



Missing, but Vital: Strategies for Women Presidents at Minority Serving Institutions

Women make up nearly 50 percent of college students across the nation. However, per the 2017 *American College President Study*, women account for less than 30 percent of college presidents. Within the Minority Serving Institution (MSI) sector, the numbers are even smaller. Of the over 650 MSIs, less than 12 percent are led by women presidents.

MSIs emerged in response to a history of segregation, inequality, and substantial demographic shifts of people of color in the nation. As such, their missions rely on creating opportunities for a diverse group of faculty and students, while also providing environments that significantly enhance student learning and cultivate leadership skills (Conrad & Gasman, 2015). It is imperative that higher education encourages and exhibits diversity in leadership, especially as it pertains to women.

In discussing the journey and experiences of women MSI presidents, the question “what makes a woman different?” surfaces. Is there a difference in how women approach and experience the presidency compared to men? Are there differing qualities unique to women or are we simply buying into the gender roles and socialized understanding of difference? This report is not in place to answer all of these questions. Rather, we hope to present research that outlines key strategies for effective presidencies while also differentiating opportunities and challenges that women often experience while serving as college and university presidents, and especially while serving at MSIs.

RESEARCH TEAM

Amanda Washington Lockett
Paola 'Lola' Esmieu
Ndeh W. Anyu
Andrew Martinez
Aisha Bowen
Atiya Strothers
Felecia Commodore
Carol Sandoval
Tania Irwin
Marybeth Gasman
Brandy Jones

CHANGING THE FACE OF THE COLLEGE PRESIDENCY

For decades, most college and university presidents have been White, married men (Stripling, 2012). Due to the ever-changing trends in American higher education, it is imperative that the leadership of higher education institutions nationwide reflects the ever-changing student body. The study *Women Leaders within Higher Education in the United States* notes that because of changes within the higher education sector, more university presidencies should be held by individuals who are willing to embrace student and faculty diversity (Fusch et al., 2011). Through such role-modeling, aspiring women leaders can commit to changing the face of leadership within their institutions, especially MSIs. By showing an ever-growing diverse student population that leadership comes in many forms, presidents can positively shape their students' perceptions of what it means to be a successful leader.

“Don’t worry about what’s going to happen next because I feel if you do put your heart and soul in something and you have passion for something, doors and windows will open. Just have the courage to walk through that door or to peek out that window that opens.”

—*Renu Khator*

PRESIDENT
UNIVERSITY OF HOUSTON

SOURCE: CoogTv. (2016, August 19). University Of Houston president Renu Khator on her life and growth and future of the university [Video File]. Retrieved from <https://www.youtube.com/watch?v=66Xx75IYBDI>

WHAT WOMEN BRING TO THE TABLE

Bornstein (2007) discusses characteristics of a good president, including being “collaborative” and “consultative.” These characteristics are often more socialized in women than men. Research suggests that women are socialized to manage many responsibilities as a professional, mother, and/or partner. Women are often expected to help others, encourage, empathize, and make everyone feel included. These characteristics, noted by Bornstein (2007), are necessary for presidential leadership of MSIs in the 21st century.

THE ROAD LESS TRAVELED

Switzer (2006) found, based on interviews with 15 women college presidents, that the journey to the presidency was not always a direct path, goal, or aspiration. In fact, only 1 out of the 15 participants aspired to be a university president. For most, arriving to the presidency was typically seen as “a very crooked road” (Switzer, 2006, p. 3). It was not always one that was planned, even though these women certainly had a professional plan. For some women, the presidential journey typically began with someone seeing something in them that would lend itself towards the leadership of an institution. Individuals saw more leadership ability in them than they could see within themselves. It was, perhaps, an unconscious aspiration that became manifest.

Research is lacking on the aspirations and experiences of women as MSI presidents. However, broader research by Domenico and Jones (2006) provides historical context on the overall career aspirations for women in the 20th century. Historically, a woman’s place was expected to be “in the kitchen” or “at home.” This gendered socialization has presented challenges as women continue to break barriers and glass ceilings related to their professional trajectories. This sexist mindset also plays into the thought processes of some women, feeling as if they are failing as partners and mothers as they take on demanding jobs that take them away from home responsibilities.



“I’ve been blessed to maintain a happy family life throughout my career. I have a very close family and great career and no regrets. If someone had told me at 20 and graduating college that these are the things that are going to happen in life, I’d have been truly surprised and quite suspect. I certainly would not have predicted that I would become a college president.”

—*Beverly Tatum*

PAST PRESIDENT
SPELMAN COLLEGE

SOURCE: Mays, Raqiyah. (2015, February 6). Dr. Beverly Daniel Tatum speaks on race and women of power. *Black Enterprise*. Retrieved from <http://www.blackenterprise.com/dr-beverly-daniel-tatum/>

In the broader research that includes women as presidents at Predominantly White Institutions (PWIs), only 1 woman president out of 15 had children in the home during their tenure as president (Switzer, 2006). Many of the presidents in this research could not imagine having children at home while also serving as a college president. This realization causes professional achievements to happen later in life for many women who aspire to be a partner and mother. This pressure, which could be both external and internal, is one that should not be ignored as it is undoubtedly connected to one’s professional trajectory and career aspirations.

Aspiring to be a university president, whether at an MSI or a PWI, may be the road less traveled for many women. It may be one filled with detours, dead ends, and U-turns. Regardless, it is a road that declares a woman’s place is wherever she desires it to be.

INSTITUTIONAL AND ORGANIZATIONAL CULTURE

For women aspiring to the presidency, it is especially important to understand the ways in which gender is situated within a college or university’s institutional and organizational culture. It is easy to assume that because an institution considers or hires a woman president that gender issues will not surface. However, this assumption is a misstep. Understanding the institutional history and culture regarding women in leadership, specifically the presidency, can give a new president insight into some of the challenges that may be forthcoming.

Business guru Peter Drucker has said, “Culture eats strategy for breakfast.” Though this quote usually refers to business, it is also true for higher education institutions. For women leaders aspiring to take the helm of MSIs, it is vital to have a deep understanding of both the institutional and organizational culture of their respective college or university. There are various aspects of both institutional culture and organizational culture that women interested in the MSI presidency must take into consideration. In fact, even with a robust skill set and leadership track record, an ill fit between the leadership style and philosophy of a president and the institutional and organizational culture can create a tumultuous and unsuccessful tenure. Some of the most successful MSI presidencies, as well as those that have been derailed, often had an element of fit that played an integral role. Understanding not only your own leadership strengths and styles, but also the ways in which an institution operates, the campus culture and climate, and all the players within, are all essential steps towards a successful MSI presidency.

Institutional and organizational culture plays a major role in the life of a campus. Culture shapes everything, including but not limited to governance, programming, leadership, decision-making processes, administrative practices, and strategic planning (Chafee & Tierney, 1988; Birnbaum, 1992; Kezar & Eckel, 2002). Culture is pervasive and strengthened by the ability to be repeated (Schein, 1999). For these reasons, women MSI presidents need to be aware of institutional histories, formal and informal organizational structures, existing and pre-existing internal and external institutional relationships, cultures and practices of surrounding communities, and various symbolic artifacts, rituals, and ceremonies that are integral to the institutional identity. Because there are different types of MSIs, some may have a stronger institutional culture than others. For instance, a 180-year old Historically Black College or University (HBCU) may have a stronger connection to its symbolic artifacts, rituals, and ceremonies than a 40-year old, Hispanic-serving, community college with a large commuter student population. However, for those aspiring to the presidency, the varying nature of these cultural impacts on the campus and administration is important to mapping out the ways that they will approach developing and navigating relationships, communicating with various parties, engaging in strategic planning and implementing any type of organizational change.



BOARD RELATIONSHIPS

For many colleges and universities, a woman in the presidency is not the norm. In fact, many institutions are still experiencing their first woman president. This shift has been challenging for some institutions. The stereotypes of women in leadership, as well as organizational cultures with embedded sexism that has gone unchecked, can make a woman's transition as president deeply challenging (Jackson & O'Callaghan, 2009). For women of color and women who belong to and identify with other marginalized groups, these issues can be exacerbated by their intersectional identities (Patitu & Hinton, 2003). Not only must these women leaders navigate sexism, but often this sexism is conflated with racism, homophobia, and classism.

Women may be able to spot some of these issues early in the interviewing process. However, difficulties often do not appear until one is on the job. In the case of the latter, finding support is key (Brown, 2005). Both internal and external support can assist in the president accomplishing her goals while working to change a culture that creates barriers for women to serve. Having allies within and outside of the institution is essential to providing the support, insight, and voice to not only shift organizational behavior, but also to move the institution forward.

There are often three facets of a university that are touted as the driving forces behind decision making. These facets are the faculty, the president, and the board of trustees. In fact, one of the most crucial relationships at an institution is between the president and the board of trustees. There have been recent reports of challenges between boards and presidents. Institutions that find themselves experiencing a toxic or dysfunctional relationship between the board and the president ultimately suffer. Dysfunctional relationships not only lead to stalled decision-making, strategic planning, and implementation, but they also signal instability to internal and external stakeholders. When an institution appears unstable, it influences everything from enrollment to giving. Being that most MSIs are underfunded in comparison to other institutional sectors, and are also heavily dependent on enrollment, and in turn tuition dollars, aspects of the institution that shape giving and enrollment need to be taken seriously.

Each MSI has its own individual identity as does each institutional board. It is difficult to know specifically what to expect from a board without digging deeply into the institutional culture. However, there are steps

that can be taken to learn more about the board and how the president-board relationship can be successfully navigated. One area that is not often discussed and that shapes this relationship, is the board composition. Board composition encompasses who sits on a board of trustees, how long persons have served on the board, how they found themselves on the board, and the diverse identities (or lack thereof) that are present on the board. Though it may seem inconsequential, the people who make up the board, the values they hold, and the ways in which they understand their roles as trustee members have a considerable impact on decisions that are made and the relationships that form between the board and president. Though there have been few studies specifically about MSI boards of trustees, we do know a bit about general college and university board composition. Overall, most trustees are men (Bahls, 2014). Specifically, at public institutions, on average 75 percent of board members are men, 75 percent are White, 17 percent Black, and 8 percent of another race (AGB, 2010). A majority of board members are from business backgrounds or other forms of industry (AGB, 2010). MSIs however, tend to have boards that look a bit different. These boards are more likely to have a larger percentage of racial and ethnic minorities. Also, specifically for HBCUs and TCUs, board members are more likely to have a strong commitment to racial or community uplift and the concerns of Black and Tribal communities.

Aspiring women presidents who take the time to learn both the makeup of their board, and the board members' individual and collective value systems, bode well. Doing so helps them to understand ways to effectively communicate and strategically navigate issues that often create tension and discord. Knowing not only the board members' connection, or lack thereof, to the institution as well as their motivation for serving on the board may provide insight into the ways in which they will side on specific issues. Also, knowing how the board is structured and operates proves important. Are there committees? If so, what are they? Are they functional? Has the board engaged in formal training? Often, board members have the desire to serve, but service is not clearly communicated. Working with board members to establish a training not only ensures that the board and president are on the same page, but establishes a practice of partnership. Open communication is most important when it comes to the relationship with the board chair.



“I am the internal president, but I am also the external face. I have to raise money and build friendship communities and ensure people know what is happening here.”

— *Millie Garcia*

PAST PRESIDENT

CALIFORNIA STATE UNIVERSITY,
FULLERTON AND DOMINGUEZ HILLS

SOURCE: Senate Forum presents CSUF Presidents Speak. (2012, Spring). Senate Forum, Vol. XXVII (3). Retrieved from http://www.fullerton.edu/senate/publications_policies_resolutions/senate_forum_newsletters/Volume%2027%20-%20Number%203%20-%20Spring%202012.pdf

PERSONAL VALUES

A challenge that all presidents face when beginning their tenure at an institution is adapting or attempting to change the culture of an institution. Women presidents must ask: How many women hold senior-level leadership positions at the institution? How are they treated by their colleagues who are men? The president has a choice of either accepting and conforming to the culture of her institution, challenging the organization and accepting the potential negative personal or professional challenges, or conforming to some and challenging other institutional norms that align with her vision for the institution (Pratt-Clarke, 2013). This choice takes into consideration one's personal values and how they align with the institution. If incompatible, new presidents need to be prepared for the push-back that may come from their attempt to change institutional norms.

The decisions made as a new leader within an organization can have a major influence on the culture within the organization. As president, one must recognize that they were chosen because of their prior experiences, skill set, and ability to communicate a vision for the organization of which they are now a part. Although chosen to lead, newly appointed presidents should consider beginning their tenure with a listening tour to hear from all stakeholders of the institutions. Students, staff, faculty, community members, and board members all have a different set of priorities, and these constituency groups may have different perspectives on the issues related to the institution that need attention. Through a listening tour, a president can understand the culture of an organization and begin to make important decisions as to how she will lead as president and where her values fit in.

THE SALARY GAP

As more and more women enter the professional workforce, there is an increasing amount of data that reveal the unequal pay rate between men and women. According to the Institute for Women's Policy Research, the average baseline for the current gender wage gap is 20 percent. This percentage increases substantially for women of color. It is estimated that women of color will not receive equal pay until 2248, for Latinas, and 2124 for Black women (Institute for Women's Policy Research).

In response to these troublesome statistics, women aspiring to be college and university presidents must recognize and discern ways to overcome discrimination. One of the first opportunities to ensure financial equality is the negotiation of one's initial salary. Before the negotiation, it's crucial to comprehend the expected pay range so women must be sure to complete research before agreeing to a set salary. It is essential to evaluate the proposition in the context of the offer, looking at the salaries of those who held the position previously. If an offer is less than expected, one may be able to negotiate an increase. Data show that there is a large gender difference among those who ask for a higher starting salary. Although some research shows that women feel that their requests for a higher salary are perceived as aggressive and self-serving (Babcock & Laschever, 2003), it is important to ask for more than initially offered. Linda Babcock and Sara Laschever explain that most employers will offer less because they expect that the candidate will ask for more (Babcock & Laschever, 2003).

Nonetheless, skills, experience, and accomplishments are well-regarded by the hiring board and the role as a president of an institution is not easy to fill. As such, it is in the best interest of the board of trustees to equitably invest in the abilities of strong leaders, whether men or women, to improve recruitment, adopt new educational methods, and increase graduation rates.

“The greatest gifts a university can impart on a student are roots and wings. Roots to lay a foundation and wings to soar. Roots for preparation and wings to fly as high as possible- the ability to soar. I thank Tennessee State University for giving me roots and wings.”

—*Glenda Glover*

PRESIDENT
TENNESSEE STATE UNIVERSITY

SOURCE: Freeman, Emmanuel. (2013, October 28) Journey goes full circle for new Tennessee State University president. Tennessee State University Newsroom, Retrieved at: <http://tnstate-newsroom.com/archives/tag/inauguration-2013>

MARGINALIZED GROUPS AND CULTURAL DIVERSITY

As the president of an MSI, the responsibilities are endless. These responsibilities include upholding the integrity of the university, implementing the policies adopted by the board of trustees, planning for the future development of the university, and executing the administration of the personnel system. On top of these tasks, the expectations double for women holding this role. As a woman president, there is often the extra pressure to represent and be sensitive to all marginalized identities.

Research by John Braxton shows that student retention is linked to the ability of students to assimilate into an unfamiliar place. Furthermore, Braxton's research shows that adjustment to a new environment, such as a university, is better facilitated with role models and cultural events (Braxton, 2000). His research also indicates that the presence of a diverse faculty and the implementation of cultural activities are crucial to the acclimation of students of all identities. The story and journey of women presidents are admired closely not only by other women but other marginalized groups. People of all ages, races, genders, etc. often look to women presidents for guidance, inspiration, and hope. Their presence and position open a new world of possibilities for other women, and perhaps even give permission for other women to dream and aspire to the college or university presidency.

A woman in the presidency will likely serve as leader of the institution, a role model to students, and perhaps even a testament of possibility for students, faculty, and staff that represent marginalized identities. While playing so many roles, it is crucial to have an awareness of others' behaviors, practices, experiences, and beliefs. These factors must also be understood in the context of race, socioeconomic status, gender, and other identities.

As the president of the institution, it is important to realize the influence that you have on sustaining and creating the organizational culture. A better understanding of these issues helps a president create a more comfortable environment for every type of student. The best part about working at an MSI is the ability to build a positive culture beyond the typical university setting. As one leads, it is important to be inclusive and respectful of all students' cultures and identities beyond the sector of the specific type of MSI.

ESTABLISHING MENTORSHIP AMONG WOMEN LEADERS

Mentorship is essential to leadership development for any professional. It refers to learning in the context of career development and usually stems from a supportive relationship between a mentor and a protégé. While there is no single comprehensive definition, most would agree that mentorship is a form of professional socialization in which an individual of great experience instructs, counsels, guides, and facilitates the intellectual and/or career development of less experienced professionals identified as protégés (Blackwell, 1989). With such a broad gamut, there are misalignments in how mentors and protégés view themselves and their counterparts in their respective roles.

A common barrier among professional women is a lack of encouragement. Women are not always encouraged to aspire for promotion nor are they always provided opportunities to showcase talents or exert their skills. As a result, many women are reluctant to initiate a mentoring relationship; especially with senior-level men (Hall & Sandler, 1983). Cross-gender mentoring relationships are associated with many risks and tend to be discouraged in the workplace. Women protégés are often cautious of approaching senior-level men out of fear of rumors and damage to their reputation. Men are often just as reluctant due to the related risks associated with cross-gender relationships. Instead, they are more comfortable imparting informal knowledge to other men (Ehrich, 1994). This research, although more general, often applies to the experiences of MSI women presidents as well.

“It’s so fun to see the confidence [students] develop and their expertise on some subjects. That’s the best part of my job.”

—*Sharon Herzberger*

PRESIDENT
WHITTIER COLLEGE

SOURCE: Scott, Cecilia. (2016, December 13). Catch her if you can. Medium. Retrieved from <https://medium.com/engl-201/read-with-president-herzberger-9aa9e99fad8b>

“It is important ... that students everywhere ... understand that the administration is focused on their success—not just as an industry or place where we process students but where we educate them.”

—*Elmira Mangum*

PAST PRESIDENT
FLORIDA AGRICULTURAL AND
MECHANICAL UNIVERSITY

SOURCE: Tallahassee Democrat. (2016, September 15). Elmira Mangum speaks to reporters after BOT vote [Video File]. Retrieved from <http://www.tallahassee.com/videos/news/2016/09/15/90408244/>

The visibility of presidents, or even senior-level women, on MSI campuses remains low but the demand for those who are available is high. Mentoring relationships should be filled with lifelong activities, as mentorship is a powerful growth experience for both mentor and protégé (Zachary 2000). In addition to enhancing career success, mentorship has been associated with higher job satisfaction, higher income, increased confidence, self-esteem, promotion, and advancement (Goran 2001).

The most attractive aspect of mentorship is its many benefits. As a protégé, one is exposed to:

- individual recognition and support
- honest criticism and feedback
- informal knowledge and professional advice
- institution-specific rules, skills, and techniques

Furthermore, protégés are granted reflective power. Reflective power gives the protégé the opportunity to be integrated into the mentor’s networking circle as well as receive professional exposure (Hall & Sandler, 1983). Mentorship broadens and diversifies the protégé’s professional experiences and widens her network.

A mentoring relationship is also beneficial for the mentor and even the institution. If an institution decides to embrace mentorship or adopt a mentorship program, it may use this resource to recruit new faculty and staff and sustain current faculty and staff; especially faculty of color (Hall & Sandler, 1983). A mentor might also receive personal satisfaction, a fresh opinion or outlook, as well as expand her professional network.

CONFRONTING AND ALLEVIATING STEREOTYPE THREAT AND IMPOSTER SYNDROME

To understand how to be a phenomenal leader, it is necessary to comprehend and alleviate significant hindrances to effective leadership. Barriers such as *stereotype threat* and *imposter syndrome* serve as two of the biggest hindrances to women presidents’ effective leadership. Stereotype threat is often defined as the reduction of a person to negative stereotypes that allege an inability (Davies, 2002). Imposter syndrome is defined as an internal experience of intellectual phonies, which appears to be particularly prevalent and intense among a select sample of high achieving women. While stereotype threat and imposter syndrome are often discussed separately, women presidents of MSIs might find themselves experiencing these phenomena simultaneously. Such challenges are especially important to remedy as they build upon one another and have the potential to debilitate the success and progression of women presidents by way of both external and internal pressures. There is a common theme in higher education that good leadership is inconsistent with women. This form of stereotype threat, the “think manager- think male” model (Sczesny, 2003), challenges the very essence of women’s placement as the leaders of our nation’s colleges and universities.



It is important for women in leadership to understand the deleterious effects of stereotype threat and the way in which such threat contributes to imposter syndrome, even for women in senior-level positions. For many women leaders, stereotype threat is psychologically burdensome (Eagly & Karau, 2002; Heilman, 1995). Such unfounded criticism often fosters insecurity in otherwise capable women leaders as “[they] are well aware that stereotypes accuse them of being emotional...and lacking leadership aptitude.” (Major, Brenda et al., 1998, p. 518) If unaddressed, stereotype threat fosters feelings of inadequacy and leads to the imposter syndrome as women face the “unsettling awareness that they risk being judged.” (Davies et al., 2002, p. 1616). Many women who make it to the ranks of senior-level leaders feel imposter syndrome in a way that precludes them from believing that their presence or leadership will be effective for the institution. Stereotype threat can also undermine women’s sense of belonging in a field and their motivation and desire to pursue success within the field (Cheryan, Plaut, Davies, & Steele, 2009). As the role of college and university presidents is professionally and personally taxing, there is no room for stereotype-fueled feelings of inadequacy. Women leaders must learn the history of their struggles with discrimination and how the world may now perceive them as a result. Equally important, they must also learn strategies for self-empowerment for the sake of themselves and the underrepresented students they serve. This self-empowerment creates a counter-narrative to their past experiences of discrimination and serves to counteract stereotype threat (Sanchez-Hucles and Davis, 2010).

SECURING A SEAT FOR ALL WOMEN AT THE MSI PRESIDENCY TABLE



While today there is some representation of women in the presidencies of MSIs, there are still many MSIs that have yet to experience a “first”; they have not yet had their first woman president, their first Black woman president, their first Latina president, their first Asian American woman president, or their first Native American woman president. As women in leadership posts at MSIs continue to break the ceiling, they should open doors for women who hold diverse identities and must strive to “secure the seat for all women at the table” (Turner, 2007).

As best stated by Johnnetta Cole (2005)—former president of Spelman College and Bennett College for Women, both Historically Black Colleges—“women of color have made progress from the days when there was no place for [them] in the academy; however, just because [they] are now in the house, does not mean that [they] are truly invited to the table.” As Cole states, there are many barriers that exist, which prevent more women from advancing into college presidencies and surviving in these presidencies once in them. These barriers do not preclude their existence in leadership at MSIs. These barriers may range from lack of pipelines for women of color into leadership posts; hiring and promotion practices that unfavorably influence women, and especially women of color; preference towards older leaders, which disadvantages younger leaders, women, and minorities; being torn between family, community, and career responsibilities; and lack of role models (Cole, 2005; Cook & Kim, 2012; Turner, 2007).



Past, present, and future women presidents should invest in fostering leadership in other women who aspire to ascend the presidency. Cole (2005) refers to this type of investment as “lifting as you climb” a phrase coined from Mary McLeod Bethune, founder and president of Bethune-Cookman College and of the Negro Women’s Club Movement. As presidents, women are in a position to mentor other women who have not arrived at the place where they are (Cole, 2005). Lifting other women who aspire to be MSI presidents through intentional mentorship and championing from senior administrators is vital to the development of more diverse women presidents (Turner, 2007; Turner & Kappes, 2009). According to Cassandra Manuelito-Kerkvliet (2005)—former president of Diné College, a Tribal College—whether or not a president that is a woman aspires to be an inspiration for those who follow, each president does have a role to play as a model for the next group of women that will be on their stages as leaders and who will follow in their footsteps.

Women continue to move into presidencies that no one of their race, ethnicity, and/or gender has held before and continue to make history as firsts because in many contexts, they are still a minority (Turner, 2007). For example, although France Cordova is not the first Latina woman college president, upon her appointment as chancellor of the University of California, Riverside—a Hispanic Serving Institution—she became the first Latina woman to lead a University of California campus (Turner, 2007). Women with these types of experiences are torchbearers imparting knowledge and inspiration to other women of color who have not yet arrived at that point in their careers (Turner, 2007). As such, women presidents have the responsibility of ensuring that the seat at the table is secured so that the women who come behind them may also have a place to sit when it is their turn to shatter glass ceilings.





- Embrace gender and racial diversity within the student body, faculty, and administrative positions.
- Regularly meet with faculty, staff, and students to gauge the institution's cultural climate.
- Be open to wearing multiple hats and juggling different responsibilities. The ability to do this makes one a better leader.
- Collaborate with other women to further develop leadership opportunities.
- Keep your sight clear to see leadership in other women.
- Do not fall prey to the notion of 'a woman's place'. Women are in place to make a difference, so continue to do just that.
- Meet individually with key executive members.
- Establish open communication lines with senior and veteran faculty members.
- Interview key staff and personnel regarding their job duties and departmental structures.
- Inquire about major curriculum and/or policy changes under previous administrations.
- Learn the history of university-community and student relations.
- Prepare and implement methods to successfully navigate board relationships.
- Understand how an institution's board is structured and how it operates.
- Understand the people who make up the board, the values they hold, their connection to the institution, reasons for serving on the board, and the ways in which they understand their roles as trustee members.
- Gain knowledge of formal and informal influence and relations with external stakeholders.
- Consider the culture of the organization with respect to the treatment of women in leadership positions.
- Be familiar with major institutional traditions, rituals, artifacts, and symbols.
- Understand the culture of an institution in relation to one's personal values and decide whether it is necessary to challenge or conform to organizational norms.
- Recognize and discern discriminatory practices.
- Do not be intimidated to negotiate a higher salary as doing so is not aggressive nor self-serving.
- Encourage faculty to also be aware of cultural sensitivities.
- Increase faculty diversity.
- Be proactive and pay close attention to red flags that signal potential, arising conflicts.
- Establish mentor-mentee relationships with women across your field.
- Encourage mentees to aspire to promotion while also finding outlets to showcase relevant talents and skills.
- Do not fall victim to workplace 'tokenism' or lack of confidence.
- Caucus women leaders at the institution.
- Become familiar with the signs and symptoms of stereotype threat.
- Be vigilant when confronting stereotype threat. If a colleague or employee communicates a hurtful stereotype, create space for informal and formal conversation.

REFERENCES

- Association of Governing Boards. (2010). *Policies, practices, and composition of governing boards of public colleges, universities, and systems*. Washington, DC: TIAA-CREF Institute.
- Babcock, L., & Laschever, S. (2009). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.
- Bahls, S. S. (2014). *Shared governance in times of change: A practical guide for universities and colleges*. Association of Governing Boards of Universities and Colleges.
- Barron, L. A. (2003). Ask and you shall receive? Gender differences in negotiators' beliefs about requests for a higher salary. *Human Relations*, 56(6), 635-662.
- Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social Psychiatry and Psychiatric Epidemiology*, 43(8), 667-672.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco, CA: Jossey-Bass, Inc. 94104.
- Bornstein, R. (2007). Why women make good college presidents. *Presidency*, 10(2), 20-23.
- Brown, W. A. (2005). Exploring the association between board and organizational performance in nonprofit organizations. *Nonprofit Management and Leadership*, 15(3), 317-339.
- Burnette, J. L., Pollack, J. M., & Hoyt, C. L. (2010). Individual differences in implicit theories of leadership ability and self-efficacy: Predicting responses to stereotype threat. *Journal of Leadership Studies*, 3(4), 46-56.
- Chaffee, E. E., & Tierney, W. G. (1988). *Collegiate culture and leadership strategies*. New York, NY: Macmillan Publishing Company
- Cheryan, S., Plaut, V. C., Davies, P. G., & Steele, C. M. (2009). Ambient belonging: how stereotypical cues impact gender participation in computer science. *Journal of Personality and Social Psychology*, 97(6), 1045.
- Cole, J. (2005). "Women: Transcending cultural, ethnic, racial, generational, and economic boundaries to build a new academic leadership model". In *Women of Color in Higher Education: Leadership Through Achievement*. Washington, D.C.: American Council on Education.
- Conrad, C. & Gasman, M. (2015). *Educating a diverse nation: Lessons from Minority Serving Institutions*. Cambridge, MA: Harvard University Press.
- Cook, B., & Kim, Y. (2012). *The American college president 2012*. Center for Policy Analysis, American Council on Education.
- Davies, P. G., Spencer, S. J., Quinn, D. M., & Gerhardstein, R. (2002). Consuming images: How television commercials that elicit stereotype threat can restrain women academically and professionally. *Personality and Social Psychology Bulletin*, 28(12), 1615-1628.
- Domenico, D. M., & Jones, K. H. (2007). Career aspirations of women in the 20th century. *Journal of Career and Technical Education*, 22(2).
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological review*, 109(3), 573.
- Ehrich, C.L. (1994). Mentoring and networking for women educators. *Women in Management Review*, 9(3), 4-10.
- Ehrich, C.L. (1995). Professional mentorship for women educators in government schools. *Journal of Educational Administration*, 33(2), 69-83.
- Ekman, R. (2010). *University business: The joys of the college presidency* University Business.
- Freeman, Jr. S., & Kochan, F. (2013). University presidents' perspectives of the knowledge and competencies needed in 21st century higher education leadership. *Journal of Educational Leadership in Action*, 1, 1-20.
- Fusch, D., & Mrig, A. (2011, June 6). Rethinking higher education's leadership crisis. Academic Impressions. *Higher Ed Impact*. Retrieved from <http://www.academicimpressions.com/news/rethinking-higher-educations-leadership-crisis>
- Gagliardi, J. S., Espinosa, L. L., Turk, J. M., & Taylor, M. (2017). *The American College President Study: 2017*. American Council on Education, Center for Policy Research and Strategy; TIAA Institute.
- Goran, S.F. 2001. Mentorship As a Teaching Strategy. *Critical Care Nursing Clinics of North America* 13(1): 119-29.
- Hall, R. M., & Sandler, B. R. (1983). *Academic mentoring for women students and faculty: A new look at an old way to get ahead*. Association of American Colleges.
- Hannum, K.M., Shockley-Zalabak, P., & White, J.S. (2015). Women leaders within higher education in the united states: Supports, Barriers, and experiences of being a senior leader. *Advancing Women in Leadership*, 35, 65-75.
- Heilman, M. E., Block, C. J., & Martell, R. F. (1995). Sex stereotypes: Do they influence perceptions of managers? *Journal of Social Behavior and Personality*, 10(4), 237.
- Institute for Women's Policy Research (2017). *Pay Equity & Discrimination*. Retrieved from <https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/>
- Jackson, J. F., & O'Callaghan, E. M. (2009). What do we know about glass ceiling effects? A taxonomy and critical review to inform higher education research. *Research in Higher Education*, 50(5), 460-482.
- Kezar, A., & Eckel, P. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *Journal of Higher Education*, 73(4), 435-460.
- Lapovsky, L. (2014). Why so few women college presidents? *Forbes*. Retrieved from <https://www.forbes.com/sites/lucielapovsky/2014/04/13/why-so-few-women-college-presidents/#591c5d8366bc>
- Lawrence, S. M. (1998). Unveiling positions of privilege: A hands-on approach to understanding racism. *Teaching of Psychology*, 25(3), 198-200.
- Manuelito-Kerkvliet, C. (2005). "Climbing the ladder". In *Women of Color in Higher Education: Leadership Through Achievement*. Washington, DC: American Council on Education.
- Mortimer, K. P., & Sathre, C. O. B. (2010). *The art and politics of academic governance: Relations among boards, presidents, and faculty*. Rowman & Littlefield Publishers.
- Patitu, C. L., & Hinton, K. G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directions for Student Services*, 2003(104), 79-93.
- Pomales, J., Claiborn, C. D., & LaFromboise, T. D. (1986). Effects of Black students' racial identity on perceptions of White counselors varying in cultural sensitivity. *Journal of Counseling Psychology*, 33(1), 57.

Pratt-Clarke, M. (2013). Higher education leadership: One Black woman's Journey. In Davis, D. J., & Chaney, C. (Eds.). *Black women in leadership: Their historical and contemporary contributions*. (pp 144-159). New York, NY: Peter Lang Publishing.

Sanchez-Hucles, J. V., & Davis, D. D. (2010). Women and women of color in leadership: Complexity, identity, and intersectionality. *American Psychologist*, 65(3), 171.

Schein, E. H. (1999). *Process consultation revisited: Building the helping relationship*. Reading, MA: Addison-Wesley.

Sczesny, S. (2003). A closer look beneath the surface: Various facets of the think-manager–think-male stereotype. *Sex Roles*, 49(7-8), 353-363.

Stripling, J (2012). Survey Finds a Drop in Minority Presidents Leading Colleges. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Who-Are-College-Presidents-/131138>

Switzer, J. Y. (2006). Women college presidents: Interviews about journeys and adaptations. *Advancing Women in Leadership*, 21, N_A.

Turner, C. S. (2007). Pathways to the presidency: Biographical sketches of women of color firsts. *Harvard Educational Review*, 77(1), 1-38.

Turner, C. S., & Kappes, J. (2009). Preparing women of color for leadership: Perspectives on the American Council on Education (ACE) fellows program. In D. R. Dean (Ed.), *Women scholars, learners, and leaders*. Sterling, VA: Stylus.

Zachary, I.J. 2002. *The mentor's guide*. San Francisco, CA: Jossey-Bass.