

BLACK WOMEN COMMUNITY COLLEGE CEOs IN THE 21ST CENTURY

Summary of Findings

A research project sponsored by the Presidents' Round Table of African American Community College CEOs
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Survey Conducted and Reported by:

Helen Benjamin, Ph.D., Chancellor, Contra Costa Community College District, CA

Charlene Dukes, Ed.D., President, Prince George's Community College, MD

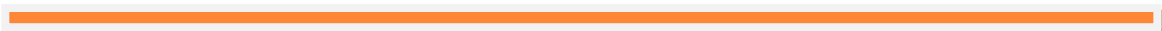
Marie Gnage, Ph.D., President, West Virginia University at Parkersburg and Regional Vice President West Virginia University, VA

Thelma Scott-Skillman, Ed.D., President, Folsom Lake College, CA



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OVERVIEW

As Black female community college CEOs actively involved in the Presidents' Round Table (PRT) of African American CEOs, we became curious about the profile of those currently serving in similar positions. That curiosity gave birth to this study which examines the motivations, perceptions of work, major challenges and opportunities for the increasing number of Black females serving as CEOs in the United States and Bermuda. Only a small body of research exists on the topic; more needs to be known about this group of women.

Data Collection

We identified 59 Black female CEOs, which included chancellors (8), presidents (44), and provosts (7) in 24 states, with the largest number serving in California (10), Florida (8), Texas (4), and New York (3). A questionnaire was developed and mailed electronically in mid-January 2010 to all of the women. Of the 59 CEOs to whom the questionnaire was sent, 33 (56%) responded.

The survey contained 27 questions asked in seven areas.

- ***Motivation:*** reasons that played a primary role in the decision to seek the presidency/chancellorship
- ***Challenges:*** most significant personal and professional challenges
- ***Factors Contributing to Success:*** contributing factors to success and description of leadership style
- ***Power of Position:*** opportunities available because of position
- ***Description of Current Position:*** job title, length of time in position, number of times as CEO
- ***Prior Experience:*** position prior to becoming CEO, age when assumed first CEO position
- ***Demographic Information:*** current age, highest level of education completed, service as tenured faculty member, current annual base salary, other forms of compensation, annual household income, relationship status, highest education completed by mother and father, relocation information, length of time expected to continue as CEO

OBSERVATIONS OF SURVEY RESULTS

In making observations of the number of Black female CEOs identified in the United States and Bermuda for participation in this survey, the size of the pool needs to be put into context: In 2009, the American Association of Community Colleges (AACC) reported that 28% of all community college CEOs were women from a pool of roughly 1,200 CEOs in the country. From that group, 19% were of racial/ethnic background (non-white); 81% were white. In January 2010, 59 currently sitting Black females represent roughly 4% of the total female pool of 28%. In 1983, when the Presidents' Round Table of African American CEOs was formed, Black female CEOs numbered only seven: Ms. Mattie Bryant, Dr. Constance Carroll, Dr. Leadie Clark, Dr. Zelema Harris, Dr. Yvonne Kennedy, Dr. Queen Randall, and Dr. Rosetta Wheaton.

Profile: Who is the "AVERAGE" Black female CEO at the helm of U.S. community colleges?

The Black female CEO is between the ages of 51 and 60 (survey respondents = 48%) and has a doctorate degree (survey respondents = 95%). Of particular interest is that AACC's data show 86% of all CEOs possess a doctorate. She has held numerous positions; the most recent position held prior to becoming CEO among 55% of respondents was academic vice president. In addition to administrative positions held, the Black female CEO entered the profession through the faculty ranks. However, nearly 65% of survey respondents indicated they did not achieve tenure as a faculty member, suggesting they entered administrative positions early in their career.

The Black female CEO is more likely married (survey respondents = 55%) and balancing a 'family' life with a 'professional' life. Her base salary range is \$150,000 to \$180,000 (survey respondents = 48%). Most likely, this Black female CEO is a first-generation college graduate. Her parents either had some high school experience or actually graduated from high school (survey respondents = approximately 70%). Five respondents indicated their mothers had a bachelor's degree or higher while three indicated their fathers had a bachelor's degree or higher.

More than likely, the Black female CEO is working at a multi-college or multi-campus district (survey respondents = 55%). Of special note, however, is that currently 44% of the survey respondents are in superintendent/president or chancellor positions in single-campus or multi-college districts. The Black female CEO is in her first presidency (survey respondents = 62%). Thirty-seven percent of survey respondents have held multiple CEO positions during the span of their professional career. She has spent four to seven years (survey respondents = 35%) in her current position and more than likely had to relocate to accept the position (survey respondents = 55%). Within the next five years, this Black female CEO will be stepping away from her CEO position (survey respondents = 52%). Relocating to move up the career ladder was noted among the majority of respondents, citing multiple relocations.

The profile and responsibilities of the community college CEO are changing in the following areas:

- range of skills needed to do the job;
- in-depth knowledge of teaching and learning and competency as a fiscal manager;
- understanding of the college's role in economic development, especially work-force training;
- effective dealings with boards of trustees, community groups, and politicians;
- understanding of the history of community colleges;
- effective friend and fund-raising skills;
- solid relationship and partnership building skills with individuals, groups, and businesses; and
- commitment to access and connection to the communities served.

Motivation: Why did she become a CEO?

This Black female CEO views her role as an opportunity to affect institutional change from the highest level; the ability to promote values in which she strongly believes; and, the opportunity to make significant contributions to higher education, all noble reasons for pursuing such a goal.

Challenges: What does she view as the most significant personal challenges? Professional challenges?

This Black female CEO feels as though there are too many high priorities that cannot be adequately addressed, too many important competing priorities, too little work/life balance, and feels alone at the top (cited by most survey respondents). Despite these responses, only six respondents selected "too much stress" in their top three greatest challenges. One woman wrote: "I enjoy what I do and the stress is not as great. My personal life can get out of whack if I do not stop and attend to it on a frequent basis." Balancing the cost of preparing the underprepared for college work with the community college's commitment to open access was clearly the most significant "professional challenge." (At 55%, it was the only option chosen by a majority of respondents.) Difficulty attracting and retaining talent was also cited.

What does she think are the contributing factors to her success?

This Black female CEO cites leadership skills as her number one answer, with the least emphasis given to management style. Religious beliefs and communication style were selected as the number two and three answers, respectively.

How does she describe her leadership style?

Taken as a whole, this Black female CEO describes herself as more "relations oriented," "democratic," "consensus building" and wanting to "make it right" before moving forward. It is interesting to note that the responses of those with multiple CEO experiences corresponded positively with a slight movement from "democratic" to "autocratic" and from "relations oriented" to "task oriented."

Number of CEO experiences	Average “Democratic” = 1 “Autocratic” = 5	Average “Relations Oriented” = 5 “Task Oriented” = 1
Two	2.40	4.40
Three	2.50	3.67
Four	2.70	3.50
Five		3.00
More than Five	3.00	

In addition, those who first became CEOs between 31 and 40 years of age or between 61 and 70 years of age were significantly more skewed toward “relations oriented” (rating of 4.00 and 4.50 respectively) than any other age group (average rating of 3.00).

Power of Your Position: What does she view as the most important opportunities available to her as a CEO?

The vast majority of respondents (80%) indicated the ability to affect institutional change from the highest level and (60%) mentoring or sponsoring aspiring higher education professionals were extremely important opportunities to embrace as a CEO.

Conclusion

Currently, sitting Black female community college CEOs typically have spent time in the classroom and in their families utilizing their nurturing attributes. Throughout their careers, they have taken advantage of educational and mentoring opportunities as well as leadership institutes in developing their skills. They continue to expand their professional horizons to add to their knowledge base. They focus on advancing their professional careers while also advancing and responding to the community college agenda of student success and effective teaching and learning. They serve as tremendous role models for many individuals. Black female CEOs in community colleges are transforming lives and making a significant contribution to the community college system.

ANNOTATED BIBLIOGRAPHY

This annotated bibliography is the result of a search of numerous databases. It includes studies and articles that are specific to African American female community college presidents and their leadership journeys as well as those that include them as a part of a general study. Not compiled here are the numerous newspaper and journal articles marking “firsts” or applauding selection or continuation by Black women. While most studies focus on career paths and necessary attributes for the successful “climb” to presidency, there are some that look at family, religion and community as important factors. Gender and race—sexism and racism—as barriers are also discussed. Certainly, the abundance of dissertations and the paucity of publications indicate a need for more published research.

“A Look at Black Female College Presidents.” Black Issues in Higher Education 19.3 (March 2002): 27.

This article presents a list of African American women college presidents: Portia H. Shields of Albany State University in Georgia; Vivian M. Presley of Coahoma Community College in Clarksdale, Mississippi; Dorsey L. Kendrick of Gateway Community College in New Haven, Connecticut.

Bower, Beverly L. and Mimi Wolverton. Answering the Call: African American Women in Higher Education Leadership (Journeys to Leadership Series) Sterling, Virginia: Stylus Publishing, 2008.

This book – the second in a series that explores women leaders in different contexts – presents the stories, and the reflections on their paths to leadership, of seven African American women. The African American women leaders included in the book are Debra Austin, Lois Carson, Marvalene Hughes, Yolanda Moses, Beverly Daniel Tatum, Jerry Sue Thornton, Belle S. Wheelan.

Bowles, Thelma Marie. “Socialization Factors and African-American Women College Presidents.” Diss. Eastern Michigan University, 1999. [*Dissertation Abstracts International*. Section A: Humanities and Social Sciences; August 1999, Vol. 60 Issue 02, p354.]

This study identifies common socialization factors in the early social development of African American females who become presidents. The three broad areas of early development were family, community and education. Questions were formulated for each of the categories. The focus of the survey data was narrowed to identify five major factors and one president was interviewed for each of the factors. It was determined that mentors, religion, and supportive community environment were key factors in career determination.

Chenoweth, Karin, Angela Stephens, and Jamilah Evelyn. “Powerful Sisters—College Presidents.” Black Issues in Higher Education 28 May 1998: cover story.

This article discusses the progress of women of color in their representation among college presidents. They are most abundant at community colleges. There are currently 104 women of color heading postsecondary institutions, and 61 of these are at community colleges. Five of the women are profiled in this edition.

Critchlow, Kim A and Freda J. Turner. "A Phenomenological Study of the Career Succession of African American Females into Community College Presidencies." Diss. University of Phoenix, 2006. [DAI-A 66(12): p.140; June 2006.]

The writers examined transcribed interviews of 19 African American female presidents to see paths and factors in career accession to the community college presidency. Analysis of the data using Nvivo software identifies factors that one might benefit from in seeking a presidency: "educational credentials, community service and professional affiliations, technical expertise, and interpersonal savvy."

Deveaux, Dawn Della. "The Perception of Race and Gender on the Leadership of Four African American Female Community College Presidents (Jacqueline Belcher, Belle Wheelan, Marquerite Johnson, Jerry Sue Thornton)." Diss. George Mason U 2000. [Dissertation Abstracts International. Section A: Humanities and Social Sciences; November 2000, Vol. 61 Issue 05, p. 1722.]

This study examines the perceptions of racism and sexism in the careers of four African American female community college presidents based upon a review of higher education literature and four case studies. Interviews with the presidents inform the conclusion that mentoring and professional development can impact underrepresentation and lack of opportunities.

Dixon, Cassandra D. and Michael Trapani. "African American Women in Higher Education Administration: Their Professional Position and the Relationship of Professional Socialization and Systematic Barriers in Their Career Paths." Diss. Capella University, 2005. [DAI-A 66(06); p.2037; December 2005.]

This study examines the systematic barriers faced by African American women along their career paths leading to their leadership positions and the relationship of professional socialization to achieving the level of higher education presidency.

Evans-Herring, Cassandra Paulette. An Intersectional analysis of the life experiences of Mary Elizabeth Branch, the First Black Female Senior College President. *Dissertations Abstract International*. Section A: Humanities and Social Sciences; August 2003, Vol.64 Issue 02, p429-429, 331 p.

This study explores the life of Mary Branch, who was President of Tilotson College and the first African American female senior college president, as a means of understanding the barriers to and the influences on the leadership of African American female college leaders. It includes investigation of her familial and educational background, race and gender issues, leadership style, personal philosophy, and off-campus relationships.

Evans, Gaynelle. "Black Female College Presidents Declare They Are Leaders for 'Entire Institutions.'" *Chronicle of Higher Education* 32.11 (May 1986), 25-26.

The article reports on the unfair characterization of African American college presidents as unable to make unbiased decisions on minority and women issues. According to the presidents, they have to continuously prove their lack of prejudice to faculty, staff, students, trustees and other college administrators.

Gooch, Cynthia K., "Sisters at the Helm...a Qualitative Inquiry of the Impact of Mentoring on the Career Paths of five African-American Female Urban Community College Presidents." Diss. U of Nebraska, 2009. [Dissertation Abstracts International Section A: Humanities and Social Sciences, Vol 70(5-A), 2009. pp. 1578.]

The study recognizes the contributions of African American women to education and specifically, higher education in the United States for over one hundred years, despite the hardship that the duality of gender and race has presented to them in America. The principal purpose of this qualitative case study research was to investigate the impact that mentoring relationships had on the career paths of selected, African American, female community college presidents. Five participants addressed formal and informal mentoring relationships, doctoral mentors, barriers they may have encountered, and professional development. The majority of the participants were identified through 2007 The Presidents Roundtable Directory. Respondents discussed benefits and opportunities that resulted from formal and informal mentoring as well as challenges and suggestions for professional development for African American women desiring the position of a college president.

Green, Velvie. "Reflections from One Community College Leader." Community College Journal of Research and Practice 32.10 (October 2008): 812.

"Research on gender provides a framework for understanding what it means to be a woman working within the community college; however, the voice of experience helps to add meaning to what it means to live as a woman leader of color within these institutions. Dr. Green provides a reflection on her career leading up to her presidency, and she outlines key areas of consideration to support women's advancement within the college system." [ABSTRACT FROM AUTHOR]

Jackson, Sandra Smith. "African American Female College and University Presidents: Preparation, Career Paths, Experiences and Perceptions of Barriers to the Presidency." Diss. Stephen F. Austin State University, 2003. [Dissertation Abstracts International. Section A: Humanities and Social Sciences; August 2003, Vol. 64 Issue 02, p352.]

A quantitative research study of 43 African American females who held the title of president in March 2002, at historically Black institutions and traditionally White two-year and four-year colleges and universities—public and private—was undertaken to develop a demographic profile, identify strategies for ascension to the presidency and the perceived barriers. The results are meant to provide guidance to those seeking the presidency.

Liu, Amy. "UCLA Community College Bibliography: Women Community College Presidents." Community College Journal of Research and Practice 31.10 (2007): 833-840.

This bibliography provides an overview of recent scholarship on female community college presidents. The articles and books cited are a good starting point for research.

Logan, Penny Lee. "A Study of the Pathway to Community College Presidency for African American Women: an Oral History." Diss. UT Austin, 2007.

This study explores the leadership skills that African American women bring to the community college-to the top positions at community colleges, and the impact that their diversity has on the student body, the community being served by the college,

faculty, and governing boards who hold the responsibility for selecting the CEOs. The Achieving Styles Inventory (ASI), along with qualitative interviews were used to examine the leadership traits employed by African American female CEOs to manage a cadre of faculty and staff and to successfully manage board of trustee relationship.

Newman, L. Miller. "An African-Centered Critique of the Personal Leadership Experience Stories of Selected Women Community College Presidents of African Descent." Diss. Morgan State U, 2007. [DAI-A68 (4-A); p1293; December 2007.]

The writer uses the Nguzo Saba as a framework for identifying core values of African American women community college presidents. The study addresses the need to examine the accomplishments of the presidents in order to establish the influence their core values, evidenced in their worldview, had on their leadership styles by analyzing their stories as discourse.

Phelps, Donald G., Lynn Sullivan Taber and Cindra Smith. "African American Community College Presidents." Community College Review 24.4 (Spring 97).

This research includes 10 data tables in a discussion of African American community college presidents in 1994: educational background; gender representation; career paths; community involvement; institutional demographics; and level of representation in each state.

Roberts, Earlene Johnson and Rosemary Gilett-Karam. "Female African American Presidents: Their Stories and Their Retirements." Diss. Morgan State U, 2006. [DAI-A 67(05); p1670; November 2006.]

This study examines the stories of six female African American presidents who have retired from their presidencies for qualitative themes and characteristics. Findings suggest that all six were transformational leaders who emphasized empowerment, inclusiveness, use of power to do good, and the care and consideration of students and staff. They recognized that race and gender hindered their progress. Other research focused on "firsts"—first woman/African American in role, contract negotiations and letting go.

Robinson, F.C. "Preparing African American Women for the Community College Presidency: Implications for Adult Continuing Education," Ph.D. dissertation, Northern Illinois University, 1996.

In 1996, of 1,200 community colleges that were AACC members, only 20 of the CEOs were African Americans. The purpose of this qualitative, ethnographic study was to identify the leadership qualities and the adult continuing education (leadership) programs that contributed to the success of these African American women CEOs and women in other high level administrative positions. A survey instrument and in-depth personal interviews were used in gathering data. The data shows several commonalities: recognized leadership potential at an early age; strong mothers; periods of childhood without a father in the home; aloneness. Implications of the study are that community college presidents determine who get into the pipeline for consideration as presidents, and participation in the leadership programs reported in the study is one of the primary ways to access the gatekeepers of the community college presidency.

Robinson, F., "African American Women Leaders in the Community College: Where They Get Their Strength." Thresholds in Education 22:1 (1996): 49-52.

Sanders, Mary Kathryn. The Underrepresentation of African American Female Presidents at Major Colleges and Universities. *Dissertation Abstracts International*. Section A: Humanities and Social Sciences; December 2004, Vol. 65 Issue 06, p2118.

Switzer, Jo. "Women College Presidents: Interviews about Journeys and Adaptations." Advancing Women in Leadership Online Journal Summer 2006 <http://www.advancingwomen.com/awl/summer2006/Switzer.html>

Fifteen women presidents, representing two-year community colleges are interviewed about their career pathways, professional lives and personal lives. They include four African Americans, 1 Hispanic American, and 11 Caucasians.

Waring, Anna L. "African-American Female College Presidents: Self Conceptions of Leadership." Journal of Leadership & Organizational Studies 9 (2003): 31-44.

"This paper explores how the interaction of race and gender influences African American female college presidents' origins and conceptions of leadership. Traditional leadership literature focuses on males as the informants about leadership. In recent years, more research has been conducted about how gender might influence leadership. However, rarely is race considered and even less frequently is there a discussion of how one's race and gender might influence one's conception of leadership. Interviews with twelve African American female college presidents (about a quarter of all African American female college presidents) discussed the role that social class, educational background, and the process for emerging as leaders, has had on their views of themselves as leaders. In addition, this research confirms the importance of race to these women's identities and as a motivator for assuming leadership positions."

Williams, Gemma Adelaide. "Perceptions of Women and Minority Community College Executive Leaders on the Internet as a Means of Keeping Community Colleges Competitive." Diss. Argosy University, 2001. [*Dissertation Abstracts International*. Section A: Humanities and Social Sciences; April 2002, Vol.62 Issue 10, p.3361.]

This study is based on a survey of 247 women and minority executive leaders at community colleges in California, Florida, New York, and Texas via e-mail and regular mail regarding their perceptions of the internet as a means of keep community colleges competitive. One hundred and thirty responses were received and analyzed.

Wilson, L (2004). Examination of Gender Role Orientation and Job Satisfaction in Female Community College Presidents in the United States (Kansas State University, Ph.D., 2003) DAI64 (12).

QUESTIONNAIRE

Black Women CEOs in the 21st Century

Motivation

1. From the list below, select up to three reasons that played a primary role in your decision to seek a position as a community college CEO?

- Ability to affect institutional change from the highest level
- Ability to promote values that I strongly believe in
- Opportunity to be the final decision maker, i.e., have the last and deciding word
- Opportunity to make a significant contribution to higher education
- Opportunity to reach the pinnacle of my career
- Opportunity to serve in a prestigious position
- Professional satisfaction

Other (please specify):

Challenges

2. Select up to three factors that have, at least at times, presented the most significant PERSONAL challenges?

- Excessive media scrutiny
- Feeling "alone at the top"
- Feeling as though the compensation is not worth the effort that must be expended
- Feeling as though there are too many high priorities that cannot be adequately addressed
- Feeling that significant other(s) do not understand the pressures and demands of the position
- Too little work/life balance
- Too many important competing priorities
- Too much public scrutiny
- Too much stress
- Too much travel

Other (please specify):

3. Select up to three factors that have, at least at times, presented the most significant PROFESSIONAL challenges?

- Ambiguous board expectations
- Balancing the commitment to open access with the resource strain of providing developmental educational opportunities
- Difficulty attracting and retaining talent
- Diminished authority
- Feeling isolated from or uninformed about important staff and/or faculty concerns
- Feeling isolated from the teaching-learning experience
- Too few opportunities for my own professional development
- Too many stakeholder demands
- Too much board oversight
- Too much focus on balancing the budget
- Too much focus on fund raising

Other (please specify):

Factors Contributing to Your Success

4. From the list below, please indicate the three most important factors contributing to your success as a community college CEO:

- Career track leading to this point
 - Communication skills
 - Educational preparation
 - Faith in a higher power – religious beliefs
 - Leadership skills
 - Management style
 - Mentoring relationships
 - Self concept (my personal view of and belief in who I am)
 - Self confidence (belief in my ability to meet the demands of the CEO position)
 - Strength of my convictions
 - Work ethic
- Other (please specify):

5. When it comes down to exercising your CEO prerogative, indicate the point on each of the following continua that best describes your leadership "style":

On a continuum of:

Task Oriented to Relations Oriented

Task Oriented ○ ○ ○ ○ Relations Oriented

6. On a continuum of:

Democratic to Autocratic

Democratic ○ ○ ○ ○ Autocratic

7. On a continuum of:

Consensus building to "Let's get on with it"

Consensus building ○ ○ ○ ○ "Let's get on with it"

8. On a continuum of:

"Let's make sure it's right" to "We need to move forward with what we have"

"Let's make sure it's right" ○ ○ ○ ○ "We need to move forward with what we have"

"Power" of Your Position

9. From the list below, choose three of the most important opportunities available to you as a community college CEO?

- Ability to affect institutional change from the highest level
 - Ability to make a significant contribution to higher education
 - Ability to promote values in which I strongly believe
 - Ability to influence regional and/or national policies affecting higher education
 - Mentoring or sponsoring aspiring higher education professionals
 - Entrée into and ability to influence political and economic discussions with outcomes that make an impact at your institution
 - Ability to position yourself for additional advancement inside of higher education
 - Ability to position yourself for advancement outside of higher education
- Other (please specify):

Description of Current CEO Position

10. What response below best describes your current CEO position?

- Chancellor of a multi-college district
- President of a single college in a multi-college or multi-campus district
- Superintendent/President of a single-campus district

11. This position is

- Permanent
- Interim (serving as a CEO in a temporary capacity while a permanent replacement is being sought)
- Acting (serving as a CEO on a temporary basis in the absence of a permanent CEO)

12. How long have you been in your current position?

- Less than 1 year
- 1-3 years
- 4-7 years
- 8-10 years
- Over 10 years

13. Including your current position, during your career, in total, how many times have you served as either a permanent, interim, or acting CEO?

- Once
- Twice
- Three times
- Four times
- Five times
- More than five times

Prior Experience

14. What response below best describes your position immediately prior to becoming a CEO for the first time?

- Academic department chair or dean
 - Academic vice president
 - Business/financial department head
 - Senior financial administrator
 - Student services department head or dean
 - Senior student services administrator
 - Position outside of higher education
- Other (please specify):

15. How old were you when you assumed your first position as a community college CEO (permanent, interim, or acting)?

- 30 or under
- 31-40
- 41-50
- 51-60
- 61-70
- 71 or over

Demographic Information

16. What is your current age?

- 30 or under
- 31-40
- 41-50
- 51-60
- 61-70
- 71 or over

17. What is the highest level of education you have completed?

- Bachelor's degree (BA, AB, BS)
- Master's degree (MA, MS, MEng, M.Ed., MSW, MBA, MFA)
- Professional Degree (MD, DDS, DVM, LLB, JD, Pharm.D.)
- Doctorate (Ed.D., Ph.D.)

18. Have you ever been a tenured faculty member?

- Yes
- No

19. What is your current annual base salary?

- \$ 60,000 – \$ 79,999
- \$ 80,000 – \$ 99,000
- \$100,000 – \$119,999
- \$120,000 – \$149,999
- \$150,000 – \$179,999
- \$180,000 – \$199,999
- \$200,000 – \$249,999
- \$250,000 or more

20. What other forms of compensation do you receive? Check all that apply.

- Car/car allowance
- Contribution to tax sheltered annuity or deferred compensation
- Expense account
- Housing
- Incentive pay
- Country Club membership
- Entertainment allowance

Other (please specify):

21. What is your total household income, including all earners in your household?

- \$ 50,000 – \$ 99,999
- \$100,000 – \$149,999
- \$150,000 – \$199,999
- \$200,000 – \$249,999
- \$250,000 – \$299,999
- \$300,000 – \$349,999
- \$350,000 – \$399,999
- \$400,000 - \$449,999
- \$450,000 - \$499,999
- \$500,000 or more

22. What is your current relationship status?

- Divorced
- Married
- Separated
- Single, never married
- Partnered
- Widowed

23. What is the highest level of education completed by your mother?

- Less than high school
- High school graduate (or equivalent)
- Some college, no degree
- Associate degree (AA, AS)
- Bachelor's degree
- Master's degree (MA, MS, MEng, M.Ed., MSW, MBA, MFA)
- Professional Degree (MD, DDS, DVM, LLB, JD, Pharm.D.)
- Doctorate (Ed.D., Ph.D.)

24. What is the highest level of education completed by your father?

- Less than high school
- High school graduate (or equivalent)
- Some college, no degree
- Associate degree (AA, AS)
- Bachelor's degree
- Master's degree (MA, MS, MEng, M.Ed., MSW, MBA, MFA)
- Professional Degree (MD, DDS, DVM, LLB, JD, Pharm.D.)
- Doctorate (Ed.D., Ph.D.)

25. Have you had to relocate/move your household to accept a CEO position?

- Yes
- No

26. If yes, how many times have you relocated?

- Once
- Twice
- Three times
- Four times
- Five times
- More than five times

27. How much longer do you envision yourself in the role of a community college CEO?

- This is my last year
- Two more years
- Three to five more years
- Six to eight more years
- Nine or more years