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Onward and Upward: Characteristics of African American Senior Student Affairs Officers

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ONWARD AND UPWARD: CHARACTERISTICS OF AFRICAN AMERICAN SENIOR
STUDENT AFFAIRS OFFICERS

Onward and Upward: Characteristics of African American Senior Student Affairs Officers

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Higher Education

By

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ABSTRACT

The journey of African American student affairs professionals has evolved throughout the history of higher education and student affairs. This study examined the career profiles of ten African American Senior Student Affairs Officers (SSAOs) at predominately White institutions (PWIs) throughout the United States. By using the curriculum vitae and a survey, this research found that the career profile of African American SSAOs at PWI's were African Americans who had earned a terminal degree, averaged eight career moves over 18 years and were involved in national associations where they published and presented. These SSAOs were active in their communities and willing to give advice to African American student affairs professionals aspiring to be a SSAO.

This dissertation is approved for recommendation
to the Graduate Council.

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DISSERTATION DUPLICATION RELEASE

I hereby authorize the University of Arkansas Libraries to duplicate the dissertation when needed for research and/or scholarship.

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DEDICATION

This dissertation was dedicated to my family, friends and each and every student, faculty, staff member that I have met, impacted (them or me) and loved ones who have instilled in me the "go-ahead" to pursue my goals of completing my educational, professional and personal life goals. Also, I dedicated this dissertation to those who have crossed over the Jordan River that inspired me each day spiritually; I miss you and thanks for helping me to achieve this goal.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE
INTRODUCTION

As institutions strive to increase minority and underrepresented student populations, the African American population of students, faculty and administrators have seen an increase (Kirkton, 2008; Altbach, 1993; Baxter Magolda & Terenzini, 1999; Green, 1989). Although there has been an increase in African Americans on campus, there still remains a gap between the number of minorities who hold faculty and senior administrative positions (Cole & Barber, 2003; Kirkton, 2008; Cooper, 2011; Turner, 2006). Institution's diversification of students on campus should be reflective in the diversification of its faculty, staff and administrators (Jackson, 2001). The National Association of Student Personnel Administrators (NASPA), the organization of student affairs professionals, has a commitment to inclusion and diversity. NASPA's established commitment to diversity and inclusion has served as an advocate for institutions' diversification of employees within student affairs. Even with the commitment towards diversity and inclusion, there remained a low percentage of minorities who hold senior level administrative positions in the division of student affairs (Cooper, 2011; Drummond, 1995). There have been African Americans to progress to the senior level of student affairs positions in higher education. However, there should be a focus on the number of African Americans who have reached such positions at predominately White institutions.

Researchers examined the academic sector, primarily the experiences of African American faculty. There is a notion to generalize the characteristics and experiences of African American faculty for both faculty and administrators. The characteristics and experiences of African American student affairs administrators should be solely examined.

Statement of the Purpose

The purpose for conducting this study was to gain an understanding of the career characteristics of African American Senior Student Affairs Officers (SSAOs) at predominately White institutions (PWIs). This was accomplished by utilizing the snowballing sampling technique to identify ten African American SSAOs at a predominately White institution; soliciting their current curriculum vitae and asking them to complete a survey. Through the use of descriptive statistics, this study gained a better understanding of the career characteristics of African American SSAOs.

Research Questions

RQ 1: What was the profile of current African American SSAOs, including:

   A. Educational preparation

   B. Professional involvement

   C. Career progression (stepping stones)

   D. Publication and presentations

   E. Community involvement

RQ 2: Were there profile differences of African American SSAOs based on gender?

RQ 3: What were the perceived challenges African American SSAOs faced?

RQ 4: What career advice did African American SSAOs have for aspiring African American professionals in student affairs?

Definitions

African Americans: The term African American "refers to a person having origins in any of the Black racial groups of Africa," as used within the US 2010 Census (Rastogi, Johnson, Hoeffel & Drewery, 2011). The words Black or African American were commonly used for the

aforementioned persons. For the purpose of this study, Black and African American were interchangeable. This study involved those who considered themselves either Black or African American according to the definition above.

SSAO: SSAO was the acronym for Senior Student Affairs Officers. For the purpose of this study, the term SSAO directly reflected those individuals who serve in the highest ranked student affairs capacity. The SSAO can hold such titles as Vice President/Chancellor/Provost of Student Affairs and/or Dean of Students.

Curriculum vitae: The curriculum vitae (also known as a CV or vitae) are a professional document similar to the professional document known as a resume. Professionals within the education field (i.e. faculty) use curriculum vitae to chronicle their academic accomplishments, professional involvements, publications etc. Administrators in higher education and other professions refer to their professional document as a resume. The CV is becoming commonly known and accepted for professions in student affairs. For the purpose of this study, curriculum vitae were used to gain important data about senior student affairs administrators. The words curriculum vitae and resume throughout the study were used interchangeably.

Educational preparation: The term educational preparation for this study referred to the degrees, licensures, certificates and continuing education that senior student affairs officers possessed. Educational preparation may be the following, but not limited to, earned bachelors, masters, or terminal degrees.

Professional involvement: Professional involvement for the purpose of this study was the recognition of professional organizations that may include, but are not limited to, student affairs organizations (i.e. NASPA, ACPA etc.), professional business or social organizations (i.e. Rotary, fraternity/Sorority etc.) and professional/national committees and/or boards.

Career progression: There are many paths to becoming a senior student affairs officer and not a specific path deemed correct (Biddix, 2011). Career progression for the purpose of this study reflected the number and type of career positions a senior student affairs officer held leading to their current position as a senior student affairs officer. The *stepping stone* position is the position preceding the SSAO position.

Publications and presentations: The field of Student Affairs affords its professionals ample opportunities to research, publish and present scholarly studies on the trends, issues and problems involving student affairs students, faculty and staff. Publications and presentations for the purpose of this study consisted of the published journal articles and the presentations given at professional associations, conferences, workshops etc.

Community involvement: The university is unique in that it provides students with an institutional community (on campus), but also a resource and factor of the city/county community in which the institution resides. University leaders become community leaders. Community involvement for the purpose of this study recognized the involvement (i.e. community boards, committees etc.) of SSAOs outside of the institutional community and into the city/county community.

<div align="center">Assumptions</div>

1. The study accepted the assumption that all participants provided a current curriculum vitae.

2. The study accepted the assumption that the snowball sampling technique resulted in a representative sample of professionals in the Senior Student Affairs Officer position.

3. The study accepted the assumption that the African American experience is unique and can be described by individuals holding the SSAO position.

4.   The study accepted the assumption that all participants responded to the survey to the best of their ability.

5.   The study accepted the assumption that this study will be beneficial to the student affairs field.

<div align="center">Limitations and Delimitations</div>

1.   The study was limited to not-for-profit universities; therefore, the study findings may not be generalized to for-profit institutions.

2.   The study was limited to four-year institutions; therefore, the study findings may not support the profiles of African American SSAOs at two-year institutions or community colleges.

3.   The study was limited to African American SSAOs at predominantly White institutions; therefore, the study findings may not be generalized to all African American SSAOs.

4.   The study was limited to the present time and place and the current state of the student affairs profession; therefore, the study findings will differ from the state of student affairs in the past or possibly the future.

5.   The study was limited to the data presented via a curriculum vitae and survey: therefore, the results were derived from nonverbal communication sources.

<div align="center">Significance of the Study</div>

Flowers (2003) explored the theory of representative bureaucracy. Representative bureaucracy is the notion that the leadership of an organization should be a representation of the demographics of the organization (Flowers, 2003). "Based on the theory of representative bureaucracy, the more diverse the constituent group is, the greater the diversity required of the leaders or persons making policy decisions on behalf of the constituent group"(Flowers, 2003, p.

38). Flowers (2003) concluded, "additional African American student affairs administrators are needed to ensure that the concerns of African American students are being fully considered, understood, and acted upon by university leaders and administrators" (p. 39).

This research can provide African American graduate students who will soon be entering the field of student affairs a profile of experiences that senior level African American professionals have experienced. Subsequently, they can have a map of how others have achieved their professional goals, and can learn from them.

Bass (1993) wrote that to become a successful student affairs administrator, "Each of us is required to learn more about those who are different, to translate that learning into our daily lives, and to help our current students and our institutions prepare for the future challenges of diversity" (p. 523). In order for institutions to commit to diversity of their students and their administrators to be successful, there was a need for diversity among the administration. Another significant element of the study was to educate employers of current African American SSAOs at PWIs. Implications of this study were intended to benefit PWIs with the hiring, retention and promotion of African American student affairs professionals.

Hemphill (2012) wrote that it is now time to begin training and preparing student affairs professionals to become a SSAO. He also wrote that half of all SSAOs will be retiring, and that a serious effort should be made to prepare the next generation of African Americans for these roles. Although Hemphill wrote specifically about training associate vice presidents and deans of students in the shifting landscape of the skills, knowledge and abilities of SSAOs, his point was to the demographic composition of future SSAOs as well. The student affairs community must focus on the development and training of their current SSAOs, in which African American SSAOs have complained to be a challenge for them (Flowers, 2003: Holms, 2003). The

significance of this study was for the student affairs community to self-reflect on its contribution to African Americans in the field, especially in the effort of retaining and recruiting African American senior student affairs officers.

Conceptual Framework of the Study

Higher education must adapt to an ever-changing environment (Sporn, 2001). The conceptual understanding that universities should be adaptive guided the study. Sporn (2001) introduced seven propositions towards a theory of adaptation, "most critical in adaptation of higher education organizations" (p. 128). These seven propositions (Table 1) were: (1) environment, (2) mission and goals, (3) culture, (4) structure, (5) management, (6) governance and (7) leadership. First, the institution must take into consideration the external environment and decide if the external environment is a "crisis or an opportunity" (Sporn, p. 128) in order to begin adapting. Second, the institution must define its mission and goals so that each and every person or department can clearly understand where and how the institution can adapt. Institutions must work toward being creative to both reward individuals and hold them accountable. The structure of the institution plays a significant role in adaptation, and must provide professional development and initiate new hiring practices to reflect the changes. This also involves sharing authority and responsibility with stakeholders of the university. Lastly, the institution must possess a leadership that is committed and can articulate the vision of the changes of the institution.

Table 1.

Towards a Theory of Adaptation (Sporn, 1999)

Critical Factors	Propositions
Environment	Adaptation at universities is triggered by environmental demands which can be defined as *crisis or opportunity* by the institution.
Mission, goals	In order to adapt, universities need to develop *clear mission statements and goals*.
Culture	An *entrepreneurial culture* enhances the adaptive capacity of universities.
Structure	A *differentiated structure* enhances adaptation at universities.
Management	*Professionalized university* is necessary to implement strategies of adaptation.
Governance	*Shared governance* is necessary to implement strategies of adaptation.
Leadership	*Committed leadership* is an essential element for successful adaptation.

Sporn (1999) presented several examples of institutions that became adaptive universities due to environmental factors, as seen in Tables 2-3. These institutions used Sporn's seven propositions of adaptation. The institutions due to their environmental factors made necessary changes to adapt. Sporn (1999) wrote

> One common response is to restructure, aiming at increased flexibility, efficiency and effectiveness. This involves new procedures to manage the relationship with the environment (e.g., fundraising, alumni relations, technology transfer), new authority structures within universities, and new ways of resource allocation (p. 122).

Table 2.

Adaptation at NYU (adapted from Sporn 1999)

University	Factors Influencing Adaptation
New York University	*Integrative mission with a business image *Strong president and trustees *Clan culture of a collegial community *Network structure for liaison building *Decentralised (sic) schools and centralised (sic) financial planning

Table 3.

Adaptation at University of Michigan (adapted from Sporn 1999)

University	Factors Influencing Adaptation
University of Michigan at Ann Arbor	*Incremental process of change *Mission integrating diversity as a measure for excellence *Commitment of leadership and management *Top-down incentives and bottom-up initiatives

An adaptive university must consist of different units, such as divisions of student affairs. Sporn (2001) used the academic unit as an example when summarizing an adaptive university, "A new division of services in teaching and research in order to meet the needs of very different groups can emerge" (p. 132).

The study assumes that colleges and universities must continue to adapt to their environments or become obsolete. As such, institutions must reflect their society's diversity, and the inclusion of African American leaders is an initial adaptation of institutional behavior and practice. The study, then, is informed by the conceptualization that change is a pre-requisite to institutional survival and success.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction

A literature review was compiled in an effort to learn of recent literature surrounding this current study. The purpose for conducting this study was to gain an understanding of the career characteristics of African American senior student affairs officers (SSAOs) at predominately White institutions (PWI). This was accomplished by utilizing the snowballing sampling technique to identify 10 African American SSAOs, at a predominately White institution; solicit their current curriculum vitae and have them to complete a survey. There was little literature dedicated to the African American senior student affairs officer. This study contributed to existing literature. First, there was a review of literature surrounding African Americans in Higher Education. Then the literature briefly discussed the senior student affairs officer and concluded with a review of the existing literature of African American senior student affairs officers.

African Americans in Higher Education

Higher education is comprised of professionals from a variety of ethnic backgrounds (i.e. Caucasians, African American, Hispanics, Asian etc.), professional responsibilities (i.e. faculty, staff or administrator) and different areas of higher education (i.e. academic sector, student affairs sector or business affairs sector). The professional and educational experience is different for each individual. Although these experiences are individual, they can be combined with similar experiences from like individuals to form a profile of what experiences could be for those aspiring to enter higher education administration. Literature revealed that both group and individual experiences of African Americans in higher education exists.

Statistical Overview

There were more African American professionals employed across the higher education spectrum than ever before. Higher education administrators continued to focus on increasing diversity by way of increasing the number of African American faculty, staff and students. Pelton, President of Emerson College, responded to the issue of diversity at his institution by saying "these diversity issues are complex and highly nuanced. There's not a single institute of higher learning that's not seeking to deal with those very complex nuanced issues" (Cooper, 2011, p. 1).

According to the National Center for Education Statistics (NCES) in Fall 2009, there were 2,782,149 professional staff in higher education in the United States (U.S. Department of Education, 2011). NCES reported that 207, 335 were African Americans holding a professional staff position compared to 1,983,921 White counterparts. The presence of African Americans increased in recent years.

The statistical data of African American administrators and faculty will continue to increase as institutions are committing to increase campus-wide diversity. The campus-wide attention to diversity encourages institutions to recruit and retain more African Americans, and in some cases, fill administrative positions with an African American.

NCES indicates that African American staff are distributed as such: 21,828 in excutive/administratrive/managerial positions, 95,095 in faculty (instruction/research/public services), 13,511 in graduate assistants and 76,901 other professionals. African American employees were slowly climbing their way to the executive and senior administrative positions.

Shown in Table 4 is the statistical data of the number of African American executive positions over the past ten years. The data were comprised each year by The Chronicle of Higher Education Almanac editions.

Table 4.

The number of African Americans in executive positions, 2001-2011

Year	2001	2002	2003	2004	2005	2006
n=			13,616	13,720		17,228
total=			153,722	146,523		180,161
%=			8.86%	9.36%		9.56%

Year	2007	2008	2009	2010	2011	2012
n=	17,968	17,968		20,949	21,909	
total=	190,078	190,078		213,767	225,861	
%=	9.45%	9.45%		9.8%	9.7%	

Note: Data unavailable at the time of research for years 2001, 2002, 2005, 2009 and 2012.

Diversity of Faculty

One-half century ago, the thought of discussing diversity in higher education would have been the hope of many. Higher education has become increasingly diverse throughout US history. Legislation, new initiatives and the realities of the United States' population have benefitted in the diversification in higher education. Unfortunately, as the student bodies at institutions of higher education have become more diversified, the hiring of diversified faculty, staff and/or administrators has not carried the same representation (Perkins, 2008a/b). Literature of diversifying faculty has been linked to the same need of diversifying administrators as well. Literature has revealed that administrators and faculty share similar sentiments of experiences in higher education and in many cases faculty and administrators are one in the same. Although

diversification does not solely pertain to the increase of African Americans, African American, representation or the lack thereof, is most commonly referenced and compared throughout literature. Thus, the diversification of faculty was discussed and examined through the lens concerning African Americans only.

Reviewing literature from the 1980's, Madeleine Green (1989) suggested

> A diverse faculty is essential to the pluralistic campus. Faculty creates the curriculum and determines the quality of the experience in every classroom. They serve as teachers, mentors, advisors and role models. In a word, faculty are the core of the institution. Without the contributions of minority individuals, no faculty or institution can be complete (p. 81).

More diversity will offer more mentors, advisors and role models for the diverse students that comprise higher education. The need for diverse faculty contributing various academic perspectives gives reason to expect excellence and advancement in knowledge. John Etchemendy, from Stanford University in 2003, is noted for his perspective of diversity increasing knowledge

> It is imperative that an institution like Stanford reflects the multiracial, multi-ethnic society and pluralistic democracy that serve as a foundation to the University. Otherwise, we cannot call ourselves world class. …Diversity allows for new shapes, textures, and imaginings of knowledge; it encourages the kind of innovation and insight that is essential to the creation of knowledge. The fact is that a diverse community of scholars asks diverse questions and has diverse insights, and so pushes the forefront of knowledge further, faster (Maher & Tetreault, 2007, p. 85).

As research renders that various academic perspectives are needed for higher education, other needs for diversity in faculty are for the recruitment and retention of faculty. In the same sense, African American administrators are needed for the recruitment and retention of student affairs administrators.

Diversity that Works, a series of articles based on a qualitative study conducted at Louisiana State University derived from a conference to focus on diversifying journalism and

mass communication students, staff and faculty, produced useful outcomes. Importantly, these scholars convened to address what diversity in faculty entails and how to be proactive about diversifying faculty (Izard, Manship School of Communication, John S. and James L. Knight Foundation, 2008). Byars and Hester (2008) wrote that it is important for campuses to have a diverse culture that can accommodate the addition of diversity in the faculty. However, first the institution must define what diversity means, and if the culture of the campus is not prepared for diversity, then faculty will not feel included and will not be retained. Izard stated "...intellectually diverse environment with contributions by a faculty of varying backgrounds and experience who bring intellectual breadth and quality to the education offered to students" (Perkins, 2008a, p. 34). The quote can be used as a definition for diversity in faculty. Again, the inference for administrators is to be applied. African American administrators provided the institution with experiences and the resources to help with the recruitment and retention of other African American students, faculty and staff.

The *Journal of Blacks in Higher Education* website recently published the article "Ranking the Nation's Leading Universities and Liberal Arts Colleges on Their Numbers of Black Faculty" (2010). This article reported on the recent data published by the U.S. Department of Education that revealed that 287 black faculty members work at Columbia University. With regards to the employment of Black faculty, Columbia University is the highest ranked institution of higher learning in the nation. The *Journal* also indicated, "the number and percentage of black faculty is an important gauge of an institution's commitment to racial diversity" (Ranking the Nation's Teaching and Liberal Arts Colleges on their Numbers of Black Faculty, 2010).

Contributing Factors for African Americans

African Americans in higher education have been successful in securing senior student affairs officer positions and senior administrative positions within the academic sector (i.e Vice Provost, Registrar, Dean etc.). The success of these individuals obtaining these positions was linked to several contributing factors: increased access to higher education via Affirmative Action (Harper, Patton & Wooden, 2009; Antwi-Buasiako, 2008), mentoring programs (Tillman, 2001; Welch, 1997; Jacobi, 1991; Gaston-Gayles & Kelly, 2004; Garnder, 2008) serving as pipeline to senior positions, institutional leadership (Cole & Barber, 2003; Bettex, 2010), and in most cases, the commitment or loyalty of the African American employees at their institutions.

Affirmative Action

The education sector understood the legislative implementations of Affirmative Action. Affirmative Action was commonly attested to the 1961 vision of President Kennedy (Harper, Patton & Wooden, 2009), although Affirmative Action can be traced to President Franklin D. Roosevelt when he signed Executive Order 8802 in 1941 that outlawed discrimination. However, it took the vision of Kennedy and the Executive Order 11246 of President Lyndon B. Johnson to initiate a change and for Affirmative Action to be enforced (Antwi-Buasiako, 2008). President Johnson, along with additional legislation, namely the Civil Rights Act 1964 and the creation of federal offices/agencies, began taking steps towards changing inclusion of diversity in higher education (Harper, Patton & Wooden, 2009; Antwi-Buasiako, 2008). Institutions use Affirmative Action to increase the minority presence in higher education for students, faculty and staff (administrators). Affirmative Action encompasses race, gender, disability and veteran status, and it is important to know that it is not one in the same as diversity. As Affirmative Action is law, diversity is a broad sense of differences. Some of the factors that make up diversity (beyond

what Affirmative Action protects) are generational differences, age, sexual orientation, educational background, religious beliefs and the list continues. Affirmative Action opens the eyes of the majority to those of the minority (Harper et al., 2009). Once Affirmative Action became legislation and required by federal law, institutional leadership has taken heed and began improving their mission for diversity and hiring practices so that the decisions of administrators and faculty are those of interest to the effected minority.

Institutional Leadership

Higher education institutions across the nation have publically made their commitment to increasing diversity by augmenting the number of minority students, faculty and staff. The literature revealed that there is still a significant gap in the hiring of diverse faculty/staff. Cole and Barber (2003) reviewed *Increasing Faculty Diversity* and revealed how important it is for the institution's leadership (presidents, provosts, vice presidents, deans, chairs) to carry the weight of responsibility and commitment to champion diversity. Also, it was important for leaders to hold their colleagues accountable when they do not meet specific, measurable goals for enhancing diversity. Massachusetts Institute of Technology (MIT) realized where their institution stood in regards to diversity in faculty. The leadership of MIT made an immediate decision to convene a diversity committee to research where diversity in faculty stood at MIT. The committee's findings revealed that the fate of diversity in faculty rested on the shoulders of the administrators (Bettex, 2010). After MIT's diversity committee results were made known the institution focused more on its current diverse faculty as well as how to recruit new diverse faculty. To increase the number of African American students, faculty and administrators, institutional leaders should refer to the aforementioned Bettex's article. Institutional leadership begins with the current administration making a conscious decision to focus on their current

African American administrators (Bettex, 2010), in order to aid in the retention and recruitment of more African American administrators.

Mentoring Programs

Mentoring programs have been used in higher education to help minorities and women adjust to working at a predominately White institution (Tillman, 2001). Due to African American faculty reporting a need to address unfair treatment and disproportionate numbers of African Americans reaching tenure status and administrative roles, as compared to their counterparts, the need for cross cultural mentoring arose. Tillman (2001) referenced the study of Welch (1997) that found cross-cultural mentoring to be problematic based on the current number of African American faculty to be mentors and the number of White faculty that do not share the research interests of those African Americans. Tillman's (2001) study examined how mentoring is essential to the professional growth and development of minority professionals on a predominately White campus. Although this study focused on African American faculty, the study referenced higher education in general as well and the importance of mentoring.

In regards to student affairs professionals and mentoring, the literature focused more on mentoring programs that are geared to the retention needs of students (Jacobi, 1991; Gaston-Gayles & Kelly, 2004) rather than that of the student affairs professionals. In Gardner's (2008) dissertation study he found that mentoring with African American student affairs administrators dealt with personal relationships they had with current students and the mentors that they had while they were undergraduate students. Some of those same mentors continued to serve as mentors once mentees had graduated and became student affairs professionals. The study revealed that these professionals created these mentor/mentee relationships on their own and were not part of a mandated mentoring program. However, Gardner found that the participants

within his study had "advanced through the ranks at the institutions did so because someone in a position of authority took an interest in professional development" (p. 229). This meant that the need for professional growth and promotion for African Americans to become SSAOs will in some cases stem from the direct relationship or mentorship of another SSAO.

Mentoring programs for African Americans in higher education have led to successful candidates of African Americans becoming SSAOs in higher education. The mentoring of African American professionals contributes to the motivation and guidance needed to produce more African American SSAOs.

African American Barriers

When reviewing literature of the barriers that African Americans have as being minorities in higher education, the literature discussed the hurdles of hiring practices and "simply playing the game fair" as it related to hiring African Americans, specifically in the faculty area, but shared the same sentiments for professionals throughout higher education.

Hiring Practices

Once the institution's leadership has placed diversifying faculty, administrators and staff as a priority, it was a must to re-evaluate hiring practices. In June's article, *What Search Committees See Across the Table* (2010), a distinguished consultant for campus diversity, JoAnn Moody, stated, "Search committees will make excuses and assumptions for candidates by saying 'its not cosmopolitan enough' so the candidates will not move to our small town or institution" (p. 1). Implying that through her research and experience, search committee members assumed that the minority candidate would not want to relocate to their institution for reasons mentioned. Search committees should not assume and make their own conclusions in regards to the acceptance or personal compatibility of candidates. In an effort to resolve and create a fair search

committee Virginia Commonwealth University created a diversity-hiring packet as a resource tool for all departments seeking hires (Strategies for Successfully Recruiting a Diverse Faculty, n.d.). The document was created to assist in forming and creating search committees that would recognize diversity and work towards being fair and unbiased as much as possible. Turner (2006) believed it to be imperative that search committees be reflective of the diversity of the campus, so that candidates will be comfortable and possibly relate to backgrounds of search committee member(s). Although it would be difficult for the make-up of every search committee to reflect the campus every time, it would be the responsibility of the superiors to work to accomplish a diverse search committee (Turner, 2006).

Simply Playing the Game Fair

Institutions not hiring minority and women faculty do not solely cause lack of diversity in faculty and administrators. However, research conducted revealed that the lack of promoting minorities leads to minorities and women leaving institutions (Agler, n.d.). In *How to Recruit and Promote Minority Faculty: Start by Playing Fair*, an article written by Agler (n.d.) for AAUP argued that tenure committees and department chairs should "simply play fair," when it comes to promotion of minorities. Due to the heavy workload of minority faculty (advising a large number of minority students, advising departmental clubs/organizations, teaching several classes focused on race or gender), minority candidates were placed in predicaments that made it extremely difficult for them to focus on researching, publishing and preparing for tenure review. Departmental chairs should be cognitive of the teaching loads and extra assigned tasks given to all faculty, especially minority faculty attempting to make tenure. Kirkton (2008) wrote about his experience as a departmental chair at California State University, Northridge. Kirkton contributes his four elements of interest (engaging the community, curriculum, interdisciplinary

19

approaches and personnel procedures) when departments seek to recruit diversity in faculty. Use of these four elements was a success in his department. Like in hiring, recruiting and retaining faculty, the four elements were linked to administrators throughout higher education.

Working Conditions

Aquirre (2000) concluded that women and minority faculty are faced with "chilly" and "cold" working conditions were not positive in fostering diversity in faculty. African Americans in higher education continued to face discriminating working conditions that are considered throughout literature as a barrier to success for African Americans in higher education. Aquirre research found that African Americans were more likely to have trouble finding their identity on a predominantly White campus. African Americans had a feeling that they were alone and sometimes connected more to their students than to their colleagues.

Jackson (2001) made it clear that the way to retain African American administrators in higher education would be to focus on the working conditions that the predominately White institution creates for the African American administrators. Jackson discussed that working conditions for African American administrators consisted of long hours and at most time the compensation for their work was not comparable to that of their White counterparts in similar positions. African Americans were not solely concerned about their pay, but were at most times lured to other institutions for that reason.

The commitment to diversity for faculty, administrators/staff and students throughout higher education through the literature depicts progress. Higher education continued to focus on the African American populations and how to better increase the number. Literature outlining the statistics, diversity of faculty, the contribution factors and African American barriers in higher education is needed to understand African Americans in higher education.

Senior Student Affairs Officers (SSAOs)

Profession of Student Affairs

There was much debate about when the student affairs profession came about in higher

education (Nuss, 2003), and it was worthwhile to gain a brief understanding of how the

profession evolved into what it is today. Nuss (2003) revealed that student affairs professionals

should remember, "two enduring distinctive concepts" (p. 65) about the evolution of the

profession

> The first is the profession's consistent and persistent emphasis on and
> commitment to the development of the whole person. In spite of the dramatic
> changes that have occurred in higher education, the profession's adherence to this
> fundamental principle should not be overlooked or underestimated. Second,
> student affairs was originally founded to support the academic mission of the
> college, and one of the characteristic strengths of American higher education is
> the diversity among the mission of the instructions. (pp. 65-66).

These concepts serve as a notion to why student affairs matter and exist.

Nuss (2003) further discussed that the major emergence of student affairs would come in

the late-nineteenth century and early-twentieth century. Primarily, as the characteristics and

needs of students changed, so did the need to become more directly involved in the needs beyond

academic needs for each student. Institutional leadership changed and more emphasis was placed

on the student. As institutions began to hire individuals to attend to diverse students, the student

profession came about and entire departments were established with 'student affairs' and

'college personnel' used to describe the profession (Nuss, 2003).

Dean of Men/Dean of Women

In the early years of higher education, faculty members were the key persons to meet the

needs of students. Specifically, faculty was assigned to teach and advise students in regard to

academic matters (Nuss 2003). The president would have been considered the chief officer and

dealt with the affairs of the institution and the discipline of the students (Nuss, 2003). As

institutions began to increase in number and diversity of students, there was a need to address the

welfare of the students and their needs beyond the academic realm (Rentz, 1996). The presidents

were busy with the affairs of the institution and thus a shift of job responsibilities, especially that

of discipline was assigned to the dean of students position (Rentz, 1996). In these early years, the

dean of students was a faculty member who would teach and serve as the disciplinarian. The role

of faculty member and dean of students became too much for one person. As institutions began

to expand and shift focus from solely academics to academics and the "whole student" (p. 66)

the need for a person responsible for each led to the hiring of fulltime dean of students (Nuss,

2003). President Harber of the University of Chicago said

> In order that the student may receive the assistance so essential to his highest success,
> another step in the onward evolution will take place. This step will be the scientific study
> of the student himself…provision must be made, either by the regular instructors or by
> those appointed for the purpose, to study in detail the man or woman to whom instruction
> is offered the man or provision must be made, either by the regular instructors or by those
> appointed for the purpose, to study in detail the man or woman to whom instruction
> offered. (Cowley as cited in Williamson, 1949, p. 22).

Alice Freeman was named the first dean of women, when she was appointed by

University of Chicago's President to serve as both the dean of women and professor of history

(Rentz, 1996). Later, the first fulltime dean of women, Marion Talbot, was hired to replace Alice

Freeman Palmer in 1985 (Rentz, 1996).

Thomas Arkle Clark was appointed as the dean of undergraduates and assistant to the

President for the University of Illinois. This appointment and tenure (1901-1909) represented a

time when the dean of students contributed tremendously to the area of discipline (Rentz, 1996).

Thomas Arkle Clark, like his professor at Harvard L. R. Briggs, was considered as "…student

personnel pioneers [who] valued the individuality of each student, were committed to the holistic

development of students, and held an unshakable belief in each student's unique potential for growth and learning" (Rentz, 1996, pp. 39-40).

Student Affairs Associations

The increase and popularity of student affairs created the need for professional associations to be formed (Rhatigan, 2001). Rhatigan (2001) noted the more notable student affairs associations as the National Association of Student Personnel Administrators (NASPA), National Association of Women Deans, Administrators, and Counselors (NAWDAC) and American College Personnel Associations (ACPA). African Americans were not initially granted membership in these groups, and they created their own association for male and female deans to later become the National Association of Student Affairs Professionals (NASAP) (Barrett, 1991; Rentz, 1996; Taylor, 1998). These professional associations continue to flourish, even with the integration of all professional associations.

Professional associations such as NASAP and American Association of Colleges and Universities (AACU) provide education, development and training opportunities for African American student affairs professionals. NASPA has created African American Knowledge Community that the NASPA webpage described; "NASPA Knowledge Communities provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for the consideration of the Board of Directors" ("African American knowledge," n.d). According to the NASAP website, the African American Knowledge Community's mission is

> The mission of the AAKC is to increase the Knowledge community members' awareness of, knowledge about, and appreciation for issues unique to African American professionals working in higher education, and in particular student affairs. The African American Knowledge Community also seeks to educate the NASPA membership on trends and issues related to African-American professionals and students. This is done

through sharing information on research, campus issues, and mentoring… ("African American knowledge," n.d).

There are a total of 25 Knowledge Communities that are open to any members of the NASPA membership. African American student affairs professionals are offered several programs and resources to aid them in becoming or being a SSAO.

Additionally, NASPA offered institutes for individuals aspiring to become an SSAO, institutes for newly hired SSAOs, seminars and workshops specific to minority groups throughout higher education. These opportunities were not for administrators or staff only. NASPA offered the NASPA Undergraduate Fellows Program (NUFP), which is a mentoring program for undergraduate students that are "historically disenfranchised and underrepresented professionals in student affairs and/or higher education" ("NASPA undergraduate fellows," n.d) who are interested in pursuing a career in student affairs.

American Association of Colleges and Universities has a commitment to diversity and creating opportunities for African Americans interested in becoming an effective practitioner in higher education. AACU has developed the Making Excellence Inclusive (MEI) initiative to "help colleges and universities integrate diversity, equality, and education quality efforts into their missions and institutional operations" ("Making Excellence Inclusive," 2012). African Americans aspiring to become an SSAO can benefit from the work and efforts of AACU's diversity and equity MEI imitative.

Organizational Structure

In the late 1960's, student affairs divisions began to shape a new identity to fit the high populations of new and diverse students that were admitted to higher education (Amber, 2000). These new programs and structures were considered curious, as divisions and their activities seemed to grow exponentially; and subsequently, there have been serious concerns about the

effective use of resources to serve students (Ambler, 2000; Manning, Kinzie, & Schuh, 2006). One result has been a debate about to whom student affairs should report (Kuk & Banning, 2009).

Kuk and Banning (2009) produced a listing of over 75 different departments/units or service areas that established the student affairs department across the United States. Some of the most common areas (at least 50% of institutions said these areas were part of student affairs) were: counseling centers (97.40%), residence life (81.81%), career services (77.92%), health centers (70.12%), student activities (70.12%), student centers (70.12%), campus recreation (64.93%), judicial affairs (62.33%), academic advising and support services (58.44%), disability services (58.44%), multicultural student services (58.44%), dean of students (58.44%) and enrollment management (50.70%). These functional areas of student affairs were consistent through all institutional types with slight differences due to other factors (i.e. resources, size etc.) (Kuk & Banning, 2009).

Shown in Table 5 are the functional areas of the division of student affairs, alphabetically (Dungy, 2003). The functional areas of student affairs vary depending on the institution's mission and are shifting towards being placed under the area of academic affairs (Tull and Freeman, 2008). In regards to the functional areas listed in Table 5 Dungy (2008) stated, "All these vary greatly by size, reputation, resources, geographic region, and academic specialization; and each institution has its own mission, history, traditions, and culture" (p. 341).

Table 5.

Functional areas of Student Affairs

Functional Areas

Academic Advising
Admission
Assessment, Research, and Program Evaluation
Athletics
Campus Safety
Career Development
College or Student Unions
Community Service and Service Learning Program
Commuter Services and Off-Campus Housing
Counseling and Psychological Services
Dean of Students Office
Dining and Food Services
Disability Support Services
Enrollment Management
Financial Aid
Fundraising and Fund Development
Graduate and Professional Student Services
Greek Affairs
Health Services
International Student Services
Judicial Affairs
Leadership Program
Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services
Multicultural Student Services
Orientation and New Student Programs
Recreation and Fitness Program
Religious Programs and Services
Registration Services
Residence Life and Housing
Student Activities
Women's Centers

Student affairs must deal with the larger picture of span of control and organizational

hierarchy (Kuk & Banning, 2009). Student affairs complex organizational structure of several

different tiers of hierarchy differed from institution to institution, and in some cases, dependent

upon the institution type and size. Kuk and Banning (2009) found that student affairs

departments may have one, two, three and in most cases more levels of hierarchy. "Research

universities tended to have more overall complexity in their structures than the other

organizational types" (Kuk & Banning, 2009, p. 104). Also, the resources of the student affairs

departments made a difference in the hierarchal structure. "In most of these cases, the SSAOs

also expressed concerns about having too many direct reports, or no resources to hire a desired

associate or assistant senior level person" (Kuk & Banning, 2009, p. 105).

Tull and Freeman (2008) researched standardized titles for senior level administrators

over a 22-year span. The study extended the Rickard (1985) study that examined the titles of

SSAOs at different institution types. Using Rickard (1985) as a model, Tull and Freeman found

that institutions are moving from using the title dean of students to the title vice

president/chancellor of student affairs. They showed that "92% of institutions that shared 14

common titles and labels" (Tull & Freeman, 2008, p. 279). By no means did this mean that

institutions have been moving toward total uniformity of titles and labels used in the student

affairs profession. Tull and Freeman (2006) cited Sandeen and Barr (2006), "Institutions have

and will continue to define their student affairs functions through labels that are best aligned with

their particular values, missions, and organizational structures" (p. 278). Tull and Freeman noted

a shift to organizing student affairs by using academic and provost models (Sandeen & Barr

2006; Manning, Kinzie, & Schuh, 2006 cited in Tull and Freeman, 2008). Therefore, institutions

have moved to using vice chancellor/student affairs, associate provost/dean of students and such

combinations of titles and labels to meet the mission of the institution.

Career Paths and Compensation

Biddix (2011) found that there have been no specific "stepping stones" for a student affairs professional to reach the senor level administrator position. Instead, there are many different paths to becoming a SSAO. Biddix (2011) studied career development by examining functional areas of SSAOs careers that resulted in an average of twenty years and six job changes, which most often led to becoming the dean of students. Biddix (2011) revealed that most began their student affairs work in residential life and student activities. After serving for quite sometime, student affairs professionals moved to a directorship or some sort of administrative role that prepares them for a senior level opportunity (Biddix, 2011). Literature (Biddix, 2011; Tull & Miller, 2009) identified an academic attainment trend (depending on institutional type) where SSAOs have a terminal degree. Biddix (2011) noted that smaller public, private and liberal arts colleges/universities' SSAOs may not have attained a terminal degree.

Higher Education literature addressed many inconsistencies. Primarily, salaries and representation of senior level administrators of color or women, compared to White male administrators (Drummond, 1995; Evans, 1988; Rickard, 1985). Reason, Walker and Robinson (2002) wrote, "Further, during the past two decades, research has established that females and professionals of color, when compared to Caucasian males, are represented at much lower percentage rates in senior-level student affairs positions" (p. 252).

SSAO Research

Time Commitment/Time Demand

The career path to becoming an SSAO fluctuated with the type of institution (research, four year, for profit, private etc.) in regard to the number of years of service prior to becoming a SSAO (Tull & Miller, 2009; Biddix, 2011). SSAOs that reach the accomplishment of being the

senior student affairs officer for their institution must be able to commit long hours and understand how to manage stress.

Randall, Daugherty and Globetti (1995) revealed that women and minorities have to adjust to time commitment or time demand. Dungy (2003) outlined the many functional areas of student affairs (Table 5) in which the SSAO is overseer of the many areas. Randall et al. (1995) captured the time demands that African American SSAOs faced

> These SSAOs also expressed dissatisfaction with the time demands of being a senior student affairs officer, indicating that the position is one that requires a 24-hour day, seven-day week commitment. One senior level administrator says that the position "could consume one's life." Several state that they have no time for themselves, and others mention that they often feel isolated since there are few women at the top levels in whom they can confide or with whom they can socialize (p. 21).

The time commitment of SSAOs is a primary area of dissatisfaction, and a reason that SSAOs chose to leave the profession for faculty positions (Blimling, 2002). Blimling (2002) found that a number of SSAOs wished they had spent more time devoted to balancing their family life and their work. Schroeder, a SSAO, said the following as advice to SSAOs that could be struggling with the notion of balancing time,

> I realize now, more than ever, that life is not a dress rehearsal—this is it! Hence, I am devoting more and more of my discretionary time to a series of daily and weekly activities that provide deeper meaning for my life (Blimling, 2002, p. 36).

African Americans in the SSAO position have to balance their work and family life. The time commitment for this position required long hours (Randall, 1995), supervisory skills to supervise the many functional areas (Dungy, 2003) and was considered to pose many challenges for African American SSAOs (Blimling, 2002; Randall, 1995; Randall, Daugherty, & Globetti, 1995).

Academic Affairs

Prior to the existence of student affairs, there were academic affairs. Historians date the inception of student affairs to the nineteenth century and others to the early twentieth century (Nuss, 2003; Rentz, 1996). Faculty members moved from solely teaching courses to taking part in the welfare of students. Early faculty members with responsibility for student affairs were hired as dean of men and dean of women, to attend to the discipline/personal needs of students on campus (Nuss, 1993). This was the start of the academic affairs and student affairs collaboration. Student affairs can be linked to academic affairs, as some of the SSAOs are hired as faculty members and some tenured. Student affairs at some institutions was a branch of academic affairs. Tull and Freeman (2008) found that student affairs label or title their SSAOs as stated, "A greater use of academic-related titles was also observed, such as associate provost for student affairs" (p. 279).

African American Senior Student Affairs Officers

African American professionals are no strangers to the student affairs profession. African Americans have typically held a variety of positions within student affairs; however, rarely in the senior administrative positions (Reason et al., 2002). As institutions have become more diverse, African Americans have begun to rise to mid-level positions and some to the senior student affairs officer level (Gardner, 2008). The literature on African American SSAOs was generally divided into that of African American experiences of males and females, and rarely both. However, the implications from the research on African American experiences as a male or female administrator resulted in implications for African American administrators in general.

African American Male Administrators

Stokes (1996) found that African American administrators, who are or were in a SSAO position at a predominately White institution, felt a sense of loneliness coupled with being

extremely busy. The 19 African American male SSAOs reported their dislike with no formal mentorship programs for the next generation of African American SSAOs and that occupying such a position essentially meant they represented the overall minority population at an institution. African American males in SSAO positions referenced professional training and development opportunities as important steps to becoming an SSAO and their continued success.

Overall, Stokes (1996) found that the African American males were comfortable and happy with their experiences as being a SSAO at a predominately White institution. The participants of the study were satisfied with their jobs through the work that they had accomplished while in their positions. Many of them found support from their president and cabinet colleagues as the leading reason for their happiness. Many of the barriers of being African American still existed but were identified as merely prevalent on the journey to the SSAO position.

African American Female Administrators

Scott (2003) identified how essential it was for African American females as SSAOs to overcome the "isms;" build collegiality; have significant mentoring relationships; balance competing obligations and to find institutional comfort and fit to be successful.

African American female administrators experienced the "isms" (racism, sexism and colorism), with racism being the most prominent "ism" for them to have experienced (Scott, 2003). Scott noted that African American SSAOs need to have an understanding of racism and how they can still succeed while knowing racism exists.

Further, African American female SSAOs were noted as being "the first," at their respective institutions (Scott, 2003). As such, these women felt a sense of being at the top by themselves. These women had to gain support and network to build their collegiality among their

31

colleagues. Previous literature revealed that African American SSAOs generally felt a sense of isolation and loneliness while being in their position (Jackson, 2001).

The last three findings of the Scott (2003) study were that African American SSAOs should have a significant mentoring relationship, balance competing obligations and find institutional comfort and fit in order to become successful; e.g., balancing of personal and professional lives. Scott (2003) wrote

> From their mentors they acquired the cultural capital needed to be successful. What the participants made very clear is that the senior student affairs officer position is a lonely position and that they needed to seek out people outside their institutions, such as other Vice Presidents, to serve as sounding boards (p. 179).

African American female SSAOs rely on mentors and other colleagues to be successful as a SSAO. These female SSAOs were also to serve as mentors to their community and other females in their field.

African American female administrators are linked to the Black female faculty experiences in higher education (Randall et al, 1995). Holmes, Land and Hinton-Hudson (2007) wrote

> Researchers reported that the stress associated with establishing teaching, research, and writing agendas, in addition to isolation, vague and unclear promotion and tenure requirements, collegial relationships, and for some, unusually high service commitments and family responsibilities are all significant concerns that plague new tenure-track Black women and other faculty in high education (p. 117).

Literature (Bode, 1999: Boice, 1992; Holmes, 2003; Menges & Associates, 1999; Tierney & Rhoads, 1994; Turner & Myers, 2000) referenced the tremendous amount of hard work and loneliness that African American females in faculty experience, similar to that of African American SSAOs. African Americans benefited from knowing the challenges prior to becoming an SSAO (Jackson, 2001).

Chapter Summary

The literature in this chapter provided information that focused on three aspects of higher education. First was a review of literature about African Americans in higher education. To gain a better understanding of the profile of an African American in higher education, four elements of the African American experience were examined, including a statistical overview of African Americans in higher education; diversity in faculty of African Americans in higher education; contributing factors (Affirmative Action, institutional leadership, commitment/loyalty, and mentoring programs) and barriers that African Americans within higher education might face.

Second, the chapter provided information on senior student affairs officers (SSAOs). Four elements were reviewed in this section; student affairs profession, organizational structure, career paths and compensation and SSAO research. This section began with a brief historical review of the student affairs profession. The review of organizational structure led to learning responsibilities and reporting structure of the SSAO. The third element in the section was the review of the career paths and compensation pertaining to SSAOs. This element focused on the different career paths that led to becoming an SSAO. The last element reviewed was other SSAO research that has been conducted.

The third section that the chapter provided information on was African American SSAOs. There was little literature specifically pertaining to African American SSAOs, unless it dealt with African American women SSAOs. Reviewing the literature on African American women SSAOs served as the generalization of the career characteristics and experiences of African Americans SSAOs.

CHAPTER THREE
METHODOLOGY

Introduction

The purpose for conducting this study was to gain an understanding of the career characteristics of African American senior student affairs officers (SSAOs) at predominately White institutions (PWI). The chapter will outline seven components of research procedures; a) sample and sampling, b) research design, c) collection of data, and d) data analysis. This chapter will conclude with a chapter summary.

Sample and Sampling

Ten African American senior student affairs officers' curriculum vitae will served as primary data for the study. The African Americans SSAOs were current employees of an accredited four-year predominately White institution. The sample was recommended from colleagues, affiliates of student affairs and those familiar with persons holding the senior administrator title or those currently holding the SSAO title in the field of student affairs through the snowballing technique. Participants held the senior-most student affairs position at their institution.

Research Design

Finding the most appropriate research design for a study was imperative. For this study a descriptive research design was chosen and utilized. Based on the career characteristics and professional information provided via curriculum vitae and survey, descriptive statistics were analyzed and reported.

Creswell (2008) wrote that descriptive designs "describe trends in the data to a single variable or question on your instrument" (p. 190). Using a descriptive design, the focus was on conducting descriptive statistics. Descriptive statistics produced the general tendency of data

from the curriculum vitae of the African American SSAOs. The descriptive statistics, or "calculations of values based on numbers" (p. 191), served as an analysis of the career characteristics of the sample and helped answer the research questions (Creswell, 2008). For this study two descriptive statistical tests were used to analyze data; central tendency and variability.

Collection of Data

A snowballing sampling technique was utilized. The initial participants were African American SSAOs who were known to the researcher. These three African American SSAOs were sent an electronic survey (Appendix B), asked to submit a current copy of their CV and asked to identity at least three additional African American SSAOs. The three identified African American SSAOs from the initial respondents were emailed and asked to provide the aforementioned information. This process of asking for three additional African American SSAOs produced a sample/sampling of ten participants. This process was repeated until at least 10 subjects had been identified and fully participated. An IRB was filed at the University of Arkansas.

Data Analysis

The goal was to analyze each component included on each curriculum vitae in an effort to identify themes or categories of information from each document (Creswell, 2008). The themes and categories that emerged were coded and used to establish common phenomenon. Data were analyzed strategically to address each posed research question.

RQ 1: What was the profile of current African American SSAOs, including:

   A. Educational preparation

   B. Professional involvement

   C. Career progression (stepping stones)

D. Publication and presentations

E. Community involvement

When learning the profile of African American SSAOs, the first research question consisted of five subcomponents; a) educational preparation, b) professional involvement, c) career progression (stepping stones), d) publication and presentations and e) community involvement. Many of the components were analyzed similarly or used the same methods.

For components (a) and (b), the frequency was reported for each participant's educational preparation (i.e. school, degree level, degree field, date earned of each degree and any additional continued education); participant's professional involvement (i.e. associations, positions/offices held, and regional or national levels) and the frequency totals for all participants.

Component (c) is the career progression of the participants. The total number of career opportunities was counted per participant. The total number of years from the first career opportunity leading up to the SSAO position was totaled for each participant and totaled for the group. These data were compared between genders as well.

Component (d) will determine the number of publications per the curriculum vitae, analyzed by counting the publication and where the publications were published. The data were further analyzed per gender.

Component (e), by counting and reporting the frequency of the types of community involvement of each participant, resulted in a listing of community involvement.

RQ 2: Were there profile differences of African American SSAOs based on gender?

RQ 3: What were the perceived challenges African American SSAOs faced?

RQ 4: What advice did African American SSAOs have for aspiring African American professionals in student affairs?

Written responses to research questions 2, 3 and 4 were submitted by each of the participants. These questions were analyzed by reporting frequencies of thematic relationships from each of the surveys. Research question 2 included comparisons of frequencies per gender as well as a generalization for African American SSAOs.

<center>Chapter Summary</center>

This chapter provided the blueprint and process guiding this study. African American senior student affairs administrators are the best assets to providing their experiences to the research of the student affairs field. Who would know better the African American career characteristics, experiences, challenges and advice about higher education than the curriculum vitae and a survey provided by this population? For this study, ten African American senior student affairs officers made up research sampling. Using a descriptive research design provided statistical data for the student affairs field through this study.

CHAPTER FOUR
FINDINGS AND PRESENTATION OF DATA

Introduction

The purpose for conducting this study was to gain an understanding of the career characteristics of African American senior student affairs officers (SSAOs) at predominately White institutions (PWI). This chapter reported the findings and presented data from the curriculum vitae and survey responses from the respondents. This chapter consisted of a summary of the study, data collection of the results, data analysis of the respondents' curriculum vitae and survey responses and concluded with a chapter summary.

Summary of Study

This research provided African American graduate students who will soon be entering the field of student affairs a profile of experiences that senior level African American professionals have experienced. Subsequently, they can have a map of how others have achieved their professional goals, and can learn from them. Implications of this study were intended to benefit PWIs of the hiring, retention and promotion of African American student affairs professionals. The significance of this study was for the student affairs community to self-reflect on its contribution to African Americans in the field, especially in the effort of retaining and recruiting African American senior student affairs officers. This was accomplished by utilizing the snowballing sampling technique to identify ten African American SSAOs at a four-year predominately White institution, solicit their current curriculum vitae and have them to complete a survey.

Data Collection Plan

Initial emails (See Appendix A) were sent to 30 African American SSAOs in which 12 responses were received, with two incomplete responses. However, as proposed for this study,

10 completed responses were received containing both a curriculum vitae and survey used for data analysis.

Data Analysis

RQ 1: What was the profile of current African American SSAOs, including:

A. Educational preparation

The respondents sent via email their curriculum vitae. Generally, the education of each respondent was present as one of the first components listed within their curriculum vitae. As shown in Table 6, 100% of respondents possessed a terminal degree. In addition, 50% of the respondents indicated that they had completed/earned continuing education beyond their terminal degree, with the most common being the 30% attending the Harvard Management & Leadership program.

Table 6.

Educational Preparation

	n	%
Ph.D/Ed.D*	10	100 %
Masters	9	90
Bachelors	10	100
Continuing Professional Education		
Harvard Management & Leadership	3	30
Licensed Psychologist	2	20
American Council on Education (A.C.E)	1	10
NASPA Symposium for Women Preparing For SSAO Position (Alice Manicure Institute)	1	10

*Note: The most common fields of study were: Education/Higher Education (n=8) and Counseling/Counseling Psychology (n=2).

B. Professional involvement

One hundred percent of the respondents were affiliated with national associations and organizations of a diverse nature. Respondents reported via their curriculum vitae membership in the National Association of Student Personnel Administrators (NASPA). As seen in Table 7, the top three national associations with which these respondents affiliated include NASPA (100%), American College Personnel Association-ACPA (50%) and Association of Public & Land Grant Universities-APLU (40%). Per the academic and professional background of each respondent, each participant identified as being a member of an affiliate national association/organization of his or her interest (See Table 7).

Table 7.

Professional Involvement

	n
National Association of Student Personnel Administrators	10
American College Personnel Association	5
Association of Public & Land Grant Universities	4
American Council of Education	1
Southern Association of College Student Affairs	2
Specialized	
Association College and University Housing Officers	2
National Academic Advising Association	2
Association for Student Conduct Administrators	1
American Association of Colleges and Universities	1
American Board of Professional Psychology	1
American Association of Higher Education	1
American Psychological Association	1
Association for Student Judicial Affairs	1
Academy of Counseling Psychologists	1
Association for the Advancement of Sustainability in Higher Education	1
Jesuit Association of Student Personnel Administrators	1
Greek Organizations**	12

Note: Please refer to Appendix E for the official list of Greek Organizations. **Greek letter organizations are broken into sub categories (See Appendix E).

C. Career progression (Stepping stones)

The career progression of African American SSAO's differed per the individual.

However, there exist many similarities. According to the curriculum vitae of the respondents, an

average of eight career moves were made before matriculating to the SSAO position. The most

common "stepping stone" position, the position held prior to becoming an SSAO, was an

Assistant or Associate Vice President/Provost position with 30% each. Forty percent (40%) of

the respondents were either Acting or Interim VP or a Dean of Students prior to becoming an

SSAO.

The study found that 90% of the respondents held a directorship position during their

career journey. As the progression was different, it was worth mentioning that 60% of the

respondents began their career with entry-level positions in housing/residence life. Of the

remaining 40%, entry-level positions were clinical coordinator, admission counselor, counselor

program assistant (Admissions) and continuing education program coordinator.

In reference to the amount of time it takes for a person to progress to the SSAO position,

the study found based on the respondents' curriculum vitae, that on average it would take an

African American 18 years to become a SSAO, with a range of 13 years to 31 years. The time

period in which the career progression began varied dependent on the data provided via the

curriculum vitae of each respondent. The research revealed a trend of upward mobility, in which

all respondents held in their first five positions less than five years each before moving to another

position (See Appendix F).

D. Publication and presentations

African American Senior Student Affairs Officers per their curriculum vitae did present

at numerous national conferences, institutional events and community events. As shown on

Table 8 the curriculum vitae of the respondents indicated that 164 presentations were made at professional association conferences. According to data submitted by the respondents, the range was from 0 to 65 presentations given. Fifty-two percent (52%) of the presentations were presented for the National Association of Student Personnel and Administrators. Therefore, NASPA was the most common national association were the respondents presented. The next most common professional organization was the Association of College Personnel and Administrators where 21% of the presentations had been made by the respondents. The remaining presentations were made at professional organizations that are specific or specialized to the individual interests of the SSAO.

Table 8.

Presentations & Publications

	# of Presentations	Range
Present at Professional Associations	164	0-65
Publications		
Journal	42	0-19
Professional	57	0-21

The respondents indicated on their curriculum vitae a total of 42 journal publications over nine different journals. The most common journal referenced was *The Journal of College and Character* with 31% submission. The respondents indicated 57 professional submissions (i.e. chapters, books, book reviews, monographs etc.). The range of these professionals submitting publications, either journals or professional documents were zero to twenty-one. There was one respondent who reported numerous presentations and publications throughout their extensive years of service.

E. Community involvement

African American SSAOs were busy on campus and off campus. The respondents self reported over 120 community service involvements (Table 9). Thirty-five percent (35%) of the community involvements were civic engagements such as Rotary, city/county involvements and some church/religious engagements. Throughout the career progression of the respondents, 100% reported community involvements consistently from their entry-level position to their current SSAO position.

Table 9.

Community Involvement List

	n
Civic	42
Professional	11
Humanitarian	21
Service	12
Education Groups	34

The career profile of an African American SSAO was that of a professional person, terminal degree holder and one who had worked for over 18 years in at least eight different positions. The African American SSAO was involved in professional associations and took advantage of writing and presenting for those associations. Lastly, the African American profile as an SSAO involved being a contributing factor to the community.

RQ 2: Were there profile differences of African American SSAOs based on gender?

The career profile for the African American man and woman (per the results) did not display tremendous differences. The career profile possessed subtle differences and many similarities. As shown in Table 10, there are very few differences between women and men in regards to educational preparation. All respondents possessed a bachelors and terminal degree

regardless of gender. There was one respondent (man) who went from a Bachelors degree to a

terminal degree without earning a Masters degree.

Table 10.

Educational Preparation by Men/Women

| | Men | | Women | |
	n	%	n	%
Bachelors	4	40%	6	60%
Continuing Professional Education				
Harvard Management & Leadership	2	20	1	10
American Council on Education (A.C.E)	0	0	1	10
Licensed Psychologist	0	0	2	20
NASPA Symposium for Women Preparing For SSAO Position (Alice Manicure Symposium)	0	0	1	10

There were no significant differences between African American men and women in

reference to their career progression. According to the research, the average time for a African

American man to become an SSAO was16 years. However, the average time for an African

American woman to become an SSAO was 21 years. The men and women similarly indicated

that they worked in at least five positions prior to holding an Assistant/Associate Vice

President/Provost position and then SSAO.

Sixty-one percent (61%) of the professional presentations were reported to come from the

male respondents. The men published 55% of the professional journal publications, while the

women published 55% of the professional submissions/publications.

African American SSAOs possessed no profile differences in regards to community involvement. One hundred percent (100%) of the respondents indicated community service involvement (i.e. representation on community boards, community advocates and community presentations).

RQ 3: What were the perceived challenges African American SSAOs faced?

Respondents were asked an open-ended question to write-in what they perceived to be the top three challenges facing them as an African American SSAO. A total of fourteen challenges were identified (See Table 11).

Fifty percent (50%) of the participants responded that a major challenge for African American SSAO's were the defense of their relevancy and creditability on their campuses. As shown in Table 10, the challenges that African American SSAOs faced varied based on their experiences of being the senior-most student affairs administrator at their institution.

Table 11.

African American SSAO Perceived Challenges

Challenge	#
Defending relevancy and credibility	5
Automatic Advocate for African Americans	3
Institutional Buy-in (Mission/Direction etc.)	3
Finding career advancement and professional development for staff	3
Demand of representation due to being black (more work)	2
Budget reductions vs. quality programs for students	2
Expected Diversity Expert	1
Pay Equity	1
Competition with White counterparts	1
Support for students' safety (mentally and physically)	1
Working with IFC members, leadership, advisors and alumni	1
Managing racism and cultural competence of senior leadership	1
*This assumes I expect to face challenges specific to my race, I expect more challenges as a female administrator.	1

*Notes: Recently appointed to the SSAO position.

RQ 4: What advice did African American SSAOs have for aspiring African American professionals in student affairs?

Respondents were asked an open-ended question to write-in what career advice would they render to aspiring African American student affairs professionals who want to become a SSAO. A total of 20 statements of advice were provided (See Table 12).

Table 12.

Advice for Aspiring AASSAO

Advice	n
Must have a terminal degree	5
Construct durable relationships and networks	3
Be present in your current role/Be engaged/Know you are being watched	3
Passion drives you to do well	2
Be sure of who you are and what you stand for	2
Be well-rounded (breadth of professional experiences)	2
Teach (at least one course per year)	2
Go for it! We bring a lot to the field and the university	1
Work in less than 3 student affairs units (preferably 1 of 3 should be in revenue)	1
Don't get too focused on "A" career path	1
Be focused on your work	1
Be intentional in your commitments	1
Find someone to help you develop a career path	1
Negotiate good contracts	1
Keep a strong support system	1
Learn the craft, (the business) extremely well. (Money, People and Facilities)	1
Put in time and demonstrate that you can make great things happen	1
Work in varied types of institutions	1
Get involved in professional organizations	1
Focus on how to develop students	1

Fifty percent (50%) of the respondents advised aspiring student affairs professionals to earn a terminal degree. A respondent advised that a terminal degree for an African American is a requirement and membership card to becoming a possible SSAO candidate.

African American SSAOs provided advice to aspiring African American student affairs professionals. These African American SSAOs advised of the importance for aspiring professionals to construct durable relationships and networks. With twenty or more statements of advice (Shown in Table 12), African American SSAOs are aided in the recruitment, retention and preparation of future African American SSAOs.

Chapter Summary

The data collected in this study found that the career profiles for African American SSAOs were similar, yet different. The data found that African American SSAOs in this study perceived that there were challenges of being an African American and the senior-most administrators within the division of student affairs. The perception existed that there was a need for them to prove their relevancy and that they were capable and competent to serve in such a capacity.

Further, the data indicated that the career paths for African American SSAOs are not the same. There are similarities, but mostly, each path is specific to the individual. The data indicated that the majority of African Americans possessed at least eight jobs over an average of 18 years prior to becoming an SSAO. A significant number of African American SSAOs began their careers in a student affairs residence life position.

This chapter presented the findings of African American SSAOs' experiences based on their gender. There were few statistical differences based on gender. The data indicated that African American SSAOs were forthcoming with rendering advice to aspiring African American student affairs professionals.

CHAPTER FIVE
CONCLUSIONS AND DISCUSSION

Introduction

The purpose for conducting this study was to gain an understanding of the career characteristics of African American senior student affairs officers (SSAOs) at predominately White institutions (PWI). This chapter began with a summary of the study. Next, the conclusions of the study were outlined and the researcher provided recommendations for future research and for student affairs and higher education practitioners. The relationship of the study to the conceptual framework of the Theory of Adaptation (Sporn, 2001) was addressed in the chapter as well. Finally, the chapter concluded with research discussions and a summation of the contents within the chapter.

Summary of Study

The study was designed to gain an understanding of the career characteristics of African American senior student affairs officers (SSAOs) at predominately White institutions (PWI). This research provided African American graduate students entering the field of student affairs a career profile of senior level African American professionals. The study can be used as a map of how others have achieved their professional goals, and can learn from them. Implications of the study were intended to benefit PWIs of the hiring, retention and promotion of African American student affairs professionals. The significance of the study was for the student affairs community to self-reflect on its contribution to African Americans in the field, especially in the effort of retaining and recruiting African American senior student affairs officers. This was accomplished by utilizing the snowballing sampling technique to identify ten, African American SSAOs at a four-year predominately White institution; solicit their current curriculum vitae and have them to complete a survey.

The purpose of the study was to gain an understanding of the career path of African American SSAOs. Briefly, there were five research questions in which the data from this study were used to answer those research questions.

RQ 1: What was the profile of current African American SSAOs, including:

    A. Educational preparation

    B. Professional involvement

    C. Career progression (Stepping stones)

    D. Publication and presentations

    E. Community involvement

The current profile of African American SSAOs differed by individual. However, according to the data in the study, several common themes surfaced as to be a career profile characteristic of an African American SSAO. An African American SSAO had earned a terminal degree. The individual was actively involved in professional associations and presents and publishes with professional association's journals and conferences. The African American SSAO has progressed through at least eight career moves over eighteen years before assuming the SSAO position; Assistant or Associate Vice President/Provost served as the most common stepping stone position. Lastly, an African American SSAO was involved in the community, by serving on boards, committees and being asked to serve as a guest speaker, mentor and professional consultant.

RQ 2: Were there profile differences of African American SSAOs based on gender?

According to the data presented in the study, there were no significant career profile differences of African American SSAOs based on their gender. Similarly, African American SSAOs by gender possessed a terminal degree, progressed through the same average number of

career moves/years leading to becoming an SSAO and were active in their professional and personal career experiences.

RQ 3: What were the perceived challenges African American SSAOs faced?

The perceived challenges of African American SSAOs varied depending on the individual and the SSAOs' institutions. Some of the challenges that the African American SSAOs faced were contingent on the challenges faced by all SSAOs. However, African American SSAOs were faced with having to prove themselves and that their work was credible and relevant. African American SSAOs were challenged with being the expected expert on diversity and lead representation of diversity for their division and their institution. African American SSAOs in the study supported the findings of Jackson (2001) who found that African Americans benefit from knowing the challenges prior to becoming an SSAO.

RQ 4: What career advice did African American SSAOs have for aspiring African American professionals in student affairs?

As shown in Table 12, African American SSAOs provided aspiring African American professionals in student affairs a wealth of advice. Current African American SSAOs advised that earning a terminal degree was mandatory, and that it was highly advised by African American SSAOs for aspirants to be sure that they want to be a SSAO, understand the challenges, understand the business and be well experienced in all aspects of student affairs.

Conclusion

The following conclusions were supported by the collected data for this study:

1. African Americans who are SSAOs are those individuals who have earned a terminal degree.

African American SSAOs are individuals who have achieved to the highest level of

education preparedness as possible stems from the fact that 100% of the respondents held a

terminal degree. The literature discussed earlier (Biddix, 2011; Tull & Miller, 2009) that the

trend for academic attainment of SSAOs at a predominately White, four-year institution were for

them to possess a terminal degree. The research respondents gave clear advice to aspiring

African American student affairs professionals to earn a doctorate/terminal degree as a

mandatory prerequisite to become an SSAO as an African American. This conclusion was

consistent with Tull and Miller (2009) study for the education preparation for the SSAO position.

2.   African American SSAOs are professionals who are involved on campus, with

professional associations and within their communities.

The curriculum vitae of each respondent reported the number of involvements of African

American SSAOs. Respondents were actively involved in professional associations, institutional

committees and community (Scott, 2003) boards and committees. The respondents listed their

numerous speaking and presentation engagements. The data in the study concluded that African

American SSAOs must balance on-the-job institutional involvement with their

personal/professional involvement. This conclusion was supported by the research literature

(Randall, 1995; Tull & Miller, 2009; Biddix, 2011; Jackson, 2001) discussed in chapter two that

African American SSAO's will have to adjust to the time commitments of the job (Randall,

1995) and the other responsibilities expected of them.

3.   African American SSAOs are well experienced in student affairs/higher education

prior to becoming an SSAO.

The study supported previous research (Biddix, 2011) that there is no common career

path for African Americans to become SSAOs. The study affirmed Biddix's (2011) research on

SSAOs stating that most begin their student affairs careers in residential life. Biddix (2011) found that the SSAOs' career paths leading to their SSAO position consisted of at least six job changes over a twenty-year span. Therefore, the current average of African American SSAOs' eight career moves over an eighteen year period before becoming an SSAO supports the Biddix (2011) study. Neither this study nor Biddix (2011) clearly identify the time frame beginning point for calculating this average (e.g. does the average begin post-baccalaureate, post-masters or post-doctorate).

4. African American SSAOs faced challenges that were specifically unique to them due to their race and/or gender.

African American SSAOs in this study responded with many challenges when asked of the challenges they faced as being an SSAO and African American. Common themes that were supported by literature discussed in chapter two existed. Stokes' (1996) research indicated that African American administrators experience a sense of loneliness and being extremely busy at the senior level. The research respondents noted the challenge of being the only African American administrator and the additional job responsibilities that arise because they are African American.

Scott's (2003) study on African American female SSAOs supports the experiences and challenges of African American male SSAOs as that of the female SSAO experience also. His study found also that African American SSAOs should have mentoring relationships, balance competing obligations and find institution comfort and fit.

The common theme that surfaced from this study and the aforementioned literature was that African Americans were lonely at the top as SSAOs. In most cases these persons were the first African Americans to hold the SSAO position at their institutions. This study found that

70% of the respondents held that designation. Along with that common theme was the assertion that African American SSAOs were assigned additional job responsibilities because they were African American, thus, assuming that African American SSAOs were the advocates for all African Americans and/or diversity.

5.   African Americans who have achieved the SSAO position became the spokesperson and representative for minorities and African Americans for the division of student affairs and throughout a predominately White institution.

This expected assertion that African Americans became the spokesperson and minority representative or advocate for their ethnic population was articulated through the respondents of this study. The study revealed that African American SSAOs were asked to perform jobs, serve as chairs of search committees and boards solely related to their ethnicity.

Additionally, the respondents of this study reported that not only did the university administrators expect them to advocate for all African Americans but their colleagues, staff, students and the community expected as well. This can be summarized by a response from a respondent within this study. When asked about the top three challenges facing African American SSAOs, the response was

> Being asked to do more than others because I represent ethnic diversity (i.e. being on multiple search committees). Being the expect on all aspects of diversity. Perceptions from other constituents of color on campus to take certain perspectives.

African American SSAOs represented a small percentage of SSAOs at predominately White institutions and throughout senior levels of higher education. Thus, it became an expectation of these individuals to be the advocate and/or expert for their ethnicity.

Recommendations

This section provided recommendations for future research as a result of conducting this study. The previous chapters of this study provided support for the recommendations made in this section. Additionally, this section suggested recommendations for those who create, implement, work and practice in higher education and student affairs.

Recommendations for Research

1. Research university-wide the career profile of senior level African American administrators.

2. Each research question posed in the study served as a basis on which to focus future research, specifically related to this topic.

3. African American SSAOs consistently wrote about the time commitment to their job and the lack of balancing their personal and professional lives. Thus, future research on SSAO burnout would be valuable research.

4. The study should be conducted using different institutional types (i.e. 2-year colleges, junior colleges, community colleges etc.), then compare the data/results from each institutional type in regards to African American SSAOs.

5. The voice of African American SSAOs can be heard even more by interviewing the participants in order to capture the career profile from the SSAOs themselves. They could further explain further the career journey, challenges and advise future SSAOs.

6. Examine the career profiles of other ethnicities of SSAOs (i.e. Hispanics, Asians etc.)

7. Conduct research on the expectations of African American SSAOs and their perceptions from other ethnicities of SSAOs.

Recommendations for Practice

1. Higher Education senior-level administrators and presidents/chancellors should gain a better understanding of the African American SSAO.

2. Institutional leadership should refrain from assuming that African American SSAOs become spokespersons for all people of color, especially all African Americans, and diversity as a whole.

3. The hiring agencies (search committees, deans etc.) in higher education must be cognitive of "playing the game fair" (Agler, n.d.) in regard to the hiring process of vacant positions.

4. The retention, recruitment and preparation of African American SSAOs are relevant. The continued support, professional development and training are needed from student affairs associations, student affairs profession and higher education.

Relationship to Conceptual Framework

Data used from this study supported that a relationship existed with Sporn's (2001) seven propositions of the Theory of Adaptation. In order for institutions to be successful, institutions must adapt by addressing the need, recruitment and retention of African American SSAOs.

Sporn's (2001) seven propositions toward the theory of adaptation began with the university's need to meet the demands of its environment by making a change or adapting to those demands. As discussed in Chapter One, representative bureaucracy was the notion that the leadership of an organization should be a representation of the demographics of the organization

(Flowers, 2003). There was an inference that due to the increase of qualified and seasoned African American student affairs professionals that the demand for African American representation at the SSAO level created a crisis or an opportunity for higher education institutions (Sporn, 2001). Additionally, as the increased number of African American students rose, the need for African American representation at the senior level was appropriate for institutions to consider. Therefore, a demand for the increase in promoting or hiring African Americans to the SSAO level was warranted.

Secondly, an institution must create and establish clear mission and goals to adapt (Sporn, 2001). In Chapter Two, the review of literature provided a discussion of the importance of institutional leadership and its role in recruiting and retaining African American student affairs professionals and current SSAOs. The study indicated that African American SSAOs are challenged with mission and direction buy-in of their colleagues and the institution. In order for the institution to be successful and adapt, clear mission and goals must be in tact. One of the survey respondents wrote

> Helping my staff understand that diversity, particularly related to ensuring the staff in our division is diverse, is a university commitment, not just a commitment of mine because I am African American. During my first year I hired and promoted several African Americas (and also hired and promoted several non-African Americans). There were some staff who saw my hiring and promotions of African Americans (though interestingly, not my hiring and promotion of non-African American staff) as some sort of preferential treatment.

The third proposition required that an institution create a sense of entrepreneurial culture, in which both individual reward and accountability are implemented (Sporn, 2001). There were no indications from the study that institutions are implementing rewards and or holding individuals accountable for the recruitment and retention of the African American SSAO, but that does not mean it does not exist.

The fourth, fifth and sixth propositions are structure, management and governance. These propositions require that the institution must provide professional development and initiate new hiring practices to reflect changes (Spron, 2001). The study indicated that as institution administrations limit resources, the African American SSAOs are faced a challenge to provide their staff with professional development. Also, the structure involved the hiring practice to reflect the university changes. The study indicated an increased hiring of African American SSAOs. However, the study did not indicate the rate and correlation of hiring African American SSAOs compared to the total number of SSAOs hired.

The seventh and final proposition is the leadership commitment that is needed for institutional changes. There must be administrators committed to articulating the mission and commitment to diversity and the recruitment and retention of African American SSAOs. The study indicated that African American SSAOs are a minority and a need exists for institutional leadership support. A survey respondent indicated that there was the challenge of "establishing collegiately amongst other senior level administrators". This was where institutional leadership can articulate the need for institutional change and support for African American SSAOs.

Discussion

This study provided a better understanding of the career profile of African American SSAOs. As Sporn's (2001) study of institutional adaptation revealed, it is imperative for institutions to hire and cultivate African American SSAOs for success. Therefore, research of African American SSAOs was pertinent to meet the mission and goals of institutions and for the betterment of future African American SSAOs and predominately White institutions.

The student affairs profession, through its professional associations, was creating programs and developmental opportunities that educate and trained aspiring African American

student affairs professionals. Such programs and initiatives provided resources and education about African Americans, the student affairs profession, institutional needs for African Americans and other underrepresented populations. The study indicated the perspectives of African American SSAOs were beneficial to the hiring, promoting and retention of African Americans to the SSAO position.

The findings of the study indicated that future research and practices were to be taken into consideration at predominately White institutions. Based on the findings, institutional leadership can better understand the African American SSAO by establishing and clarifying the roles and responsibilities of this population. Lastly, the study indicated that African American SSAOs were qualified and earned their positions through their time commitments to higher education/student affairs and thus, positioned themselves to become presidents and chancellors of predominately White institutions, yet another area of concern.

<div align="center">Chapter Summary</div>

This study was to gain a better understanding of the career profile of African American SSAOs at a predominately White four-year institution. This chapter provided a summary of the study and discussed conclusions that stemmed from the outcome of the data presented in chapter four. The conclusions of the study were supported by the study data and the research discussed in the review of literature in chapter two.

The data of this study were used in this chapter to suggest recommendations for future research and for utilization by higher education student affairs practitioners. The results of this study brought about data that were collected from the study to relate to the conceptual framework discussed in chapter one and in this chapter. Lastly, this chapter allowed the researcher to articulate research observations and/or discussions of this study.

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Appendix A

Sample Email/Letter to Participant

Dear {Name & Title}

My name is MarTeze Hammonds, and I serve as a doctoral student at the University of Arkansas in the Higher Education Administration Program. I am emailing you to invite you to participate in my dissertation research, which gives attention the career profile of African American Senior Student Affairs Officers. This purpose will be investigated through the current curriculum vitae of African Americans who serve as a Senior Student Affairs Officer at a four-year, predominately White institution. Therefore, with the utmost of humility, I request your participation in this study in the form of you sending me an electronic version of your curriculum vitae and respond to the five questioned survey. **Please note any information obtained during this study that could reveal the identity of participants or the institution will be kept confidential to the extent allowed by the law and University of Arkansas policy.**

I sincerely hope that you will consider participating in this important effort to gain a better understanding of African American Senior Student Affairs Officers. Please feel free to contact me with any questions or concerns regarding this email by using the information below. Also, if you know upon reading this email if you would like to participate or not, please feel free to reply to this email with your response. This study uses the snowballing sampling technique and if you can identify any additional African American Senior Student Affairs Officers at a predominately White four-year institution; please do not hesitate to forward their email/contact information to me.

Your participation in this study is entirely voluntary, and you maintain the right to withdraw at any time. Only group data will be reported and your responses and experiences, along with your identity, will remain confidential.

I value your time and considerations and eagerly await your curriculum vitae and survey responses. Thanks so much for your time and I look forward in the opportunity of learning from you. Your response by May 4, 2012 will be greatly appreciated.

Sincerely,

MarTeze D. Hammonds   Dissertation Chair: Dr. Michael T. Miller
Doctoral Student   Associate Dean
Higher Education Administration Program College of Education and Health Professions
University of Arkansas   University of Arkansas
Email: XXXXXX@uark.edu   Email: XXXXXXX@uark.edu
Phone: 270-XXX-XXXX

Appendix B

SSAO Participant Survey

SSAO Participant Survey

The purpose for conducting this study is to gain an understanding of the career characteristics of African American Senior Student Affairs Officers (SSAOs) at four-year predominately White institutions (PWI). Please respond to the following survey questions.

Question 1: Are you the Senior Student Affairs Officer? Yes or No

Question 2: Please mark your gender: _____Male _____Female _____Other

Question 3: What do you believe are the top three challenges facing you as an African American SSAO?

_____

_____

_____

_____

Question 4: What career advice would you render to African American aspiring student affairs professionals to become an SSAO?

_____

_____

_____

_____

Question 5: Do you know of any other African American Senior Student Affairs Officers that would be appropriate for this study (Please submit contact information for a minimum of three)?

_____

_____

_____

_____

Question 6: To your knowledge are you the first African American SSAO at your current institution? ____ Yes _____ No

Thank you for your participation. Please return by May 18, 2012 to XXXXX@uark.edu.

Appendix C

Thank You Email to Participants

Name & Title

I have received your curriculum vitae and survey responses for my dissertation study. Thank you very much for your willingness to participate. I look forward in reviewing your credentials and responses on a quest to gaining a better understanding of the career profile of African American Senior Student Affairs Officers (SSAO).

At the conclusion, I will be sending you the results and implications of my study. Again, I say thank you for your participation. Your responses will be beneficial to higher education and those African American's aspiring to be a SSAO.

Thanks,

MarTeze D. Hammonds   Dissertation Chair: Dr. Michael T. Miller
Doctoral Student   Associate Dean
Higher Education Administration Program   College of Education and Health Professions
University of Arkansas   University of Arkansas
Email: XXXXXX@uark.edu   Email: XXXXXXX@uark.edu
Phone: 270-XXX-XXXX

Appendix D

Institutional Review Board Approval Form

April 24, 2012

MEMORANDUM

TO: MarTeze Hammonds
                              Michael Miller

FROM: Ro Windwalker
                              IRB Coordinator

RE: New Protocol Approval

IRB Protocol #:   12-04-655

Protocol Title: *Onward and Upward: Characteristics of African-American Senior
                              Student Affairs Officers*

Review Type: ☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 04/24/2012 Expiration Date: 04/23/2013

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of
one year. If you wish to continue the project past the approved project period (see above), you
must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the
expiration date. This form is available from the IRB Coordinator or on the Research Compliance
website (http://vpred.uark.edu/210.php). As a courtesy, you will be sent a reminder two months
in advance of that date. However, failure to receive a reminder does not negate your obligation
to make the request in sufficient time for review and approval.   Federal regulations prohibit
retroactive approval of continuation. Failure to receive approval to continue the project prior to
the expiration date will result in Termination of the protocol approval. The IRB Coordinator can
give you guidance on submission times.

This protocol has been approved for 10 participants. If you wish to make *any* modifications
in the approved protocol, including enrolling more than this number, you must seek approval
prior to implementing those changes.   All modifications should be requested in writing (email is
acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210
Administration Building, 5-2208, or irb@uark.edu.

Appendix E

Greek Organizations
(Alphabetical Order)

Greek Organizations:

Honor Societies:
ΑΕΓ	Alpha Epsilon Lambda Graduate Honor Society
ΟΔΚ	Omicron Delta Kappa Leadership Honor Society
Ω	Order of Omega Greek Honor Society
ΦΗΣ	Phi Eta Sigma Honor Society
ΦΚΦ	Phi Kappa Phi Honor Society

Social Orgs:
ΑΚΑ	Alpha Kappa Alpha Sorority Inc.
ΑΦΑ	Alpha Phi Alpha Fraternity, Inc.
ΔΣΘ	Delta Sigma Theta Sorority, Inc.
ΚΑΨ	Kappa Alpha Psi Fraternity, Inc.

Appendix F

Snapshot Profile of Participants

SSAO A

Education:
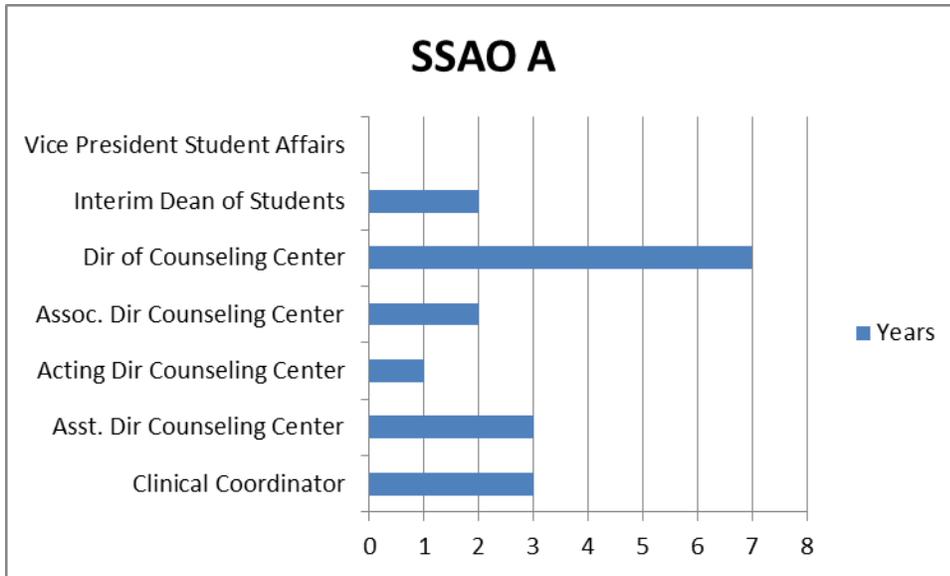B.A. Psychology
M.A Experiential Psychology
M.A. Clinical Psychology
Ph.D. Clinical Psychology

Career Moves:

1992-   Clinical Coordinator
        Asst. Director Counseling Center
        Acting Director Counseling Center
        Assoc. Director Counseling Center
        Director Counseling Center
        Interim Dean of Students
2007-   Vice President Student Affairs

SSAO B

Education:
B.A. Sociology & Education
M.Ed. Student Personnel Services
Ph.D. Educational Administration

Career Moves:
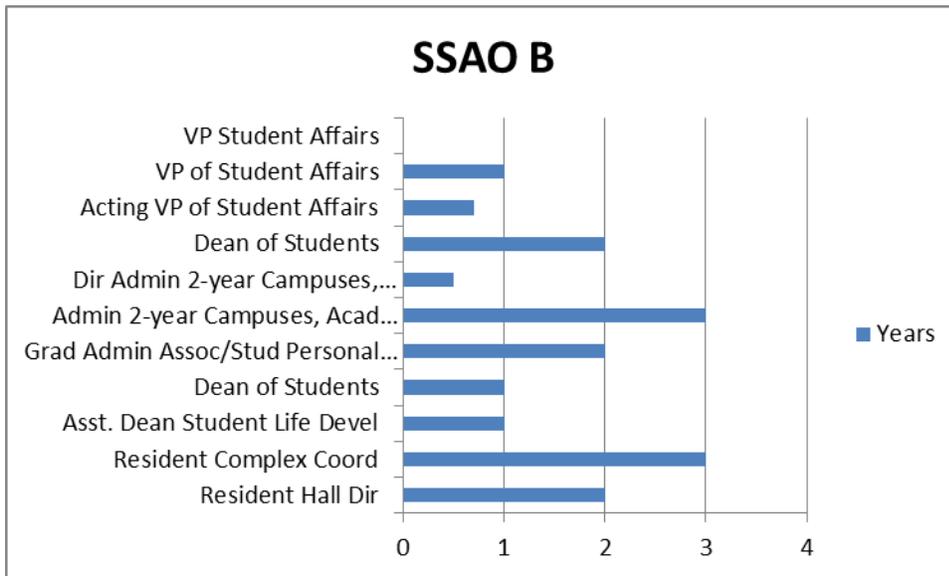
1974- Resident Hall Director
        Resident Complex Coordinator
        Asst. Dean Student Life/Development
        Dean of Students
        Graduate Administration Assoc./Student Personnel Assoc.
        Administration 2-year Campuses, Academic Programming
        Director Administration 2-year Campuses, Academic Programming
        Dean of Students
        Acting Vice President of Student Affairs
1991- Vice President of Student Affairs (First SSAO position)
2002- Vice President Student Affairs

SSAO C

Education:
B.S. Management Information Systems
M.A. Student Affairs Higher Education
Ph.D. Higher Education

Career Moves:

SSAO C

Position	Years
VP Student Affairs	
Assoc. VP Student Affairs	2
Asst. VP Student Affairs	2
Assoc. Dean of Students	4
Interim Dir - Pres Leadership...	2
G.A. - Provost Office	1
Fed Relations Assoc - Sponsored...	1
G.A. - Univ Advancement	1
Asst. Dir Programs - Housing	3
Resident Coord	2
Grad Hall Dir	2
Housing Assign Coord	1
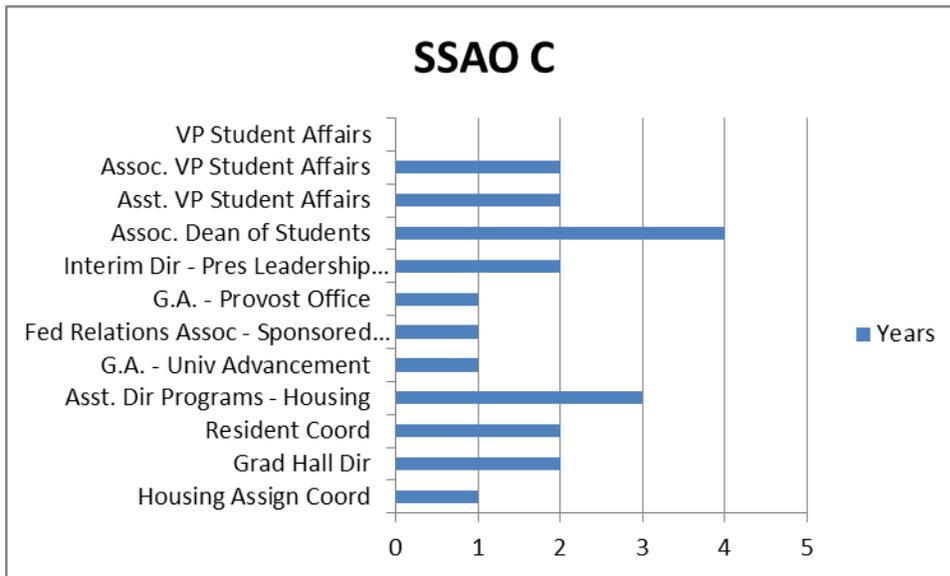
1989- Housing Assignments Coordinator
       Graduate Hall Director
       Resident Coordinator
       Asst. Director Programs-Housing
       Graduate Asst.-University Advancement
       Federal Relations Assoc.-Sponsored Programs
       Gradate Asst.-Provost Office
       Interim Director-President Leadership Academy
       Assoc. Dean of Students
       Asst. Vice President of Student Affairs
       Assoc. Vice President of Student Affairs
2010- Vice President of Student Affairs

SSAO D

Education:
B.S. Industrial Engineering
M.A. Interpersonal Organizational Communication
Ed.D. Higher Education Administration

Career Moves:

SSAO D

Position	Years
VP of Student Affairs	0
Assoc. Vice Provost of Student…	1
Asst. Vice Chancellor of Student…	2
Student Serv Division Chief/Dir…	3
Assoc. Dean/College of…	3
Fac. Instructor - Dept Speech…	5
Contin Edu Program Coord	1
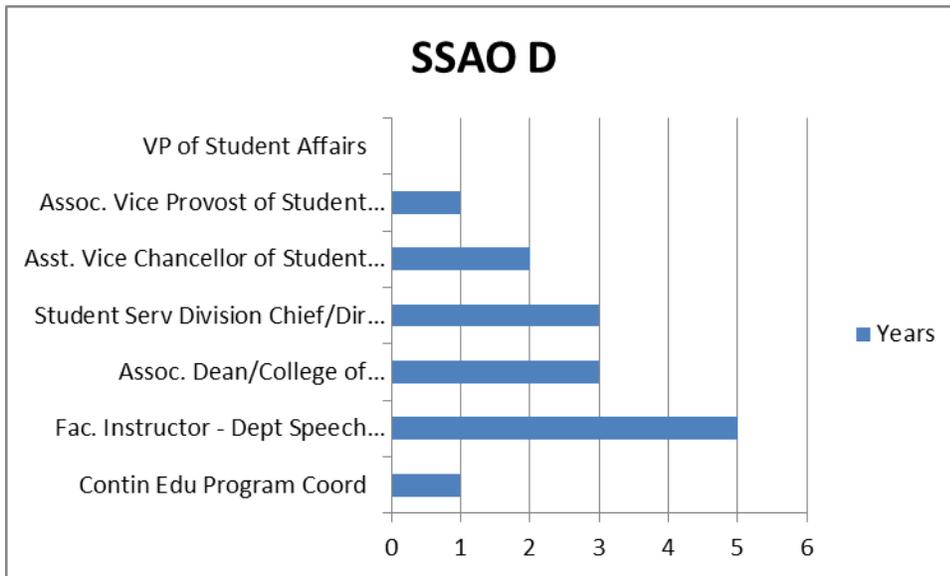
1995-   Continuing Education Program Coordinator
        Faculty Instructor-Department Speech Communication
        Assoc. Dean/College of Professional Students
        Student Service Division Chief and Director of Recruitment & Retention
        Asst. Vice Chancellor of Student Affairs
        Assoc. Vice Provost of Student Affairs
2010-   Vice President of Student Affairs
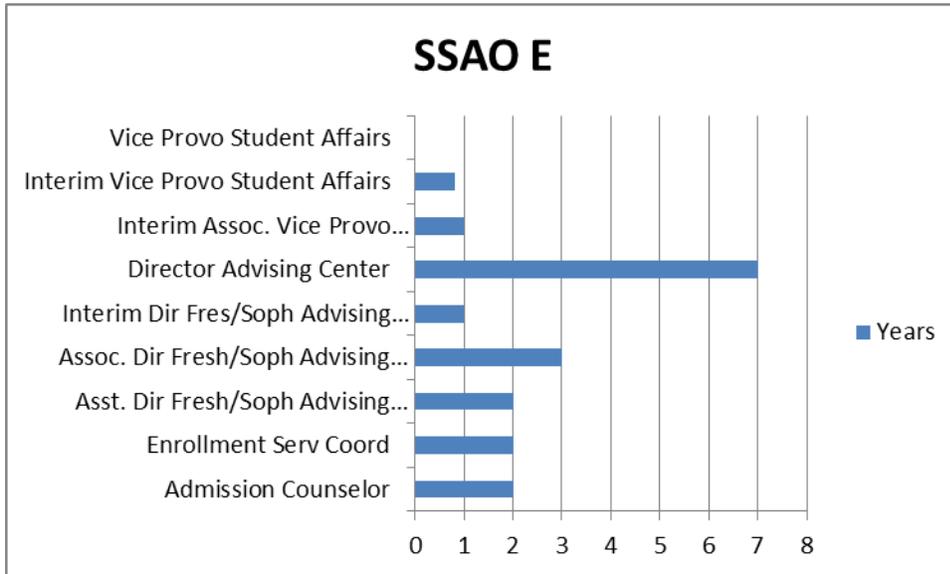
SSAO E

Education:
B.S. Communication Management
M.A. Communication
Ed.D. Higher Education Administration

Career Moves:

SSAO E

A bar chart titled "SSAO E" showing Years for each position:
- Vice Provo Student Affairs: (no bar)
- Interim Vice Provo Student Affairs: ~1
- Interim Assoc. Vice Provo...: ~1
- Director Advising Center: 7
- Interim Dir Fres/Soph Advising...: ~1
- Assoc. Dir Fresh/Soph Advising...: 3
- Asst. Dir Fresh/Soph Advising...: 2
- Enrollment Serv Coord: 2
- Admission Counselor: 2

Legend: ■ Years
X-axis: 0 1 2 3 4 5 6 7 8

1993- Admission Counselor
       Enrollment Service Coordinator
       Asst. Director Freshman/Sophomore Advising Center
       Assoc. Director Freshman/Sophomore Advising Center
       Interim Director Freshman/Sophomore Advising Center
       Director Advising Center
       Interim Assoc. Vice Provost Student Success
       Interim Vice Provost Student Affairs
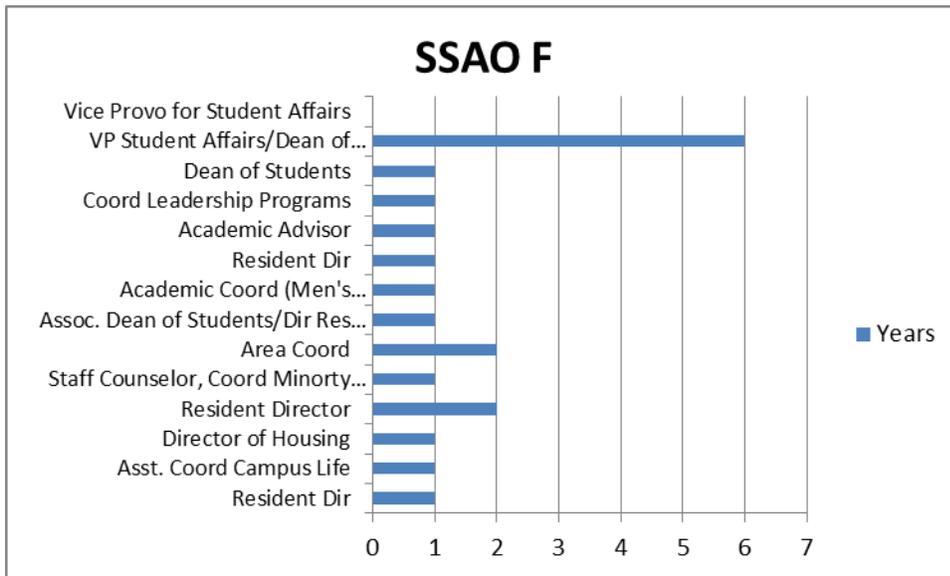2012- Vice Provost of Student Affairs

SSAO F

Education:
A.B. History
M.A. College Student Personnel
Ph.D. College Student Personnel Administration

Career Moves:

1975- Resident Director
      Asst. Coordinator Campus Life
      Director of Housing
      Resident Director
      Staff Counselor, Coordinator of Minority Affairs
      Area Coordinator
      Assoc. Dean of Students/Director Residence Life
      Academic Coordinator (Men's Basketball)
      Resident Director
      Academic Advisor
      Coordinator Leadership Programs
      Dean of Students
1989- Vice President of Student Affairs/Dean of Students (First SSAO position)
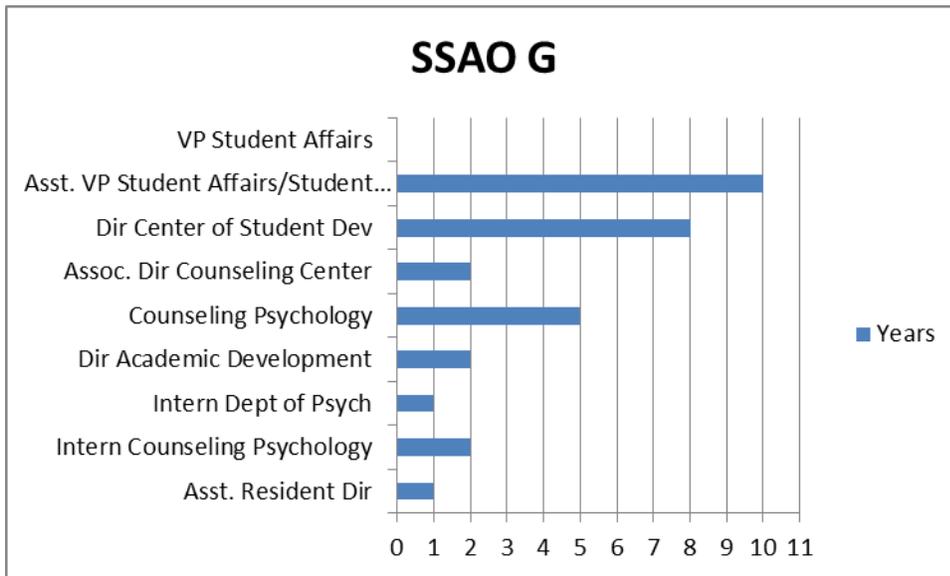1995- Vice Provost for Student Affairs

SSAO G

Education:
B.A. Sociology/Education
M.A. Counseling & Guidance
Ph.D. Counseling Psychology

Career Moves:

SSAO G

Position	Years
VP Student Affairs	0
Asst. VP Student Affairs/Student...	10
Dir Center of Student Dev	8
Assoc. Dir Counseling Center	2
Counseling Psychology	5
Dir Academic Development	2
Intern Dept of Psych	1
Intern Counseling Psychology	2
Asst. Resident Dir	1

1972- Asst. Resident Director
        Intern Counseling Psychology
        Intern Department of Psychological
        Director Academic Development
        Counseling Psychology
        Assoc. Director Counseling Center
        Director Center for Student Development
        Asst. V. President of Student Affairs/Student Development
2003- Vice President Student Affairs
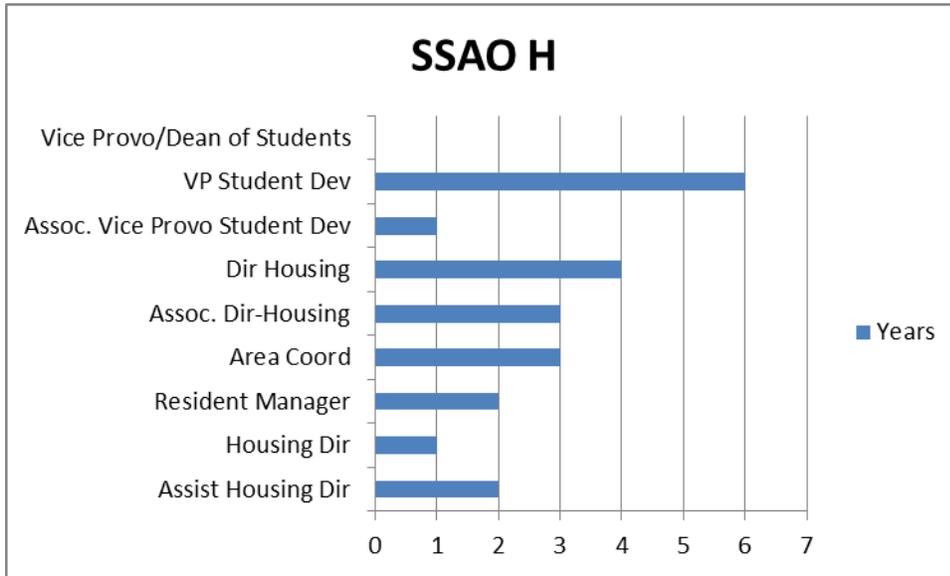
SSAO H

Education:
B.S. Education
M.A. Higher Education Administration
Ph. D. Educational Leadership

Career Moves:

SSAO H

Position	Years
Vice Provo/Dean of Students	
VP Student Dev	6
Assoc. Vice Provo Student Dev	1
Dir Housing	4
Assoc. Dir-Housing	3
Area Coord	3
Resident Manager	2
Housing Dir	1
Assist Housing Dir	2

1982- Assist Housing Director
       Housing Director
       Resident Manager
       Area Coordinator
       Assoc. Director-Housing
       Director Housing
       Assoc. Vice Provost Student Development
1999- Vice President Student Development (First SSAO position)
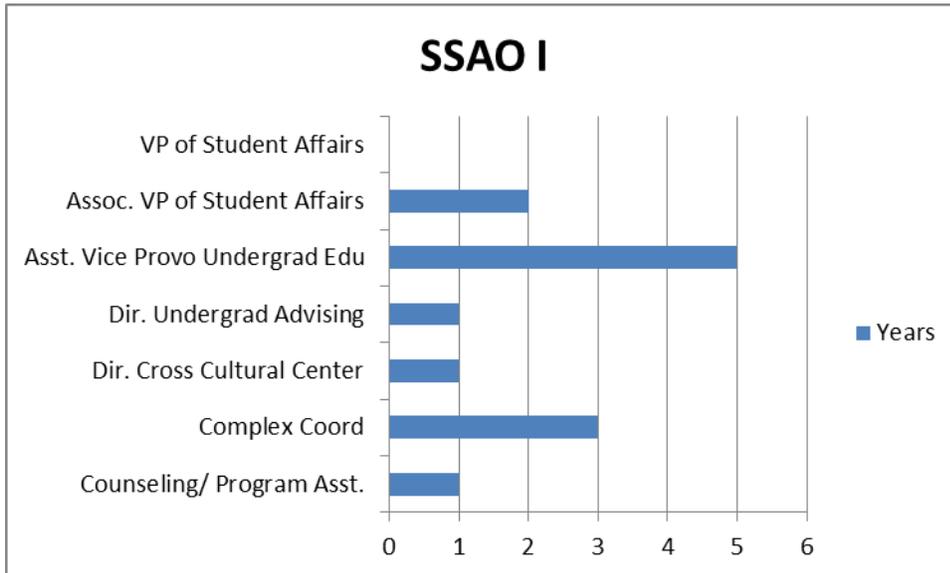2005- Vice Provost/Dean of Students

SSAO I

Education:
A.B. Psychology Education
Ph.D. Educational Administration and Policy

Career Moves:

SSAO I

Position	Years
VP of Student Affairs	0
Assoc. VP of Student Affairs	2
Asst. Vice Provo Undergrad Edu	5
Dir. Undergrad Advising	1
Dir. Cross Cultural Center	1
Complex Coord	3
Counseling/ Program Asst.	1

1981-   Counseling/Program Asst.
        Complex Coordinator
        Director Cross Cultural Center
        Director Undergraduate Advising
        Asst. Vice Provost Undergraduate Education
        Assoc. VP Student Affair
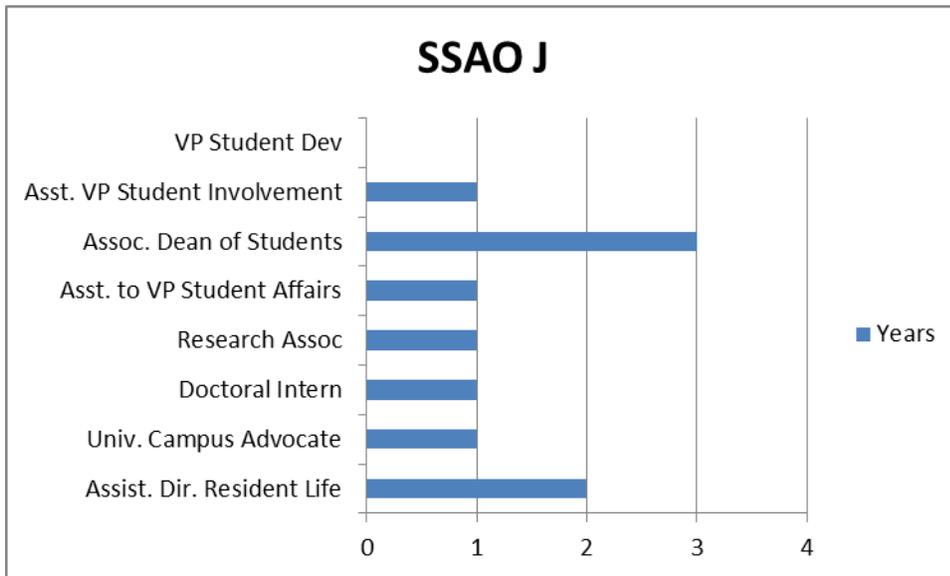2007-   Vice President of student Affairs

SSAO J

Education:
B.A. Political Science
M.Ed. Higher Education & Student Affairs Administration
Ph.D. Educational Policy, Planning, & Administration (Emphasis Leadership & Governance)

Career Moves:

SSAO J

Position	Years
VP Student Dev	0
Asst. VP Student Involvement	1
Assoc. Dean of Students	3
Asst. to VP Student Affairs	1
Research Assoc	1
Doctoral Intern	1
Univ. Campus Advocate	1
Assist. Dir. Resident Life	2

1996- Assist. Director Resident Life
        University Campus Advocate
        Doctoral Intern
        Research Associate
        Asst. to V. P. Student Affairs
        Assoc. Dean of Students
        Asst. V.P. Student Involvement
2009- V.P. Student Development