 3-2). Additionally, the NCES (2009) reports Florida as having 56 undergraduate and graduate degree-granting institutions (Table 3-3) that enroll, graduate, and serve large portions of Hispanic students, with 11 identifying as HSIs in 2006-2007 (Santiago). As the Hispanic population continues to grow, many institutions not originally designed as HSIs are transitioning to HSIs. Finally, residing and working in the state of Florida provides more feasibility, convenience, and access in conducting the fieldwork necessary for this study.

There are 28 institutions within the Florida College System (FCS) (Florida Department of Education, 2011). Interestingly, federal guidelines qualify only three of them as being HSIs (Table 3-4). While approximately 58% of Hispanics in 2000 began their postsecondary education at community colleges, 81% of all freshmen and sophomore minority students enrolled in public higher education in Florida will likely attend one of the institutions within the FCS (NCES, 2002; Fry, 2002; Kurlaender, 2006;
Florida Department of Education, 2005). As a result, two-year institutions are crucial to the FCS. Not only do HSIs already exist within the state, but there are also those that are emerging resulting from Hispanic enrollment growth. This study, then, selects from the existing two-year HSIs within the FCS to explore the experiences of Black administrators to understand and identify existing and potential issues within higher education.

The three existing two-year HSIs at the time of this study are Broward College (formerly Broward Community College), Miami Dade College (formerly Miami Dade Community College), and Valencia College (formerly Valencia Community College). Therefore, these are the only potential sites for this study. As per the recommendation of Bogdan & Biklen (2007), I have decided not to include Miami Dade College as one of my study sites.

While Valencia College and Broward College have FTE 2009-2010 Hispanic student populations that exceed that of 25% (approximately 29% and 32%, respectively), they also have diverse student and administrator populations. Interestingly, the information included in the 2009-2010 Florida Education Equity Reports for both of these institutions is very revealing particularly regarding Blacks, Hispanics, and females across the three job categories of executive/administrator/managerial, faculty, and faculty/continuing contract (Florida Department of Education, 2010a, 2010b). The Broward College Florida Education Equity Report confirms that they are “making progress” in recruiting females and minorities for these three job categories, “will continue to strive in this regards to increase” their employment accordingly, and acknowledge that they set no 2008-2009
employment goals to meet in 2009-2010. Valencia College’s Florida Education Equity Report acknowledges that there were no 2008-2009 goals to increase executive/administrator/managerial representation for females and minorities, but notes being unsuccessful in meeting their goals of increasing Hispanic and Other representation in the faculty categories. Yet, the report acknowledges “no gaps” in comparisons to Census benchmark data in all three categories. The selection of these state institutions allows for the examination of the experiences of Black administrators at two-year HSIs in central and southern Florida, two areas that have seen extensive growth in the Hispanic population, greatly contributing to the number of existing and emerging institutions of this type.

**Participant Selection and Access**

Sagaria notes that student, academic, and administrative affairs are the three major divisions of governance within our nation’s higher education institutions (1988). Each one is fundamental to the functioning of colleges and universities. As defined earlier in Chapter 2, administrators are individuals who serve in managerial capacities, having line or staff functions in these specific areas to ensure the smooth operation of our institutions. Administrator positions within these divisions respectively include, but are not limited to, Dean of Students, Director of Financial Aid, and Vice-President for Student Affairs; Dean of Academic Affairs, Provost, and Department Chairs; and Administrative Dean, Director of Security, and Associate Vice-President of Facilities (Cohen & Brawer, 2008; Jackson, 2001). This study includes administrators from student and academic affairs primarily because of their close, direct involvement with students and faculty.
In communicating with the FLDOE as well as the Institutional Research and Equal Employment Offices at Broward and Valencia Colleges, I first confirmed the percentage of Black administrators at these specific institutions. Secondly and more specifically, I contacted officials at each of these participating institutions to obtain a listing of Black administrators within the divisions of Student and Academic Affairs. I requested this information electronically from various College Officials, and they graciously responded accordingly. This served the two-fold purpose of directly (1) obtaining the names and e-mail addresses of the Black administrators and (2) identifying the number of Black administrators and their years of service within the specific divisions within the identified institutions. I then e-mailed invitations to potential study participants who held administrator roles (with line or staff functions) for a minimum of three years within the division of Student or Academic Affairs (Appendix C). I made follow-up telephone calls to ensure receipt of invitations and allow potential study participants to ask me any questions. The first two respondents from each relevant division from Broward and Valencia Colleges were selected, resulting in four participants overall. The specifics of study participants included male and female administrators of African descent that held line and staff positions and served in administrator capacities for a minimum of three years at HSIs.

Overall, in examining the number of potential study participants obtained from Broward and Valencia Colleges as well as the Black managerial and non-managerial representation obtained from these institutions' Florida Educational Equity Act Report, there is a lack of Black administrator representation within the Student and Academic Affairs divisions. Table 3-5 details the representation of Black Administrators within
Student and Academic Affairs divisions at the participating institutions. Table 3-6 details the representation of Blacks in executive/administrative and clerical/secretarial positions at Broward and Valencia Colleges. The minimal representation of Black administrators within Student and Academic Affairs divisions and the imbalance of Blacks in executive/administrative and clerical/secretarial positions at these institutions acknowledge the underrepresentation of administrators of African descent at HSIs within Florida. The enthusiasm and eagerness shown by study participants provide a better understanding of the experiences of Black administrators at these institutions as well as how they relate to administrators of color within higher education in general.

Confidentiality and Informed Consent

Patton (2002) identifies confidentiality and informed consent as being two ethical challenges in qualitative interviewing. Study participants received opening statements in advance of and during interviews. The following issues addressed, also derived from Patton, included (1) What is the purpose of collecting the information?, (2) Who is the information for? How will it be used?, (3) What will be asked in the interview?, (4) How will responses be handled, including confidentiality?, and (5) What risks and/or benefits are involved for person being interviewed?. The Ethical Issues Checklist provides room for additional exploration regarding these topics: explaining purpose, promises and reciprocity, risk assessment, confidentiality, informed consent, data access and ownership, interviewer mental health, advice, data collection boundaries, and ethical versus legal (Patton). The combination of the questions and checklist assisted tremendously in ensuring that I, as the interviewer, exercised unquestionable professionalism throughout the entire study.
Prior to the study, each participant received an informed consent form that detailed every item on the Ethical Issues Checklist. Additionally, at the beginning of each interview, participants signed their individual informed consent forms in my presence or scanned and e-mailed them to me prior to their scheduled interview providing me with official researcher privileges. They also had the opportunity to ask me any questions regarding the information provided. All electronically generated data files were stored on a personal, password-protected personal laptop kept regularly in my possession. The digital tape recordings, conventional cassette tape recordings, and manual interview transcripts were stored in a combination briefcase in an undisclosed location. Additionally, back-up copies of all recordings and electronic data were stored on a personal USB, an external hard drive, and in an electronic data storage account. The USB and external hard drive were stored in the combination briefcase referred to earlier, while the electronic storage account remained password protected and only accessible by interviewer. Participants’ names, exact job titles, and respective institutions remained confidential specifically when coding personally identifiable information. Gender-appropriate pseudonyms derived from names of deceased Black educators in American history protected the identity of study participants, and selected generic names protected the identity of their respective institutions. The coding scheme allowed cross-reference between actual participant names and pseudonyms assigned, and as the researcher, only I had familiarity with its specifics. All data (electronic and non-electronic) will remain in a secure, undisclosed location for one year following study completion.
Validity and Reliability of Data

Trustworthiness and authenticity are vital aspects of validity and reliability (Lincoln & Guba, 1985; Erlandson, Harris, Skipper, & Allen, 1993). Stufflebeam & Shinkfield (2007) confirm validity “resides not in any instrument or procedure but in their use in generating inferences and conclusions in a particular study” (p.718). Additionally, they stress that reliability involves “information that is free from internal contradictions and when repeated information collection episodes yield, as expected, the same answers” (p. 712). Creswell (2003) encourages researchers to consider perspectives of Merriam (1988) and Miles & Huberman (1984):

1. Describe the internal validity (accuracy of the information and whether it matches reality) of the study.

2. Discuss the external validity (limited, generalizability of findings) from the study.

3. Discuss the limitations of reliability (replication of results) of the study.

This study includes points that verify these three aspects. First, to ensure internal validity, I applied data triangulation (Denzin, 1978) and member checking. I examined the consistency of study participants (i.e., data sources) using the same methodology (i.e., interviews); I interviewed them at different points in time and in different settings, and I compared their viewpoints and made observations accordingly. I communicated regularly with study participants to confirm the accuracy of their interview transcriptions and ask them for clarification on inaudible words or phrases. Their participation allowed them the opportunity to avoid any type of unintentional misrepresentation or discrepancies, and make necessary minor modifications. In addition, I voluntarily provided them copies of their final transcriptions.
Next, to ensure *external validity*, I used rich, thick, detailed data descriptions (Merriam, 1988). Each interview provided detail and allowed the sharing of individual voices and experiences of the purposeful sample used in this study- four Black administrators at two HSIs within the state of Florida. There is categorization, however, in the underlying themes of the study. Finally, to ensure *reliability*, I relied on two specific techniques. While one involved providing detailed, relevant information in specific sections identified earlier in Chapter 3- *Role of Researcher, Data Collection Methods, Site Selection, and Participant Selection and Access*- the other involved exercising data triangulation, also known as triangulation of sources, as mentioned earlier regarding *internal validity*.

**Conclusion**

Overall, the purpose of this study was to explore issues relating to retaining Black administrators at two-year HSIs in the state of Florida. It also uncovered relevant secondary issues that provide additional insight into understanding their work experiences and how they function at HSIs. This study’s phenomenological, qualitative design employed in-depth interviews as the method of data collection. The open-ended questions not only allowed me, as researcher to pose questions to participants, but they also allowed participants unlimited, unrestricted opportunity to share their experiences, ultimately resulting in thick, rich narratives. These valid and reliable findings are not only helpful to assisting and learning about the experiences of Black administrators at HSIs, but also to Black administrators within other higher education sectors.
CHAPTER 4
FINDINGS

Data Analysis

This phenomenological qualitative study serves a two-fold purpose. Primarily, it is to explore issues relating to retaining Black administrators at two-year HSIs in the state of Florida. Secondly, it is to understand their work experiences in an attempt to provide insight regarding how they function at HSIs. Four Black administrators at HSIs in Florida participated in interviews conducted specifically for this study. All interviews were conducted in confidentiality, and the names of interviewees are withheld by mutual agreement. In applying the phenomenological data analysis procedure, specifically Moustakas’ transcendental phenomenological model, five themes and 10 corresponding categories emerged from this study.

This study follows the systematic steps included in Moustakas’ transcendental phenomenological model: epoche, phenomenological reduction, imaginative variation, and synthesis of texture and structure. This model provides a more structured approach to the data collection findings (Creswell, 2007). One of the many ways in which Moustakas (1994) refers to the ongoing process of epoche is:

the everyday understandings, judgments, and knowings are set aside, and the phenomena are revisited, visually, naively, in a wide-open sense, from the vantage point of a pure or transcendental ego (p. 33).

Phenomenological reduction is when a researcher “brackets out the world and presuppositions to identify the data in pure form, uncontaminated by extraneous intrusions” (Patton, 2002, p.485). Imaginative variation involves horizontalization, which ultimately results in the identification of invariant themes (Patton, 2002). Each theme is then texturally portrayed, “an abstraction of the experience that provides content and
illustration, but not yet essence” (p. 486), and structurally described, “a way of understanding how the co-researchers as a group experience what they experience” (p. 486). Synthesis of texture and structure require “an integration of the composite textual and composite structural descriptions, providing a synthesis of the meanings and essences of the experience” (Moustakas, 1994, p. 144).

The data analysis process remained constant during the course of this study, both during and after the data collection phase. Following each of the four interviews and prior to their professional transcribing, I made additional interviewer notes by listening to segments of each recorded session and noting new and recollected thoughts and ideas. Immediately following each interview, I sent respective MP3 files to a carefully selected professional for expedited, verbatim transcription. As I received the resulting transcriptions, I reviewed them for further understanding and accuracy. Coding each transcript upon receipt assisted me in maintaining the ongoing data analysis process. Taxonomy was essential to the organization, documentation, and comparison of codes. I continuously reviewed all four transcripts and their respective codes for common, repetitive, and exclusive patterns, categories, and themes.

More specifically, in following Moustakas’ transcendental phenomenological model, exercising epoche allowed me to consider phenomena without bias or prior knowledge. Epoche is not a “single fixed event,” but rather an “ongoing analytical process” that is essential to phenomenology, reinforcing a “phenomenological attitude shift” (Patton, 2002). This meant that as an African American administrator at an HSI, I had to refrain from impartial thinking (i.e., personal experiences, thoughts and feelings, and relevant knowledge) throughout the entire study. Yet, I felt psychologically
empowered and more oriented to my role as a researcher as well as an administrator grounded on the four cognitions of meaning, competence, self-determination, and impact (Spreitzer, 1995). Bracketing, a major part of phenomenological reduction, requires unbiased, meticulous interpretation of studied phenomena. The coding process assisted me in following the steps of bracketing (Denzin, 1989): (1) identifying key phrases and statements; (2) interpreting their meanings; (3) connecting the meanings to the study’s phenomenon; and (4) creating provisional statements or definitions of these meanings.

I then equally examined or “horizontalized” the data by using taxonomy, which allowed me to organize, document, and compare data and develop clusters of meaning. This resulted in the elimination of “irrelevant, repetitive, and overlapping data” and the identification of invariant themes (Patton, 2002). Through imaginative variation, I considered these themes from different angles and then further enhanced each one. After reviewing them texturally (i.e., on the surface) and structurally (i.e., beneath the surface), I synthesized or combined these descriptions to establish the essential, essence of the phenomena studied. The five themes established from this study include (1) change agents, (2) intentionally inclusive values, (3) intrinsic motivation for professional excellence, (4) positive work environment, and (5) importance of advocacy.

Chapter 4 includes six sections. Sections one and two allow readers to learn about and identify with study participants and institution. Section three discusses thematic and saliency analyses. Sections four through eight explore the experiences of these Black administrators by detailing and discussing the individual themes established within this study and providing thematic relevance.
Study Participant Profiles

**Carter.** A Black male upper-level administrator at Motivational College, Carter, not born in the United States of America, possesses an earned Ph.D., and has 26 years of experience in higher education. He is not actively seeking career advancement at his current institution, but does not rule this out as a possibility in the future. Additionally, he has considered education-related entrepreneurial ventures.

**Franklin.** Franklin, an African American upper-level administrator at Inspirational College, possesses 31 years of experience in higher education. In addition to an earned master’s degree, he has supplemental graduate credits and has considered pursuing his doctorate. He is not seeking further advancement at his institution, but is considering entrepreneurial ventures in the near future to address the lack of knowledge within the community of color regarding navigating the higher education system.

**Mary.** An African American upper-level administrator at Inspirational College, Mary began her career in secondary education, but later transitioned to higher education. She has 41 years of experience in higher education, possesses an earned master’s degree, and is ABD (“all but dissertation”) to Ph.D. completion. She is not seeking further advancement in higher education, but is considering secondary educational and non-educational entrepreneurial ventures upon retirement.

**Marva.** Marva is an African American executive-level administrator at Motivational College. Her experience includes upper and executive-level administrative experience in higher education at minority and non-minority serving institutions as well as secondary education and entrepreneurial ventures within and outside of Florida. She holds 31 years of experience in higher education, possesses a master’s degree, and is aspiring further advancement within higher education.
Institutional Profiles

Inspirational College. Inspirational College is a two-year HSI within the state of Florida that has a long-standing reputation of providing impressive institutional support and maintaining a warm and welcoming institutional culture among its students, faculty, staff, and administrators. While there have been several changes in this institution’s executive administration over the course of the past few decades, Inspirational practices interactional justice and strongly advocates diversity and change.

Motivational College. Motivational College is a reputable two-year HSI within the state of Florida that has a track record of promoting learning, development, and diversity among not only its students, but also faculty, staff, and administration. Regardless of the change in executive administration that has occurred over the years, Motivational has a history of practicing interactional justice, sustaining a progressive and acceptant institutional culture as well as providing notable institutional support.

Thematic and Saliency Analyses

According to Buetow (2010), thematic analysis, a primary method widely used by qualitative researchers, “attempts in general to reveal core consistencies and meanings in a text by identifying and analyzing themes, which are large, abstract categories of meaningful data segments” (p. 123). However, many researchers have questioned the importance of themes simply based upon the recurrence of codes (Braun & Clarke, 2006). As a result, many researchers have begun using saliency analysis in identifying and recognizing themes within studies. Saliency analysis “highlights which units of meaning are salient at the data surface (primary salience) while also exposing the salience of latent messages (secondary salience)” (p.123). It ultimately refines thematic analysis by considering both the recurrence and importance of individual codes.
The themes in this study were identified using saliency analysis as opposed to thematic analysis, to provide an overall deeper meaning and essence of findings. The themes are, therefore, listed accordingly hereafter.

**Change Agents**

Study participants viewed themselves as change agents. They had a history of identifying areas within their respective institutions in need of progress or advancement in their respective institutions and acting accordingly to address them. Their personal experiences fell under the categories of (a) maintaining institutional diversity, (b) taking advantage of professional growth opportunities, and (c) contributing to the growth and reputation of their respective institutions. Still, their experiences varied based on category and approach. This study reveals that the change agent theme is common among these Black administrators at HSIs. Additionally, they served as change agents within their individual spheres of influence, not simply on an institutional level.

Marva portrayed herself as one to identify and openly address diversity issues on behalf of students, faculty, and staff. She expressed her outlook on initiating and implementing vital change.

Marva. We have an opportunity to address the long graduation rates of all students as well as disaggregate those graduation rates of Hispanics and African American students. An institution that is not sensitive to those disaggregated cultures outside of the general culture or demographics outside of the entire student population may not be at that attention if a minority administrator were not sitting in the seat. I don’t believe that Motivation College would have called attention to the low persistence rate of African American and Hispanic students had I not been sitting in this seat. As a result of me sitting in this seat, now the community knows that this is not a population that you can dump in with everybody else and, and you’ve got to read the national research that says that it does require additional attention across all sectors of the college and make people aware of it. To tell you the truth, when I first brought it up those of our staff and faculty asked me, ‘Why are you segregating? Why are you doing that? All the other students are important, too! Why do they need special attention?’ I asked them have they read any national research, and obviously they had not. I
brought that research to the institution, to this college, and made sure that they knew and made sure that we educated our students about that research so they understood the factors that are perceived to be hindering in their persistence rates. Now we have students who understand the research and are working with other students to make sure that they are not a statistic. It’s powerful.

Interview with study participant, September 2011.

Marva confidently and eagerly brought issues to the forefront that remained unknown, hidden, or avoided. She displayed dedication and determination to causes that she deemed as being essential to the diversity, growth, and reputation of Motivational College. Ultimately, her cultural mindset, along with her professional role, contributed to her ability to take actions for the overall good of the institution’s students, faculty, and staff.

Franklin indirectly referred to his upper-level administrator attainment as contributing to change at Inspirational College. He also shared his biggest contribution to the institution.

Franklin. I think being able to be a good administrator in terms of the work that I’ve done with staff, being able to provide support and making sure that we address and meet the needs of students, and being able to be recognized with the college as someone at the college who you can contact to help get things done. Most of the time it’s individualized, but the fact that you have the respect in the community as well as with your colleagues that you can help in working through different situations and providing, being that person on the spot that can help take care of situations as they come up. Sometimes situations come up that never reach higher up administration because you’re in a position that you can deal with it, you can work with it, and that’s not always the case.

Interview with study participant, September 2011.

Franklin clearly displayed pride in being an administrator at Inspirational College. He spoke highly of his professional growth and believed that giving back to others (both within and outside of the College) was a quality that led to individuals having positive experiences and impressions about the institution.
Carter credited himself with contributing to the institutional diversity at Motivational College. He explained one of his relevant experiences.

Carter. I believe that the institution has made a concerted effort to maintain a balance and has exhibited commitment to issues of diversity. In fact, over the years being here at the college, I have been an initiator of some of those, those efforts and a participant of some of those efforts to see the college respect diversity.

Interview with study participant, September 2011.

He also described a more specific experience in how he has contributed to diversity as an institutional change agent within his specific department as a leading administrator.

Carter. Certainly in my role I am committed to diversity. In fact I said to you that after 10 years as an Associate Dean I felt like I had come to the end of my own, my own goals. Diversity was a part of those objectives, the objectives I set myself as an Associate Dean. I described to you the fact that when I became the Associate Dean for a particular department there were 10 faculty members, two of which were women and so when I left, I left the department with I think three or four female members of the faculty. Commitment to diversity is very prominent in my own outlook for how I will do my work.

Interview with study participant, September 2011.

I inferred from Carter’s professional experiences that he viewed himself first as an Associate Dean, and then as a Black male. As a result, as a change agent he tended to practice, exercise, or promote diversity not solely based on race or ethnicity, but also gender.

Marva, Franklin, and Carter’s decisions to embark upon change correlates to the theoretical framework of Vroom’s expectancy theory (1964). In order for any of the study participants to initiate or lead efforts of change, they were first motivated to do so. They each demonstrated that they were motivated to meeting goals through their display of determination, dedication, and commitment, respectively. As detailed in Vroom’s
expectancy theory, their perceptions and values have shaped their behaviors or attitudes. Additionally, having the opportunity to serve as change agents, meaning effort leading to performance leading to outcome (E→P→O) has played a part in these administrators remaining and advancing as educational professionals at their respective institutions.

**Intentionally Inclusive Values**

All study participants served in administrator roles that required them to make critical decisions, with and without ample warning. Yet, decision-making among study participants appeared intentionally inclusive in nature. Their various professional experiences prompted them to develop this pattern. However, they still advocated viewing issues from a global perspective instead of from a solely exclusive angle, hence the global thinking category. Additionally, participants had different approaches and strategies when making decisions. Regardless of having different administrator roles, this theme, intentionally inclusive values, remained prevalent in the experiences of Black administrators at these particular HSIs. This theme correlates to theoretical framework of the representative bureaucracy theory.

Mary appeared inspired to make decisions inclusive in nature based upon the mission of the institution. She explained her reasoning.

Mary. Here at Inspirational College, we have this thing about a learning-centered institution, so we’re always looking at how we reach all the students. Each time we hire somebody full-time, they have to give a definition of what that actually means to them. I think having that kind of a focus, we look at learning first, being assured, how learning connects with the community. And we try very hard as we make plans for even classes, courses that we offer. We’re looking at the population, not just a segment of the population.

Interview with study participant, September 2011.
Working at a learning-centered institution inspired Mary to exercise her intentionally inclusive values. She wanted her decision-making to mirror the actions of Inspirational College. This aligns with Meier & Nigro’s (1976) principle of representative bureaucracy:

If the attitudes of administrators are similar to the attitudes held by the general public, the decisions administrators will make will in general be responsive to the desires of the public (p.458).

Franklin, on the other hand, seemed to make intentionally inclusive decisions due to the unrealistic expectations of others. He openly described his overall take on this matter.

Franklin. I think overall there are different kinds of experiences. Sometimes there are plusses and minuses. Sometimes students tend to have unrealistic expectations because you are Black and because they believe that you should be able to relate to experiences that they’re having- difficulties or otherwise. And sometimes you’re unrealistic in thinking that you can make a decision without thinking about any decisions that are made are decisions that must certainly be for the whole rather than individualized. There are some situations that individual decisions can be made, but again, it becomes a situation that as an administrator you’ve got to think about policy, procedures, and you’ve got to be consistent in terms of those policies and procedures. Whether the students are Black, Hispanic or whatever their culture background is.

Interview with study participant, September 2011.

Contrary to what one may be inclined to think, his choice of decision-making had nothing to do with avoiding claims of exclusion. Instead, Franklin strongly believed in adhering to Inspirational College’s policies and procedures, regardless of the pressure sometimes placed upon him at times by various individuals. He also believed serving in such a vital role as an upper-level administrator required consistency in decision-making, regardless of race/ethnicity or culture.
Marva, admitted demonstrating this strategy in her decision-making. She recognized the importance of thinking globally, but considered special provisions for populations in need. When probed about being overzealous or obsessed regarding certain causes or populations, she offered advice based on her experiences for those aspiring leadership roles.

Marva. If they don't look at things globally and have a vision for the entire institution, they are not going to succeed. So when you sit in these chairs you've got to be able to look at all those things that have potential impact and have the ability to move the bar on those things for a large-scale change. When you have the kind of student population that Motivational College has, it has to be about large-scale change. It can never be about boutique programs that only affect 50 students; you can have more students but only 50 students are engaged in that particular strategy or intervention. This is about moving the bar and identifying those strategies that can have large-scale institutional change. So if you have somebody sitting in this chair then you're consumed about moving the bar by African American and Hispanic students, they're going to have an issue, but what they can do instead of framing it that way, you could say that if there's any large scale change that I can make to benefit all students. If I add another special intervention to that same program, I could also benefit African American and Hispanic students who have higher risk factors because all of us don't. And that's the message that I send as well. You can't pigeonhole every African American and Hispanic student in a category, regardless of what the research states, that might have "at risk factors" to their success because we're all sitting and living proof.

Interview with study participant, September 2011.

Marva strongly promoted global thinking. She believed in making decisions for the institution as a whole, but also strategized these decisions to address specialized initiatives. She also provided an example of a specific program at Motivational College.

Marva. We know that all of our students need orientation to get acclimated to the college environment and those students who are first generation, first time in college need it even more. So what we have instituted here at Motivational is orientation for everybody, but in addition to orientation for everybody, we have a special orientation for male students of color. So orientation is for everybody, that's a large-scale program. But underneath the large-scale program is a special boutique orientation so that we can put indicators on those students to see if that intervention of specialty really helped them or would they have succeeded just by the general orientation? So those are the things that you
could do and still not be consumed but always keep it in the forefront of initiatives and strategies that you’re trying to move forward.

Interview with study participant, September 2011.

As an upper-level administrator, Marva is subject to college-wide decision making on a regular basis. Intentionally inclusive values, therefore, are vital to the overall success of Motivational College.

Mary, Franklin, and Marva’s thematic approaches both displayed elements of the representative bureaucracy theory. Mary and Franklin’s actions aligned with passive representation, the extent of demographic proportional representation among leaders and constituents (Meier & Bohte, 2001), while Marva more so aligned with active representation, the extent of leaders initiating programs or developing policies and procedures on behalf of a particular constituent group (Meier, 1993).

**Intrinsic Motivation for Professional Excellence**

Study participants appeared dedicated to their individual work roles. In regards to their individual performance, they seemed to have intrinsic motivation for professional excellence. Their experiences fell under the categories of (a) professional representation and (b) proving self to others. In some instances, participants blatantly admitted that they held themselves to higher work standards in order to receive or maintain respect, while others inferred that their higher work standards contributed to their success and professional reputation at their respective institutions. Due to the long span of their respective professional careers, it appears that these Black administrators were intrinsically, not extrinsically, motivated for professional excellence throughout their entire careers.
Franklin appeared well grounded in his professional principles. He was not only professionally self-motivated, but he also encouraged younger professionals to do the same.

Franklin. Often when I talk with young professionals, I talk about the fact that it’s not always good to think that if you’re here with the average of what everyone else is doing it’s fine, but that you have to raise it a little bit. You know, you have to do just a little bit more. You can’t be satisfied with the norm. You’ve got to do something that’s going to be outside the norm and you’ve got to do it in a way that you realize not only do you represent yourself, but you’re representing opportunities perhaps for someone that’s coming behind you.

Interview with study participant, September 2011.

Perhaps Franklin’s longtime experience in higher education, specifically at Inspirational College, inspired him to expect or demand more from himself. He apparently believed in this professional work ethic because he mentioned that he often shares this advice to future educational leaders.

Carter shared his indirect motivation for professional excellence that stemmed from the beginning of his career at Motivational College. He shared a description of his employment history at this institution.

Carter. There was not a position here at the college at the time I came. What happened was there was an individual who was going off on sabbatical, and I just came at the right moment. I was pretty much put into the position without the quote-unquote normal procedures of interviewing by a committee or what have you. I was appointed for the position. At the end of that position, at the end of that one year tenure, I was kept on. The position was created and transformed into a permanent position. And so, it’s possible that folks were quote-unquote resentful that I came in without having to go through a normal search. But then after I began to produce, students’ reports were positive, and my work was being appreciated by students, then folks started to open up and jell towards me as a professional.

Interview with study participant, September 2011.

Carter understood that due to the non-traditional manner in which he obtained his first position at the institution, he had to prove himself as a
professional to others. He did not doubt his abilities, but wanted to ensure those who may have resented or doubted his appointment that he was more than capable of performing as a higher education professional.

Marva shared her motivational experience in a different light than Franklin and Carter.

Marva. Some are intimidated because I speak my mind. Some are intimidated because they’re used to people couching the truth or not saying it at all. Then others are just indifferent and decide not to address it or ignore it or whatever the case may be, and I’m fine with all three as long as when you are in my presence you communicate honestly. When you’re, and if you’re not in my presence I can’t stop you from saying whatever you want to say behind my back, but if I should find out about it I may call you on it.

Interview with study participant, September 2011.

Marva’s professional representation did not appear based solely on her decision-making regarding policies and procedures at the institution, but also on her commitment to high professional work standards as an administrator of color. She prided herself on the reputation she managed to build and maintain at Motivational College.

According to Mary, she once encountered a colleague questioning her professional abilities. Her intrinsic motivation for professional excellence, regardless of how her personal life was affecting her professional life, greatly contributed to her ability to continue being an effective administrator. She then explained herself further.

Mary. I was asked one time if I wanted to go back into the classroom and my threat at that time was that now I’m going out as a dean. I’m a dean now, going back to the classroom. This person did not know me that well, and now that person thinks that once I leave this campus, it’s going to be a big piece that’s out of the puzzle. It took her four days to understand this because I wasn’t just going to step down. But no, I said, ‘Why?’ I had just lost my natural mom and what I call my second and third mom, so she thought I was depressed and I could not handle it. But seemingly I got more strength than I’ve ever had. So she has since then apologized a number of times for having thought that I could not continue to do the work in the department.
Interview with study participant, September 2011.

Through self-described determination, Mary refocused her professional mindset, in spite of her recent losses, and rose to the occasion. She received no type of threat to do so; it appears this was a decision she made solely on her own.

Mary’s success at Inspirational College was indicative of her motivation for professional excellence. She understood that while she mentally pressured herself to be a successful administrator in principle and practice, she still had to consider her physical and mental needs.

Mary. You never get to a point where you say, ‘Oh, my complete, my best is wonderful! I don’t have anything pending. I can go out to lunch!’ You just have to say, ‘I’m going out to lunch and I’ll work on this when I come back.’

Interview with study participant, September 2011.

Mary had to force herself to take a break from her daily responsibilities. She realized that if not, she would never be satisfied enough to pull away from her work agenda due to her high professional expectations.

Franklin, Carter, Marva, and Mary’s experiences led to this theme using the theoretical framework of Vroom’s expectancy theory (1964). Each of the participants had individual perceptions and values that shaped their behaviors and attitudes, and their work-related actions demonstrate why they selected particular career paths or courses of action in particular professional work situations. For example, Franklin’s self-imposed commitment to high quality work standards appeared prompted by experiences during his long-standing career at his institution at Inspirational College, while Marva’s professional standards had to align with her shared experiences at Motivational College. Carter and Mary’s intrinsic professional excellence motivation was enhanced by others opinions within the workplace. Carter felt the need to prove
himself to those who felt as if he possibly was not deserving of his initial professional opportunity at Motivational College, and Mary increasingly pressured herself to work harder when her professional abilities were one questioned. Their experiences infer that they each imposed higher work standards upon themselves as a result of their inner desires to be unequivocally successful administrators.

**Positive Work Environment**

Study participants explained the importance having a positive work environment. The categories of (a) institutional culture and (b) institutional support contributed greatly to their individual levels of progress at their respective institutions. In some instances, depending on the point and time in participants’ careers, institutional culture played a greater role than institutional support. Yet, there were times in which institutional support played a greater role in their advancement levels than institutional culture. Ultimately, a positive work environment is essential to job satisfaction, employee retention, and career advancement (Hurtado, 2007; Hurtado, Milem, Clayton-Pederson, & Walker, 1998). Employees are more likely to contribute to an organization’s effectiveness and image when they find their work to be meaningful and believe in the mission of the organization (Chalofsky, 2010). These administrators’ experiences offer some support of the importance of these critical elements that construct such an environment.

Mary described working in a positive work environment. One of her experiences in particular highlighted her satisfaction with the institutional culture. Mary. Our faculty staff is a very diverse group. It really is. Let me give you a little bit of background on how we do that. We do our hiring through interview committees, and the committees have to be made up of, people of all levels. We always have to have a diversity rep on that. That person helps us determine from our pool of applicants if we have been fair. If we turn in a list and it had all
African Americans on it, for instance, it will probably go back to human resources, and we'll have to go out and do another search. So to make sure that we have done all of these things is in the making of how human resources handles the hiring. We have to be diverse in hiring, and if you walked across the campus any day, you would be able to see from the grounds people all the way up to top administration that the diversity is truly there. You can see people from our nationalities to everything. You can just walk in an office and see that. Ah, you can just walk in a dean’s office, as you watch the faculty members come in. It’s just, it’s amazing. It’s lined or outlined so that we do hire the right people. I’m set to go back out on committees I was a part of and they said no; we need a more diverse pool of people from which to choose. Now granted, you do have those disciplines that sometimes you just can’t find a diverse population because maybe only certain folks are interested in those areas of education, but all of that’s in the planning- faculty, staff, all of that. It’s very diverse. Very, very diverse. Some people are amazed just observing how diverse.

Interview with study participant, September 2011.

Mary’s experience at Inspirational College demonstrated that she supported, accepted, and promoted the institution’s long-standing dedication to diversity, which has made her a successful and dedicated administrator at this institution.

In addition, Franklin has experienced a positive work environment as a Black administrator at Inspirational College. He characterized his work environment as such primarily due to the level of institutional support he has experienced.

Franklin. I think that I’ve been fortunate in working with Inspirational because I’ve done a lot of things in terms of positions that I’ve had as well as programs and opportunities that I’ve had in working with the college and representing the college in different kinds of situations- travel, as well as professional development- and being able to actually come back and contribute my share. And I think that that’s not always the case and I think that I’ve been fortunate in my career that sometimes I have worked with administrators and I’ve worked with staff and colleagues who have supported many of the things that I’ve been able to do. And I certainly cannot say that all of those things happened because I am who I am, but I think that along the way someone saw something, some potential that they decided to give me that support and that help and I often say the same thing to students. You can always find someone that will be willing to help you, assist you, and you need to make sure that you understand that. You can’t do it by yourself so you’ve got to be able to work with people in a way that they can see the potential in you and help you develop that potential if you choose to go in that direction.
Interview with study participant, September 2011.

Franklin showed strong appreciation for the institutional support at Inspirational College. He contributed this to not only the growth of his professional career, but also his retention at this institution.

Vroom’s expectancy theory (1964) contributed to the explanation and detail of this theme and its corresponding categories. Both Franklin and Mary exhibited motivation and commitment to their institution based on their experiences from the institutional culture and support of Inspirational College. Their overall satisfaction, as well, was instrumental to their individual decisions of developing and advancing their higher education careers at Inspirational College. The positive perceptions and values of the institution were displayed through Franklin and Mary’s shared experiences of their individual work environments.

**Importance of Advocacy**

Finally, this study found that these Black administrators at HSIs recognized the importance of advocacy at their respective institutions. I categorized their various professional experiences as (a) isolation and (b) cultural relevance. Their experiences provided a different outlook or perspective on what may be defined as “advocacy.” For example, some administrators related the challenges of isolation to the importance of having appropriate racial/ethnic advocacy at institutions. Additionally, some administrators also provided examples of how cultural relevance is acutely related to the importance of racial/ethnic advocacy at institutions. Overall, these administrators did not focus exclusively on advocacy based on representation in numbers, but also on advocacy based on racial/ethnic emotional connection. These study interviews provide rich and detailed descriptions of these experiences that support this final major theme.
Mary provided a prime example of how a particular program at Institutional College promoted the importance of cultural relevance and advocacy among employees. She found this a helpful component considering the minimal racial/ethnic representation of Black administrators in her capacity. She further explained appreciation of this college-specific program and how it contributed to her professional growth and development.

Mary. The intent of that is to train us to work with each other regardless of who we are. I have been a part of this for a number of years, and we exchange ideas, we find out what things we have in common, how we differ. Listen, when you’re like put on the spot as I say to make a presentation or something and you’re, you’re the only spot in the room, having gone through training like that makes you feel a part of something. So I’ve always been a confident person. We get to know each other, we get to find out, you know, things about our, our families, the things we enjoy, the things in which we’re engaged and it just, it’s like we always say, ‘it’s like a family.’ So that way when I find myself all alone and I’m the only spot around the table, I don’t feel like I’m not a part of. I feel a part of. So that, that gives me the gumption I need to move forward.

Interview with study participant, September 2011.

Mary’s reference to herself as a “spot” highlighted how she felt in arenas in which she was the only Black/African American. However, she acknowledged that these situations encouraged and supported her in the interactions that she had with others, serving as an advocate not only herself, but other Black/African American administrators, as well.

Carter shared a similar experience tying his direct involvement with developing programs for academic preparedness and its connection to improving the academic success of racial/ethnic students who primarily lack these academic skills. As an upper-level administrator, he recognized the importance of meeting the needs of all students, but expressed challenging feelings when faced with issues that directly impacted minority students, more specifically those that were African American.
Carter. Pronounced issues in this two-year institution would be such ones like academic preparedness for the students coming to us. How do we meet those needs, the needs of those students coming to us in a way that will facilitate academic success. Here at this two-year institution we have 78% of our students come in here. They need some kind of remediation. I find this to be a very pronounced issue in this environment. And then of course the fact that we have these 78% of the folks here needing remediation, very often they are African Americans or minority students who exhibit those needs. As someone who is attuned to issues related to self, it becomes a stressor, if you will, as to how to see folks needing assistance so many of them and how to address them. Yeah, so for me, that issue of seeing my own people needing the remediation before they can be quote-unquote successful or while they are pursuing academic success is an issue. You know, for me, my role and wanting to serve and wanting to be helpful, you see, that I would consider to be an issue.

Interview with study participant, September 2011.

Carter understood that the African American student group was not alone in their need for remediation, but his ability to relate to them as a Black administrator added additional pressure for him to make decisions that could positively affect their academic futures and directly improve the racial/ethnic advocacy for the student population of color at Motivational College.

The theoretical framework of representative bureaucracy assisted in developing and understanding this theme. For example, Mary acknowledged that she often times attended meetings in which she was the only African American administrator present. She recognized that these meetings contributed to the implementation of policies, programs, and procedures that would ultimately affect the Black population- students, faculty, and staff- and she, at some point in time, actively represented their interests. Likewise, Carter actively represented the interests of the same Black population, but more specifically the student population. His primary concerns regarding the minority student population in need of remediation, specifically the Black student population,
served as a factor in his decision-making process regarding academic preparedness strategies and programs and their link to institutional diversity representation.

**Conclusion**

In general, this phenomenological qualitative study explored the work experiences of four Black administrators at two-year HSIs in Florida. Through semi-structured interviews using open-ended questions, the purpose of this research was to explore issues relating to retaining Black administrators at two-year HSIs within the state. Additionally, it attempted to provide insight regarding how they function at these institutions, ultimately improving their work experiences. Data collection was analyzed using phenomenological data analysis, specifically Moustakas’ transcendental phenomenological model, which included eopche, phenomenological reduction, imaginative variation, and synthesis of texture and structure. The findings of the study included five themes and their corresponding categories: change agents (institutional diversity, growth, and contributions to institution); intentionally inclusive values (global thinking); intrinsic motivation for professional excellence (professional representation and proving self to others); positive work environment (institutional culture and institutional support); and importance of advocacy (isolation and cultural relevance). Chapter 4 attempted to bring awareness to the issues of Black administrators at two-year HSIs, and provide direction to those who aspire to advance within higher education administration or to those who wish to understand the experiences of this particular group.
CHAPTER 5
SUMMARY AND DISCUSSION

Overview

This study examined the work experiences of four Black administrators at two-year HSIs in Florida. Its primary purpose was to explore work-related issues relating to retaining Black administrators at these institutions. Secondarily, its purpose was to understand their work experiences in an attempt to provide insight regarding how they function at HSIs. In-depth, semi-structured interviews, along with open-ended interview questions, provided detailed information regarding their individual experiences. In applying the phenomenological data analysis procedure and following the systematic steps included in Moustakas' transcendental phenomenological model (epoche, phenomenological reduction, imaginative variation, and synthesis of texture and structure), five corresponding themes and 10 categories emerged from this study.

Chapter 5 consists of six sections. Section one provides a summary of related literature and methodology. Section two involves a discussion of data analysis as it relates to the research literature and identified theoretical frameworks. Section three focuses on thematic relationships that relate to the retention of Black administrators. Section four expands on the professional and institutional implications for educational leadership. Section five suggests recommendations for future studies. Section six provides concluding thoughts about this study.

Summary of Related Literature and Methodology

In examining existing research along with the overwhelming dearth of Black administrators within our nation’s higher education system, there was a need to further investigate the experiences of Black administrators at MSIs, particularly HSIs. This was
crucial considering that HSIs serve the most diverse, non-White student populations of all two-year MSIs and are among the fastest growing institutions in the nation. The following research question guided this study: What are the work life and professional experiences of Black administrators at HSIs? This question also uncovered and examined multiple relevant aspects gleaned from the research literature that included, but were not limited to, work demands, work-role conflicts, and levels of empowerment. In particular, this study focused on understanding the unique work life experiences of Black administrators at HSIs within the state of Florida.

The research literature offered some support and limited insights that supported a more extensive exploration of this higher education phenomenon. It also offered a general overview of the American higher education system, which highlighted the burgeoning growth of MSIs and HSIs in American higher education. In particular, the extant research community highlighted the expansion of diversity of community college students (e.g. Black and Hispanic students) and the challenges of having a college administration that reflected this student diversity. The research clearly highlights that administrators of color, and particularly Black administrators, can play a valuable role in the construction of institutional structural diversity. Finally, I provided a brief discussion of two theoretical frameworks that guided the development of the interview protocol and the interpretation of the major themes. For instance, Kingsley (1944) provided a discussion of representative bureaucracy that directly supports the importance of understanding how individuals in organizations play a pivotal role in increasing the representation of the organization and should reflect the public that in serves. In addition, Vroom’s expectancy theory (1964) provides another salient
theoretical/conceptual framework that shapes individual behavior within an organization. Specifically, this framework suggests that an administrator’s perception and value are likely to shape their behavior or attitude. In this particular study, how Black administrators valued racial/ethnic institutional diversity clearly shaped their professional behaviors and attitudes. The next section provides additional insights about how the findings from the study inform the current literature and support the theoretical framework.

**Discussion of Data Analysis**

Moustakas’ transcendental model was the form of phenomenological analysis used within this study. This provided a systematic, structured approach to analyze the findings of the data collected. This involved the steps of epoché, phenomenological reduction, imaginative variation, and synthesis of texture and structure. This resulted in the identification of five themes and 10 corresponding categories within this study. This, in turn, directed the foundation for the data analysis discussion.

The interviews with Black administrators at HSIs offered a compelling description of the challenges and rewards of working in these unique institutions. As mentioned earlier, after an analysis of the interview transcripts I developed five themes and 10 corresponding categories:

1. Change agents (institutional diversity, growth, and contributions to institution)
2. Intentionally inclusive values (global thinking)
3. Intrinsic motivation for professional excellence (professional representation and proving self to others)
4. Positive work environment (institutional culture and institutional support)
5. Importance of advocacy (isolation and cultural relevance)
Kingsley’s representative bureaucracy and Vroom’s expectancy theory served as the theoretical frameworks for the development of these themes and categories. In further exploring these themes within the data analysis process, aspects of certain themes connected in meaning, relevance, and interpretation. However, each theme maintained its uniqueness.

Overall, the study participants’ responses to the posed interview questions, particularly those classified under the categories of background and workplace climate, were very positive in nature. The study participants’ characters were each shaped by their individual senses of self-advocacy—their expressed strides to obtain personal, essential needs and/or accommodations in which they felt entitled. While they did acknowledge they had faced challenges throughout their individual careers such as, but not limited to, discrimination and conflict, they learned to overcome them by developing and maintaining a sense of self-agency via self-efficacy. Self-agency is “the essence of humanness” as well as “the capacity to exercise control over the nature and quality of one’s life” (Bandura, 2001). Moreover, this concept is not rightfully understood without fully acknowledging how one arrives at this point. Bandura asserts:

Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Whatever other factor may operate as guides and motivation, they are rooted in the core belief that one has the power to produce effects by one’s actions (p.11).

Optimism and confidence were extremely prevalent throughout the entire interview protocol.
Change Agents

Gaston-Gayles, Wolf-Wendel, Tuttle, Twombly, & Ward (2005) conducted a study that examined how the civil rights era (e.g. 1950s through 1970s) altered the roles of 18 student affairs professionals. They identified six role changes, including that of change agent. They also stressed that while these professionals made great strides in improving higher education, “they were not content with the status quo and felt that it was important for their institutions to respond positively to the challenges raised during the civil rights era” (p.276). Similarly, the participants in my study felt a sense of obligation to act as change agents within their institutions. Although Gaston-Gayles et al. focused on student affairs professionals, their findings also apply to the student and academic affairs administrators at HSIs who participated in this study. Interestingly, not only were the attitudes of participants in both studies similar in nature, but the participants were also products of the civil rights era through education, employment, or both.

The participants in my study assessed their work environments by examining not only their respective departments or areas of interest, but also the general functioning of their institutions. When they identified segments that were in immediate or gradual need of change, they positioned themselves to act upon these concerns. In some instances, they were directly involved in implementing change, whether they served on committees, had direct involvement with major policy makers, or made administrative decisions. In others, they chose the indirect approach and strategized by using other individuals, situations, or even professional growth opportunities to execute change. These experiences all fell under the categories of institutional diversity, growth, and contributions to the institution. Hoppe (2003) emphasizes that regardless of respective
titles, administrators are limited in power, and “the only true authority resides in the power of policy and the power of persuasion (p.7).” Their experiences were crucial to the identifying of this theme.

**Intentionally Inclusive Values**

Decision-making was unavoidable for any of the study participants. However, when making decisions, they were more likely to make those that were global or inclusive in nature, regardless of their special interests. This frame of mind assisted in portraying them as all-inclusive thinkers who were concerned with the overall interests of the general population instead of a particular group such as the Black community, students, or staff. Scales & Brown (2003) addressed the issues of race and responsibility among two African American executive administrators at a particular institution predicated on a campus-related incident. Elements of their research were very similar to this study considering that they interviewed administrators that were on the same campus, and these administrators represented both Student and Academic Affairs. While the focal point of this campus incident involved the dissatisfaction of African American students with the response of college administration, concerns were voiced by students, staff, and faculty of all races regarding this situation. These two particular administrators were challenged in their roles primarily due to their race/ethnicity versus institutional responsibility, but also recognized the importance of balancing one’s role as an administrator with one’s racial/ethnic loyalty, considering that their professional and personal decisions and behavior had the propensity to positively or negatively impact the entire student, faculty, and staff population.

Moreover, the study participants viewed inclusiveness as a strategy to benefit or support specialized initiatives that may not have come to fruition without inclusive
decision-making, and their experiences were categorized under global thinking. Bauman, Bustillos, Bensimon, Brown, and Bartee (2005), in one of a three-part research series regarding the American Association of Colleges and Universities’ (AAC&U) Making Excellence Inclusive initiative, focus on the deficits in equitability, responsibility, and performance at institutional levels regarding the academic achievements of the underrepresented student population and highlight one particular institution that is making great strides in reversing this norm. They emphasize that while many institutions take great pride in the diversity of their student populations, they lack in meeting the pertinent needs of underrepresented students. Therefore, inclusive decision-making, as demonstrated by the study participants, has resulted in providing the necessary attention and programs to student populations that would, otherwise, likely be ignored.

Intrinsic Motivation for Professional Excellence

There is existing research that addresses work pressure challenges among Black administrators in higher education. Chun & Evans (2011) identified lack of support from supervisors, differential treatment, lack of participation in decision-making, and bullying/forms of emotional tyranny as common concerns among administrators of color. Moreover, Jackson & O’Callaghan (2011) acknowledged four “paths” normally experienced during a person of color’s entry into the academic workforce: voluntary removal from the system; mandatory removal from the system; disenchantment with career choice and institution, resulting in low morale and job performance, and high job satisfaction, resulting in career sustainability and advancement. More specific research has stressed that Black administrators have frequently felt as if they were measured by different standards than others, and were, as a result, obligated to higher performance
standards (Hamilton, 2009; Rolle, Davies, & Banning, 2000). Even older studies provide similar type results (Davis, 1994; Watson, 1972).

The experiences of study participants within this particular theme fell under the categories of professional representation and proving self to others. These Black administrators were dedicated to their individual professional roles and confident in their professional skills and abilities. They each made the individual decision to uphold higher than normal work standards, acknowledging that this would help instead of hinder their reputations and growth at their respective institutions (Dawson, 1997; Miller & Vaughn, 1997). Every participant, as well, had excellent working relationships with their supervisors, colleagues, and central administration. The maintaining of their work standards, undoubtedly, had contributed to this fact, particularly considering the change in administration experienced during their tenure at their respective institutions. With the exception of one of the four participants, each had remained employed at these institutions for the entirety of their higher education careers; interestingly, none of them shared that negative situations with supervisors or college administration enforced or prompted their high work standards. In fact, it was found in this study that participants’ self-imposed work standards were a matter of choice, not force.

**Positive Work Environment**

Hurtado (2007) and Hurtado, Milem, Clayton-Pederson, & Walker (1998) stressed that a positive work environment is essential to job satisfaction, employee retention, and career advancement for employees. Porter & Lawler (1965) and Sellgren, Ekvall & Tomson (2008) claimed that job satisfaction and retention depended on positive work climates. These credible findings, as well, are not limited to that of only higher education, but also applicable to other fields (McFarlin, Coster, Rice, & Cooper, 1995).
The Black administrators in this study expressed that institutional culture, support, and/or climate contributed to the level of comfort at their respective institutions. This was prevalent throughout the entire study, and the majority of their experiences were categorized under institutional culture and institutional support.

Davis (1994) found respect and support essential to the retention of higher education administrators. This appeared to be the case with these study participants. Apparently, they were satisfied with both considering that, as mentioned previously, the majority of them had worked at their respective institutions for their entire higher education careers. They all viewed themselves, directly and indirectly, as products and well as producers of institutional culture and support. This contributed to the level of comfort that they felt not only at these institutions but also in their individual roles.

**Importance of Advocacy**

Perna, Gerald, Baum, & Milem (2007) indicated that inequities in representation existed among faculty and administrators in higher education. White (2005) noted that higher education lacks representation of Black administrators in executive and/or decision-making roles. However, the Black administrators in this study defined representation as more than numbers; they made an emotional connection with representing the Black population regarding decision-making and policy implementation. In some cases, they sat in positions in which he or she was part of a decision-making process and chose to stand up to programs, policies, and procedures that negatively affected the Black population. Additionally, observing the Black student population in need and agonizing over how to meet these needs greatly affected the psyche of these Black professionals who held positions that could either help or hinder “their own.” Their experiences identified the categories of isolation and cultural relevance, which
ultimately led to the identification of this theme. This study applied the representative bureaucracy theory to explore how the specific experiences of Black administrators at two-year HSIs within the state of Florida related to their influence on the selection or implementation of policies, programs, and procedures beneficial to their constituent groups.

**Thematic Relationships**

Interestingly, this study’s themes align with the themes identified by Repetto, Cavanaugh, Wayer, & Liu (2010). More specifically, Repetto et al. explore how learning environments affect completion rates for students with disabilities. They found that virtual high schools were more likely to possess the “5Cs”- connect, climate, control, curriculum, and caring community- essential to improving the completion and success of these “at risk” students. The themes are similar in nature particularly relating to the retention of Black administrators at two-year HSIs. While these studies refer to two different groups, they are predicated on the same factors.

**Implications for American Higher Education System**

While a significant number of studies have been conducted regarding the experiences and perceptions of Black administrators at PWIs, many of them have been problem-oriented, highlighting or identifying the obstacles, inequalities, and challenges at institutions. This study, however, contributed solution-oriented approaches to assist in the recruitment, retention, and advancement of Black administrators within the American higher education system and conveyed three significant implications from exploring the experiences of Black administrators at two-year HSIs in Florida.

Positive institutional climate and culture are vital to the retention and career advancement of Black administrators at HSIs. Institutional climate and
culture greatly contribute to one’s work experiences. Positive work experiences, in turn, result in positive work environments (Hurtado, 2007; Hurtado, Milem, Clayton-Pederson & Walker, 1998; Porter & Lawler, 1965; Ekvall & Tomson, 2008). This plays a crucial role in the employment decisions of Black administrators. All of the study participants demonstrated a high level of satisfaction with the climate and culture of their respective campuses/institutions, and from their shared experiences they chose to remain employed and advance within these institutions. Their experiences not only provide direction to other Black administrators, but they also encourage institutions to be mindful of their specific climates and cultures.

**Inclusiveness and racial/ethnic relevance are major components in the decision-making of Black administrators at HSIs.** All participants within this study served in decision-making capacities. They considered situations from more than one perspective to ensure inclusiveness of their respective campuses while also acknowledging the needs of specific student populations. Pickron (1991) expressed that “Black scholars must question to whom they pledge their allegiance- the university or the Black community.” This concept, “duality of roles” has been applied to even the experiences of Black administrators in higher education. Yet, the study participants exhibited great balance in their decision-making skills, ultimately resulting in meeting the overall needs of the institution while still fulfilling their heartfelt obligations to their race/ethnicity. Their experiences exemplify how professional allegiance along with racial/ethnic relevance can result in effective, efficient decision-making.

**The retirement wave within the higher education system is an opportunity to increase the representation of senior-level Black administrators at HSIs.** There
is an ongoing retirement wave within the American higher education system. Wei & Vaughan (2001, 2007) reported that 24% of community college presidents planned to retire between 2006 and 2009, and 50% planned to retire by 2010; the Career and Lifestyle Survey (CLS) of community college presidents (which had 545 respondents) yielded several notable findings: 84% planned to retire between 2006 and 2010; 57% were age 58 or older; and 88% classified themselves as White (Wiseman & Vaughan, 2007). Not only does this provide a snapshot of the community college leadership crisis in general, but also leads into the crisis among the Black administrator community. There is already an overall lack in representation among Black administrators, and as more continue to retire, the dearth in Black administrator representation will continue. Interestingly, two out of the four study participants spoke of their upcoming retirement, and the youngest of the participants was 58 years old. Boggs (2003) asserts that while categorized as a leadership crisis, the retirement wave is a potential opportunity of career advancement for current or aspiring administrators, particularly those of color. This is a point that should be considered in addressing the lack of Black upper-level/executive administrators within higher education.

Recommendations

This pioneer study explored the experiences of Black administrators at two-year HSIs in Florida. Its findings validate the need to expand upon solution-oriented practices and research regarding similar topics. Due to growth of HSIs within the United States of America, further information on this general topic will be beneficial to educational leaders and administrators, faculty and staff, and policy makers. Six
recommendations for leaders, institutional policy makers, and future research resulted from this study.

**Leaders should serve as examples by promoting administrator diversity within their respective departments/divisions.** Regardless of how diverse an institution may appear, there is always room for improvement. Leaders should, therefore, promote diversity within their respective departments primarily through their efforts to widen the pathway to administrator positions. There are several ways in which this may be done. For example, they can require larger pools of diverse, qualified candidates in their hiring decisions, insist upon advertising positions through a variety of conventional and unconventional sources, and act to dissolving any evidence/trace of marginality or minimal growth potential among administrative positions.

**Leaders should know why Black administrators leave or remain at two-year HSIs.** Many Black administrators began their careers at their respective two-year institutions prior to their designation as an HSI. While some Black administrators, throughout this transition, have decided to remain at these institutions, others have decided to leave. By thoroughly examining their experiences at HSIs, leaders would identify those factors that are most essential to their retention and to their leaving, and act accordingly to implement change.

**Institutional policy makers should require executive leadership to submit annual reports justifying or explaining the ethnic/racial increase and decrease of administrators of color in their respective areas.** Often times, executive administration overlooks or disregards the fluctuation among these groups’ representation. The reasoning often times goes unknown, avoided, and unaddressed.
Instead of strategically tackling or balancing inequities around times of audit, rating, evaluation, or moments of publicity, institutions should have policy in place to maintain equitable, diverse administrator representation throughout its various departments and divisions. One way of achieving this would include Human Resources assessing the racial/ethnic representation of administrators of color at the beginning of each academic year and preparing specific reports for executive leadership accordingly. These figures would, in turn, be monitored annually, and executive leadership will provide a culminating report explaining administrator changes (e.g. new hires, resignations, dismissals) in their respective areas.

Institutional policy makers should provide a safe, non-retaliatory option for employees of all levels to voice concerns or offer suggestions. Employees of all levels should be entitled to share their concerns and suggestions regarding all aspects of their respective institutions. However, they are often times deterred from doing so due to fear of reprisal, unwarranted disciplinary actions, and uncalled attention. This provides a disservice to higher education because it prevents the sharing of an incredible amount of information, suggestions, and tactics that could possibly contribute to significant, beneficial changes regarding faculty, staff, and administrators. Institutions should put in place an Inspector General, a neutral party that is separate and apart from Human Resources, who would act upon information received.

There should be future research involving the challenges of career advancement among Black administrators at two-year HSIs. Since HSIs are the fastest growing MSIs in the county, educational leaders and policy makers should examine the career advancement challenges experienced among Black administrators
at these institutions. While on the surface it appears impressive or commendable that someone has remained in a particular role for a considerable amount of time, it is important to understand his or her reasoning for this decision. It is crucial to provide an understanding of the career paths of this particular group at HSIs, especially any challenges they may face in their attempts for professional advancement.

**There should be future large scale qualitative and quantitative research involving the prevalent factors of Black administrators at two-year HSIs.** Not all Black administrators classify themselves as African Americans, considering that not all were born in the USA. Therefore, there is a difference in the ethnicity and culture of Black administrators. For example, an African American may not react to a situation in the same manner as, say, a person of African descent born and raised or heavily influenced by a non-American culture. The difference in work experience interpretation would greatly assist administrators and policy makers in the recruiting and retaining of Black administrators at these institutions.

Jackson (2004) developed an emerging engagement, retention, and advancement (ERA) model specifically for Black administrators at PWIs. This model may be utilized among other institutions, including HSIs, to assist in positively contributing to the experiences and career paths of this specific group. Jackson assumes two underlying principles: (1) institutions that practice and promote this model are already committed to efforts of diversity and affirmative action and (2) institutions maintain ongoing relationships with their surrounding Black communities. With this in mind, the ERA model’s four stages include pre-engagement, engagement, advancement, and outcomes.
Ultimately, the ERA model focuses on the likelihood of Black administrators remaining in administrative positions within higher education (Jackson & O’Callaghan, 2009). It is essential to note that although this model weighs the relationships and considerations of Black administrators at PWIs, it receives significant recognition in higher education research. This is important considering that there are Black administrators in non-PWIs, as well, including HSIs. Engagement, retention, and advancement are major issues in our institutions that transition with a multiplicity of relevant changes such as demographics, policy makers, and newly formed interests. The model's four phases, when effectively intertwined, are likely to contribute to maintaining Black administrators, and apply to maintaining administrators of color in general.

**Conclusion**

This study provided a great insight into the experiences of Black administrators at HSIs in the state of Florida. In further examining the findings of this study, three significant conclusions emerged. First, the Black administrators who participated in this study exhibited levels of extreme satisfaction in their work roles and work environments. They admitted there had been challenges, but none too great for them to overcome or conquer. Secondly, tenure played a part in the experiences of the study participants. Considering that the four participants each had at least more than 20 years of experience as higher education administrators, they were refined and well-grounded in their professional thoughts and actions. Lastly, the disparity of Black administrators in higher education will increase due to the retirement rate among this group. For example, two of the study participants expressed their plans for upcoming retirement. Only one had immediate plans for career advancement. Education leaders and
administrators need to consider ways in which they will seek representation of Black administrators in higher education.

The findings of this study not only refer to HSIs, but higher education institutions in general. Higher education is prevalent in the United States of America, the land of opportunity. MSIs, in particular, are mirroring the country’s population in terms of diversity. Therefore, it is essential to explore and share the experiences of this study’s participants to improve the overall work environments of higher education professionals throughout all sectors of our nation’s postsecondary education system.
<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Hispanic Undergraduate FTE Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>18.4%</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>17.0%</td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>21.1%</td>
</tr>
<tr>
<td>International College</td>
<td>21.2%</td>
</tr>
<tr>
<td>Johnson &amp; Wales University</td>
<td>20.2%</td>
</tr>
<tr>
<td>Palm Beach Community College</td>
<td>16.5%</td>
</tr>
<tr>
<td>St. John Vianney College Seminary</td>
<td>20.4%</td>
</tr>
<tr>
<td>Seminole Community College</td>
<td>15.1%</td>
</tr>
<tr>
<td>South Florida Community College</td>
<td>18.6%</td>
</tr>
<tr>
<td>Southwest Florida College</td>
<td>23.6%</td>
</tr>
<tr>
<td>Talmudic College of Florida</td>
<td>19.4%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>22.1%</td>
</tr>
<tr>
<td>Valencia Community College</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Hispanic Undergraduate FTE Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry University</td>
<td>31.1%</td>
</tr>
<tr>
<td>Broward Community College</td>
<td>25.5%</td>
</tr>
<tr>
<td>Carlos Albizu University- Miami Campus</td>
<td>81.8%</td>
</tr>
<tr>
<td>City College (Miami)</td>
<td>64.2%</td>
</tr>
<tr>
<td>City College (Casselberry)</td>
<td>34.6%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>61.3%</td>
</tr>
<tr>
<td>Jones College- Miami Campus</td>
<td>41.4%</td>
</tr>
<tr>
<td>Miami Dade College</td>
<td>64.6%</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>18.6%</td>
</tr>
<tr>
<td>Saint Thomas University</td>
<td>45.6%</td>
</tr>
<tr>
<td>Trinity International University</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

Source: ¡Excelencia in Education!, Hispanic Serving Institutions List: 2006-2007
Table 3-3. Degree-granting institutions that enroll and serve large portions of Hispanic students: fall 2009

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Hispanic Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI Miami International University of Art &amp; Design</td>
<td>41.3%</td>
</tr>
<tr>
<td>American InterContinental University</td>
<td>41.7%</td>
</tr>
<tr>
<td>Art Institute of Ft. Lauderdale, Inc.</td>
<td>38%</td>
</tr>
<tr>
<td>ATI College of Health</td>
<td>32.4%</td>
</tr>
<tr>
<td>Barry University</td>
<td>32.2%</td>
</tr>
<tr>
<td>Broward College</td>
<td>31.6%</td>
</tr>
<tr>
<td>Calos Albizu University (Miami)</td>
<td>83.5%</td>
</tr>
<tr>
<td>Central Florida College</td>
<td>37.1%</td>
</tr>
<tr>
<td>City College (Casselberry)</td>
<td>34.2%</td>
</tr>
<tr>
<td>City College (Miami)</td>
<td>67.3%</td>
</tr>
<tr>
<td>College of Business &amp; Technology (Cutler Bay)</td>
<td>28.2%</td>
</tr>
<tr>
<td>College of Business &amp; Technology- Flagler Campus</td>
<td>99.2%</td>
</tr>
<tr>
<td>College of Business &amp; Technology- Hialeah Campus</td>
<td>100%</td>
</tr>
<tr>
<td>College of Business &amp; Technology (Miami)</td>
<td>98%</td>
</tr>
<tr>
<td>Dade Medical College (Hialeah)</td>
<td>93.7%</td>
</tr>
<tr>
<td>Dade Medical College (Miami)</td>
<td>76.8%</td>
</tr>
<tr>
<td>DeVry University (Florida)</td>
<td>31.5%</td>
</tr>
<tr>
<td>Everest Institute (Hialeah)</td>
<td>66.6%</td>
</tr>
<tr>
<td>Everest Institute (Kendall)</td>
<td>63.7%</td>
</tr>
</tbody>
</table>
Table 3-3. Continued.

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Hispanic Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everest Institute (South Orlando)</td>
<td>20.8%</td>
</tr>
<tr>
<td>Everest Institute (Tampa)</td>
<td>37.7%</td>
</tr>
<tr>
<td>Florida Career College (Miami)</td>
<td>43.6%</td>
</tr>
<tr>
<td>Florida College of Natural Health (Maitland)</td>
<td>25.1%</td>
</tr>
<tr>
<td>Florida College of Natural Health (Miami)</td>
<td>71.6%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>60.4%</td>
</tr>
<tr>
<td>Florida National College</td>
<td>94.2%</td>
</tr>
<tr>
<td>Florida Technical College</td>
<td>32.8%</td>
</tr>
<tr>
<td>Heritage Institute (Fort Myers)</td>
<td>26.6%</td>
</tr>
<tr>
<td>High-Tech Institute (Orlando)</td>
<td>47.1%</td>
</tr>
<tr>
<td>Hodge University</td>
<td>26.2%</td>
</tr>
<tr>
<td>International Academy of Design and Technology</td>
<td>34.5%</td>
</tr>
<tr>
<td>ITT Technical Institute (Fort Lauderdale)</td>
<td>31.1%</td>
</tr>
<tr>
<td>ITT Technical Institute (Fort Myers)</td>
<td>26.2%</td>
</tr>
<tr>
<td>ITT Technical Institute (Miami)</td>
<td>82.9%</td>
</tr>
<tr>
<td>ITT Technical Institute (Tampa)</td>
<td>26.8%</td>
</tr>
<tr>
<td>Jones College (Miami)</td>
<td>44.1%</td>
</tr>
<tr>
<td>Keiser Career College (Greenacres)</td>
<td>31.7%</td>
</tr>
<tr>
<td>Keiser University (Fort Lauderdale)</td>
<td>26.1%</td>
</tr>
<tr>
<td>Key College</td>
<td>25%</td>
</tr>
<tr>
<td>Le Cordon Bleu College of Culinary Arts (Miramar)</td>
<td>67.4%</td>
</tr>
<tr>
<td>Institution</td>
<td>% of Hispanic Enrollment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Le Cordon Bleu College of Culinary Arts (Orlando)</td>
<td>34.2%</td>
</tr>
<tr>
<td>Medvance Institute (Miami)</td>
<td>73.8%</td>
</tr>
<tr>
<td>Medvance Institute (West Palm Beach)</td>
<td>33.8%</td>
</tr>
<tr>
<td>Miami Ad School</td>
<td>42%</td>
</tr>
<tr>
<td>Miami Dade College</td>
<td>70.7%</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>21.1%</td>
</tr>
<tr>
<td>Polytechnic University of Puerto Rico (Miami)</td>
<td>91.4%</td>
</tr>
<tr>
<td>Professional Training Centers</td>
<td>98.3%</td>
</tr>
<tr>
<td>Saint John Vianney College Seminary</td>
<td>36.8%</td>
</tr>
<tr>
<td>Saint Thomas University</td>
<td>44.4%</td>
</tr>
<tr>
<td>Southern Technical College</td>
<td>27.6%</td>
</tr>
<tr>
<td>Technical Career Institute</td>
<td>91.5%</td>
</tr>
<tr>
<td>Trinity International University</td>
<td>36.2%</td>
</tr>
<tr>
<td>Universidad Politecnica de Puerto Rico (Orlando)</td>
<td>97.9%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>24.3%</td>
</tr>
<tr>
<td>University of Phoenix, Central Florida Campus</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

Source: NCES, U.S. Department of Education, *Table 248, 2009*
### Table 3-4. Two-year Hispanic-serving institutions in Florida: 2009-2010

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Hispanic Undergraduate FTE Enrollment (Unduplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward College</td>
<td>31.9%</td>
</tr>
<tr>
<td>Miami Dade College</td>
<td>68.9%</td>
</tr>
<tr>
<td>Valencia College</td>
<td>28.71%</td>
</tr>
</tbody>
</table>

Source: Institutional Research - Broward College, Miami Dade College, & Valencia College

### Table 3-5. Black administrator representation at participating institutions (full-time): fall 2011

<table>
<thead>
<tr>
<th>Institution</th>
<th>Student Affairs</th>
<th>Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward College</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Valencia College</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: District Offices - Broward and Valencia Colleges, Fall 2011

### Table 3-6. Black executive/administrator and clerical/secretarial representation at participating institutions (full-time): 2009-2010

<table>
<thead>
<tr>
<th>Institution</th>
<th>Exec/Admin</th>
<th>Clerical/Sec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward College</td>
<td>14</td>
<td>81</td>
</tr>
<tr>
<td>Valencia College</td>
<td>7</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Institutional Research - Broward College, & Valencia College, 2009-2010
APPENDIX A
INTERVIEW QUESTIONS

Interview Questions

Intake questions
1. Do you identify as a Black/Hispanic?
2. Develop rapport by asking about the subject's professional and personal history.

Background Questions
1) What led you to seek your current administrator role?
2) In your current role/position, what is the most challenging or rewarding work-related aspect?
3) As a Black administrator, what unique issues do you face at the two-year Hispanic-serving institution where currently employed?

Workplace Climate
1) As a Black higher education administrator at a Hispanic-serving institution, how does your race/ethnicity help your professional growth?
   a. What aspect(s) of your race/ethnicity hinder your professional growth?
2) How would you describe your working relationship with your immediate supervisor?
   a. Colleagues?
   b. Central administration?
3) Have you ever experienced any type of discrimination at your institution?
   a. Do you believe it was based on your race/ethnicity?

Future Plans
1) How does the institution's focus on Hispanic students educational/academic needs impact your outlook on the future of non-Hispanic students, faculty, and staff (including administrators)?
2) What do you deem as being your biggest contribution to your institution?
3) Where do you see yourself professionally over the next five to ten years?
APPENDIX B
UNIVERSITY OF FLORIDA IRB CONSENT FORM

Dear Fellow Administrator:

I am currently a doctoral candidate at the University of Florida entering the research phase of my dissertation, *Upward Journey: Exploring the Experiences of Black Administrators at Two-Year Hispanic Serving Institutions*. The purpose of this study is to examine the career paths and professional experiences of Black administrators at two-year Hispanic-serving institutions (HSI). You have been identified as a notable higher education professional who serves in an administrator/manager/executive capacity at a reputable HSI in Florida. I am, therefore, requesting your participation in the interview segment of my study.

The interview will last between 45 minutes to one hour. The interview will be conducted and digitally recorded in a location that you find convenient. Transcription Express, a professional transcribing service based out of Tennessee, will professionally transcribe the recordings and I will personally remove any identifiers (i.e., study participant names and respective institution) from the transcription to maintain your confidentiality. Additionally, any potentially identifiable information will be deleted from any quotes or paraphrases. The original transcript will then be destroyed. You will be permitted to review the final transcription to ensure that all identifying information has been removed. Only the modified transcription will be included in the final manuscript, and you will be assured of your confidentiality before, during and after the interview process. Please note that you may be contacted at a later date for a follow-up questions or clarification purposes.

Your participation in this study is strictly voluntary. Additionally, it involves no form of compensation or award and is not associated with any immediate risks. Please note that you are free to withdraw your consent to participate in this study at any point before or during the interview process or to decline to answer any specific question. You may contact me directly at XXX-XXXX-XXXX or my Chair, Dr. Luis Ponjuan, at XXX-XX-XXXXX with any additional questions. Any questions or concerns regarding your rights as a research participant may be directed to the IRB02 Office at the University of Florida, P.O. Box 112250, Gainesville FL 32611 or 352-392-0433.

If you agree to participate, please sign and return this letter using the enclosed, priority mail envelope, or you may return it to me at the time of the interview. There is an additional copy included for your records. Your signature permits me to anonymously use the information shared in the interview in my final manuscript to be shared with my Supervisory Committee for partial fulfillment for my terminal degree.

Thank you for your consideration.

Sincerely,
Tenecia D. Bradley
Doctoral Candidate
University of Florida
I, ____________________________, willingly agree to participate in this study, “Upward Journey: Exploring the Experiences of Black Administrators at Hispanic Serving Institutions.” I have read the participation request letter and understand all terms and conditions.

Name: _____________________________________________________
Signature: __________________________________________________
Date: __________________________
Tenecia D. Bradley, doctoral candidate at the University of Florida, respectfully requests your participation in her dissertation study, *Upward Journey: Exploring the Experiences of Black Administrators at Two-Year Hispanic Serving Institutions.*

Expanding upon your experiences as a higher education professional via a personal interview would assist tremendously in contributing to this topic.

Thank you for your consideration.

Please RSVP to Ms. Bradley at xxxxxxxxx@ufl.edu by Saturday, October 1st, 2011.
LIST OF REFERENCES


BIOGRAFICAL SKETCH

Tenecia D. Bradley, a fifth-generation African American female and the youngest of five children, was reared by her two college-educated parents, Timothy and Genevieve Bradley. Education was an important element of her upbringing, considering that her parents transitioned as products of the segregation era to educators within the integrated education system. She successfully completed her secondary education in Indian River County, Florida, and matriculated to Bethune-Cookman University (Daytona Beach, FL), earning a Bachelor of Arts degree in Mass Communications, specializing in Advertising and Public Relations, and University of Miami (Miami, FL), earning a Master of Business Administration, specializing in Marketing and Management.

Ms. Bradley has been employed full-time in the trenches of higher education since 2002, where she began her career in a non-managerial role as a Program Specialist for the non-credit department at the North Campus of Miami Dade College (MDC), the largest and most diverse college within the United States of America. While working in this capacity, she developed a strong desire to work closely with students in both the credit and non-credit departments of the institution. She tutored students in college-level as well as developmental English and Writing Labs. Additionally, she briefly served as adjunct business faculty.

Finally, she recognized her desire to become an administrator, and in 2003 became the Assistant Dean of Students, at MDC’s Kendall Campus. Since her time in this capacity, she has participated in the Leadership Development Institute hosted by the National Council on Black American Affairs, been awarded two Presidential Excellence Awards, and received numerous additional commendations.