



1984

The Characteristics and Experiences Black Administrators Perceive as Being Relevant in Acquiring Their Position in Predominantly White Public Four-Year Institutions of Higher Education in the State of Illinois

Charles A. Taylor
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss



Part of the [Education Commons](#)

Recommended Citation

Taylor, Charles A., "The Characteristics and Experiences Black Administrators Perceive as Being Relevant in Acquiring Their Position in Predominantly White Public Four-Year Institutions of Higher Education in the State of Illinois" (1984). *Dissertations*. 2309.

https://ecommons.luc.edu/luc_diss/2309

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1984 Charles A. Taylor

420

@Copyright by Charles A. Taylor, May, 1984
All Rights Reserved

THE CHARACTERISTICS AND EXPERIENCES BLACK ADMINISTRATORS
PERCEIVE AS BEING RELEVANT IN ACQUIRING THEIR POSITION
IN PREDOMINANTLY WHITE PUBLIC FOUR-YEAR INSTITUTIONS OF
HIGHER EDUCATION IN THE STATE OF ILLINOIS

by

CHARLES A. TAYLOR

A Dissertation Submitted to the Faculty of the School of
Education of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
DOCTOR OF EDUCATION

MAY

1984

ABSTRACT

THE CHARACTERISTICS AND EXPERIENCES BLACK ADMINISTRATORS
PERCEIVE AS BEING RELEVANT IN ACQUIRING THEIR POSITION
IN PREDOMINANTLY WHITE PUBLIC FOUR-YEAR INSTITUTIONS OF
HIGHER EDUCATION IN THE STATE OF ILLINOIS

by CHARLES A. TAYLOR

The Problem

The purpose of this study was to address the central problem of what personal characteristics and experiences, educational background, and professional experiences black administrators in predominantly white public four-year institutions of higher education perceive as being relevant in the acquisition of their positions. Therefore, this study focused on the following aspects of black administrators:

1. What are the personal characteristics and experiences of black administrators in a predominantly white institution of higher education?
2. What is the educational background of black administrators in a predominantly white institution of higher education?
3. What are the professional experiences of black administrators in a predominantly white institution of higher educa-

tion?

4. What part of their personal characteristics and experiences, their educational background, and their professional experiences do these black administrators perceive as being relevant in acquiring their present positions?
5. What other factors besides personal characteristics and experiences, educational background, and professional experiences do these black administrators perceive as being relevant in acquiring their present positions?

Collection of Data

The data were collected through the use of a questionnaire that was mailed to one hundred-one identified black administrators in the targeted institutions in the state of Illinois. Eighty-three administrators, 82%, responded. The data were based on these returns.

The data were organized around the four areas of the study; Personal Characteristics and Experiences, Educational Background, Professional Experiences and General Information.

Conclusions

From the data collected and analyzed in this study, the following conclusions were developed:

1. Black professionals are following regular hierarchical ascension patterns to become university administrators, but the positions they are acquiring are still mainly outside the academic divisions of the university.
2. Of all the factors that contribute to black administrators acquiring their positions, the administrators' own determination and ability and their own ambition are the most important.
3. Even with a good education, determination, contacts, ambition, and Affirmative Action, being in the right place at the right time is also an important factor in acquiring an administrative position in an institution of higher education.
4. The current black administrators are young and well educated and understands the importance of a good formal education in acquiring an administrative position in an institution of higher education.
5. Over three-fourths of the black administrators are married, which suggest personal stability. Unlike the black adminis-

trators of the 1960's and early 1970's era, the black administrators of the 1980s are not nearing retirement age, but are at the stage of developing their careers.

6. Student unrest and community pressure are no longer very important issues, but Affirmative Action is still an important factor for black professionals seeking administrative positions in predominantly white institutions of higher education.
7. Contacts and professional organizations are important factors in acquiring a position in an institution of higher education.

DEDICATION

TO MY WIFE, SCHEHERAZADE,
AND CHILDREN, SHERRI, CHARLES JR., AND
CHARLANA

ACKNOWLEDGEMENTS

To my parents, Ellsworth H. and Ursula M. Taylor, for their continued support throughout the years. Their faith in my ability to succeed gave me the strenght to complete my doctoral degree. Also, to my brothers and sisters, who gave me the courage to continue my education.

To Mrs. Anna Mae Robinson, for her support and kindness. Her faith, understanding , and inner spirit gave me continual motivation to succeed, not only as it pertained to this dissertation, but in all the things I have acheived and will attempt to acheive in the future.

To my advisor, Dr. Max A. Bailey, I wish to express my gratitude for the guidance and assistance he has given me for these three and one half years of graduate work and the writing of my dissertation.

To Dr. Karen S. Gallagher and Dr. Sloan T. Letman, who gave their time and expertise in contributing to the writing of this dissertation. I wish to thank them for their consultation.

To the South Suburban Study Group, who with their help and support made it a little easier to complete the comprehensive exams and this dissertation.

To Benita Wilczynski, who helped in the corrections, revisions, and overall editing necessary to complete this dissertaion.

A warm thanks to all of those who have helped and given support throughout the years. I only wish there was enough time and space to name them all.

VITA

Charles Avon Taylor was born in Baltimore, Maryland, on March 23, 1951, to Mr. Ellsworth H. Taylor and Ursula M. Taylor. He is one of eight children, with five brothers and two sisters.

He attended Pumphrey Elementry School in Anne Arundel County, Maryland, and attended high school at Brooklyn Park High in Anne Arundel County, Maryland, from which he received his diploma in 1969. In September, 1969, he entered the University of Maryland, Baltimore County campus, Baltimore, Maryland, where he received a Bachelor of Arts degree in Sociology in 1973.

He then enrolled at The Johns Hopkins University in Baltimore, Maryland where he began graduate study in the Evening College towards the degree of Master of Science in Education. He received the degree in May, 1976.

Mr. Taylor began his professional career in August, 1973 as a Student Activity Specialist at Catonsville Community College in Catonsville, Maryland. At Catonsville Community College, Mr. Taylor was also Assistant Soccer Coach.

Since September 1976, he has been employed as an Assistant Dean of Students in the Student Services Division of Loyola University of Chicago. He is also currently teaching undergraduate courses in the School of Education at Loyola University.

Mr. Taylor's community activities lead to him being elected Chairman of the Board of Directors for Neighborhood Housing Services of Chicago, West Engelwood Division. Mr. Taylor has held this position since October 1982.

His professional and community activities has resulted in Mr. Taylor being listed in Who's Who in the Midwest.

GRADUATE COURSES TAKEN AT
THE JOHNS HOPKINS UNIVERSITY

Principals and Practices of Guidance

Counseling of Adults

Counseling Minority Groups

Group Development

Techniques of Counseling

Practicum in Group Counseling

American College Students and their Learning Environment

Perspectives in Adult and Continuing Education

Adult Education: Teaching Techniques

The Community College

Career Development: Theory and Practice

Human Relations in Education and Administration

GRADUATE COURSES TAKEN AT
LOYOLA UNIVERSITY OF CHICAGO

School Administration

Documentary Research in Education

Sociological Foundations of Education

Administration of Higher Education

Urban Problem Solving

Legal Issues in Higher Education

Statistical Methods

School Supervision

Practicum in School Administration

Seminar in Current Issues in School Supervision

Humanistic Foundations of Education.

Seminar in the Sociological Foundations of Higher Education

Educational Leadership and Policy Planning

TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGMENTS	iii
VITA	v
LIST OF TABLES	xiii
CONTENTS OF APPENDICES	xvi
 Chapter	
I. INTRODUCTION	1
Beginning of the Study	1
The Importance of Education and its Administration	2
Statement of the Problem	7
Significance of the Study	7
Limitations of the Study	9
Population	10
Research Questions	10
Research Procedure and Instrument Structure	11
Organization of the Study	13
II. REVIEW OF RELATED LITERATURE	15
Society and Education and its Administration:	
An Overview	16
Blacks and the Push for Education	22
Legislation and Higher Education	27
The Lack of Institutional Planning	30
Black Professionals and the Institutional Structure	35
Black Students and the Black Administrator	41
Summary	43
III. PROCEDURE AND METHODOLOGY	51
Introduction.	51
Development of the Questionnaire Form	51
Personal Characteristics and Experiences	52
Educational Background	53
Professional Experiences	53

General Information	54
Pilot Study	54
Field Test	56
Data Collection Procedures	57
Population	58
Research Questions	58
Statistical Treatment of the Data	60
IV. PRESENTATION AND ANALYSIS OF THE DATA	62
Introduction	62
Section I: Presentation of the Data	64
Personal Characteristics and Experiences	64
Age and Sex	65
Age and Sex: Relevance	67
Marital Status	70
Marital Status: Relevance	70
Number of Dependents	71
Number of Dependents: Relevance	72
Father's Highest Educational Level	72
Father's Highest Educational Level: Relevance	73
Mother's Highest Educational Level	74
Mother's Highest Educational Level: Relevance	74
Birthplace	75
Birthplace: Relevance	76
Setting of Upbringing	77
Setting of Upbringing: Relevance	78
Non Educational Activities	79
Non Educational Activities: Relevance	81
Educational Background	82
High School	82
High School: Relevance	85
Undergraduate Institution	91
Undergraduate Institution: Relevance	93
Undergraduate Major	95
Undergraduate Major: Relevance	97
Undergraduate Year of Graduation	98
Undergraduate Year of Graduation: Relevance	99
Graduate (Master's) Institution	101
Graduate (Master's) Institution: Relevance	103
Graduate (Master's) Major	107
Graduate (Master's) Major: Relevance	109
Graduate (Master's) Year of Graduation	111
Graduate (Master's) Year of Graduation: Relevance	112
Graduate (Doctoral) Institution	113
Graduate (Doctoral) Institution: Relevance	115
Graduate (Doctoral) Major	119
Graduate (Doctoral) Major: Relevance	122
Graduate (Doctoral) Year of Graduation	123

Graduate (Doctoral) Year of Graduation: Relevance	124
Professional Experiences	125
Administrative Positions Held	126
Church and Civic Organizations	130
Church and Civic Organizations: Relevance	132
Professional Educational Organizations/ Associations	132
Prior Professional Educational Organizations/ Associations	134
Prior Full-Time Work Experience in Higher Education	136
Relevance of Prior Full-Time Work Experience in Higher Education	136
Prior Full-Time Work Experience Outside of Higher Education	137
Relevance of Prior Full-Time Work Experience Outside Higher Education	139
General	140
Relevance of Being Black	141
Relevance of Being at the Right Place at the Right Time	142
Relevance of Own Publications	143
Relevance of Friends	144
Relevance of Contacts	145
Relevance of Own Determination/Ability	146
Relevance of Student Unrest	147
Relevance of Community Pressure	148
Relevance of Clout	149
Relevance of Speaking Engagements	150
Relevance of Professional/Civic Awards	151
Relevance of Affirmative Action	152
Relevance of Own Ambition	153
Section II: Analysis of the Findings	154
Personal Characteristics and Experiences	154
Educational Background	157
Professional Experiences	161
General	163
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	168
Summary	168
Conclusions	169
Recommendations	173
Recommendations for Future Study	176
BIBLIOGRAPHY	179
APPENDIX A	183

APPENDIX B	186
APPENDIX C	189
APPENDIX D	202

LIST OF TABLES

Table	Page
1. Age and Sex of the Black Administrators	65
2. Relevance of Age in Acquiring Administrative Position . . .	68
3. Relevance of Sex in Acquiring Administrative Position . . .	69
4. Marital Status	70
5. Number of Dependents	71
6. Father's Highest Educational Level	73
7. Mother's Highest Educational Level	75
8. Birthplace	76
9. Setting of Upbringing	77
10. Relevance of Setting of Upbringing	78
11. Relevance of Non-Educational Activities	81
12. High School: Racial Makeup and Type of Institution	83
13. High School: Racial Makeup and Setting	84
14. Relevance of High School	85
15. Relevance of Type of High School	87
16. Relevance of High School Setting	89
17. Relevance of Racial Makeup of High School	90
18. Undergraduate Institutions: Location and Racial Makeup . . .	92
19. Relevance of Undergraduate Institution	93
20. Relevance of Racial Makeup of Undergraduate Institution	95
21. Undergraduate Major	96

22.	Relevance of Undergraduate Major	98
23.	Undergraduate Year of Graduation	99
24.	Relevance of Undergraduate Year of Graduation	100
25.	Graduate (Master's) Institution: Location and Racial Makeup	102
26.	Relevance of Graduate (Master's) Institution	104
27.	Relevance of Graduate (Master's) Institution Setting	105
28.	Relevance of Racial Makeup of Graduate Institution	107
29.	Graduate (Master's) Major	109
30.	Relevance of Graduate (Master's) Major	110
31.	Graduate (Master's) Year of Graduation	111
32.	Relevance of Year of Graduation (Master's)	113
33.	Graduate (Doctoral) Institution Location	115
34.	Relevance of Graduate (Doctoral) Institution	116
35.	Relevance of Graduate (Doctoral) Institution Setting	117
36.	Relevance of Racial Makeup of Graduate Institution	119
37.	Graduate (Doctoral) Major	121
38.	Relevance of Graduate (Doctoral) Major	122
39.	Graduate (Doctoral) Year of Graduation	123
40.	Relevance of Year of Graduation (Doctoral)	124
41.	Black Women: Administrative Positions	127
42.	Black Men: Administrative Positions	129
43.	Professional Educational Organizations/Associations	134
44.	Prior Work Experience in Higher Education: Flow Chart	137

45.	Relevance of Full-Time Work Experience in Higher Education	138
46.	Relevance of Prior Work Experience Outside Higher Education	139
47.	Relevance of: Being Black	141
48.	Relevance of: Being in the Right Place at the Right Time	142
49.	Relevance of: Own Publications	143
50.	Relevance of: Friends	144
51.	Relevance of: Contacts	145
52.	Relevance of: Own Determination/Ability	146
53.	Relevance of: Student Unrest	147
54.	Relevance of: Community Pressure	148
55.	Relevance of: Clout	149
56.	Relevance of: Speaking Engagements	150
57.	Relevance of: Professional/Civic Awards	151
58.	Relevance of: Affirmative Action	152
59.	Relevance of: Own Ambition	153

CONTENTS OF APPENDICES

	Page
APPENDIX A	183
Cover Letter Sent to Participants in Field Test Requesting Suggestions for Revisions of Questionnaire	184
APPENDIX B	186
Cover Letter for Questionnaire	187
APPENDIX C	189
Questionnaire Used in the Study	190
APPENDIX D	202
Follow-up Cover Letter Sent to Those Administrators Not Responding by Original Deadline	203

CHAPTER I

INTRODUCTION

This study examined black administrators in predominantly white institutions of higher education and the characteristics and experiences these black administrators perceived as being relevant in acquiring their positions.

The first chapter presents an introduction to the study, its significance, its limitations, and the research questions. It also gives a breakdown of the organizational structure of the entire study.

BEGINNING OF THE STUDY

Discussions in graduate classes regarding the subject matter and a desire on the part of the researcher to discover more about black professionals in administration in institutions of higher education were the catalysts for this study. It was soon discovered that there was little research on the subject. Therefore, it became even more important to pursue the research on this topic and to develop a study that could be useful to educational administration, to black professionals seeking employment in institutions of higher education, and also to the study of education in general.

THE IMPORTANCE OF EDUCATION AND ITS ADMINISTRATION

The purpose of education in the United States has been examined and studied many times by numerous researchers. There have been different statements concerning the aim and purpose of education throughout the years.

To help students attain 'worthy home membership' was an objective in 1918. A similar need was expressed in 1952 as an understanding of 'family life'. The objective 'vocation' in 1918 became 'economic efficiency' in 1938, 'occupational skill' and 'ability to consume wisely' in 1952, three elements of a 'productive dimension' in 1960, and 'to prepare people for the world of work' in 1966. In the early 1970s 'career education' became popular for a similar concept. Words change to fit the mood of the times, but the basic beliefs as to what the needs of education should be have not varied greatly over the years.¹

There have been theories developed and philosophies created regarding education and the purpose of education. Post secondary education, or higher education, is just one area that has been studied. This current study concentrated on higher education, but more specifically, the administration of higher education.

School administration is defined as a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an intergrated system to accomplish predetermined objectives.² With this definition in mind, it is clear that the school administrator is a key

¹ Stephen J. Knezevich, Administration of Public Education, Third ed. (New York: Harper and Row, 1975), pp. 5-7.

² Ibid., p.12

figure in the operation of educational institutions. To accomplish all that has to be done, the administration of higher education is set up in a unique organizational structure. Most American institutions of higher education distribute the work of deciding and doing according to a hierarchical arrangement.³

Most colleges and universities have a President or Chancellor who is the key decision maker or the chief executive administrator and is at the top of this hierarchical structure.⁴ Higher education institutions in general, along with this hierarchical structure, can be so complex that the role of this chief administrator, the President or Chancellor, more closely resembles that of a mayor or city council chairman.⁵ Because the complexity of these institutions of higher education can add an additional burden to the executive administrator, the President or Chancellor has an administrative staff headed by officers who often hold the title of Vice President.⁶ Vice Presidents can be in the areas of academics, development, planning, administration or student services. These particular administrators have been hired to assist the President in carrying on specific campus responsibilities. There are also other administrators who may hold the titles of Dean, Associate or Assistant

³ James D. Mooney, The Principles of Organization (New York: Harper and Brothers, 1947), p. 14.

⁴ Ibid.

⁵ Benjamin E. Sprunger and William H. Bergquist, Handbook for College Administration (Washington, D.C.: Council for the Advancement of Small Colleges, 1978), p. 5.

⁶ Ibid.

Dean and Associate or Assistant Director.⁷ They also assist in carrying out the administrative functions of the institution.

Just like the history of education and its functions have been studied throughout the years, so have the functions and responsibilities of the college administrator. In many universities and colleges, the key administrators are primarily concerned with budgets, institutional planning and development, government relations, and other related administrative activities.⁸ Similar to the functions of management in the business world, the specific functions of higher education administration include planning, organizing, staffing, leading, evaluating, and developing.⁹ No matter what the administrative title, they are usually responsible for all or most of these six general functions.¹⁰

A number of other descriptive terms have been used by various writers to suggest the functions of the administrator.¹¹ Some of these terms include budgeting, coordinating, reporting, communicating, stimulating, programing and directing, to name a few. The purpose of such terms is to simply identify matters that should be of fundamental concern to an administrator.¹² A college or university administrator ful-

⁷ Ibid.

⁸ Ibid.

⁹ Harold Kootnz and Cyril O'Donnell, Essentials of Management, 2nd ed. (New York: McGraw Hill, 1978), p. 23.

¹⁰ Sprunger and Berquist, p. 5.

¹¹ Knezevich, p. 28.

¹² Ibid., p. 27.

fills these functions and responsibilities by developing strategic plans and executing policies within a unified system of management. The administrator organizes, allocates, and coordinates formal and informal human and material resources within the organization, being ever aware of the mission of the educational institution.¹³

There have been many studies on administration and administrators as a whole in institutions of higher education. These studies have looked at the experiences and characteristics of administrators. There is one finding that emerges in most of these studies. The majority of the administrators in these institutions of higher education are white and male. A study published in 1982 by the College and University Personnel Association stated that, among administrators, white males outnumber women and minorities by about three to one.¹⁴ A more recent study in 1983 of four-year institutions showed that 92% of the administrators were white and that 80% were male. Overall, the study stated that the typical administrator today is a 50 year old white male, married and with two to three children.¹⁵

It is good to have the data on the characteristics of the typical administrators, but what of the non-typical administrator? It is hard, in general, to get a good picture of the characteristics of the non-typ-

¹³ Ibid., p. 12.

¹⁴ Stacy E. Palmer, "In the 'Fishbowl': When Blacks Work at Predominantly White Colleges.", *The Chronical of Higher Education*, Vol. 28, No.3 (Sept. 14, 1983), p. 19.

¹⁵ Kathryn Moore, "Leaders in Transition" (Center for the Study of Higher Education, Pennsylvania State University, PA., 1983).

ical administrator, women and minorities, because of the overwhelming number of white male administrators in institutions of higher education.¹⁶ Speaking specifically of higher education professionals, statistics from the National Urban League and the Equal Employment Opportunity Commission showed that less than 5% of the nation's faculty and administrators are black.¹⁷ There has been little research on these few black professionals, especially administrators, and even less on those in predominantly white institutions of higher education.¹⁸ Add to this the fact that research has shown that black professionals outside of black institutions have not followed a regular ascension pattern to become university administrators, especially in predominantly white institutions of higher education.¹⁹ As stated earlier, there have been studies that explored and researched the characteristics and experiences of administrators in higher education, but most of the data collected reflects those of white males.

Because of this large number of white male administrators in institutions of higher education, the results of a general study that deal with characteristics would be skewed. This current study, however, concentrated specifically on black administrators and their characteristics and experiences of the 1980s. This study also explored what per-

¹⁶ Idid.

¹⁷ Palmer, p. 19.

¹⁸ Moore, p. 2.

¹⁹ Roosevelt Johnson, Black Scholars on Higher Education in the 70s (Ohio: ECCA Publications, 1974), p. 20.

sonal characteristics and experiences, educational background and professional experiences these black administrators perceived as being relevant in acquiring their present positions.

STATEMENT OF THE PROBLEM

What personal characteristics and experiences, educational background, and professional experiences do black professionals holding administrative positions in predominantly white public four-year institutions of higher education perceive as being relevant in the acquisition of their positions?

SIGNIFICANCE OF THE STUDY

A significant amount of research has been done on the influx of black students, their needs, their characteristics, and their impact on predominantly white institutions of higher education. Recently, there has been a substantial amount of research in the area of minorities, especially women in higher education as administrators and faculty, with an emphasis on equal representation and access.

This current study concentrated on those black professionals who were a part of the administrative structure in predominantly white institutions of higher education. Studies have been done on black admin-

istrators, but much of the research concentrated on the problems and conflicts these black professionals encountered in trying to get into and maintain positions of administrative authority. A large portion of this research centered on professionals in historically black institutions of higher education. Also, much of the research that is available, is on black administrators in the 1960s and 1970s. This current study centered on black professionals of the 1980s who held administrative positions in predominantly white institutions of higher education.

Even more important in highlighting the significance of this study is that, traditionally, white professionals have followed a regular ascension pattern to become university administrators.²⁰ Many researchers and national associations, including The American Council on Education, have noted that due to their scarcity outside of traditional black institutions, and other reasons, black professionals did not follow a similar pattern.²¹ Therefore, the common characteristics, experiences, and differences of the black professional administrator from that of his/her white counterpart are extremely important.

In summary, this current study focused exclusively on black professionals of the 1980s in predominantly white institutions of higher education. A profile of these black administrators is included. This study also focused on the personal characteristics and experiences, educational background and professional experiences these administrators

²⁰ Johnson, p. 20.

²¹ Ibid., p. 21.

perceived as being relevant in acquiring their positions. Hopefully, this study can serve as a catalyst for further research.

LIMITATIONS OF THE STUDY

The study was limited to a population of those black professionals holding administrative positions with the title of Assistant Director, Associate Director, Director, Assistant Dean, Associate Dean, Dean, Assistant Vice President, Associate Vice President, Vice President, Vice Provost, Provost, Chancellor, or President. Included are administrators in both academic and non-academic areas in institutions of higher education. The study was limited geographically in that it focused on those institutions of higher education in the state of Illinois. The study was further limited in that only public, four-year institutions with white student enrollments of at least 60% were surveyed. Thus, the study did not include private institutions, junior colleges, community colleges, nor public four-year institutions with black student enrollments of 50% or more.

The study was also limited by the completeness and accuracy of the responses to the questionnaire and any imperfections in the questionnaire itself. The structure of the study did not warrant soliciting opinions and views of students, faculty, or other administrators at the targeted public institutions.

POPULATION

The sample was made up of those black administrators holding the positions of Assistant Director, Associate Director, Director, Assistant Dean, Associate Dean, Dean, Assistant Vice President, Associate Vice President, Vice President, Vice Provost, Provost, Chancellor, or President (academic and non-academic) in institutions of higher education in the state of Illinois. One hundred and one black administrators who held the administrative titles listed above were identified in the targeted institutions.

The institutions were public four-year universities in Illinois where at least 60% of the student enrollment was white. There were ten of these institutions in the state of Illinois.

RESEARCH QUESTIONS

These questions focused on black professionals holding administrative positions in predominantly white, public four-year institutions of higher education.

1. What are the personal characteristics and experiences of black administrators in a predominantly white institution of higher education?
2. What part of their personal characteristics and experiences do these black administrators perceive as being relevant in

acquiring their present positions?

3. What is the educational background of black administrators in a predominantly white institution of higher education?
4. What part of their educational background do these black administrators perceive as being relevant in acquiring their present positions?
5. What are the professional experiences of black administrators in a predominantly white institution of higher education?
6. What part of their professional experiences do these black administrators perceive as being relevant in acquiring their present positions?
7. What other factors besides personal characteristics and experiences, educational background, and professional experiences do these black administrators perceive as being relevant in acquiring their present positions?

RESEARCH PROCEDURE AND INSTRUMENT STRUCTURE

Research Procedure

The study addressed the research questions by collecting data through the use of a questionnaire. A cover letter was used to briefly

explain the research project and to solicit the black administrators' assistance and cooperation. Follow-up was by telephone to those black administrators who did not respond within a two week period. Also, a follow-up letter was sent with another questionnaire if needed.

The questionnaire was created by the researcher with the most care. One of the criticisms of the use of a questionnaire can be overcome by a significant number of returns. Returns of the questionnaire should be between sixty-five to ninety percent.²²

The Encyclopedia of Educational Research stated that the use of a mailed questionnaire was the best possible instrument in reaching a large number of people economically. It was also noted that the mailed questionnaire permits the researcher to ask questions that may be embarrassing to the respondent if asked in a face-to-face interview. Hillway stated that the most candid responses are usually obtained through mailed questionnaires.

Before the completed questionnaire was sent out, pre-testing for the purpose of revision was done. The literature was used and the suggestions of colleagues were solicited to build the questionnaire. From that, the questions were put together. The instrument was pre-tested by using a pilot sample. The questionnaire was then revised by adding and deleting items from the suggestions of the pilot sample and colleagues. The instrument was then field-tested and suggestions and comments from the field-testing were incorporated into the final draft. The resulting

²² Tyrus Hillway, Handbook of Educational Research: A Guide to Methods and Materials (New York: Houghton and Mifflin Co., 1964), p. 35.

questionnaire was an instrument divided into four areas with a number of categories under each area.

Instrument Structure

The questionnaire was divided into four areas; (1) Personal Characteristics and Experiences, (2) Educational Background, (3) Professional Experiences, and (4) General Information. (See Appendix for Questionnaire)

ORGANIZATION OF THE STUDY

Chapter I presented the statement of the problem, the significance of the study, limitations of the study, and the research questions to be explored.

Chapter II reviews the current and related literature pertinent to the study.

Chapter III gives an overview of the research procedure and methodology used.

Chapter IV presents the analysis of the data and an interpretation of the results from the questionnaires.

Chapter V gives a summary of the study and presents some conclusions and recommendations as a result of the data collected and analyzed in the previous chapter.

Following Chapters

Chapter II presents the related literature about the history of higher education as it pertains to black professionals and especially to black administrators. Chapter III covers the procedure and methodology used to obtain the data and Chapter IV presents an analysis of the data collected. The conclusion, summary, and recommendations are presented in the last Chapter, Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This study examined black administrators in predominantly white institutions of higher education in the state of Illinois. This study also examined the personal experiences and characteristics, the educational background, and the professional experiences these black administrators perceived as being relevant in acquiring their positions. Chapter I was an introduction to the study. This Chapter presents the current and related literature and research.

The literature showed that white professionals followed a regular ascension pattern to become university administrators. In most instances these white professionals' educational background and their previous professional experiences were the key factors that were relevant in the acquisition of these administrative positions in the university.¹ For the black professional in the 1960's and early 1970's era, the literature showed that these factors were not as relevant in acquiring administrative positions as were external societal factors.²

¹ Kathryn Moore, "Leaders in Transition, The Top-Line: A Report on Presidents', Provosts' and Deans' Careers", Center for the Study of Higher Education (Pennsylvania State University, PA., 1983), p. 4.

² Phillip E. Jones, "The Changing Profile of Black Administrators in

This chapter is structured to give the reader a historical view of the societal factors that were relevant in the 1960' and early 1970's era. Some of these societal factors were community unrest, increased black student enrollment in predominantly white institutions, the Civil Rights Movement, and racial conflict. Along with societal pressure on the predominantly white institutions of higher education, a number of Legislative Acts also contributed to the hiring of black professionals during this period. This chapter examines these factors and at the same time presents some of the personal characteristics and experiences, educational background and professional experiences of the black professionals during this period.

SOCIETY AND EDUCATION AND ITS ADMINISTRATION: AN OVERVIEW

More and more, education is being perceived as a significant force for amelioration of social injustices and as a creative agency for improvement of man and his society as well as a conserver and transmitter of our most noble traditions.³

In 1954, the Supreme Court of the United States declared that education is probably the most important function of state and local governments.⁴ The Supreme Court went even further in stating that if any

Predominantly White Colleges and Universities" (Washington, D.C.: March 19, 1977), p. 3.

³ Stephen J. Knezevich, Administration of Public Education, third ed. (New York: Harper and Row, 1975), p. 6.

child or person is expected to succeed in life, he or she cannot be denied the opportunity of an education.⁵

This was just one indication of the importance of education in the United States. This declaration by the highest tribunal in the land corroborated similar statements by many groups and individuals from all walks of life.⁶ Approximately 30 years later, in 1983, Ronald Reagan, then President of the United States, placed education as the key issue on the national agenda.⁷ This high regard for education by the President of the United States typified the continuance of the importance of education. Overall, education was seen as an important part of American society.⁸ This importance placed on education was still seen as late as 1984.

Schools influence events in a society and in turn are influenced by the forces that operate in that society.⁹

The significance for American life of leadership in educational administration will be more clearly and generally recognized in the future than it has in the past. The kind and quality of leadership provided in educational administration is particularly important in the democratic society in which we live, because education is so basic to the satisfactory functioning of that society and superior leadership is essential for the development of an

⁴ Brown v. Board of Education, 347 U.S. 483, (1954).

⁵ Ibid.

⁶ Knezevich, p. 5.

⁷ Jim Gallagher, "Regan's Education Policies Get Hard Sell", Chicago Tribune, Section 1 (Dec. 11, 1983), p. 14.

⁸ Knezevich, p. 15.

⁹ Ibid.

adequate program of education.¹⁰

As early as the late 1950's, educators looked at educational administration, including higher educational administration, and its relationship to society.¹¹ It must be understood that the actual formal study, research, and literature about administration has appeared only as early as 1965.¹²

Schools, or any other institutions, could not remain effective or survive for long without some type of administrative structure and personnel.¹³ Every educational institution requires some form of administration to propel it efficiently and effectively towards accomplishing its goals.¹⁴ Administration does not operate in a vacuum. Education administration has more public visibility and sensitivity than in the areas such as business, civil, and industrial administration.¹⁵

Chris Argyris stated that even though the educational administrator's responsibilities are mainly achieving objectives and maintaining the organizational system, he must also be sure that the institution

¹⁰ Edgar Morphet, Educational Administration (Englewood Cliffs, New Jersey: Prentice Hall Education Press, 1964), p. 8.

¹¹ Ronald F. Campbell, "Educational Administration: Is It Unique?", School Review, 67, no. 4 (winter): 1959, p. 461.

¹² Ibid., p. 23.

¹³ Knezevich, p. 23.

¹⁴ Ibid., p. 9.

¹⁵ Robert L. Hoskins, Black Administrators in Higher Education (New York: Praeger Publishers, 1978), p. 6.

adapts to the forces in the organization's external environment.¹⁶ It is clear that the external environment affects educational institutions and educational institutions affect the external environment.¹⁷

After 1967, the state of post secondary education had gone from an unprecedented growth to one of financial stress and constraint.¹⁸ Educators with managerial, administrative and technical skills were beginning to play a greater role in determining funding priorities and planning for the future of educational institutions.¹⁹ Because of the difficult times that higher education faced, some institutions started breaking tradition and began looking for leaders with different types of backgrounds and experiences than just the ordinary educational type experiences.²⁰

One question was raised: How did the changing society and the status of higher education affect the black community and especially those black administrators in decision making positions in educational institutions?²¹ In the late 1970's, with over a decade of policy commitments,

¹⁶ Chris Argyris, Integrating the Individual and the Organization, (New York: John Wiley, 1964), p. 315.

¹⁷ Knezevich, p. 21.

¹⁸ Moore, p. 4.

¹⁹ Ibid.

²⁰ Daniel J. Socolow, "How Administrators Get Their Jobs", Change, (May 1978), p. 42.

²¹ First National Congress of Black Professional in Higher Education, University of Texas - Austin (April 5-7, 1972).

legislation, lobbying and special programs, black professionals still remained seriously underrepresented in administration of colleges and universities.²² Black professionals tend to be confined to predominantly black institutions or to low level staff positions or untenured faculty slots in predominantly white institutions.²³

Many scholars and national associations, including The American Council on Education, have noted that for many reasons to be mentioned later in this chapter, but especially due to their scarcity in general outside of the traditional black colleges and universities, black professionals did not follow a regular hierarchical ascension pattern to university administration.²⁴ Researchers have noted that traditionally white professionals have followed a regular ascension pattern to become university administrators.²⁵ Even though a wide range of educational and career experiences may be considered in an institution hiring and promoting an individual, the typical white chief executive has assumed a fairly narrow range of prior experiences.²⁶

In general the typical ascension pattern followed by most white administrators is shown on the following page.

²² Moore, p. 1.

²³ Hoskins, pp. 6-12.; Jones, p. 3.

²⁴ Roosevelt Johnson, Black Scholars in Higher Education in the 70's (Ohio: ECCA Publications, Inc., 1974), p. 20.

²⁵ Ibid.

²⁶ Moore, p. 2.

PRESIDENT

PROVOST / VICE PRESIDENT

DEAN

DIRECTOR / DEPARTMENT CHAIR

FACULTY MEMBER²⁷

In general, the chief executive ascension pattern followed the "logic of hierarchy"; promotion through the administrative structure of the institution.²⁸ This is an important factor in examining the historical relationship of black administrators and predominantly white institutions of higher education. Because of the importance placed on education and its relationship to society, the administration of education, and the status of black administrators in predominantly white colleges and universities, The First National Congress of Black Professionals in Higher Education at their conference at the University of Texas, April 1972, placed a strong emphasis on the future of black administrators in white educational institutions.

An understanding of the status of black administrators in higher education is dependent upon some understanding of the historical back-

²⁷ Michael D. Cohen and James G. March, Leadership and Ambiguity (New York: McGraw-Hill Book Company, 1974), p. 64.

²⁸ Ibid, p. 65.

ground of the means by which black professionals acquired administrative positions in predominantly white institutions and the types of positions that were held. The literature was not extensive due to the fact that research regarding black professionals and their characteristics, as it pertained to predominantly white institutions of higher education, was limited. Most of the research on this subject was post 1960s because of the historical lack of opportunity for black professionals to acquire positions at white institutions.²⁹

BLACKS AND THE PUSH FOR EDUCATION

Blacks have always pushed for education for themselves and their children. Even when they themselves had little or no education, black parents infused their children with the thought that getting an education was the only way to succeed in America.³⁰ Even in the early 1800's, Blacks tried to get an education and were instrumental in establishing free public schools.³¹ Even though this push was strongly opposed by many whites, there were white philanthopist who had underlying motives

²⁹ Jones, p. 5.; Hoskins, pp. 2-12.; Johnson, p. 6.; William Moore Jr. and Lonnie H. Wagstaff, Black Educators in White Colleges (California: Jossey-Bass, Inc., 1974), pp. 1-8.; Bernard c. Watson, Black Administrators in Higher Education: Current Dilemmas, Problems and Opportunities (Pennsylvania: Temple University Press, 1972), p. 34.

³⁰ Nancy Arnez, The Struggle for Equality of Educational Opportunity, National Urban League, Inc., (New York, 1975), p. 12.

³¹ Ibid., p. 7.

for blacks to get some sort of education.³² Their motives were to get higher skilled people and a more effective social labor force. White missionaries and philanthopists were key figures in the establishment of secondary schools and colleges for in the south for Blacks.³³ The primary vehicle used by the philanthopist was the Freedman's Bureau.³⁴

The Freedman's Bureau was behind the establishment of what was then called the normal schools.³⁵ These normal schools, which in reality were high schools, were the white society's answer to colleges for the black people in the 1800s.³⁶ A true college or university, Howard University, was established in 1860 for those Blacks ready for collegiate or professional training. In three decades after the Civil War, two hundred institutions of higher education were founded for black Americans. Fisk, Morehouse, Atlanta University, as well as the Tuskegee and Hampton Institutes, were some of these institutions.³⁷

Initially, most of these institutions were set up to teach high school work and industrial training.³⁸ There were some exceptions, but at most 'Negro Colleges', the study of liberal arts disciplines such as

³² Barbara Ann Scott, Crisis Management in American Higher Education (New York: Prager, 1983), p. 25.

³³ Ibid., p. 25.

³⁴ Ibid.

³⁵ Arnez, p. 6.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid.

social science, history, and philosophy, which would constitute a true liberal arts education, was not a part of the institution's curriculum.³⁹ This persisted for a long time because whites believed that if Blacks were exposed to books that dealt with this subject matter, it would create dissatisfied and dangerous Blacks.⁴⁰ Therefore, Blacks in the south, if given any education at all, were given only minimal vocational skills.⁴¹

Even in the late 1960s and into the 1980s, many studies have shown that Blacks continued to push for an education for their children. A study by Hall and Shipman on the attitudes of black mothers demonstrated that 73 per cent of those who came from the lowest socioeconomic group wanted their children to acquire some form of higher education.⁴² In every socioeconomic class, black parents had higher educational and occupational aspirations for their children than white parents.⁴³

Even with this high aspiration for their children to get an education, it was understood by many black parents, even as late as 1970, that they could only send their children to a black college or university.⁴⁴

³⁹ Scott, p. 26.

⁴⁰ Allan B. Ballard, The Education of Black Folk (New York: Harper and Row, 1973), p. 14.

⁴¹ Ibid., pp. 15-16.

⁴² Louis L. Knowles and Kenneth Prewitt, Institutional Racism in America (New Jersey: Prentice Hall, Inc., 1969), p. 33.

⁴³ Ibid.

In the late 1960s to middle 1970s, black student enrollment at predominantly white colleges and universities increased more than four percent.⁴⁵ Only until 1978 did enrollment at historically black colleges and universities decreased.⁴⁶ It must be noted that the decrease, based on a survey of 102 historically black institutions, was only a mere 0.6 percent.⁴⁷

In 1978, with the slight decrease in enrollment at historically black colleges and universities, total enrollment of black students at the nation's institutions of higher education increased more than three percent.⁴⁸ Thus, more black students were continuing to enroll at predominantly white institutions of higher education.

This influx of black students onto these white university campuses caused the university administration to look at and reexamine their existing programs.⁴⁹ The purpose of this reexamination by the university administration was to make revisions of existing programs and establish more relevant programs for the special needs of these minorities.⁵⁰

⁴⁴ Edgar A. Epps, Black Students in White Schools (Ohio: Charles A. Jones Publishing Co., 1978), p. 6.

⁴⁵ A.H. James, "Black College Rolls Shrink", The Chronicle of Higher Education, Vol. 15, No. 20 (Jan. 30, 1978), p. 6.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ William H. Sewell, "Inequality of Opportunity for Higher Education", Sociology of Education ed. Ronald Pavalko, (Illinois: F.E. Peacock Publishers, Inc., 1976), p. 6.

These programs were to help make the adjustment to academic life less difficult and to provide opportunities for black students and groups to maintain contact with their community.⁵¹

Discrimination had left many black students not only disadvantaged educationally, but with a well merited distrust of white institutional programs and their promise of equal education.⁵² The distrust of the programs was prevalent because black students noted that the programs geared for them were planned and carried out by the white university administration and the relevance of many existing programs were in question.⁵³

In looking at and reexamining their existing programs, many white institutions made plans to:

1. Develop special admission programs for black students which were in sync with the particular resources and goals of the institution, and with those of the students.
2. Develop and revise counseling and advising programs that were humanized and better informed and to be sure that they were in closer touch with the teaching faculty so that

⁵⁰ Ibid., p. 18.

⁵¹ Ibid.

⁵² Sewell, p. 81.

⁵³ Ibid.

these black students were fairly treated.

3. Make student services and facilities for student activities easily and readily available at no cost to campus groups, be they formal or informal.
4. Be sure that special admission programs were thoroughly and constantly evaluated by people outside the program.
5. Hire new personnel. This fifth, and most significant plan that most of the white institutions implemented was the hiring of new faculty, staff, and administrators who were open to new ideas, programs and student clienteles, which in essence meant the hiring of black professionals.⁵⁴

LEGISLATION AND HIGHER EDUCATION

The federal government, American institutions, and policy planners responded to the political and social crises of the 1960s by attempting to increase the access and opportunity of those minorities who suffered from systematic discrimination in employment and especially education.⁵⁵ In the late 1960s and early 1970s, as a result of the Civil Rights Move-

⁵⁴ Epps, pp. 55 - 89.

⁵⁵ Barbara Ann Scott, Crisis Management in American Higher Education (New York: Praeger, 1983), p. 194.

ment, more black students were enrolling in predominantly white institutions of higher education.⁵⁶ Equal Opportunity and especially Affirmative Action were the catch words being used during this time.⁵⁷

As this new student population increased on white college campuses, so did its demands on the university administration. One of the strongest demands by these black college students was for the hiring of more black administrators and faculty.⁵⁸ Prior to the 1960s and the Civil Rights Movement, there were virtually no black professionals in staff or administrative positions in predominantly white colleges and universities.⁵⁹ With the Civil Rights Movement in full swing, the hiring of black professionals was given even stronger support and meaning by Civil Rights Legislation, Affirmative Action Legislation, and an increase in the overall social consciousness of society.⁶⁰

The Civil Rights Act of 1964 (under Title VII) was the historical root of the Affirmative Action movement.⁶¹ Executive Order No.11246 issued in 1965, by then president Lyndon B. Johnson, set Affirmative

⁵⁶ Marvin W. Peterson, Black Students on White Campuses , (Michigan: Institute for Social Research, 1978), p. 64.

⁵⁷ Scott, p. 194.

⁵⁸ Jones, p. 2.; Peterson, p. 111.; Epps, p. 210.; Charles V. Willie and Arline S. McCord, Black Students at White Colleges (New York: Praeger Publishers, 1973), p. 15.

⁵⁹ Jones, p. 5.

⁶⁰ Ibid., p. 2.

⁶¹ Moore and Wagstaff, p. 73.

Action in the educational institutions into motion.⁶² Executive Order No.11246, and later Executive Order No.11375, banned employment discrimination.⁶³ The first basic guidelines first established by the U.S. Department of Health, Education, and Welfare (HEW), sought to 'overcome the effects of systematic institutional forms of exclusion and discrimination'.⁶⁴ Several legislative and executive amendments explained and clarified the federal government's jurisdiction in carrying out Executive Order No. 11246.⁶⁵ The educational institutions moved slowly or did not react at all until the Order No.4 was enacted.⁶⁶

Order No.4 from the Department of Labor made the academic community move from its 'posture of indifference'.⁶⁷ This amendment affected the academic institutions more than any other. Order No.4 required employers receiving federal funds to devise new hiring goals for women and minorities under specific time tables.⁶⁸ Also, Order No. 4 required that any recipient of a government contract in excess of \$10,000 eliminate "all existing discriminatory conditions", whether purposeful or

⁶² U.S. Department of Health, Education, and Welfare (HEW), Higher Education Guidelines, Executive Order 11246 (Washington D.C.: Government Printing Office, 1972), p. 2.

⁶³ Ibid.

⁶⁴ Ibid.

⁶⁵ Scott, p. 195.

⁶⁶ Ibid., p. 194.

⁶⁷ Moore and Wagstaff, p. 74

⁶⁸ U.S. Department of H.E.W., p. 2.

inadvertent in hiring or promotion practices. The figure of \$10,000 was later raised to \$50,000. Stated goals and timetables for hiring previously excluded minorities had to be a part of the institutions' Affirmative Action plans.⁶⁹ To maintain the flow of federal dollars into their institutions, hiring black professionals and other minorities thus became an important priority for white colleges and universities.⁷⁰

As a result of the student demands, legislative action, and especially after the assassination of Dr. Martin Luther King, Jr. and the subsequent riots in April of 1968, many white institutions of higher education started appointing black professionals to faculty, staff, and administrative positions with vigor.⁷¹

THE LACK OF INSTITUTIONAL PLANNING

For institutions of higher education, administrative planning was and still is an important aspect in the development of the institution.⁷² Effective planning provides a logical framework for organizing,

⁶⁹ Ibid.

⁷⁰ Calvert H. Smith, "The Status of Black Administrators in Higher Educational Institutions" (Cincinnati, Ohio: 1981), p. 3.

⁷¹ Ibid., p. 2.

Johnson, p. 35.

⁷² Benjamin E. Sprunger and William H. Berquist, Handbook for College Administration (Washington, D.C.: Council for the Advancement of Small Colleges, 1978), p. 27.

leading, evaluating, and especially staffing.⁷³

In reviewing the hiring of black professionals during the period of the 1960s, it is clear that there was little or no planning in general involved on the part of the predominantly white institutions, but simply a quick means of appeasing the black community and the black students on their campuses.⁷⁴ Researchers also noted that not only was there little or no planning by white institutions in the hiring of these black professionals, but there was very little consistent planning in the creation of positions for these professionals.⁷⁵ Many researchers made a stronger statement in that they felt that the reason for the poor and inconsistent planning was that most white institutions gave no real or serious thought to the possibility of black administrators being on their campuses prior to the 1960s.⁷⁶

In addressing community pressure, legislative mandates, and black students demands, many predominantly white institutions did hire some black staff and administrators, but placed these Blacks into positions that had high visibility.⁷⁷ Financial Aid and Admissions offices were, and still are, the first points of contact with students and were usually the first offices to add black staff.⁷⁸ Many black professionals

⁷³ Ibid, p. 27.

⁷⁴ Smith, p. 3.

⁷⁵ Epps, p. 216.; Moore and Wagstaff, p. 78.; Peterson, p. 56.

⁷⁶ Hoskins, p. 7.

⁷⁷ Peterson, p. 212.

with little or no previous administrative experience in higher education were appointed to develop Black Studies programs, special recruiting programs, tutorial programs, and to serve as advisors to black students.⁷⁹ Getting black professionals to fill newly-formed administrative positions and faculty positions created problems for many white institutions. There were no pools of black educational professionals except those in the predominantly black schools in the south.⁸⁰ Thus, many predominantly white educational institutions in the 1960s and early 1970s went about hiring black professionals by what many scholars refer to as "the Brain Drain" effect: that is, black professionals being hired and lured from historically black colleges and universities.⁸¹

At most institutions of higher education, administrators are defined and categorized on the basis of their roles and positions in the administrative structure.⁸² Administrators can be either line officers or staff officers. Line officers are usually considered managers with administrative authority and are directly responsible for budget, programs and personnel.⁸³ These line officers are a part of the adminis-

⁷⁸ Ibid.

⁷⁹ Jones, p. 3.

⁸⁰ Ibid.

⁸¹ Moore and Wagstaff, p. 205.; Hoskins, p. 21.; Eddie W. Mooris, "The Contemporary Negro College and the Brain Drain", Journal of Negro Education 41 (Fall, 1972), p. 35.

⁸² Smith, p. 8.

⁸³ Peter M. Blay and Richard Scott, Formal Organization (San Francisco: Chandelers Publishing Co., 1962), p. 172.

trative heirarchy of the institution. The position in this hierarchy clearly defines the power and authority an administrator has. Administrators of lower rank are subject to the decisions of these line officers and the lower level administrator is clearly aware of this relationship.⁸⁴

Staff officers, on the other hand, are usually outside the administrative hierarchy even though they are still a part of the institution. Their power and authority as administrators are based on their own individual knowledge and their ability to influence other line officers, especially the one that they directly report to.⁸⁵ In most instances, these administrators are subordinate to the line officer. In other instances, these staff officers are in the role of consultants and are neither subordinate nor superior in rank to the line officer.⁸⁶

The difference in influence between the line officers and the staff officers in institutions of higher education is significant in that the line officers gains their authority and power from their position in the organizational structure, whereas, the staff officers gains their authority from their knowledge and ability to influence others.⁸⁷

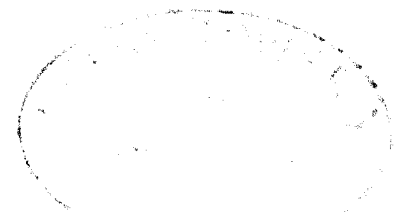
In many instances, black administrators were hired as staff offi-

⁸⁴ Ibid.

⁸⁵ Amitai Etzioni, Modern Organization (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 80.

⁸⁶ Ibid.

⁸⁷ Ibid.



cers rather than line officers.⁸⁸ Thus, the black administrator was in a position that usually lacked any power or authority to make administrative decisions. The effectiveness of black administrators in staff positions was contingent upon the degree to which they were capable of using their knowlege and wit to influence the line officer who in most cases was white.⁸⁹

Overall, because of this apparent lack of planning, many predominantly white institutions experienced a number of additional problems as it pertained to certain administrative positions for black professionals, especially in the academic and support programs.⁹⁰ Occasionally, new programs and positions concerned with a broad range of minority activities were created. This usually meant that the positions to oversee these programs were filled by black administrators.⁹¹ The creation of these positions had an effect on the institutional structure and created problems for the black professionals who were usually hired into these administrative positions that were usually impotent.⁹²

⁸⁸ Smith, p. 8.

⁸⁹ Ibid.

⁹⁰ Peterson, p. 215.

⁹¹ Ibid.

⁹² Smith, p. 2.; Jones, p. 5.; Hoskins, p. 7.

BLACK PROFESSIONALS AND THE INSTITUTIONAL STRUCTURE

The organization function in an institution includes delegation of authority and responsibility. It is the process of deciding who is to do what, where it is to be done and how, and who is responsible.⁹³

The poor planning by many white institutions in their hiring and placing of black professionals affected the administrative and organizational structure of the institutions. This organizational change affected the black administrators more than their white counterparts. For instance, once black professionals were in their positions, it was clear that they were usually grouped into one of two categories. They were either in positions that coordinated programs specifically for minority students, or they were hired in staff positions with impressive titles and functioned merely in a capacity of direct support to top-level white line officers.⁹⁴ Some researchers labeled this latter type of black administrator the 'Assistant To.'⁹⁵

Moore and Wagstaff did a study that included 3228 black educators in hundreds of predominantly white institutions of higher education throughout the United States. 2136 were men and 1092 were women. Of the men, 604 were from two-year colleges and 1532 from four-year institutions. 440 women were in two-year colleges and 652 were in four-year

⁹³ Sprunger and Berquist, p. 9.

⁹⁴ Smith, p.3

⁹⁵ Moore and Wagstaff, pp. 106-107.

schools. Over 36% of this group, or 1171, were administrators.⁹⁶

Close examination of the study showed that 94% (1094) of the black administrators could be characterized as having some type of 'Assistant To' position. Only 76 out of the total of 1171 of these black professionals held top-level line positions. Of this group, 67 were Deans; 26 in two-year colleges and 41 in four-year institutions. Nine were Presidents of their institutions; five in community colleges and four in four-year institutions.⁹⁷ The study also noted that a black professional holding a President, Vice President or Dean's position in a traditionally black institution of higher education was usually hired in an 'Assistant To' type administrative position at a predominantly white institution.⁹⁸

To add to Moore and Wagstaff's study, another study, "Women and Minorities in Administration of Higher Education Institutions", prepared for the College and University Personnel Association by the American Council on Education in 1979, showed that at public institutions, minority group members held only 19% of the top-level administrative jobs in higher education.⁹⁹ It was also discovered that in 1979, 94% of the chief executive jobs and 80% of the administrative affairs and academic

⁹⁶ Ibid., p. 106.

⁹⁷ Ibid., p. 107.

⁹⁸ Ibid., p. 69.

⁹⁹ Washington, D.C., "Despite Gains, Women, Minority-Group Members Lag in College Jobs", Chronicle of Higher Education (Feb. 3, 1982), p. 4.

affairs positions were held by white males.¹⁰⁰

Supported by the Ford Foundation, this 1979 study also noted that nearly 70% of all top-level administrative positions held by black professionals at predominantly white institutions, both private and public, were usually in two areas; Affirmative Action or Student Financial Aids.¹⁰¹ It was rare, even in the late 1970's, to find a black professional in a predominantly white institution of higher education occupying a top level position or middle management position not specifically responsible to minority programs or affairs.¹⁰²

Some examples of non-academic programs black professionals were directing in the late 1970s were social support programs, Affirmative Action programs, special admissions programs, tutorial and remedial programs, and most notably the E.O.P. (Educational Opportunity Programs).¹⁰³ In a survey of twenty midwestern colleges and universities, it was discovered that over 74% of the black administrators were involved with special admissions programs, specifically Educational Opportunity Programs.¹⁰⁴ The survey showed that these black administrators were in their mid 30's to early 40's and were predominantly

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

¹⁰² Jones, p. 4

¹⁰³ Jones, p. 3.

¹⁰⁴ Phillip E. Jones, "A Descriptive Analysis of the Administrative Structures of Selected Educational Opportunity Programs" (unpublished doctoral dissertation) University of Iowa (Iowa City, Iowa, 1975), p. 7.

male.¹⁰⁵ Most of these professionals were also married. Most of those surveyed held undergraduate degrees in the social sciences and usually held masters degrees in education or some related field.¹⁰⁶ Many of these programs were mere frustrations to the black administrators in charge.¹⁰⁷

One particular position that was hardest hit by the poor planning of many white institutions was the office of Black Student Affairs or specifically a position labeled Black Student Advisor.¹⁰⁸ Not only did the position lack clarification of responsibility and authority but there was ambiguity as to how the office of Black Student Advisor fit into the college organization structure. Most Black Student Advisors had dual roles as advisor/administrator, advisor/professor, or advisor/counselor.¹⁰⁹ Even in the early 1980s, there was still some question on where this position fit into the organizational structure of many predominantly white institutions of higher education.

Another more significant point was that many minority affairs programs or black programs, unlike other programs in the institutional structure, were usually not fully supported financially by the institutions.¹¹⁰ Most of the programs were supported by temporary federal gov-

¹⁰⁵ Ibid.

¹⁰⁶ Ibid., p. 9.

¹⁰⁷ Smith, p. 4.

¹⁰⁸ Willie and McCord, p. 63

¹⁰⁹ Ibid.

ernment and/or state funds and little institutional funds. Only in a very few instances were minority programs totally funded by the institution.¹¹¹

There were very few non-black related academic programs that black professionals were directing.¹¹² Even as late as 1983, very little evidence could be found on large numbers of black professionals at predominantly white universities in roles of academic chairmanships or department heads, other than those in Afro-American Studies, Black Studies or Urban Studies.¹¹³ Many researchers examined Black Studies Programs and Special Minority Programs and made the point that regardless of the status of the program, the characteristics of the program tended to have some common denominators.¹¹⁴ Academic programs, such as Black Studies or Afro-American Studies had other interesting characteristics in addition to the funding issues.¹¹⁵ For instance:

1. Most of their faculty members were not tenure track professors.
2. Most professors in the program were on a part-time basis.

¹¹⁰ Ibid., pp. 3-5.

¹¹¹ Ibid., p. 4.

¹¹² Jones, p. 4.

¹¹³ Moore and Wagstaff, p. 83.; Smith, p. 7.

¹¹⁴ Nick A. Ford, "Black Studies: Threat or Challenge" (Washington, D.C.: National University Publications, 1973), chapters 11-13.

¹¹⁵ Ibid.

3. Most courses did not fit into any degree curriculum and in most cases could not be taken as a major.
4. The creditability of the courses in the program was constantly challenged by white faculty who maintained the right of approval or disapproval of the courses.
5. Many times students, both black and white, were discouraged by white faculty and administrators from taking courses in these programs.
6. The program was not in the mainstream of the academia.¹¹⁶

All of these things added to additional problems and headaches for the black administrators directing the programs.¹¹⁷ Plus, because of the lack of funds for many minority programs, black administrators spent a lot of their time writing grants and proposals seeking additional funds to keep their programs afloat.¹¹⁸

Overall, because many of the programs headed by black administrators did not fit into the institutional organizational structure, many black administrators were merely involved with routine, procedural, and human relations type functions with black students and the black community, than were their white counterparts.¹¹⁹ The real implication was

¹¹⁶ Ibid.

¹¹⁷ Smith, p. 4.

¹¹⁸ Ibid.

that the black program administrator was not involved with line functions, and decisions that they did make, or were allowed to make, did not call for any creativity or autonomy.¹²⁰ These problems were compounded by the fact that black students demanded programs that accurately addressed their needs and were not just window dressing type programs to ease the consciences of the white university administration.¹²¹

BLACK STUDENTS AND THE BLACK ADMINISTRATOR

Black students played a key role on predominantly white campuses in getting more black professionals on campus.¹²² These black students also had expectations of these professionals once on campus.¹²³ The literature has documented extensively that black students on white college campuses were one of the key reasons for black administrators being hired in the 1960s and the early 1970s. Because of this, black administrators were put into a position of serving two masters; (1) the institution or their superiors, who often were white, and (2) black students

¹¹⁹ Walter J. Kimmons, Black Administrators in Public Community Colleges New York: Carlton Press, Inc., 1977), pp. 175-176.

¹²⁰ Ibid., p. 179.

¹²¹ Sewell, p. 81.

¹²² Jones, p. 1.

¹²³ E. Patrick McQuaid, "Blacks in College Administration: Two Masters", Chronicle of Higher Education (July 7, 1982), p. 4.

who expected the black administrators to take an interest in their affairs.¹²⁴

Black administrators were role models for black students and usually viewed as black leaders on campus. Because of this view, black students believed that black administrators should place loyalty to their race above loyalty to the institution.¹²⁵ In a number of studies, it was pointed out that black students at these predominantly white institutions believed that black administrators should bypass policy and appropriate channels, even to the extent of breaking rules when in the interest of Blacks.¹²⁶ This pressured many black administrators and, in many instances, made them question their allegiance to the institution or to their race.¹²⁷

Adding to this conflict were the very vocal black students, then labeled black militants.¹²⁸ In many instances, whether they were in Black Student Affairs or not, black administrators were called upon by the white administrators to calm down black students and to keep a lid on occasional flare-ups.¹²⁹

¹²⁴ Ibid.

¹²⁵ Willie and McCord, p. 63.

¹²⁶ Ibid.

¹²⁷ McQuaid, p. 4.; Willie and McCord, p. 62.

¹²⁸ Peterson, p. 225.

¹²⁹ Smith, p. 11.

SUMMARY

It appears that the literature supported the fact that there were many conflicts and problems facing black professionals in white institutions of higher education.

Even with all the Civil Rights and Affirmative Action Legislation, Blacks in the 1980s were still underrepresented in the area of educational administration in institutions of higher education.¹³⁰ Studies of employment patterns of black administrators in higher education found that there have been only small changes since federal Affirmative Action began. In 1977 the figure of minorities in administrative positions stood at two percent. In 1981 the figure moved only slightly to 7.8 percent.¹³¹ It is important to note that at senior level policy-making positions the figure was even smaller.¹³²

This was corroborated in the study by Kathryn Moore, "Leaders in Transition, Women and Minorities". This was a national study of Higher Education Administrators. The study consisted of a sample of 4,000 administrators from 1,600 institutions across the United States. The group included positions with titles of President, Provost, Vice Presi-

¹³⁰ Moore, p. 1.

¹³¹ Carol Frances and R. Frank Mensel, "Women and Minorities in Administration of Higher Education Institutions: Employment Patterns and Salary Comparisons 1978-79 and An Analysis of Progress toward Affirmative Action Goals. 1975-76 to 1978-79.", Journal of College and University Personnel Administrators, 32 (Fall, 1981), pp. 1-77.

¹³² Ibid

dent, Dean and Registrar. Of the 2,896 senior level administrators who responded, 91.8 percent were white and only a mere 5.4 percent were black. Other studies have also shown that white professionals, especially white males, dominate the top level administrative positions at institutions of higher education.

White institutions went on a hiring binge in the 1960s and 1970s to guarantee the flow of federal dollars, to ease tension in the black community, to ease tension created by the black students on their campuses and to stay within the law in terms of employment discrimination legislation. Because of these things, most black professionals in the 1960s and 1970s did not follow a regular ascension pattern to become university administrators in predominantly white institutions of higher education.

In 1981, the American Council on Education (ACE) Office of Minority Concerns was established to advance the philosophy and the principles of equal opportunity in higher education. In 1983, Reginald Wilson, Director of the ACE Office of Minority Concerns, stated grave concern about the pool of black administrators in institutions of higher education, especially those in predominantly white institutions. He agreed with the fact that the black professionals of the 1960's and 1970's era did not become college administrators through the traditional mobility route. Mr. Wilson's major concern was based on the fact that these same black administrators were now approaching retirement age.¹³³

¹³³ "ACE Office Seeks to Advance Minorities in Higher Education", Higher Education and National Affairs, Vol. 32, Number 22 (July, 1983).

This created an even smaller pool of black professionals to fill vacant administrative positions. The group of potential black professionals to follow these administrators was not substantial enough, and as the pool of available black administrators dried up, the number of qualified people to move into the top level administrative positions dropped.¹³⁴

Another reason given for the small pool of black professionals by the American Council on Education's Office on Minority Concerns was the high dropout rate of minorities in colleges and universities. ACE stated that by the time minority students reached graduate school, there was a large disparity in the number of whites to minorities.¹³⁵

Many reasons, including discrimination, kept down the number of minority students who finished advanced degrees and went into administration. Other reasons given for the lack of minority advancement was the failure of many minorities to get out of the 'typical' minority positions in areas such as minority affairs programs, equal opportunity programs, bilingual education, and afro-american studies programs.¹³⁶

The concern for this potential decrease of available black administrators, caused The Office of Minority Concerns to develop a Minority Advancement Program (MAP). The first forum concerning MAP was held in February of 1983 at the American Council on Education's Office in Washington D.C.. MAP was created to address the needs of minorities and the

¹³⁴ Ibid.

¹³⁵ Ibid.

¹³⁶ Ibid.

barriers encountered by these minorities. This program was developed to also encourage and support the advancement of minorities to top level administrative positions in institutions of higher education.

The objectives of the Minority Advancement Program were to:

1. Create regional data banks to provide a pool of minority administrators for recommendations and nominations.
2. Establish five MAP regions to develop a system to identify black and other minority administrators and provide support for advancement of these minority administrators.
3. Identify key majority leaders to work with minority leaders to serve as regional panelist for the program.
4. Develop programs for minority women and develop a network in conjunction with the ACE's Office of Women in Higher Education.
5. Establish a Council of Retired Presidents from historically black institutions of higher education to serve as senior consultant to the Office of Minority Concerns.
6. Develop a minority education newsletter that would keep minorities and historically black institutions informed of activities throughout the nation.¹³⁷

¹³⁷ Ibid.

Researchers and studies have examined black professionals in institutions of higher education. Unfortunately, most of the literature on the subject dealt with those black professionals, including college administrators, in the 1960's and early 1970's era.

Overall most of the literature and research tended to concentrate on a narrow range of positions or institutions when examining black professionals in institutions of higher education. There were usually five rough categories.

1. Nonempirical articles that dealt with factors that examined the cause of reduced opportunities such as lack of role models, discrimination and socialization patterns.¹³⁸
2. A class of articles examined programs designed for women and minorities who wanted to be administrators; their location, structure, and usefulness.¹³⁹
3. There were studies that examined Affirmative Action issues that related to faculty mobility and related issues, but they ususally had little or no detailed information on administrators and because of this, the ability to generalize was limited.¹⁴⁰

¹³⁸ Moore, p. 2.

¹³⁹ Margaret C. Berry, (ed.), Women in Educational Administration, National Association for Women Deans, Administrators and Counselors (Washington, D.C., 1979).

¹⁴⁰ Dennis P. Andrulis, et al., "Black Professionals in Predominantly

4. The fourth category included studies that provided statistical information on titles , locations and salaries of minorities. There was little information of these minorities' movement and other background information on the individuals.¹⁴¹

5. The last category was studies that created profiles of black administrators, but there were several factors that reduced their effectiveness. For instance, the studies were usually limited in scope, they concentrated on one or two positions, or they dealt with only one type of institution. These studies were usually limited because of geographic reasons also. Thus, the samples were usually small and the ability to generalize was limited.¹⁴²

Lastly, many of the studies on minorities and especially blacks, were usually unpublished dissertations which were not widely available.¹⁴³ Thus, from the points listed above, to do a study on black professionals was difficult at best.

White Institutions of Higher Education - An Examination of some Demographic and Mobility Characteristics", Journal of Negro Education, 49 (Winter, 1975), pp. 6-11.

¹⁴¹ Frances and Mensel, pp. 1-77.

¹⁴² Kathryn M. Moore and Peter A. Wollitzer, Women in Higher Education: A Contemporary Bibliography, National Association for Women Deans, Administrators and Counselors (Washington, D.C., 1979).

¹⁴³ Ibid.

This Current Study:

In these predominantly white institutions of higher education, what type of black professionals was in these administrative positions in the 1980s? Society has changed since the 1960's and early 1970's era, and in the 1980s, there was little or no campus unrest, very little community pressure, and many Affirmative Action programs at institutions of higher education were being challenged and many Afro-American Studies and Equal Opportunity Programs were being phased out. This appeared to be the appropriate time to examine the black administrators of the 1980s. What were their personal characteristics and experiences? What were their educational backgrounds and professional experiences? There was less pressure on predominantly white institutions of higher education to hire and promote black professionals, therefore, it was important to also examine what these black administrators of the 1980s perceived as being relevant in the acquisition of their positions.

In summary, this study examined these areas and took a close look at the black administrator of the 1980s.

Following Chapters

This Chapter gave an overview of the research and related literature on the topic. Chapter III presents the procedure and methodology used to collect the data for this study. Chapter IV presents and analyzes the data collected and Chapter V gives a summary and conclusion. Chapter V also gives some recommendations for future research.

CHAPTER III

PROCEDURE AND METHODOLOGY

INTRODUCTION

This study looked at black administrators in higher education in the 1980s. Because of the small number of black administrators in predominantly white institutions of higher education, this study also examined what these black professionals perceived as being relevant in acquiring their present positions.

Chapter I was an introduction to the study and it also presented the problem, the significance of the study, the limitations of the study, the research questions, and the targeted population. Chapter II reviewed the current literature and related research. This Chapter gives a review of the research procedure and the methodology used to gather the data needed for the study.

DEVELOPMENT OF THE QUESTIONNAIRE FORM

After careful review of the resources, a questionnaire was developed for the collection of data for the study. Several questionnaires were reviewed in order to better understand what type of questionnaire would be most effective. After developing the instrument, it was reviewed and revised through suggestions and comments made by the dissertation committee. After careful review and consultation, the items were refined.

In constructing the questionnaire, ideas were taken out of the book by Scates and Yeoman. Close-ended questions were used in the instrument. Closed questions are usually used when the aim of the study is to classify the respondent's information on specific topics.¹ Every effort was made to make the questionnaire clear and concise.

The questionnaire was divided into four areas so that the respondent could better understand the different aspects of the questionnaire and could easily answer the questions without using a large amount of time. It was also divided into the different areas so that the data collected could be easily tabulated and analyzed and the readers of this study could get a clear profile of the black administrator and could easily determine what specific areas these administrators perceived as being relevant in acquiring their positions.

The four areas were: (1) Personal Characteristics and Experiences, (2) Educational Background, (3) Professional Experiences, and (4) General Information.

Personal Characteristics and Experiences:

Regarding personal characteristics and experiences, the instrument covered the following categories; age, sex, marital status, number of dependents, father's formal level of education, mother's formal level of education, state of birth, setting of upbringing, and non-educational

¹ Douglas E. Scates and Alice Yeoman, The Effect of Questionnaire Form on Course Request of Employed Adults (Washington, D.C.: American Council on Higher Education, 1958), p. 6.

activities. After responding to each category, the participants were asked to mark each response on how they perceived the category as being relevant in acquiring their present administrative positions. The degree of relevance was rated from 1 to 4, with 1 being Not Relevant, 2 being Low Relevance, 3 being Medium Relevance and 4 being High Relevance.

Educational Background:

Regarding educational background, the questionnaire covered the following categories; in the areas of high school, undergraduate degree, graduate degree, and doctorate degree, the questionnaire asked about the state and name of the institution, the racial make-up of the institution, rural or urban location, what degree was received, the discipline, and the year of graduation. As in the area of personal characteristics and experiences, the participants were asked to rate each category on the degree of relevance in their acquiring administrative positions. The same rating of 1 to 4 was used.

Professional Experiences:

In the professional experiences area, the questionnaire included the following categories; full time work experience outside of colleges/universities, and work experience within colleges/universities prior to their acquiring their present positions. Under each category above, the respondents were asked to give the position title, the name of the institution, dates of employment and reason for leaving the position. The participants were also asked to list professional organizations that they were members of prior to their positions and to list those pres-

ently in, if different. The administrators were asked to also list any church or civic organizations in which they were a member.

Lastly, the administrators were asked to give the title of their positions, length of time in their positions, the number of professional staff reporting directly to them, and the title of their immediate supervisor. As in the two previous areas on the preceding page, the administrators were asked to rate their professional experiences on how they perceived them as being relevant in acquiring their present positions. The rating of 1 to 4 was used.

General Information:

An area in the questionnaire listed other categories that black administrators in predominantly white universities might perceive as being relevant in acquiring their present positions. For example, some of the categories were student or community unrest, Affirmative Action, being in the right place at the right time, their own ambition, and clout. The participants were then asked to rate these categories using the same scale of 1 to 4 as in previous areas, with 1 being Not Relevant, 2 being Low Relevance, 3 being Medium Relevance and 4 being High Relevance.

PILOT STUDY

Validation of the questionnaire for the study was accomplished through the use of pilot study and field-test techniques.

Two questions must be considered when an instrument is to be validated. First, how does the researcher arrange items in areas where the literature is inadequate? Second, how does the

researcher select items for the final schedule, irrespective of the source of those items?²

A questionnaire that is to be mailed should be administered to a pilot group.³ An individual researcher is not likely to think of all the ways in which a group may respond. One cannot anticipate adequately the responses of others. Usually, items on the questionnaire will need revision once sent to a pilot group.⁴

The pilot group used to help in the revision of the questionnaire were doctoral students in the Department of Administration and Supervision in the School of Education at Loyola University of Chicago. All of the members of the group held administrative positions in educational institutions. After the questionnaire was distributed, each item was examined carefully by the pilot group. Deletions, suggestions, and changes were made by each member of the participating pilot group.

A few examples of the suggested changes are as follow: Some suggestions called for a clearer introduction to the questionnaire. Another suggested change was to put the directions concerning the marking procedure at the beginning and not at the end of each section. This was specifically in the section that asked each respondent to mark the categories that they perceived as being relevant in acquiring their positions. Also, the numbering of the questions was suggested. The sugges-

² William J. Goodz and Paul K. Hatt, Methods in Social Research (New York: McGraw Hill Book Co., 1952), pp. 157-160.

³ Ibid., p. 161.

⁴ Scates and Yeoman, p. 8.

tions were incorporated into the questionnaire.

FIELD TEST

After the questionnaire was refined with the addition of the suggestions from the pilot group, the questionnaire and a cover letter were sent to each member of the dissertation committee for review. From their suggestions and comments, a questionnaire with all the improvements was ready for field testing. Administrators serving in institutions of higher education were chosen. These were administrators in private institutions of higher education. They were both black administrators and white administrators.

Each administrator was sent a questionnaire and a cover letter requesting his/her cooperation. Instructions for completing the questionnaire were attached. These administrators were asked to fill out the questionnaire and to make any comments, deletions, or additions that would improve the questionnaire. The questionnaires were returned with comments and suggestions.

Some of the suggestions included changing the procedure of asking for the respondent to mark what they perceived as relevant. Here, the questionnaire was changed to ask the respondent to rate the degree of relevance of each area as it pertained to acquiring their administrative positions. This degree of relevance was broken down into a range of 1 to 4, with 1 being no relevance and 4 being high relevance.

Another change that was incorporated into the questionnaire was the adding of another section, "General Information", that dealt with general areas that these black administrators might also perceive as

being relevant but was not apart of their personal characteristics, nor apart of their personal, educational, or professional experiences. This general section was not initially apart of the questionnaire. Questions that asked about religious and civic organization membership were also added. Also, a deadline for the return of the questionnaire was added to the cover letter. All of these comments and suggestions were incorporated into the final questionnaire, which was then ready to be mailed out to the participants in the study.

DATA COLLECTION PROCEDURES

The questionnaires were mailed to one hundred and one black administrators in public four-year, predominantly white institutions of higher education in the state of Illinois. A cover letter and a self-addressed stamped envelope were enclosed with the questionnaire. The cover letter described the study briefly, gave the title and the significance of the study, and asked for their cooperation and assistance. Initially, sixty-two questionnaires were returned within the two week period that was given as a deadline. Follow-up phone calls were made to those administrators who did not respond within the two week period. The deadline was extended and where needed, another questionnaire with a cover letter and a self addressed stamped envelope was sent. In total, eighty-three (82%) of the questionnaires were returned. The data were based on these returns. Once the questionnaires were returned, the data were tabulated and analyzed.

A profile of the respondents and their perceptions are presented using the four areas of the study; Personal Characteristics and Experi-

ences, Educational Background, Professional Experiences and General Informantion. This is presented in Chapter IV.

POPULATION

The sample was those black administrators holding the positions of Assistant Director, Associate Director, Director, Assistant Dean, Associate Dean, Dean, Assistant Vice President, Associate Vice President, Vice President, Vice Provost, Provost, Chancellor, or President (academic and non-academic) in institutions of higher education in the state of Illinois. One hundred and one black administrators who held the administrative titles listed above were identified in the targeted institutions. Eighty-two percent of those black administrators responded to the questionnaire.

The institutions were public, four-year universities in Illinois with predominantly white student enrollments. In this study, predominantly white institutions of higher education was defined as those institutions where at least 60% of the student population was white. There were ten of these institutions in the state of Illinois.

RESEARCH QUESTIONS

These questions focused on black professionals holding administrative positions in predominantly white, public four-year institutions of higher education.

1. What are the personal characteristics and experiences of black administrators in a predominantly white institution of higher education?

2. What part of their personal characteristics and experiences do these black administrators perceive as being relevant in acquiring their present positions?
3. What is the educational background of black administrators in a predominantly white institution of higher education?
4. What part of their educational background do these black administrators perceive as being relevant in acquiring their present positions?
5. What are the professional experiences of black administrators in a predominantly white institution of higher education?
6. What part of their professional experiences do these black administrators perceive as being relevant in acquiring their present positions?
7. What other factors besides personal characteristics and experiences, educational background, and professional experiences do these black administrators perceive as being relevant in acquiring their present positions?

STATISTICAL TREATMENT OF THE DATA

The data were treated by dividing it into two sections. The two sections in Chapter IV presents the data and gives an analysis of the findings. The two sections are entitled Section I: Presentation of the Data and Section II: Analysis of the Findings.

There are four areas that are examined and analyzed in Chapter IV. The different areas are; (1) Personal Characteristics and Experiences, (2) Educational Background, (3) Professional Experiences, and (4) General Information. In Section I, each area has a number of categories that are divided into two parts for presentation. The first part in each category presents a profile of the black administrators.

The second part in each category examines what these black administrators perceived as being relevant in acquiring their positions. The administrators rates each category based on the degree the respondents perceived it as being relevant.

A frequency distribution sorted the responses. Percentages and means were reported for each category.

Section II of Chapter IV presents an analysis of the findings. This section highlights the findings from the data collected and gives an analysis of the findings.

Following Chapters

Chapter IV presents a statistical breakdown and analysis of the data that were collected. Chapter V presents the conclusion, and it also

gives a summary and recommendations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Chapters I and II gave an introduction to the study and a review of the related literature. Chapter III presented the procedure and methodology used to collect the data for this study. This chapter presents the data collected and an analysis of that data.

INTRODUCTION

The chapter is designed so that a profile of the black administrator is developed. The format of this chapter is structured so that the reader can also understand what these black administrators perceived as being relevant in the acquisition of their positions in the university.

This chapter is divided into two sections. Section I presents the findings from the data collected. Section II gives an analysis of those findings.

In Section I, the presentation of the data collected focuses on four factors. The first three factors were the Personal Characteristics and Experiences, the Educational Background, and the Professional Experiences of the black administrators in this study. Each respondent

addressed a number of categories related to each factor. After each category, the respondent stated if it was relevant in acquiring their administrative positions at the university. The fourth factor is entitled 'General' and examined exclusively the degree of relevance in categories that were not addressed in the other three factors.

Thus, the presentation of the data for each category is divided into two parts. The first part presents the responses given to each category. The second part focuses on how these black professionals perceive the personal, professional and educational factors as being relevant in acquiring their administrative positions. The last factor focuses on a list of general categories that these black administrators may have also perceived as being relevant in acquiring their positions, but was not under any of the categories in the previous listed factors.

For the first part of each category there is a table. In the second part that examines the degree of relevance of each category, there is a table, in most instances, if MORE THAN 60% of the respondents stated that the specific category was relevant.

In Section II, the findings are highlighted and an analysis of those findings is given.

The data provided in this study were obtained from eighty-three black administrators in Illinois public four-year institutions of higher education where the student population was over sixty percent white. These eighty-three respondents constitute eighty-two percent of the one hundred-one identified black administrators from the targeted institutions.

SECTION I: PRESENTATION OF THE DATA

Four different factors were presented in this section. The presentation in this section focused on Personal Characteristics and Experiences of the black administrators in this study, their Educational Background, and their Professional Experiences. The fourth factor is entitled 'General' that focuses exclusively on categories not covered in the previous factors.

PERSONAL CHARACTERISTICS AND EXPERIENCES

The first factor of Section I was Personal Characteristics and Experiences. The data presented included the categories of Age, Sex, Marital Status, Number of Dependents, and their Fathers' and Mothers' Highest Educational Level. Other categories under this area were the respondents' Birthplace, their Setting of Upbringing, and their Non-Educational Activities. Each category is divided into two parts as explained earlier. Most tables that accompany the individual categories are divided by sex.

Age and Sex

As can be seen from Table 1, sixty, 72%, of the eighty-three black administrators were male and twenty-three, 28%, were female. Under the category labeled "Age", the respondents were asked to indicate their age within a five year range. The categories were distributed in age intervals that extended from less than twenty-five to sixty-five and over. On the average, black female administrators were approximately two years younger than black male administrators. The median age for all of the black administrators was thirty-nine.

TABLE 1

Age and Sex of the Black Administrators

AGE INTERVALS	MALE	FEMALE	TOTALS	% OF TOTALS
Less than 25	0	0	0	0%
25 - 34	13	9	22	26%
35 - 44	24	8	32	39%
45 - 54	14	5	19	23%
55 - 64	9	1	10	12%
65 and over	0	0	0	0%
TOTALS	60	23	83	100%

MEDIAN AGE = 39

Age and Sex: Relevance

Age: As shown in Table 2, twenty-three, 45%, of those respondents who indicated that their age was relevant, stated that their age was of medium to high relevance. Age was considered relevant by 70% of the respondents in the acquisition of their positions. The respondents between the ages of twenty-five and thirty-four and those between the ages of thirty-five and forty-four indicated that their age was more relevant than the other respondents in the other age groups.

TABLE 2

Relevance of Age in Acquiring Administrative Position

AGE INTERVALS	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
Less than 25	0	0	0	0	0	0	0	0
25 - 34	3	1	4	3	5	2	2	2
35 - 44	5	2	10	4	4	3	0	0
45 - 54	5	3	4	0	3	1	0	0
55 - 64	3	0	3	0	1	0	0	0
65 and over	0	0	0	0	0	0	0	0
SUB TOTALS	<u>16</u>	<u>6</u>	<u>21</u>	<u>7</u>	<u>13</u>	<u>6</u>	<u>2</u>	<u>2</u>

TOTALS (73) = 22

* 28

 RELEVANCE TOTAL 51 (70% of Total Responding)

MEDIUM - HIGH RELEVANCE TOTAL 23
 (45% of Respondents Indicating Relevance)

NO RESPONSE 10

Sex: Table 3 shows that of the total forty-nine respondents who indicated that their sex was relevant in acquiring their positions, twenty-seven, 55%, stated that their sex was of medium to high relevance. More black women than black men rated their sex as being relevant in acquiring their administrative positions. In total, forty-nine respondents make up sixty-seven percent of the total responding.

TABLE 3

Relevance of Sex in Acquiring Administrative Position

<u>SEX</u>	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
MALE	22	16	8	7
FEMALE	2	6	5	7
TOTALS (73) =	24	* 22	13	14

		RELEVANCE TOTAL 49 (67% of Total Responding)		
		MEDIUM - HIGH RELEVANCE TOTAL 27 (55% of Respondents Indicating Relevance)		

NO RESPONSE 10

Marital Status

Table 4 shows the marital status of the respondents. Sixty, 72%, of the eighty-three black administrators were married. Of that sixty, twelve were women and forty-eight were men.

TABLE 4
Marital Status

MARITAL STATUS	MALE	FEMALE	TOTAL	% OF TOTALS
MARRIED	48	12	60	72%
SINGLE	5	6	11	13%
DIVORCED	4	5	9	11%
SEPARATED	3	0	3	04%
WIDOWED	0	0	0	0%
	—	—	—	—
TOTAL	60	23	83	100%

Marital Status: Relevance

Seventy-three respondents addressed the relevance of marital status in acquiring their positions. Only sixteen, 22%, of the total seventy-three respondents stated that marital status had some degree of relevance in acquiring their administrative positions. Of the sixteen who did state that marital status was relevant, twelve were married. Of that

twelve, three were women, with two of them stating that being married was of high relevance in acquiring her administrative position and the one stating it was of medium relevance.

Number of Dependents

Of the sixty administrators that were listed as being married in Table 4, fifty-eight, 97%, had dependents. Nine administrators, 3%, who were married did not have dependents.

TABLE 5
Number of Dependents

MARITAL STATUS	DEPENDENTS			TOTALS
	1	2	3 or more	
MARRIED	20	19	12	51
SINGLE	5	0	0	5
DIVORCED	4	4	0	8
SEPARATED	3	0	0	3
WIDOWED	0	0	0	0
	—	—	—	—
TOTAL	32	23	12	67

Number of Dependents:
Relevance

Seventy-two administrators responded to the relevance of the number of dependents in acquiring their positions. Only six, 8%, of the seventy-two respondents, stated that there was some degree of relevance in having dependents.

Father's Highest Educational
Level

The data showing the respondents' fathers' highest educational level is presented in Table 6. Over half, 54% of the respondents' fathers had less than a high school education.

TABLE 6

Father's Highest Educational Level

EDUCATIONAL LEVEL	MALE	FEMALE	TOTAL
LESS THAN HIGH SCHOOL	36	9	45
HIGH SCHOOL GRADUATE	9	8	17
ASSOCIATE DEGREE	3	1	4
BA. OR BS. DEGREE	5	2	7
MASTER'S DEGREE	5	3	8
ED.D OR PH.D DEGREE	1	0	1
M.D., D.D.S. OR J.D.	0	0	0
OTHER	1	0	1
	—	—	—
TOTAL	60	23	83

Father's Highest Educational
Level: Relevance

Seventy-five administrators responded to this category as it pertained to the degree of relevance in acquiring their positions. Of the total seventy-five respondents, twenty, 27%, stated that their father's education was relevant in acquiring their administrative positions. Proportionately, women administrators, 40% of the total responding, stated that their father's education was more relevant than the men, 22% of the

total responding.

Mother's Highest Educational Level

The data collected showed that the respondents' mothers' highest educational level was higher than the respondents' fathers' educational level. Over half, 63% of the respondents' mothers had a high school degree or higher.

Mother's Highest Educational Level: Relevance

Seventy-five administrators addressed this category. Fifty-five respondents were men and twenty were women. Of the seventy-five respondents, only nineteen, 25%, stated that their mother's education was of some relevance in acquiring their administrative positions. Of the nineteen respondents, eleven were men and eight were women. Proportionately, black women, 40% of the total responding, stated that their mother's education was more relevant than did black men, 20% of the total responding.

TABLE 7

Mother's Highest Educational Level

EDUCATIONAL LEVEL	MALE	FEMALE	TOTAL
LESS THAN HIGH SCHOOL	26	5	31
HIGH SCHOOL GRADUATE	18	10	28
ASSOCIATE DEGREE	5	2	7
BA. OR BS. DEGREE	5	4	9
MASTER'S DEGREE	5	2	7
ED.D OR PH.D DEGREE	0	0	0
M.D., D.D.S. OR J.D.	0	0	0
OTHER	1	0	1
	—	—	—
TOTAL	60	23	83

Birthplace

Table 8 on the following page shows the birthplace of the black administrators. Most of the respondents were born in the midwest with thirty-five, 42%, being born in Illinois.

TABLE 8

Birthplace

PLACE	NUMBER
Alabama	2
Florida	2
Illinois	35
Indiana	5
Iowa	1
Kentucky	1
Louisiana	1
Maryland	1
Mississippi	7
Missouri	1
New Jersey	1
New York	2
North Carolina	6
Ohio	5
Oklahoma	1
Pennsylvania	1
South Carolina	2
Tennessee	1
Texas	1
Virginia	3
West Virginia	1
Rep. of Panama	1
No Response	2
	—
Total	83

Birthplace: Relevance

Seventy administrators responded to the relevance of their Birthplace in acquiring their positions. Of those seventy respondents, only fifteen, 21%, stated that their birthplace was of some relevance in acquiring an administrative position in the university.

Setting of Upbringing

Setting of upbringing is defined as most time lived in before fifteen years of age. Fifty-three, 64%, of the eighty-three respondents lived most of their time before fifteen years of age in an urban setting. Refer to table 9 below.

TABLE 9
Setting of Upbringing

	MALE	FEMALE	TOTAL
SETTING OF UPBRINGING			
URBAN	40	13	53
SUBURBAN	5	5	10
RURAL	15	5	20
	—	—	—
TOTALS	60	23	83

Setting of Upbringing:
Relevance

Eighteen, 47%, of the respondents who indicated that the setting of their upbringing was relevant, stated that it was of medium to high relevance. Table 10 shows that, in total, sixty-eight administrators addressed the issue of relevance of setting of upbringing. Thirty-eight respondents, 56%, stated that the setting of their upbringing was relevant in acquiring their positions.

TABLE 10

Relevance of Setting of Upbringing

SETTING OF UPBRINGING	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
URBAN	15	3	7	6	9	3	1	4
SUBURBAN	2	3	1	2	0	0	0	0
RURAL	7	0	3	1	1	0	0	0
SUB TOTALS	<u>24</u>	<u>6</u>	<u>11</u>	<u>9</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>4</u>
TOTALS (68) =	30		* 20		13		5	

RELEVANCE TOTAL 38 (56% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 18 (47% of Respondents Indicating Relevance)								

NO RESPONSE 15

Non Educational Activities

Non-educational activities include hobbies, avocations, and activities for leisure. The non-educational activities of the respondents covered many areas. The top seven activities are listed below in descending order. All seven activities were listed by a least ten of the respondents.

Sports: Over thirty-five respondents listed sports as one of their non - educational activities. Spectator sports were first and participatory sports were second. Of the participatory sports, tennis and racquet ball lead the list.

Exercise and Jogging: This was the second most activity the respondents listed. Twenty-nine listed this activity.

Reading: This non - educational activity was the third area that was listed. Twenty-one listed this activity.

Writing and Traveling: These two areas had the same number of respondents listing them. Fifteen respondents named these two areas.

Church-Related Activities: This was the fifth category listed by the respondents as non - educational activities. This was listed by twelve respondents.

Listening to music, hunting, fishing, hiking, and camping: All

of these were tied for sixth place among the activities listed. Eleven times this was listed by the respondents.

Art and Theater: This was the last area that had at least ten or more respondents listing them as their non - educational activities.

Photography and painting were also listed. Other areas listed were sewing, dancing, chess, cards and other parlor games.

Non Educational Activities:
Relevance

Sixty-three black administrators responded to the relevance of non-educational activities. Of the sixty-three administrators who responded, thirty-three, 52%, stated that it was relevant. Of these thirty-three respondents, fourteen, 42%, stated that these activities were of medium to high relevance.

TABLE 11

Relevance of Non - Educational Activities

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	W	M	W	M	W	M	W
NON-ED. ACTIVITIES	21	9	13	6	7	2	3	2
TOTALS (63) =	30		* 19		9		5	
			*****		RELEVANCE TOTAL 33		(52% of Total Responding)	
			MEDIUM - HIGH RELEVANCE TOTAL 14				(42% of Respondents Indicating Relevance)	

NO RESPONSE 20

EDUCATIONAL BACKGROUND

Educational background was the second factor in Section I where data were collected and analyzed. This factor included the categories of High School, Undergraduate Degree, Graduate (Master's) Degree and Graduate (Doctoral) Degree. The data collected gave the name of the institution, the location, whether the institution was located in an urban setting, a rural setting or a suburban setting. The data collected under Educational Background also showed the racial makeup of the different institutions. In the higher education areas, the respondent's major and year of graduation were also collected and analyzed. The data were presented to also show whether the respondents perceived the categories under Educational Background as being relevant in acquiring their administrative positions.

High School

The state in which the administrator was born was in 97% of the cases, the same state they attended high school. Therefore, for the location of the respondents high school, refer back to Table 8, entitled "Birthplace".

Table 12 shows the racial makeup of the high schools attended by the respondents and whether the schools were public, private or parochial. Seventy-three, 90%, of the eighty-three respondents attended

public high schools.

Table 12 also shows that of all the high schools attended, forty-two respondents, 52%, attended schools with a racial makeup that was predominantly black. Thirty-six respondents, 44%, attended a high school that had a racial makeup that was predominantly white. Three schools attended by the respondents, 4%, were racially mixed with no racial group over forty percent.

TABLE 12

High School: Racial Makeup and Type of Institution

TYPE OF INSTITUTION	BLACK (60% PLUS)	WHITE (60% Plus)	RACIALLY MIXED	TOTAL
PUBLIC	38	32	3	73
PRIVATE	2	2	0	4
PAROCHIAL	2	2	0	4
	—	—	—	—
TOTAL	42	36	3	81
NO RESPONSE	2			

Table 13 presents the racial makeup of the high schools and the setting of the schools (urban, suburban, rural). Sixty-one of these high schools, 75%, were in an urban setting, eleven, 14%, were in a suburban setting and nine, 11%, were in a rural setting.

Of the forty-two high schools that were predominantly black, thirty-six, 86%, were in an urban setting. Table 13 also shows that of the thirty-six high schools that were predominantly white, twenty-three, 64%, were in an urban setting.

TABLE 13

High School: Racial Makeup and Setting

SETTING	BLACK (60% PLUS)	WHITE (60% PLUS)	RACIALLY MIXED	TOTAL
URBAN	36	23	2	61
SUBURBAN	4	6	1	11
RURAL	2	7	0	9
	—	—	—	—
TOTAL	42	36	3	81
NO RESPONSE	2			

High School: Relevance

Table 14 shows the degree of relevance, by sex. Forty-eight respondents, 66%, stated that their high school was relevant. Twenty-nine, 60%, of the respondents who stated that it was relevant, indicated that their high school was of medium to high relevance. In total, seventy-three respondents addressed the issue of relevance of their high school.

TABLE 14

Relevance of High School

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
HIGH SCHOOL	20	5	13	6	8	5	10	6
SUB TOTALS	<u>20</u>	<u>5</u>	<u>13</u>	<u>6</u>	<u>8</u>	<u>5</u>	<u>10</u>	<u>6</u>
TOTALS (73) =	25		* 19	13		16		
*****								RELEVANCE TOTAL 48 (66% of Total Responding)
MEDIUM - HIGH RELEVANCE TOTAL 29 (60% of Respondents Indicating Relevance)								

NO RESPONSE 10

Under Relevance of High School Location, the respondents were first asked to list the city and state of the high school they attended and then state whether it was relevant in acquiring their positions. Seventy-seven administrators responded to this issue. Twenty administrators stated that the location of their high school was of medium to high relevance. This equaled twenty-six percent. Forty-three respondents, 56%, stated that the location of their high school was relevant in acquiring their positions.

Relevance of Type of High School

The respondents were first asked to indicate whether the high school type was private, public or parochial. In the category the respondents were asked to state the degree of relevance of the type of high school in acquiring their positions. Seventy-five responded to this issue. Twenty-six, 58%, of the respondents who indicated that it was relevant, stated that the type of high school was of medium to high relevance. In general, forty-five, 60%, of the respondents stated that the type of high school was relevant in acquiring their administrative positions.

TABLE 15

Relevance of Type of High School

HIGH SCHOOL	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
PRIVATE	1	0	1	0	1	0	0	1
PUBLIC	24	4	12	5	9	4	4	6
PAROCHIAL	0	1	0	1	1	0	0	0
SUB TOTALS	<u>25</u>	<u>5</u>	<u>13</u>	<u>6</u>	<u>11</u>	<u>4</u>	<u>4</u>	<u>7</u>
TOTALS (75) =	30		* 19	15		11		

				RELEVANCE TOTAL 45 (60% of Total Responding)				
				MEDIUM - HIGH RELEVANCE TOTAL 26 (58% of Respondents Indicating Relevance)				

NO RESPONSE 8

Under the category of Relevance of High School Setting, seventy-five administrators responded. In the question under setting of high school, the respondents were asked to indicate whether their high school was in an urban, rural, or suburban setting. Of all the administrators who stated that the setting of their high school was relevant, twenty, 45%, stated that it was of medium to high Relevance.

Table 16 presents the responses as it pertained to the relevance of the high school setting. The table is divided into the three settings

of urban, rural, and suburban.

TABLE 16
 Relevance of High School Setting

HIGH SCHOOL	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
URBAN	15	5	10	5	4	3	4	5
RURAL	2	0	7	0	1	0	0	0
SUBURBAN	3	1	0	2	3	0	0	0
SUB TOTALS	<u>20</u>	<u>6</u>	<u>17</u>	<u>7</u>	<u>8</u>	<u>3</u>	<u>4</u>	<u>5</u>

TOTALS (75) = 26

* 24

 RELEVANCE TOTAL 44 (59% of Total Responding)
 MEDIUM - HIGH RELEVANCE TOTAL 20
 (45% of Respondents Indicating Relevance)

NO RESPONSE 8

Relevance of Racial Makeup of High School

Table 17 presents the data collected and shows that of the respondents who stated that racial makeup of their high school was relevant, twenty-six, 55%, stated that it was of medium to high relevance. Of the eighty-three total respondents, seventy responded to the relevance of the racial make-up of their high school in acquiring their positions.

TABLE 17

Relevance of Racial Makeup of High School

RACIAL MAKE-UP	RELEVANCE								
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE		
	M	F	M	F	M	F	M	F	
PREDOM. BLACK	11	4	6	5	3	2	3	4	
PREDOM. WHITE	5	3	7	3	5	3	3	2	
RACIALLY MIXED	0	0	0	0	1	0	0	0	
SUB TOTALS	<u>16</u>	<u>7</u>	<u>13</u>	<u>8</u>	<u>9</u>	<u>5</u>	<u>6</u>	<u>6</u>	
TOTALS (70) =	23		* 21		14		12		

								RELEVANCE TOTAL 47 (67% of Total Responding)	
								MEDIUM - HIGH RELEVANCE TOTAL 26 (55% of Respondents Indicating Relevance)	

NO RESPONSE 13

Undergraduate Institution

Table 18 presents the location of the institutions the respondents attended for their undergraduate degree. The table is designed to show the racial makeup of the institutions and at the same time show the states in which the respondents received their degree. Table 18 shows that fifty-five, 66%, of the undergraduate institutions attended were predominantly white. Twenty-eight, 34%, of the respondents attended undergraduate institutions that were predominantly black.

Of the fifty-five undergraduate institutions that were predominantly white, thirty-three, 60%, were in the state of Illinois. Of the twenty-eight undergraduate institutions that were predominantly black, only two, 7%, were in the state of Illinois.

Overall, the states outside of Illinois were either in the midwest or east. None of the undergraduate institutions attended by the respondents were in any of the western states. Most of the predominantly black institutions attended by the respondents were located in the eastern part of the United States, with a few located in some of the southern states.

TABLE 18

Undergraduate Institutions: Location and Racial Makeup

LOCATION	BLACK (60% PLUS)	WHITE (60% Plus)
Florida	1	0
Illinois	0	33
Indiana	0	3
Iowa	0	1
Kansas	0	2
Louisiana	2	0
Maryland	1	1
Michigan	0	4
Mississippi	3	0
Missouri	1	0
New York	1	3
North Carolina	3	1
Ohio	1	2
Oklahoma	1	0
Pennsylvania	2	3
South Carolina	2	1
Tennessee	1	0
Virginia	3	0
Washington D.C.	6	1
	—	—
TOTAL (83) =	28	55

Undergraduate Institution:
Relevance

As shown in Table 19, forty-two respondents, 79%, who indicated that their undergraduate institution was relevant, stated that it was of medium to high relevance. Over all, sixty-six administrators addressed the issue of the relevance of their undergraduate institution in acquiring their current positions. Fifty-three, 80%, stated that their undergraduate institution was relevant in acquiring their administrative positions.

TABLE 19

Relevance of Undergraduate Institution

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
UNDERGRADUATE INSTITUTION	11	2	7	4	17	7	9	9
SUB TOTALS	<u>11</u>	<u>2</u>	<u>7</u>	<u>4</u>	<u>17</u>	<u>7</u>	<u>9</u>	<u>9</u>
TOTALS (66) =	13		* 11		24		18	

	RELEVANCE TOTAL 53 (80% of Total Responding)							
	MEDIUM - HIGH RELEVANCE TOTAL 42 (79% of Respondents Indicating Relevance)							
NO RESPONSE	17							

Relevance of Location of Undergraduate Institution:

Sixty-six respondents addressed the issue of whether the location of their undergraduated was relevant in acquiring their positions. Forty-five, 68%, of the respondents stated that the location of the institution attended for his/her undergraduate degree was relevant. Medium to high relevance was indicated by twenty-five, 38%, of the respondents.

Under Relevance of Racial Makeup of the undergraduate institution, seventy-five administrators responded. Of the total respondents who stated that the racial makeup of their undergraduate institution was relevant, forty-three, 70%, indicated that it was of medium to high relevance in acquiring their administrative positions. Table 20 shows that in acquiring their administrative positions sixty-one, 81%, of the respondents indicated that the racial makeup of their undergraduate institution was relevant. A higher percentage of black women than black men indicated that the racial makeup of their undergraduate institutions were relevant in the acquisition of their current positions. Of the twenty-two women who indicated that the racial makeup of their undergraduate institution was relevant, seventeen, 77%, indicated that it was of medium to high relevance in acquiring their administrative positions.

TABLE 20

Relevance of Racial Makeup of Undergraduate Institution

RACIAL MAKE-UP	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
PREDOM. BLACK	6	0	2	3	3	0	1	3
PREDOM. WHITE	7	1	12	1	17	7	4	7
OTHER	0	0	0	0	1	0	0	0
SUB TOTALS	<u>13</u>	<u>1</u>	<u>14</u>	<u>4</u>	<u>21</u>	<u>7</u>	<u>5</u>	<u>10</u>

TOTALS (75) = 14 * 18 28 15

 RELEVANCE TOTAL 61 (81% of Total Responding)

MEDIUM - HIGH RELEVANCE TOTAL 43
 (70% of Respondents Indicating Relevance)

NO RESPONSE 8

Undergraduate Major

Undergraduate majors were organized into five categories for presentation. The five categories were Education, Humanities, Social Sciences, Business, and Sciences. Education included Special Education, Art Education, Elementary and Secondary Education and Educational Administration. The Humanities areas included Philosophy, English, Fine Arts, History and Theatre. The Social Sciences consisted of Sociology, Psychol-

ogy, Anthropology and Political Science. The Business areas included Economics, Accounting, Finance, and Business Administration. The Sciences consisted of Biology, Physics, Chemistry and Natural Science.

As shown in Table 21, most of the undergraduate majors of the respondents were evenly divided among the categories. Twenty-three, 28%, of the respondents received his/her undergraduate degree in the field of Education. Seventeen, 20%, majored in the Humanities field, nineteen, 27%, in Social Sciences, nine, 11%, in Business, and twelve, 14%, of the respondents received their degrees in the Sciences.

TABLE 21
Undergraduate Major

MAJOR	MALE	FEMALE	TOTAL
EDUCATION	14	9	23
SCIENCES	11	1	12
SOCIAL SCIENCES	13	6	19
BUSINESS	7	2	9
HUMANITIES	12	5	17
TOTALS	57	23	80

No Response 3

Undergraduate Major: Relevance

Seventy-three administrators responded to the issue of their undergraduate major being relevant in acquiring their positions. As presented in Table 22, thirty-seven, 61%, of all respondents indicated that their undergraduate major was of medium to high relevance in acquiring their positions. In total, sixty-one, 84%, of the respondents stated that his/her major was relevant.

Fourteen, 82%, of the seventeen respondents who majored in the education field stated that their major was relevant in acquiring their administrative positions. Twelve, 80%, of the fifteen respondents who majored in the Humanities stated that his/her major was relevant and fifteen, 75%, of the respondents who majored in the Social Sciences stated that it was relevant.

Eight, 89%, of the respondents with a major in the business field stated that his/her major was also relevant in acquiring their positions. All of the respondents, 100%, with a major in the science field stated that his/her major was relevant in acquiring their administrative positions in the university.

TABLE 22
 Relevance of Undergraduate Major

MAJOR FIELD	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
EDUCATION	3	4	5	5
BUSINESS	1	3	2	3
SOCIAL SCIENCES	5	8	5	2
HUMANITIES	3	6	4	2
SCIENCES	0	3	5	4
TOTALS (73) =	12	* 24	21	16

				RELEVANCE TOTAL 61 (84% of Total Responding)
				MEDIUM - HIGH RELEVANCE TOTAL 37 (61% of Respondents Indicating Relevance)

NO RESPONSE 10

Undergraduate Year of Graduation

The year of undergraduate graduation was divided into seven intervals. The intervals were: Before 1955, 1956 to 1960, 1961 to 1965, 1966 to 1970, 1971 to 1975, 1976 to 1980, and 1981 and later. The breakdown is listed in the Table.

TABLE 23

Undergraduate Year of Graduation

Before 1955	* 13 graduated
1956 to 1960	* 14 graduated
1961 to 1965	* 10 graduated
1966 to 1970	* 12 graduated
1971 to 1975	* 19 graduated
1976 to 1980	* 9 graduated
1981 & later	* 2 graduated
	—
TOTAL	* 79 graduated
NO RESPONSE	4

Undergraduate Year of
Graduation: Relevance

Twenty-three, 55%, of the respondents who indicated that the year they graduated was relevant, stated that it was of medium to high relevance. Of the total sixty-six respondents who addressed the issue of relevance of their undergraduate institution, forty-two, 64%, of them indicated that it was of relevance in acquiring their positions.

TABLE 24

Relevance of Undergraduate Year of Graduation

YEAR OF GRADUATION	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
Before								
1955	5	0	1	0	2	1	1	1
1956 - 1960	0	1	3	1	1	1	0	0
1961 - 1965	3	3	1	1	2	1	1	2
1966 - 1970	3	0	0	3	1	0	0	0
1971 - 1975	2	2	7	2	2	2	1	1
1976 - 1980	2	1	0	0	0	0	1	1
1981 and Later	0	0	0	0	1	0	0	0
SUB TOTALS	<u>15</u>	<u>7</u>	<u>12</u>	<u>7</u>	<u>9</u>	<u>5</u>	<u>4</u>	<u>5</u>
TOTALS (66) =	22		* 19		14		9	

RELEVANCE TOTAL 42 (64% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 23 (55% of Respondents Indicating Relevance)								
NO RESPONSE	17							

Graduate (Master's)
Institution

Table 25 shows the location of the institutions these black professionals attended to receive their master's degree. Table 25 also shows the setting of the graduate institution. The setting was either urban or rural. This table shows the racial makeup of the institutions while at the same time shows the state in which the graduate (master's) institution was located.

Seventy-nine, 95%, of the eighty-three respondents held a master's degree or higher. Six attended programs that went from undergraduate directly to a doctoral degree, mostly from respondents who majored in the science field. Only four of the eighty-three respondents held just an undergraduate degree.

Forty-eight, 65%, of the seventy-four respondents who held actual master's degrees attended institutions in the state of Illinois. Table 25 also shows that all but four institutions attended by the respondents were predominantly white. Thirty-nine of the institutions were in an urban setting.

TABLE 25

Graduate (Masters) Institutions: Location and Racial Makeup

LOCATION	BLACK (60% PLUS)		WHITE (60% PLUS)	
	URBAN	RURAL	URBAN	RURAL
Arizona	0	0	1	0
Connecticut	0	0	1	0
Georgia	1	0	0	0
Illinois	0	0	18	30
Indiana	0	0	0	3
Kansas	0	0	1	0
Massachusetts	0	0	1	0
Michigan	0	0	0	1
New York	0	0	5	0
Ohio	0	0	3	0
Oklahoma	0	0	1	0
Pennsylvania	0	0	2	0
Wisconsin	0	0	2	0
Washington D.C.	3	0	0	0
	—	—	—	—
TOTALS (73) =	* 4	0 *	* 35	34 *
	*****		*****	
RACIAL MAKEUP =	* 4 *		* 69 *	
	* *		* *	
	*****		*	
SETTING URBAN =	39	*		*
		*		*

SETTING RURAL =			34	
NOT APPLICABLE	10			

Graduate (Master's)
Institution: Relevance

Fifty-one, 89%, of the respondents stated that their graduated (master's) institution was relevant in acquiring their administrative positions in the university. Forty-five, 88%, of the respondents who stated that their graduate (master's) institution was relevant, also stated that it was of medium to high relevance in acquiring their position. Table 26 shows that of the total seventy-three respondents who actually held master's degrees, fifty-seven responded to the issue of relevance of their institutions in acquiring their current administrative positions.

TABLE 26

Relevance of Graduate (Masters) Institution

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
GRADUATE INSTITUTION	4	2	3	3	12	7	18	8
TOTALS (57) =	6		* 6	19		26		

	RELEVANCE TOTAL				51	(89% of Total Responding)		
	MEDIUM - HIGH RELEVANCE TOTAL				45	(88% of Respondents Indicating Relevance)		
NO RESPONSE	16							
NOT APPLICABLE	10							

Under Relevance of Location of the graduate institution where the administrator received their master's degree, the responses were as follows: Seventy-three of the administrators who held actual master's degrees responded to this issue. Thirty-nine respondents stated that the location of their graduate school was of some relevance. The total for medium to high relevance was twenty-four, or sixty-two percent of the respondents who stated that the location of their graduate institution was relevant.

The responses to the Relevance of the Setting of the graduate (master's) institution was different from the responses to the relevance

of location of the graduate institution. Seventy-six percent of the respondents stated that the setting of their graduate (master's) institution was relevant and thirty-two, 67%, indicated that it was of medium to high relevance in acquiring an administrative position. Examine Table 27 which show the responses to the relevance of the setting of the graduate (master's) institution.

TABLE 27

Relevance of Graduate (Masters) Institution Setting

GRADUATE INSTITUTION	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
URBAN	10	6	11	8
RURAL	5	10	7	7
SUB TOTALS	<u>15</u>	<u>16</u>	<u>17</u>	<u>15</u>
TOTALS (63) =	15	* 16	17	15

		RELEVANCE TOTAL 48 (76% of Total Responding)		
		MEDIUM - HIGH RELEVANCE TOTAL 32 (67% of Respondents Indicating Relevance)		
NO RESPONSE	10			
NOT APPLICABLE	10			

Relevance of Racial Makeup of the graduate institution was addressed by fifty-seven of the seventy-three respondents who held actual master's degrees. Of those fifty-seven who did respond, forty-seven, 82%, of the respondents indicated that the racial makeup of the graduate institution was relevant. Thirty-four, 72%, of these black administrators indicated that the racial makeup of their graduate (master's) institution was of medium to high relevance. Table 28 gives a total breakdown.

Only four institutions attended by the respondents for their master's degree were predominantly black. All four respondents who attended a predominantly black institution stated that the racial makeup of the institution was relevant in acquiring their administrative positions in the university. Of the fifty-three respondents who attended a predominantly white institution, forty-three or eighty-one percent stated that the racial makeup of the institution was relevant in acquiring their positions.

TABLE 28

Relevance of Racial Makeup of Graduate Institution

RACIAL MAKE-UP	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
PREDOM. BLACK	0	0	2	2	0	0	0	0
PREDOM. WHITE	8	2	8	1	14	7	7	6
SUB TOTALS	<u>8</u>	<u>2</u>	<u>10</u>	<u>3</u>	<u>14</u>	<u>7</u>	<u>7</u>	<u>6</u>

TOTALS (57) = 10

* 13 21 13

 RELEVANCE TOTAL 47 (82% of Total
 Responding)

MEDIUM - HIGH RELEVANCE TOTAL 34
 (72% of Respondents
 Indicating Relevance)

NO RESPONSE 16

NOT APPLICABLE 10

Graduate (Master's) Major

As shown in Table 29, fifty-one percent of the respondents majored in Education for their master's degree. Table 29 also shows that four respondents had a general degree in Education, ten majored in Guidance and Counseling, nine in Educational Administration, two in Curriculum, three in Secondary Education, eight majored in Student Personnel and one in Urban Education. The second largest field that the respondents

received their master's degree was in the Sciences.

TABLE 29
Graduate (Masters) Major

MAJOR	MALE	FEMALE	TOTAL
EDUCATION	20	15	35
SCIENCES	10	0	10
SOCIAL SCIENCES	11	5	16
BUSINESS	4	1	5
HUMANITIES	6	1	7
TOTALS	51	22	73
NOT APPLICABLE	10		

Graduate (Masters) Major:
Relevance

Table 30 shows that thirty-seven, 65%, of the respondents who indicated that their major was relevant, also stated that it was of medium to high relevance. In total, sixty-three respondents addressed the issue of their graduate (master's) major being relevant in acquiring their current positions. Over all, fifty-seven respondents stated that their major was relevant. This constituted ninety percent of the total responding.

The Table is not divided by sex and presents the data collected on the relevance of the respondents' graduate (master's) major.

TABLE 30

Relevance of Graduate (Masters) Major

MAJOR FIELD	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
EDUCATION	1	2	5	6
BUSINESS	0	1	3	4
SOCIAL SCIENCES	3	9	2	4
HUMANITIES	2	6	2	3
SCIENCES	0	2	3	5
TOTALS (63) =	6	* 20	15	22

RELEVANCE TOTAL 57 (90% of Total Responding)				
MEDIUM - HIGH RELEVANCE TOTAL 37 (65% of Respondents Indicating Relevance)				
NO RESPONSE	10			
NOT APPLICABLE	10			

Graduate (Master's) Year of Graduation

The year of graduation with a master's degree was divided into seven intervals. The intervals were: Before 1955, 1956 to 1960, 1961 to 1965, 1966 to 1970, 1971 to 1975, 1976 to 1980, and 1981 and later. The breakdown is listed in the table below.

TABLE 31

Graduate (Masters) Year of Graduation

Before 1955	* 4 graduated
1956 to 1960	* 8 graduated
1961 to 1965	* 5 graduated
1966 to 1970	* 14 graduated
1971 to 1975	* 21 graduated
1976 to 1980	* 15 graduated
1981 & later	* 2 graduated
	—
TOTALS	* 69 graduated
NO RESPONSE	4
NOT APPLICABLE	10

Graduate (Master's) Year of
Graduation: Relevance

Twenty-two, 43%, of the respondents stated that the year they graduated from their graduate institution was of medium to high relevance. In total, sixty-three administrators who held actual master's degrees responded to the issue of relevance of the year they graduated in acquiring their positions. Of these sixty-three respondents, fifty-one, 81%, indicated that the year they graduated was relevant.

TABLE 32

Relevance of Year of Graduation (Masters)

YEAR OF GRADUATION	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
Before 1955	1	0	1	0	0	0	0	0
1956 - 1960	1	1	5	0	0	0	0	1
1961 - 1965	0	0	2	1	1	0	0	1
1966 - 1970	1	2	2	1	2	1	0	0
1971 - 1975	1	1	4	5	5	0	3	2
1976 - 1980	3	1	5	2	1	1	2	1
1981 and Later	0	0	1	0	1	0	0	0
SUB TOTALS	<u>7</u>	<u>5</u>	<u>20</u>	<u>9</u>	<u>10</u>	<u>2</u>	<u>5</u>	<u>5</u>

TOTALS (63) = 12

* 29

12

10

 RELEVANCE TOTAL 51 (81% of Total
 Responding)

MEDIUM - HIGH RELEVANCE TOTAL 22
 (43% of Respondents
 Indicating Relevance)

NO RESPONSE 10

NOT APPLICABLE 10

Graduate (Doctoral)
Institution

Forty-two respondents held doctoral degrees. This constituted

over fifty percent of the total eighty-three black administrators who responded to the survey. Of the forty-two respondents who held doctoral degrees, twenty-eight or sixty-seven percent were men and fourteen or thirty-three percent were women.

Table 33 presents the location of the institutions attended for their doctoral degree. The table shows that the racial makeup of all of the institutions listed is under one category. All of the institutions attended for the doctoral degree were predominantly white. Illinois still had the largest number of respondents receiving degrees from among the various states, with a total number of twenty-one, 50%. Table 33 also shows whether the institution was in an urban setting or a rural setting.

TABLE 33

Graduate (Doctoral) Institution Location

LOCATION	WHITE (60% PLUS)	
	URBAN	RURAL
Florida	1	0
Illinois	11	10
Indiana	2	1
Kansas	1	0
Massachusetts	3	0
Michigan	1	1
New York	2	0
Ohio	3	0
Oklahoma	1	0
Pennsylvania	2	1
Wisconsin	2	0
	—	—
SUB TOTAL	29	13
	—	—
TOTALS	42	

Graduate (Doctoral)
Institution: Relevance

As shown in Table 34, twenty-seven, 84%, of the respondents who stated that the institution where they received their doctoral degree was relevant, indicated that it was of medium to high relevance. Of the total forty-two respondents who held doctoral degrees, thirty-seven addressed the issue of whether the institution was relevant in acquiring their administrative positions. Thirty-two, 86%, of the respondents stated that the institution they attended to receive their doctoral degree was relevant in acquiring their administrative positions in the university.

TABLE 34

Relevance of Graduate (Doctoral) Institution

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
GRADUATE INSTITUTION	3	2	4	1	7	4	10	6
TOTALS (37) =	5		* 5		11		16	

	RELEVANCE TOTAL 32 (86% of Total Responding)							
	MEDIUM - HIGH RELEVANCE TOTAL 27 (84% of Respondents Indicating Relevance)							
NO RESPONSE	5							

The Relevance of the Location of the graduate (doctoral) institution was addressed by thirty-eight respondents. Seventeen, 68%, indicated that the location of the institution was of medium to high relevance. Over all, twenty-five, 66%, of the respondents stated that the location of the institution where they received their doctoral degree was relevant.

Under the category of Relevance of the Setting of graduate (doctoral) institution, thirty-seven respondents addressed this issue. The responses to this issue were identical to the relevance placed on the location of the institution. Twenty-five respondents, 66%, indicated that the setting of the institution was relevant and of those twenty-

five administrators, seventeen, 68%, indicated that it was of medium to high relevance. Under setting of the graduate (doctoral) institution, the respondents were first asked to state whether the institution was in an urban setting or a rural setting. The respondents were then asked to indicate if the setting of the graduate institution was relevant in acquiring their current administrative positions. The responses are presented in the following table.

TABLE 35

Relevance of Graduate (Doctoral) Institution Setting

	RELEVANCE								
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE		
	M	F	M	F	M	F	M	F	
HIGH SCHOOL									
URBAN	6	3	4	2	3	4	3	2	
RURAL	4	0	2	0	2	1	0	2	
SUB TOTALS	<u>10</u>	<u>3</u>	<u>6</u>	<u>2</u>	<u>5</u>	<u>5</u>	<u>3</u>	<u>4</u>	
TOTALS (38) =	13		* 8		10		7		

			RELEVANCE TOTAL		25	(66% of Total Responding)			
			MEDIUM - HIGH RELEVANCE TOTAL		17	(68% of Respondents Indicating Relevance)			
NO RESPONSE	4								

Under Relevance of Racial Makeup of the graduate (doctoral) institution, thirty-seven addressed this issue. Eighty-one percent, or thirty, stated that the racial makeup of the institution, which was predominantly white, was relevant in acquiring their administrative positions at the university. Of the total respondents, nineteen, 63%, stated that the racial makeup of the graduate (doctoral) institution was of medium to high relevance.

Table 36 presents the responses of the administrators who addressed the issue of relevance of racial makeup of their graduate (doctoral) institution.

TABLE 36

Relevance of Racial Makeup of Graduate Institution

RACIAL MAKE-UP	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
PREDOM. WHITE	5	2	8	3	8	4	4	3
SUB TOTALS	<u>5</u>	<u>2</u>	<u>8</u>	<u>3</u>	<u>8</u>	<u>4</u>	<u>4</u>	<u>3</u>
TOTALS (37) =	7		* 11	12		7		

					RELEVANCE TOTAL 30 (81% of Total Responding)			
					MEDIUM - HIGH RELEVANCE TOTAL 19 (63% of Respondents Indicating Relevance)			

NO RESPONSE 5

Graduate (Doctoral) Major

This section presents the field of specialization in which these black administrators earned their highest academic degree. Table 37 presents the various fields of specialization and the breakdown by sex. Table 37 also shows that the education field leads the list of majors for the doctoral degree. Twenty-five, 60%, majored in the Education field. It should be noted that Educational Administration represents the largest single field of specialization with fourteen respondents.

As with the master's degree, the science field had the second highest number of respondents majoring in it with a total of six. The

table shows that only men majored in the science field.

TABLE 37
Graduate (Doctoral) Major

MAJOR	MALE	FEMALE	TOTAL
EDUCATION	15	10	25
SCIENCES	6	0	6
SOCIAL SCIENCES	2	3	5
BUSINESS	3	0	3
GENERAL	2	1	3
TOTALS	28	14	42

Graduate (Doctoral) Major:
Relevance

Table 38 shows that thirty-two, 91%, of the respondents who indicated that their doctoral major was relevant, stated that it was of medium to high relevance in the acquisition of their positions. In total, thirty-five of the administrators, 92%, stated that their major was relevant.

TABLE 38
Relevance of Graduate (Doctoral) Major

MAJOR FIELD	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
EDUCATION	1	2	7	10
BUSINESS	0	0	1	2
SOCIAL SCIENCES	1	1	1	2
GENERAL SCIENCES	1	0	1	2
SCIENCE	0	0	2	4
TOTALS (38) =	3	* 3	12	20

RELEVANCE TOTAL 35 (92% of Total Responding)

MEDIUM - HIGH RELEVANCE TOTAL 32
(91% of Respondents Indicating Relevance)

NO RESPONSE 4

Graduate (Doctoral) Year of Graduation

The year of graduation was divided into intervals. The interval breakdown and the number of graduates for each interval is listed in Table 39 below.

TABLE 39

Graduate (Doctoral) Year of Graduation

Before 1955	* 1 graduated
1956 to 1960	* 0 graduated
1961 to 1965	* 2 graduated
1966 to 1970	* 5 graduated
1971 to 1975	* 13 graduated
1976 to 1980	* 5 graduated
1981 & later	* 16 graduated
	—
TOTAL	* 42 graduated

Graduate (Doctoral) Year of Graduation: Relevance

Seventeen, 65%, of the respondents indicated that the year they graduated was of medium to high relevance in acquiring their positions.

TABLE 40

Relevance of Year of Graduation (Doctoral)

YEAR OF GRADUATION	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
Before								
1955	1	0	0	0	0	0	0	0
1956 - 1960	0	0	0	0	0	0	0	0
1961 - 1965	0	0	1	0	0	0	0	0
1966 - 1970	1	0	1	0	1	1	0	0
1971 - 1975	3	0	1	2	2	1	2	0
1976 - 1980	0	0	1	1	1	1	0	0
1981 and Later	4	1	1	1	2	2	2	2
SUB TOTALS	9	1	5	4	6	5	4	2

TOTALS (36) = 10

* 9 11 6

 RELEVANCE TOTAL 26 (72% of Total Responding)

MEDIUM - HIGH RELEVANCE TOTAL 17
 (65% of Respondents Indicating Relevance)

NO RESPONSE 6

PROFESSIONAL EXPERIENCES

In the area of Professional Experiences, the categories included the respondents' present positions. Under present position, the respondents gave their title, number of professional staff reporting directly to them, the title of their immediate supervisor, and the length of time they held the position. A listing of the church or civic organizations they were involved in at the time they held their administrative positions is presented.

This area also presents a list of the educational organizations the respondents were involved in before acquiring their present positions. Under Professional Experiences is a listing of educational organizations they were involved with while in their administrative positions. Lastly, the respondents listed their full-time work experiences at the college/university level prior to their positions at the time they answered the questionnaire.

Administrative Positions Held

Black Women:

Table 41 presents a list of the positions held by black administrators who were women and the number of respondents who held that position. The table also shows the average number of staff reporting directly to that position and the average number of years the respondents were in each position. The data collected showed that the highest two positions held by black female administrators in these predominantly white institutions were the positions of Dean of Students and Executive Assistant to the President for Public Relations.

Most of the positions held by black women were in the Student Affairs or Student Services areas. The Student Affairs or Student Services areas include Admissions, Housing, Financial Aids, Counseling Services, Student Activities and Athletics. There was one Director of a campus, and two Directors in the Educational Assistance or Support areas. An Associate Dean was also not in the Student Affairs area. The administrators who held the "Assistant To" type positions were also not in the Student Affairs area. These administrators were in the Academic areas.

TABLE 41

Black Women: Administrative Positions

TITLE	TOTAL IN POSITION	AVERAGE NO. STAFF REPORTING	AVERAGE NO. YEARS IN POSITION
ASST. DIRECTOR	6	0	1
ASSOC. DIRECTOR	4	6	3
DIRECTOR	6	8	2
ASST. TO DEAN	1	0	1
ASST. DEAN	2	0	1
ASSOC. DEAN	1	2	12
ASST. TO V.P.	1	2	2
DEAN	1	6	2
ASST. TO PRES.	1	3	1
<hr/>			
TOTAL RESPONDENTS	23		

Black Men:

Table 42 is similar in design to Table 41. Table 42 presents the positions held by black administrators who were men and the number of administrators in those positions. This Table also gives the average number of staff reporting directly to the various positions and the average number of years the respondents were in that position. The Table shows that the two highest positions held by black male administrators in these institutions were the positions of President of the University and Vice President for Administrative Services. The respondents who held the Assistant Vice President and Assistant Chancellor positions also held Directors positions. This was also true for those respondents who held the "Assistant To" positions.

Only thirty-two black male administrators were in the Student Affairs, Student Services, or Educational Assistance divisions. These thirty-two equal only fifty-three percent. The remaining forty-eight percent were in Academic areas.

TABLE 42

Black Men: Administrative Positions

TOTAL	TOTAL IN POSITION	AVERAGE NO. STAFF REPORTING	AVERAGE NO. YEARS IN POSITION
ASST. DIRECTOR	9	2	4
ASSOC. DIRECTOR	5	6	3
DIRECTOR	17	7	6
ASST. DEAN	11	4	9
ASSOC. DEAN	4	6	3
DEAN	5	9	4
ASST. TO PROVOST	1	23	4
ASST. TO PRESIDENT	1	0	1
ASST. VICE PRES.	1	15	1
ASST. VICE CHANCELLOR	1	2	5
ASSOC. V. CHANCELLOR	2	5	4
ASST. CHANCELLOR	1	1	3
VICE PRESIDENT	1	12	10
PRESIDENT	1	7	7
<hr/>			
TOTAL RESPONDENTS	60		

Church and Civic Organizations

Fifty-eight respondents answered this category. Of those fifty-eight respondents, thirty-nine or sixty-seven percent were a member of a church of some kind. Of the thirty-nine, twenty-three or fifty-nine percent were men and sixteen or forty-one percent were women. Most of the thirty-nine respondents indicated they were members of a church, were involved in activities related to the church such as being in the church choir, teaching sunday school, and helping with the youth choir.

In the area of Civic activities, membership in at least three organizations was common. Of the fifty-eight respondents who did list civic organizations, twenty-one listed membership in either the Urban League or the National Association for the Advancement of Colored People (NAACP). Ten were members of the NAACP and eleven were members of the Urban League. Of the ten members of the NAACP, five were women and five were men. Of the eleven who were members of the Urban League, three were women and eight were men.

Involvement with organizations for children was the second highest civic activity listed with a total of sixteen respondents. The activities included working with the Boy Scouts, the Girl Scouts, Children's Foundations, Children Learning Centers, both girls' and boys' soft ball teams and Boys Club.

The area that received the next highest number of respondents was in neighborhood / community activities or organizations. These civic activities were listed by sixteen respondents. They included areas such

as block clubs, citizens' councils, citizens' advisory councils, community drug abuse programs, neighborhood school program, community human relations/ human resources organizations, and other various community and neighborhood groups.

Eighteen black administrators were a member of a national fraternity or sorority. Six women were members of the Alpha Kappa Alpha Sorority and six women were members of the Delta Sigma Theta Sorority. Three men were members of the Alpha Phi Alpha Fraternity, two were members of the Kappa Alpha Psi Fraternity, and one was a member of the Omega Psi Phi Fraternity. There were a few women's groups other than sororities that were listed and a few men's groups other than fraternities listed.

Of the total forty male respondents listing church and civic organization memberships and activities, the average number of activities listed was four. The highest number of activities and memberships listed by a male respondent was six. The male respondents listed involvement in children and youth type activities more times than women. Black men, moreso than black women, listed health-related organizations, such as The Chicago Heart Association, Chicago Health Coalition, and the Cancer Society.

Out of the eighteen women who were involved in church and civic activities, the average number of activities or membership listed was four. The highest number of activities and memberships listed by a female respondent was eleven.

Church and Civic
Organizations: Relevance

The Relevance of Church or Civic Organizations in acquiring their administrative positions was addressed by thirty-eight of the fifty-eight respondents who listed the organizations they were involved in above. Of the thirty-eight administrators who responded, state that it was of low relevance, ten stated that it was of medium relevance and nine stated that involvement in the various organizations was of high relevance in acquiring their administrative positions at the university. Nineteen, 63%, of the total thirty who indicated that it was relevant, stated that involvement in church or civic organizations was of medium to high relevance.

Professional Educational
Organizations/Associations

This category lists those professional organizations/associations in which the respondents held membership while in their current administrative positions. Seventy-nine, 95%, of the respondents stated that they were involved in at least one professional educational organization/association. This constitutes a little over ninety-five percent of the eighty-three respondents.

Many respondents were involved in a number of professional organizations. Many of the professional organizations/associations were related directly to the position held by the administrator. For example, seven of the women administrators were a member of the National Association of Women Deans, Administrators and Counselors. Listed below are

some of the professional educational organizations/associations the respondents were involved in. The list is divided by national associations and those in the state of Illinois. The numbers after each association is the number of respondents who listed that organization. Please note that this is not a complete list. There are numerous organizations that individual administrators were affiliated. Again, the association or organization was closely related to the current administrative position held.

TABLE 43

Professional Educational Organizations/Associations

NATIONAL:

American Association of Affirmative Action (2)
 American Association of College Student Personnel (8)
 American Association of Higher Education (7)
 American Association of University Women (3)
 American College Personnel Association (12)
 American Personnel and Guidance Association (10)
 American Psychological Association (2)
 American Public Health Association (2)
 Association of Black Psychologist (3)
 Black Womens Caucus (2)
 National Alliance of Black Educators (2)
 National Association of Financial Aid Administrators (3)
 National Association of Campus Activities (4)
 National association of Minority Medical Education (2)
 National Association of Social Workers (2)
 National Association of student Personnel Administrators (8)
 National Association of Women Deans, Administrators, and Counselors (7)
 New York Academy of Science (3)
 Phi Delta Kappa (9)

ILLINOIS:

Illinois Affirmative Action Officers Association (2)
 Illinois Association of College Admissions Counselors (3)
 Illinois Association of Educational Opportunity Program Personnel (6)
 Illinois Association of Financial Aid Administrators (4)
 Illinois Association of Non-White Concerns (6)
 Illinois association of Women Deans, Administrators and Counselors (3)
 Illinois College Personnel Association (12)
 Illinois Committee for Black Concerns in Higher Education (9)

Prior Professional Educational
Organizations/Associations

This category covered those professional educational organizations and associations these black administrators were involved in before they were hired into their current administrative positions in the univer-

sity. Of the seventy-nine respondents who were currently involved in some professional organization, seventy, 89%, listed being involved in the same organization prior to acquiring the position they were currently in. The seventy respondents listed only a few organizations they were involved in before acquiring their administrative positions. In most instances, if one administrator listed an organization he/she was involved in before acquiring their position, another administrator had listed it as one they were currently involved in. Listed previously are most, 98%, of the organizations/associations that the respondents were involved in before acquiring their administrative positions.

The respondents were asked to state the Relevance of these Prior Professional Educational Organizations/Associations in acquiring their administrative positions. Eighteen, 72%, of the respondents stated that involvement in these organizations were of medium to high relevance. Out of the seventy respondents who stated they were involved in an organization prior to acquiring their positions, only thirty-five addressed its relevance in acquiring that position. Of the thirty-five administrators who responded, seven indicated that it was of low relevance, eleven stated it was of medium relevance and seven stated that involvement in these organizations were of high relevance in acquiring their administrative positions in the university.

Prior Full-Time Work
Experience in Higher Education

This category presents a listing of the full-time work experiences at the college/university level prior to the administrative position held at the time the respondent filled out the questionnaire for this study. Eighty-four percent or seventy respondents indicated they held positions in a college or university prior to their current position. Many of the positions held prior to acquiring their current position would fit a path that closely resembles a heiracrcal organizational chart.

The examples listed below were actual positions held by at least two of the administrators and the paths that they followed in acquiring their current administrative positions. There are some variations, but all of the seventy black administrators who responded had experience in the educational field prior to acquiring their positions. For example, three administrators worked in education for a year, then worked outside of education for two to three years and returned to the education field.

Relevance of Prior Full-Time
Work Experience in Higher Ed.

The following table shows that thirty-two, 73%, of the respondents stated that their prior experience in a college/university was of medium to high relevance in acquiring their administrative positions in the university. Over all, fifty administrators addressed the issue of rele-

TABLE 44

Prior Work Experience in Higher Education: Flow Chart

PRESENT POSITION	PRIOR POSITION	PRIOR POSITION
VICE PRESIDENT	ASSOCIATE VICE PRES.	ASSISTANT VICE PRES. / DEAN
DEAN	ASSOCIATE DEAN	ASSISTANT DEAN / DIRECTOR
DIRECTOR	ASSOCIATE DIRECTOR	ASSISTANT DIRECTOR / SECRETARY
ASSOCIATE DIRECTOR	ASSISTANT DIRECTOR	FACULTY MEMBER

vance of prior full-time work experience in a college/university in acquiring their current positions. Of those fifty administrators, forty-four, 88%, indicated that their previous work experience in a college/university was relevant in acquiring their current positions.

Prior Full-Time Work
Experience Outside Higher
Education

This category under professional experiences covers the full-time work experiences of the respondents outside of the college/university setting. Twenty-five respondents listed full-time work experience outside of the educational setting. Fifteen of the twenty-five respondents also worked in an educational setting prior to acquiring their current positions. The respondent either worked in an educational setting, left

TABLE 45

Relevance of Full-Time Work Experience in Higher Education

	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
WORK EXPERIENCE	6	12	14	18
TOTALS (50) =	6	* 12	14	18

		RELEVANCE TOTAL	44	(88% of Total Responding)
		MEDIUM - HIGH RELEVANCE TOTAL 32 (73% of Respondents Indicating Relevance)		

NO RESPONSE 23

NOT APPLICABLE 10

for a year or more and then returned to education. Or they were never in an educational setting, worked in a college/university for a year or more and then acquired their current positions. Fifteen respondents never worked in an educational setting prior to the acquisition of their current administrative positions in the university.

Relevance of Prior Work
Experience Outside Higher
Education

Seventeen, 81%, of the total twenty-one respondents, indicated that their work experience outside of the education field was of medium to high relevance in the acquisition of their current administrative positions in the university. The following table shows that twenty-four administrators addressed the issue of relevance of work experience outside of the education field in acquiring their positions. Eighty-eight percent, twenty-one respondents, indicated that this work experience was relevant.

TABLE 46

Relevance of Prior Work Experience: Non- Educational

	RELEVANCE			
	NOT RELEVANT	LOW RELEVANCE	MEDIUM RELEVANCE	HIGH RELEVANCE
WORK EXPERIENCE	3	4	7	10
TOTALS (24) =	3	* 4	7	10

		RELEVANCE TOTAL 21 (88% of Total Responding)		
		MEDIUM - HIGH RELEVANCE TOTAL 17 (81% of Respondents Indicating Relevance)		

GENERAL

This factor focused on general categories that could have been relevant to the respondents in acquiring their administrative positions in the university, but were not covered in the categories in the preceding factors. This factor entitled 'General' examines categories not listed in the previous factors and presents the relevance as perceived by the administrators in the university. Every general category is presented with a table. All of the tables are divided by sex to help the reader examine any differences in the responses to the various categories. There are thirteen categories in this area entitled 'General'.

Relevance of Being Black

As shown in Table 47, forty-five respondents, 73%, of the total sixty-two respondents who indicated that being black was relevant, stated that it was of medium to high relevance in acquiring their positions in the university. Seventy-three respondents, eighty-five percent, stated that being black was relevant in acquiring their administrative positions.

TABLE 47

Relevance of: BEING BLACK

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
BEING BLACK	7	4	15	2	13	11	15	6
SUB TOTALS	<u>7</u>	<u>4</u>	<u>15</u>	<u>2</u>	<u>13</u>	<u>11</u>	<u>15</u>	<u>6</u>
TOTALS (73) =	11		* 17		24		21	

RELEVANCE TOTAL 62 (85% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 45 (73% of Respondents Indicating Relevance)								

NO RESPONSE 10

Relevance of Being at the
Right Place at the Right Time

Table 48 shows that sixty respondents, 85%, stated that "Being at the Right Place at the Right Time" was of medium to high relevance in acquiring their positions with a total of seventy, or ninety-three percent indicated that it was of some relevance.

TABLE 48

Relevance of: BEING AT THE RIGHT PLACE AT THE RIGHT TIME

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
RIGHT PLACE	1	4	7	3	10	7	35	8
SUB TOTALS	<u>1</u>	<u>4</u>	<u>7</u>	<u>3</u>	<u>10</u>	<u>7</u>	<u>35</u>	<u>8</u>
TOTALS (75)	5		* 10		17		43	

					RELEVANCE TOTAL 70 (93% of Total Responding)			
					MEDIUM - HIGH RELEVANCE TOTAL 60 (85% of Respondents Indicating Relevance)			
NO RESPONSE	8							

Relevance of Own Publications

Sixteen, 48%, of the respondents indicated that their own publications were of medium to high relevance. Table 49 shows that only forty-nine percent, thirty-three respondents, stated that their own publications were relevant in acquiring their administrative positions.

TABLE 49

Relevance of: OWN PUBLICATIONS

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
OWN PUBLICATIONS	22	12	11	6	9	1	5	1
SUB TOTALS	<u>22</u>	<u>12</u>	<u>11</u>	<u>6</u>	<u>9</u>	<u>1</u>	<u>5</u>	<u>1</u>
TOTALS (67) =	34		* 17	10		6		

	RELEVANCE TOTAL 33 (49% of Total Responding)							
	MEDIUM - HIGH RELEVANCE TOTAL 16 (48% of Respondents Indicating Relevance)							
NO RESPONSE	16							

Relevance of Friends

Table 50 shows that thirty-three, 69%, of the forty-eight respondents indicated that friends were of medium to high relevance. In total, forty-eight respondents, 66%, who addressed this issue stated that friends were relevant in acquiring their positions in the university.

TABLE 50

Relevance of: FRIENDS

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
FRIENDS	16	9	13	2	10	6	11	6
SUB TOTALS	<u>16</u>	<u>9</u>	<u>13</u>	<u>2</u>	<u>10</u>	<u>6</u>	<u>11</u>	<u>6</u>
TOTALS (73) =	25		* 15		16		17	

					RELEVANCE TOTAL 48 (66% of Total Responding)			
					MEDIUM - HIGH RELEVANCE TOTAL 33 (69% of Respondents Indicating Relevance)			

NO RESPONSE 10

Relevance of Contacts

As shown in Table 51, forty-seven respondents, 71%, stated that contacts were of medium to high relevance. Of the total seventy-eight administrators who responded to the issue of contacts, over eighty-five percent stated that it was relevant in acquiring their administrative positions.

TABLE 51

Relevance of: CONTACTS

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
CONTACTS	8	5	16	3	18	5	18	6
SUB TOTALS	<u>8</u>	<u>5</u>	<u>16</u>	<u>3</u>	<u>18</u>	<u>5</u>	<u>18</u>	<u>6</u>
TOTALS (78) =	12		* 19		23		24	

			RELEVANCE TOTAL		66	(85% of Total Responding)		
			MEDIUM - HIGH RELEVANCE TOTAL		47	(71% of Respondents Indicating Relevance)		
NO RESPONSE	5							

Relevance of Own
Determination/Ability

Table 52 shows that seventy-two of the respondents, 94%, stated that their own determination and ability was of medium to high relevance. Fifty-three (69%) of the respondents who stated that their own determination/ability was relevant, indicated that it was of high relevance in acquiring their positions.

TABLE 52

Relevance of: OWN DETERMINATION/ABILITY

DETERMINATION/ ABILITY	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
	3	0	4	1	15	4	35	18
SUB TOTALS	<u>3</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>15</u>	<u>4</u>	<u>35</u>	<u>18</u>
TOTALS (80) =	3		* 5		19		53	

RELEVANCE TOTAL 77 (96% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 72 (94% of Respondents Indicating Relevance)								

NO RESPONSE 3

Relevance of Student Unrest

The following table shows that seventy-three respondents addressed the issue of whether student unrest was relevant in acquiring their administrative positions, and of that number, seventy-four percent, or fifty-four respondents stated that student unrest was not relevant in acquiring their administrative positions.

TABLE 53

Relevance of: STUDENT UNREST

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
STUDENT UNREST	39	15	6	3	3	1	6	0
SUB TOTALS	<u>39</u>	<u>15</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>6</u>	<u>0</u>
TOTALS (73) =	54		* 9		4		6	

RELEVANCE TOTAL 19 (26% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 10 (53% of Respondents Indicating Relevance)								
NO RESPONSE	10							

Relevance of Community
Pressure

Seventy administrators addressed this issue, and forty-seven, 66%, stated that community pressure was not relevant in acquiring their administrative positions in the university, similar to the category "Student Unrest" Ten respondents, 43%, stated that community pressure was of medium to high relevance.

TABLE 54

Relevance of: COMMUNITY PRESSURE

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
COMMUNITY PRESSURE	33	14	8	5	3	0	7	0
SUB TOTALS	<u>33</u>	<u>14</u>	<u>8</u>	<u>5</u>	<u>3</u>	<u>0</u>	<u>7</u>	<u>0</u>
TOTALS (70) =	47		* 13		3		7	

	RELEVANCE TOTAL 23 (33% of Total Responding)							
	MEDIUM - HIGH RELEVANCE TOTAL 10 (43% of Respondents Indicating Relevance)							

NO RESPONSE 13

Relevance of Clout

Table 55 shows that sixty-nine respondents addressed this issue. Only twenty-six, 38%, of the administrators stated that clout was of some relevance and twelve, 46%, of those twenty-six indicated that it was of medium to high relevance.

TABLE 55

Relevance of: CLOUT

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
CLOUT	32	11	9	5	5	3	4	0
SUB TOTALS	<u>32</u>	<u>11</u>	<u>9</u>	<u>5</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>0</u>
TOTALS (69)	43		* 14		8		4	

RELEVANCE TOTAL 26 (38% of Total Responding)								
MEDIUM - HIGH RELEVANCE TOTAL 12 (46% of Respondents Indicating Relevance)								

NO RESPONSE 14

Relevance of Speaking Engagements

Table 56 shows that of all the administrators who indicated that speaking engagements were relevant, twenty-five, 71%, stated that they were of medium to high relevance. Thirty-five respondents, less than half, stated that speaking engagements were relevant.

TABLE 56

Relevance of: SPEAKING ENGAGEMENTS

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
SPEAKING ENGAGEMENTS	29	10	10	0	7	4	8	6
SUB TOTALS	<u>29</u>	<u>10</u>	<u>10</u>	<u>0</u>	<u>7</u>	<u>4</u>	<u>8</u>	<u>6</u>
TOTALS (74)	39		* 10	11		14		
*****					RELEVANCE TOTAL 35 (47% of Total Responding)			
					MEDIUM - HIGH RELEVANCE TOTAL 25 (71% of Respondents Indicating Relevance)			
NO RESPONSE	9							

Relevance of Professional/Civic Awards

Of the administrators who stated that awards were relevant, twenty-two, 54% of the respondents indicated that these awards were of medium to high relevance. Examine the table below.

TABLE 57

Relevance of: PROFESSIONAL/CIVIC AWARDS

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
PROFESSIONAL AWARDS	20	11	16	3	10	3	6	3
SUB TOTALS	<u>20</u>	<u>11</u>	<u>16</u>	<u>3</u>	<u>10</u>	<u>3</u>	<u>6</u>	<u>3</u>
TOTALS (72) =	31		* 19		13		9	

			RELEVANCE TOTAL	41	(57% of Total Responding)			
			MEDIUM - HIGH RELEVANCE TOTAL	22	(54% of Respondents Indicating Relevance)			
NO RESPONSE	11							

Relevance of Affirmative
Action

Fifty-four percent of the respondents who stated that Affirmative Action was relevant, indicated that it was of medium to high relevance. Fifty-seven, 75%, of the respondents indicated that Affirmative Action was relevant in acquiring their administrative positions.

TABLE 58

Relevance of: AFFIRMATIVE ACTION

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
AFFIRMATIVE ACTION	15	4	19	7	11	7	9	4
SUB TOTALS	<u>15</u>	<u>4</u>	<u>19</u>	<u>7</u>	<u>11</u>	<u>7</u>	<u>9</u>	<u>4</u>
TOTALS (76) =	19		* 26		18		13	

			RELEVANCE TOTAL 57 (75% of Total Responding)					
			MEDIUM - HIGH RELEVANCE TOTAL 31 (54% of Respondents Indicating Relevance)					
NO RESPONSE	7							

Relevance of Own Ambition

Relevance of the respondents' own ambition was the last category in the factor entitled "General". As shown in Table 59, seventy respondents, 92%, stated that their own ambition was of medium to high relevance in acquiring their administrative positions. Forty-five, over half of those responding, stated that their own ambition was of high relevance.

TABLE 59

Relevance of: OWN AMBITION

	RELEVANCE							
	NOT RELEVANT		LOW RELEVANCE		MEDIUM RELEVANCE		HIGH RELEVANCE	
	M	F	M	F	M	F	M	F
OWN AMBITION	2	1	3	3	21	4	30	15
SUB TOTALS	<u>2</u>	<u>5</u>	<u>3</u>	<u>3</u>	<u>21</u>	<u>4</u>	<u>30</u>	<u>15</u>
TOTALS (82) =	7		* 6		25		45	

	RELEVANCE TOTAL 76 (93% of Total Responding)							
	MEDIUM - HIGH RELEVANCE TOTAL 70 (92% of Respondents Indicating Relevance)							
NO RESPONSE	1							

SECTION II: ANALYSIS OF THE FINDINGS

This section gives an analysis of the findings from the data collected. The findings presented in Section I are analyzed and discussed in this section. There were one hundred-one identified black administrators in the predominantly white, public, four-year institutions of higher education in the state of Illinois. The data collected are based on eighty-three administrators who responded to the survey.

Personal Characteristics and Experiences

The following is an analysis of the findings from the categories within the area of Personal Characteristics and Experiences.

1. In the state of Illinois, among all predominantly white public four-year institutions of higher education, there were seventy-four black male administrators and twenty-seven black female administrators identified for this survey. Therefore, there were nearly three times as many black men in administrative positions as there were black women. Sixty black men and twenty-three black women responded to the survey. The three to one ratio is consistent with the national picture of fewer women in administrative positions in institutions of higher

education.¹

2. According to the respondents, black women perceived their sex as being more relevant than did black men in the acquisition of their positions in the university. This could imply that even though there are fewer black women in administrative positions, in certain situations, being female can be advantageous in the acquisition of a position in an institution of higher education.
3. The median age of the black administrators was thirty-nine. Therefore, black administrators in Illinois institutions of higher education apparently are not as near retirement age as elsewhere in the United States. A concern has been expressed that overall, black administrators are so near retirement age that there may not be enough younger Blacks qualified to fill the void created by large numbers of retirements.²
4. Over seventy percent of the respondents indicated that age was relevant in acquiring their positions. Some comments by respondents suggested that their young age was a positive factor in obtaining the position because they could relate better to students.

¹ Frances and Mensel, op. cit., pp. 1-77.

² "ACE Office Seeks to Advance Minorities in Higher Education," Higher Education and National Affairs, Vol. 32, Number 22, July, 1983.

5. Nearly seventy-five percent of the respondents were married. This is an important factor because many researchers have stated that some university administrative positions are lonely jobs and that it is best for administrators to have a spouse to turn to during times of crisis.³

6. Seventy-nine percent of the administrators stated that their Birthplace was not relevant in acquiring their positions. However, forty-two percent of those same black administrators who held administrative positions in Illinois were also born in Illinois. Therefore, although it was not perceived as being relevant, Birthplace might have had an unknown impact.

7. Most of the black administrators were heavily involved in non-educational activities as well as church and civic organizations. This implies that not only are their professional activities important but activities outside of their profession may also be important.

³ Harold Dodds, The Academic President: Educator or Care-Taker? McGraw Hill Book Company, Inc., New York, 1962, p. 24.

Educational Background

The following is an analysis of the findings of the data collected from the categories under Educational Background.

1. Ninety percent of the respondents attended public high schools, with half attending schools that had a racial makeup that was predominantly black. Therefore, public high schools graduated most of these black administrators. Nearly 60% of the black administrators stated that their high school was relevant in acquiring their positions. This implies that not only are Blacks attending public high schools but that there is an impact that contributes to some degree to the acquisition of a position in higher education.
2. Ninety-five percent of the black administrators surveyed held a master's degree or higher. Over half held a doctoral degree. Therefore, if Blacks intend to become university administrators, they should plan to continue their education at least to the master's degree level.
3. Seventy-nine percent of these current black administrators stated that their undergraduate institution was of medium to high relevance in acquiring their positions. The implication of this finding is that it is very important for

Blacks to be selective in choosing a college or university for their undergraduate studies if they plan to be administrators in higher education.

4. Forty-three of the respondents, 70%, indicated that the racial makeup of their undergraduate institution was of medium to high relevance in acquiring their positions. Thirty-five of those respondents attended predominantly white institutions. While this was not a part of this study, one could speculate that attending a predominantly white institution was more relevant in acquiring a position in a predominantly white institution than was attending a predominantly black institution. This could be another factor to consider when selecting a college for one's undergraduate education.
5. Eighty-four percent of the black administrators stated that their major was relevant to the acquisition of their positions in the university. This implies that once a black student selects an undergraduate institution, the selection of a major is just as important.
6. Eighty-eight percent of the respondents indicated that their graduate institution was of medium to high relevance in acquiring their positions. The implication here is that the selection of the graduate institution for the master's degree is even more important than the selection of the

undergraduate institution.

7. Seventy-two percent of the respondents stated that the racial makeup of the graduate institution was of medium to high relevance in acquiring their administrative position. Of those black administrators who attended a predominantly black graduate institution for their master's degree, all of them, 100%, stated that the racial makeup of the institution was relevant in acquiring their positions. As with the undergraduate institution, the racial makeup of the graduate (master's) institution is an important factor for Blacks to consider when selecting a college or university for graduate work.
8. Sixty-five percent of the current black administrators indicated that their major in graduate school was of medium to high relevance in acquiring their position. Therefore, the selection of a major is an even more important factor for Blacks who enroll in a graduate institution to receive a master's degree and plan to become a university administrator.
9. Sixty-three percent of those professionals holding doctoral degrees stated that the racial makeup of their graduate institution was of medium to high relevance in acquiring their administrative positions. All of these graduate institutions where the doctoral degree was

received had a racial makeup that was predominantly white. Therefore, black administrators in predominantly white institutions believe that their obtaining a degree from a predominantly white institution was instrumental in acquiring their positions. Black professionals who want to become administrators in predominantly white institutions should consider obtaining their graduate degree at a similar institution.

10. Ninety-one percent of the respondents stated that the field of specialization (their major) in which they received their doctoral degree, was of medium to high relevance in acquiring their administrative positions in the university. Blacks should note that as one continues towards a higher degree, the stronger the importance placed on the major in acquiring an administrative position in a university.
11. Eighty-one percent of the black administrators received their doctoral degree after 1971 and over half of the administrators received them after 1976. Though not a part of this study, but one could imply that the sooner one receives his/her doctoral degree, the better one's chances are in acquiring an administrative position in a university.
12. Forty-two, 51%, of the eighty-three respondents, held

doctoral degrees. Twenty-two were men and fourteen were women, a ratio similar to the overall sample ratio. Twenty-one, half of the respondents who hold doctoral degrees, attended graduate institutions in the state of Illinois. This implies it is a good possibility that the state in which Blacks acquire an administrative position will be the same state in which they received their doctoral degree.

Professional Experiences

The following is an analysis of the findings from the various categories under Professional Experiences.

1. Most of the current black professionals followed a regular hierarchical ascension pattern to become university administrators. The black administrator in the 1960' and early 1970's era did not follow a regular ascension pattern normally followed by white professionals in becoming university administrators.⁴

⁴ Kathryn Moore, "Leaders in Transition, The Top-Line: A Report on Presidents', Provosts' and Deans' Careers", Center for the Study of Higher Education (Pennsylvania State University, PA., 1983), p. 4.

2. The point above is an important factor, because seventy-three percent of the current black administrators indicated that their prior full-time work experiences were of medium to high relevance in acquiring their positions in the university. From the data collected and the literature, the implication is that Blacks' previous work experiences are more important in acquiring an administrative position in an institution of higher education than they were ten to twenty years ago.
3. The current black administrators, though, are still primarily in the Student Services, Student Affairs, or Educational Opportunity type programs. This was also true for the black administrator in the 1960's and early 1970's era.⁵ The implication here is that there are still few black professionals in administrative positions in the academic divisions in predominantly white universities.
4. There are fewer black administrators in "Assistant To" type positions. Unlike the black administrators in the 1960's and early 1970's era,⁶ the black administrators in 1984 are not in many "Assistant To" type positions. Out of a total of eighty-three administrators, only five fit into that category. This is less than seven percent. This implies that Blacks are not

⁵ Ibid., p. 83.

⁶ William Moore Jr. and Lonnie H. Wagstaff, Black Educators in White Colleges (California: Jossey-Bass, Inc., 1974), pp. 106-107.

going into positions that lack authority and are moving away from staff positions.

5. The current black administrators indicated the importance of professional associations and organizations. Ninety-five percent of the black administrators reported that they were currently a member of some professional organization or association and were also involved prior acquiring their positions. Most of the organizations were directly related to the position held by the administrator. This suggest that these black administrators perceive that professional ogranizations are important to their career development.

General

The following is an analysis of the findings from the data collected in the categories under the section entitled General.

1. Ninety-four percent of the respondents stated that their own determination and ability was of medium to high relevance in the acquisition of their administrative position. Over half of all the respondents indicated that their own determination and ability was of high relevance. The implication here is that one's own determination and ability is the most important

factor in acquiring an administrative position in a predominantly white institution of higher education.

Therefore, with all other factors considered, Blacks need to be aware that one's own determination and ability is the most important factor in acquiring an administrative position in a university. This also implies that Blacks need to continue to develop self confidence and a positive outlook of self to succeed.

2. Ninety-two percent of the respondents stated that their own ambition was of medium to high relevance in the acquisition of their positions. Education and experience were important factors, but the black administrators indicated that one's own ambition was a very relevant factor in acquiring their positions. This means that Blacks cannot rely solely on their educational background nor their previous work experience in acquiring an administrative position in a university, but they must also possess the drive and ambition to achieve their goals.
3. Eighty-six percent of the black administrators indicated that being in the right place at the right time was of medium to high relevance in the acquisition of their positions. The respondents identified "Being in the Right Place at the Right Time" as one of the most important factor in acquiring an administrative position in a university. Therefore, with all

considered; education, affirmative action, contacts, work experience, ambition, etc., Blacks need to always be aware that being in the right place at the right time is one of the most important factors in acquiring a position in an institution of higher education and it is something that, in many instances, they have no control over.

4. Seventy-three percent of the current black administrators indicated that being of the black race was of medium to high relevance in the acquisition of their positions. Being of the black race was a very important factor to black professionals in the 1960's and early 1970's era. Predominantly white universities went about specifically finding and hiring black professionals to ease societal pressures.⁷ This implies that being of the black race is still an important factor in acquiring an administrative position in a predominantly white institution of higher education, but it is not as important as it was in the 1960s and early 1970s.
5. Black administrators also indicated the importance of Affirmative Action in the acquisition of their positions. This is an important point because affirmative action programs are under attack in the 1980s and after a decade of civil rights and affirmative action legislation, black professionals are still

⁷ Calvert H. Smith, "The Status of Black Administrators in Higher Educational Institutions" (Cincinnati, Ohio, 1981), p. 3.

underrepresented in the area of educational administration in institutions of higher education.⁸

6. Seventy-one percent of the black administrators indicated that contacts were of medium to high relevance in the acquisition of their positions. Therefore, even with a good education and attending a good college or university, Blacks planning to become university administrators need to understand the importance of contacts in acquiring a position in an institution of higher education.
7. Seventy-three percent of the respondents stated that student unrest was not relevant in the acquisition of their administrative positions. Student unrest in the 1960s and 1970s was an important factor for black professionals in acquiring administrative positions in predominantly white colleges and universities.⁹ In the 1980s, student unrest is no longer a major factor for Blacks in acquiring an administrative position in predominantly white institutions of higher education.
8. The same is true for community pressure. In the 1960s and 1970s, community pressure was one of the key factors that pushed predominantly white institutions to hire black profes-

⁸ Moore, p. 1.

⁹ Jones, p. 1.

sionals.¹⁰ In 1984, sixty-seven percent of the black administrators did not perceive community pressure as being relevant in the acquisition of their positions. Of the few respondents who stated that community pressure was relevant, over fifty-two percent indicated that it was of low relevance.

¹⁰ Ibid.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to develop a profile of the black administrator of the 1980s who worked in predominantly white, public four-year institutions of higher education in the state of Illinois. Predominantly white institutions are those institutions whose student population is sixty percent or more white.

The profile included the black administrators' personal characteristics and experiences, their educational background, and their professional experiences. The purpose of the study was to also collect data that would assist in the interpretation of what these black administrators perceive as being relevant to acquiring their positions.

From the data collected and the analysis of those data, the study was expected to be useful in understanding the black administrator of the 1980s and their views and perceptions on what was relevant to acquiring their administrative position. The recommendations and the data collected, hopefully, will serve as a catalyst for further research and be useful in improving the study of educational administration. The

study was also intended to be useful to those black professionals seeking administrative positions in the future in institutions of higher education and useful to the study of education in general.

The related literature and research to this subject were presented in Chapter II of this study. There was very little written about black professionals in institutions of higher education. What little literature there was concentrated on the black professionals of the 1960's and 1970's era and those professionals in historically black institutions of higher education. Thus, related literature and research on black administrators in predominantly white institutions of higher education were very scarce.

The data-gathering instrument used to collect the information for this study was a questionnaire. Eighty-three black administrators responded to the questionnaire. This constituted eighty-two percent of the one hundred-one identified black administrators in the targeted institutions. There are ten of these institutions in the state of Illinois, all represented in the study.

CONCLUSIONS

Based upon the accumulated data, the following conclusions are presented within the organizational structure of the research questions:

What are the personal characteristics and experiences of black administrators in a predominantly white institution of higher education?

1. Generally, black administrators in this study were at the developing stages of their careers. This differs from earlier studies of the 1960s and 1970s, which showed that black administrators were generally nearing retirement.
2. Over three-fourths of the black administrators were married, which could indicate a support structure outside of their professional environment.

What part of their personal characteristics and experiences do these black administrators perceive as being relevant in acquiring their present positions?

1. Even though there are fewer black women in administrative positions in institutions of higher education, in certain instances, being female can be advantageous in the acquisition of an administrative position in that institution.
2. Being of a young age can be an advantage to Blacks in the acquisition of an administrative position in the university if the position requires interacting with students on a constant bases.

What is the educational background of black administrators in a predominantly white institution of higher education?

1. Current black administrators have received more formal education than their parents.

What part of their educational background do these black administrators perceive as being relevant in acquiring their present positions?

1. A good formal education is an important factor for black professionals seeking administrative positions in institutions of higher education.
2. There is a strong emphasis placed on the importance of the selection of the graduate institution and the selection of the major for Blacks continuing their education especially at the graduate levels and are planning to become administrators in institutions of higher education.

What are the professional experiences of black administrators in a predominantly white institution of higher education?

1. Black professionals are following regular hierarchical ascension patterns to become university administrators, but the positions they acquire are still mainly outside the academic divisions of the university.

2. There are still too few black professionals in administrative positions in the academic divisions in predominantly white institutions of higher education.

What part of their professional experiences do these black administrators perceive as being relevant in acquiring their present position?

1. Prior work experience is a more important factor today for Blacks than it was ten to twenty years ago in the acquisition of an administrative position in an institution of higher education.

What other factors besides personal characteristics and experiences, educational background, and professional experiences do these black administrators perceive as being relevant in acquiring their present positions?

1. Of all the factors that contribute to black administrators acquiring their positions, the administrators' own determination and ability and their own ambition are the most important factors.
2. Even with a good education, determination, contacts, ambition, and Affirmative Action, being in the right place at

the right time is still an important factor in acquiring an administrative position in an institution of higher education.

3. For Blacks, Affirmative Action is still an important factor in acquiring administrative positions in institutions of higher education.
4. Student unrest and community pressure are no longer very relevant issues pertaining to black professionals acquiring positions in predominantly white institutions of higher education.
5. These black professionals still perceive that contacts and professional organizations are important in acquiring a position in an institution of higher education.

RECOMMENDATIONS

The following recommendations are proposed in order to help improve educational administration and support black professionals in administrative positions in institutions of higher education and especially those black administrators in predominantly white institutions.

1. A national association or organization should be developed with regional offices exclusively for black professionals in predominantly white institutions of higher education. This should be established so that ideas, opinions, perceptions, and common problems and solutions can be shared, analyzed and addressed.
2. A recruiting program, formal or informal, should be developed in order to attract young, perceptive, competent black students. These students should be encouraged to pursue graduate work in educational administration, with an emphasis on higher education. There is a need for more black administrators in general, but especially in predominantly white institutions.
3. More institutional, state, and federal resources should be committed to the development of black professionals for top administrative positions in higher education institutions.
4. The black professionals in predominantly white institutions of higher education should force the university administration to reevaluate and address the role of the university in terms of its recruitment policies of black professionals into the top level administrative positions.
5. The institutions and the black administrators, especially, must make a concerted effort to be sure that Blacks are not

- directed solely into administrative positions traditionally held by black administrators, such as Equal Opportunity and Afro-American Studies programs, Minority Recruitment and Minority Affairs programs. In addition, the administrative position should be a "line" position with decision-making authority and not a "staff" position with little or no real decision-making authority.
6. Predominantly white institutions of higher education should make a greater effort to guarantee that the opportunities for promotion and/or tenure are available and that there is equity in the overall process.
 7. Black administrators and other black professionals on these predominantly white campuses should develop a list that is kept current, of all black professionals on campus. This list should be shared with the black professionals at the other predominantly white institutions. This list would serve as a tool in the development of a networking system to help in sharing resources.
 8. Blacks currently in administrative positions and Blacks planning to become university administrators should develop contacts and remain in, or become involved in, professional organizations and associations.
 9. Lastly, with the declining societal and federal support for

Affirmative Action, black professionals should question their institution's plans and commitment to affirmative action policies. Black professionals at institutions of higher education should remain knowledgeable and speak out to assure that the doors that were open to them will increase or at least continue to remain open to those black professionals to follow. This cannot be over emphasized because of the strong need for role models for the black youth of today.

RECOMMENDATIONS FOR FUTURE STUDY

The following recommendations are made for further study:

1. A follow-up duplication of this study after ten years could be useful in comparing the changes in the characteristics of the black administrators and the changes, if any, in their perceptions.
2. More research should be done on employment opportunities and related trends of black administrators in predominantly white institutions of higher education.
3. Research is needed on the promotion of black administrators, and especially those black professionals in staff positions and the "Assistant To" type positions.

4. A comparative study should be done on what black administrators perceive as being relevant to acquiring their positions to what white administrators perceive as being relevant in acquiring his/her position. This should concentrate on predominantly white institutions of higher education.
5. A major study with state and federal resources to expand this study on a nation wide bases, thus developing a profile of the 1980's black administrator in predominantly white institutions of higher education across the United States. The study would also elicit these black professionals' opinions and perceptions.
6. A replica of this study that focuses on black administrators at predominantly white private institutions of higher education and possibly do a comparison.
7. Another recommendation is a separate study on black women in administration in institutions of higher education that incorporates any of the recommendations already listed and to possibly include a number of comparative studies. There is little research in the area of black women in administrative positions in higher education.
8. Lastly, if resources and time permit, it would be helpful for anyone attempting to conduct any of the studies recom-

mended to personally interview as many of the black professionals as possible. It appears that more insight, ideas, problems, and solutions to problems are revealed by black professionals when they have the opportunity to engage in personal conversation with the actual person doing the research.

BIBLIOGRAPHY

- Andrulis, Dennis P. "Black Professionals in Predominantly White Institutions of Higher Education - An Examination of some Demographic and Mobility Characteristics". Journal of Negro Education 49 (Winter, 1975.) pp. 6-11.
- Argyris, Chris. Integrating the Individual and the Organization. New York: John Wiley, 1964.
- Arnez, Nancy. The Struggle for Equality of Educational Opportunity. New York: National Urban League, Inc. 1975.
- Ballard, Allan B. The Education of Black Folk. New York: Harper and Row, 1973.
- Berry, Margaret C., ed., Women in Educational Administration, National Association for Women Deans, Administrators and Counselors, Washington, D.C., 1979.
- Blay, Peter M. and Scott, Richard. Formal Organization. San Francisco, California: Chandelers Publishing Co., 1962.
- Brown v. Board of Education, 347 U.S. 483, (1954)
- Campbell, Ronald F. "Educational Administration: Is It Unique?", School Review 67, no. 4 (Winter 1959.) pp. 461-68.
- Cohen, Michael D. and March, James G. Leadership and Ambiguity. New York: McGraw-Hill Book Company, 1974.
- Dodds, Harold. The Academic President: Educator or Care-Taker?. New York: McGraw Hill Book Company, Inc., 1962.
- Epps, Edgar A. Black Students in White Schools. Ohio: Charles A. Jones Publishing Co., 1978.
- Etzioni, Amitai. Modern Organization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.
- Ford, Nick A. "Black Studies: Threat or Challenge". Washington, D.C.: National University Publications, 1973.

- Frances, Carol and Mensel, R. Frank. "Women and Minorities in Administration of Higher Education Institutions: Employment Patterns and Salary Comparisons 1978-79 and An Analysis of Progress toward Affirmative Action Goals. 1975-76 to 1978-79.", Journal of College and University Personnel Administrators 32 (Fall, 1981.)
- Gallagher, Jim. "Regan's Education Policies Get Hard Sell", Chicago Tribune Section 1 (Dec. 11, 1983.)
- Goodz, William J. and Hatt, Paul K. Methods in Social Research. New York: McGraw Hill Book Co., 1952.
- Hillway, Tyrus. Handbook of Educational Research: A Guide to Methods and Materials. New York: Houghton and Mifflin Co., 1964.
- Hoskins, Robert L. Black Administrators in Higher Education. New York: Praeger Publishers, 1978.
- James, A.H. "Black College Rolls Shrink", The Chronicle of Higher Education Vol. 15, No. 20 (Jan. 30, 1978.)
- Johnson, Roosevelt. Black Scholars in Higher Education in the 70s. Ohio: ECCA Publications, 1974.
- Johnson, Roosevelt. "Black Administrators and Higher Education". Black Scholar 1 (Nov. 1969.) pp. 66-76.
- Jones, Phillip E. "A Descriptive Analysis of the Administrative Structures of Selected Educational Opportunity Programs" (unpublished doctoral dissertation). University of Iowa, Iowa City, Iowa, 1975.
- Jones, Phillip E. "The Changing Profile of Black Administrators in Predominantly White Colleges and Universities". Washington, D.C., (March 19, 1977.)
- Kimmons, Walter J. Black Administrators in Public Community Colleges. New York: Carlton Press, Inc., 1977.
- Knezevich, Stephen J. Administration of Public Education (third ed.). New York: Harper and Row, 1975.
- Knowles, Louis L. and Prewitt, Kenneth. Institutional Racism in America. New Jersey: Prentice Hall, Inc., 1969.
- Kootnz, Harold and O'Donnell, Cyril. Essentials of Management (2nd ed.). New York: McGraw Hill, 1978.
- McQuaid, E. Patrick. "Blacks in College Administration: Two Masters", Chronicle of Higher Education (July 7th, 1982.)

- Mooney, James D. The Principles of Organization New York: Harper and Brothers, 1947.
- Moore, Kathryn M. "Leaders in Transition, The Top-Line: A Report on Presidents', Provosts' and Deans' Careers". Center for the Study of Higher Education, Pennsylvania State University, PA., 1983.
- Moore, Kathryn M. and Wollitzer, Peter A. Women in Higher Education: A Contemporary Bibliography. National Association for Women Deans, Administrators and Counselors, Washington, D.C., 1979.
- Moore Jr., William and Wagstaff, Lonnie H. Black Educators in White Colleges. California: Jossey-Bass, Inc., 1974.
- Mooris, Eddie W. "The Contemporary Negro College and the Brain Drain", Journal of Negro Education 41 (Fall, 1972.) pp. 39-319.
- Morphet, Edgar. Educational Administration. Englewood Cliffs, New Jersey: Prentice Hall Education Press, 1964.
- Palmer, Stacy E. "In the 'Fishbowl': When Blacks Work at Predominantly White Colleges". The Chronicle of Higher Education Vol. 28, No.3, (Sept. 14, 1983.)
- Peterson, Marvin W. Black Students on White Campuses. Michigan: Institute for Social Research, 1978.
- Scates, Douglas E. and Yeoman, Alice.
The Effect of Questionnaire Form on Course Request of Employed Adults. Washington, D.C.: American Council on Higher Education, 1958.
- Scott, Barbara Ann. Crisis Management in American Higher Education. New York: Praeger Publishers, 1983.
- Sewell, William H. "Inequality of Opportunity for Higher Education", Sociology of Education (ed. Ronald Pavalko). Illinois: F.E. Peacock Publishers, Inc., 1976.
- Smith, Calvert H. "The Status of Black Administrators in Higher Educational Institutions". Cincinnati, Ohio, 1981.
- Socolow, Daniel J. "How Administrators Get Their Jobs" Change, (May 1978.)
- Sprunger, Benjamin E., and Bergquist, William H. Handbook for College Administration. Washington, D.C.: Council for the Advancement of Small Colleges, 1978.

Watson, Bernard C. Black Administrators in Higher Education: Current Dilemmas, Problems and Opportunities. Pennsylvania: Temple University Press, 1972.

Willie, Charles V. and McCord, Arline S. Black Students at White Colleges. New York: Praeger Publishers, 1973.

REFERENCES

"ACE Office Seeks to Advance Minorities in Higher Education", Higher Education and National Affairs Vol. 32, number 22 (July 22, 1983.)

First National Congress of Black Professional in Higher Education, University of Texas - Austin (April 5-7, 1972.)

"Portrait of a College Administrator", Administrator: The Management Newsletter for Higher Education Vol. 1, number 1 (March 29, 1982.)

U.S. Department of Health, Education, and Welfare (HEW), Higher Education Guidelines Executive Order 11246. Washington D.C.: Government Printing Office, 1972.

"Despite Gains, Women, Minority-Group Members Lag in College Jobs", Washington D.C.: Chronicle of Higher Education (Feb. 3, 1982.)

APPENDIX A

COVER LETTER FOR REVISIONS

Dear Colleague:

I am a doctoral student at Loyola University of Chicago. I am presently Developing an instrument designed for the collection of data to be used in my dissertation. The Study is entitled "A Profile of Black Administrators in Predominantly White, Public, Four-Year Institutions of Higher Education in the State of Illinois".

The primary purpose of this letter is to request your expertise in the refinement of the questionnaire. Please include revisions, additions, deletions, suggestions and criticisms of the questionnaire. Your suggestions and ideas for the improvement of the questionnaire will be incorporated into the final draft of the instrument.

Thank you for your time and assistance.

Sincerely,

Charles A.Taylor

Assistant Dean of Students

I have examined the proposed fact-gathering instrument to be used in the study and attest to the clarity of terminology herein. Where needed, I have added comments and suggestions for the improvement of the questionnaire.

Signed: _____

Title: _____

Name of Institution: _____

APPENDIX B

COVER LETTER

LOYOLA UNIVERSITY OF CHICAGO

WATER TOWER CAMPUS

820 N. Michigan Avenue

Chicago, Illinois 60611 (312) 670-2845

November 1, 1983

Dear Colleague:

I am a doctoral candidate in the Administration and Supervision program in the School of Education at Loyola University of Chicago. I am presently conducting research for my doctoral dissertation. The title of the dissertation is, "A Profile of Black Administrators in Predominantly White, Public, Four-Year Institutions of Higher Education in the State of Illinois".

After contacting many black professionals in the state of Illinois, I have found that this study generates much interest. There have been many conferences in the past year throughout the country on the subject of black administrators at predominantly White colleges and universities.

This study will not only be beneficial for black administrators today, but it can also serve as a catalyst for future research. I am therefore requesting your cooperation and assistance. Because of the number of black administrators in Illinois, it is necessary that I

receive a high return of the enclosed questionnaire. Please fill out the questionnaire and return it in the enclosed self-addressed, stamped envelope, within the next ten days.

Thank you in advance for your cooperation and assistance in this study. The results of this questionnaire will be made available to you upon request.

Sincerely,

Charles A. Taylor

Assistant Dean of Students

CAT/bmw

Encl.

APPENDIX C

QUESTIONNAIRE

The purpose of this study is to answer the central problem:

What personal characteristics and experiences, educational background and professional experiences do Black professionals holding administrative positions in predominantly White, public, four-year institutions of higher education perceive as being relevant to the acquisition of their positions?

The data will also help to develop a profile of these Black administrators in Illinois.

All information will be kept confidential and no person will be identified in any report that results from this study. The code numbers on each copy are for follow-up purposes, if necessary.

If there are any questions with regard to this questionnaire, please feel free to contact me: Charles A. Taylor, Loyola University of Chicago, 820 N. Michigan Avenue, Chicago, Illinois, 60611, (312) 670- 2845.

INSTRUCTIONS: (1) Answer each item by circling the appropriate letter,

(2) To the left of each question are four (4) numbers. Please circle the appropriate number that represents how you perceive the area as being relevant to the acquisition of your present position.

- 1 = not relevant
 2 = low relevance
 3 = medium relevance
 4 = high relevance

Relevance:

PERSONAL CHARACTERISTICS AND EXPERIENCES:

Please circle the appropriate letter:

1 2 3 4

1. Age:

- A. Less than 25
 B. 25-34
 C. 35-44
 D. 45-54
 E. 55-64
 F. 65 and Over

1 2 3 4

2. Sex:

- A. Male B. Female

1 2 3 4

3. Marital Status:

- A. Married B. Single C. Divorced
 D. Separated E. Widowed

Relevance:

- 1 2 3 4 4. Number of Dependents (excluding Spouse)
- 0 1 2 3 4 5 6 or more
- 1 2 3 4 5. Father's Highest Educational Level
- | | |
|--------------------------|--------------------|
| A. Less Than High School | E. Master's Degree |
| B. High School Graduate | F. Ed.D or Ph.D. |
| C. Associate Degree | G. M.D., D.D.S. |
| D. B.A. or B.S. Degree | or J.D. |
| | H. Other |
- 1 2 3 4 6. Mother's Highest Educational Level
- | | |
|--------------------------|--------------------|
| A. Less than high school | E. Master's Degree |
| B. High School Degree | F. Ed.D. or Ph.D |
| C. Associate Degree | G. M.D., D.D.S., |
| D. B.A. or B.S. Degree | or J.D. |
| | H. Other |
- 1 2 3 4 7. Your Birthplace (State) _____
- 1 2 3 4 8. Setting of Upbring (most time lived in before 15 years
of age)
- A. Urban B. Suburban C. Rural
- 1 2 3 4 9. Non-Educational Activities (hobbies, avocations, etc.)
- Please List:

EDUCATIONAL BACKGROUND:

Please circle appropriate letter where applicable:

RelevanceHigh School Diploma:

1 2 3 4 10. High School: _____

1 2 3 4 11. Location of High School
(City, State) _____

1 2 3 4 12. A. Urban B. Rural C. Suburban

1 2 3 4 13. Racial makeup of High School
 a. Predominantly Black (60% or more)
 b. Predominantly White (60% or more)
 c. Other (please specify) _____

1 2 3 4 14. A. Private B. Public C. Parochial

Undergraduate Degree:

1 2 3 4 15. Institution: _____

1 2 3 4 16. Location of Institution (State): _____

Relevance

- 1 2 3 4 17. Racial makeup of Institution:
- A. Predominantly Black (60% or more)
- B. Predominantly White (60% or more)
- C. Other (please specify) _____
- 1 2 3 4 18. Undergraduate Major: _____
- 1 2 3 4 19. Year of Graduation: _____

Graduate (Masters) Degree:

- 1 2 3 4 20. Institution: _____
- 1 2 3 4 21. Location of Institution (State): _____
- 1 2 3 4 22. Location of Institution:
- A. Urban B. Rural
- 1 2 3 4 23. Racial makeup of Institution:
- A. Predominantly Black (60% or more)
- B. Predominantly White (60% or more)
- C. Other (please specify) _____
- 1 2 3 4 24. Graduate Major: _____
- 1 2 3 4 25. Year of Graduation: _____

Graduate (Doctoral) Degree:

(If not applicable, go on to Question #32)

Relevance

1 2 3 4 26. Institution: _____

1 2 3 4 27. Location of Institution (State): _____

1 2 3 4 28. Location of Institution:

A. Urban B. Rural

1 2 3 4 29. Racial makeup of Institution:

A. Predominantly Black (60% or more)

B. Predominantly White (60% or more)

C. Other (please specify) _____

1 2 3 4 30. Doctoral Major: _____

1 2 3 4 31. Year of Graduation: _____

PROFESSIONAL EXPERIENCES:

32. Present Position:

A. Title: _____

B. Number of professional staff reporting
directly to you: _____C. Title of immediate
supervisor: _____

D. Length of time in present position: _____

1 2 3 4

33. List Church or civic organizations

presently in:

A.

B.

C.

D.

E.

1 2 3 4

34. List professional educational organizations/

associations (membership) presently in and offices held
(if any): (Complete name)

A.

B.

C.

D.

E.

1 2 3 4

35. List professional educational organizations/

associations (membership) Prior to present position and
offices held (if any), if other than those listed in
Question #34: (Complete name)

A.

B.

C.

D.

E.

Relevance

1 2 3 4

36. Full-time work experience at the college/ university
 (In general) level Prior to present position: (Please
 list, with most recent first)

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific

C. Dates: _____

position)

D. Reason for Leaving: _____

.sp

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific

C. Dates: _____

position)

D. Reason for Leaving: _____

.sp

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific
position)

C. Dates: _____

D. Reason for Leaving: _____

Relevance

1 2 3 4

37. Full-time work experience outside the college/
university setting Prior to present position: (Please
list most recent first)

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific
position

C. Dates: _____

D. Reason for Leaving: _____

.sp

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific
position)

C. Dates: _____

D. Reason for Leaving: _____

.sp

A. Title: _____

1 2 3 4

B. Name of Organization: _____

(Specific
position)

C. Dates: _____

D. Reason for Leaving: _____

GENERAL:

38. What other areas do you perceive as being relevant to acquiring your present position?

Please circle appropriate number:

1 = not relevant

2 = low relevance

3 = medium relevance

4 = high relevance

Relevance

1 2 3 4

A. Being Black

1 2 3 4

B. Being at the Right Place at the Right Time

1 2 3 4

C. Your Own Publications

1 2 3 4

D. Friends

1 2 3 4

E. Contacts

1 2 3 4

F. Your Own Determination/Ability

1 2 3 4

G. Student Unrest

1 2 3 4

H. Community Pressure

1 2 3 4

I. Clout

1 2 3 4

J. Speaking Engagements

1 2 3 4

K. Professional/Civic Awards

1 2 3 4

L. Affirmative Action

1 2 3 4

M. Your Own Ambition

Please list anything not covered in this questionnaire that you perceive as being relevant to acquiring your present position:

If you feel any of your answers need further explanation, please use the space below.

APPENDIX D

FOLLOW-UP COVER LETTER

November 21, 1983

Dear Colleague,

Approximately two weeks ago I sent you a questionnaire. There are few Black administrators in the state of Illinois at the public universities. I am again asking you, as a black administrator, to assist with this much needed and valuable research.

Enclosed in the original letter, a questionnaire and a self-addressed stamped envelope. It is not too late to return the questionnaire. I have extended the deadline to Wednesday, December 7th. Thank you in advance for your cooperation and assistance.

Sincerely,

Charles A. Taylor

Assistant Dean of Students

APPROVAL SHEET

The dissertation submitted by Charles Avon Taylor has been read and approved by the following committee:

Dr. Max Bailey, Director
Associate Professor, Education Administration and Supervision
Loyola University of Chicago

Dr. Sloan T. Letman
Dean, Social Sciences
Associate Professor, Criminal Justice
Loyola University of Chicago

Dr. Karen Symms Gallagher,
Associate Professor, Education Administration and Supervision
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education in Administration and Supervision.

May 4, 1984
Date

Max Bailey
Director's Signature