

Understanding their story: The role of work-life balance for African American males in the
journey to senior leadership in community colleges

by

Mark Sanford

B.S., Alabama A&M University, 1981
M.S.A., Central Michigan University, 2004

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2026

Abstract

Considering the expected leadership crisis in community colleges there should be an effort to develop a robust and diverse pipeline. African American males however remain underrepresented in senior executive roles. The purpose of this qualitative, narrative inquiry study was to explore the experience and perceptions of work-life balance for African American males in their journey to senior leadership in community colleges and to understand how social influences affected their work-life balance during this journey.

This study guided by Work-Life Border Theory and Social Capital Theory, utilized a qualitative narrative inquiry methodology, using in-depth interviews conducted with 12 African American community college senior leaders, including Chancellors, Presidents and Provosts, Vice Chancellors/Provosts, Associate Vice Chancellors/Provosts and Campus Presidents with at least five years of senior level experience representing eight community colleges across four U.S. regions. Using Saldana's (2021) coding methods, data were systematically analyzed incorporating In Vivo, Descriptive and Pattern coding to restory the participants journey and generate categories and themes.

The analysis revealed five major themes. (1) The High Cost of Seeking Career Advancement, (2) Installing Boundaries is Critical to Achieving Work-Life Balance, (3) Overcoming Obstacles Along the Journey is Imperative to Success, (4) Leadership Development and External Networks, (5) The Burden of a Successful Journey Can be Daunting. Participants experienced significant work-life conflict as work and home life borders overlapped during their career ascent, making mad sacrifices that led to extreme fatigue. To survive these executives had to install strict boundaries, or guardrails to

reclaim family and personal time. In addition, the climb was filled with invisible racism and institutional barriers that required immense psychological effort to overcome.

Often blocked by hostile or rigid internal institutional borders, participants navigated their progression by relying heavily on external bridging capital such as AACC, Aspen Presidential Fellowship, Lakin Institute and bonding from capital from fraternities and HBCU and other mentors. This study concludes that for African American male leaders, traditional work-life balance is largely a myth, replaced by fierce strategic border management. These leaders ultimately experienced a unique cultural taxation, serving not just as administrators, but as the “brother in charge” who carries the heavy burden of representation.

Understanding their Story: The role of work-life balance for African American males in the
journey to senior leadership in community colleges

by

Mark Sanford

B.S., Alabama A&M University, 1981
M.S.A., Central Michigan University, 2004

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2026

Approved by:

Major Professor
Dr. Terry Calaway

Copyright

© Mark Sanford 2026.

Abstract

Considering the expected leadership crisis in community colleges there should be an effort to develop a robust and diverse pipeline. African American males however remain underrepresented in senior executive roles. The purpose of this qualitative, narrative inquiry study was to explore the experience and perceptions of work-life balance for African American males in their journey to senior leadership in community colleges and to understand how social influences affected their work-life balance during this journey.

This study guided by Work-Life Border Theory and Social Capital Theory, utilized a qualitative narrative inquiry methodology, using in-depth interviews conducted with 12 African American community college senior leaders, including Chancellors, Presidents and Provosts, Vice Chancellors/Povosts, Associate Vice Chancellors/Provosts and Campus Presidents with at least five years of senior level experience representing eight community colleges across four U.S. regions. Using Saldana's (2021) coding methods, data were systematically analyzed incorporating In Vivo, Descriptive and Pattern coding to restory the participants journeys and generate categories and themes.

The analysis revealed five major themes. (1) The High Cost of Seeking Career Advancement, (2) Installing Boundaries is Critical to Achieving Work-Life Balance, (3) Overcoming Obstacles Along the Journey is Imperative to Success, (4) Leadership Development and External Networks, (5) The Burden of a Successful Journey Can be Daunting. Participants experienced significant work-life conflict as work and home life borders overlapped during their career ascent, making mad sacrifices that led to extreme fatigue. To survive these executives had to install strict boundaries, or guardrails to

reclaim family and personal time. In addition, the climb was filled with invisible racism and institutional barriers that required immense psychological effort to overcome.

Often blocked by hostile or rigid internal institutional borders, participants navigated their progression by relying heavily on external bridging capital such as AACC, Aspen Presidenta Fellowship, Lakin Institute and bonding from capital from fraternities and HBCU and other mentors. This study concludes that for African American male leaders, traditional work-life balance is largely a myth, replaced by fierce strategic border management. These leaders ultimately experienced a unique cultural taxation , serving not just as administrators, but as the “brother in charge” who carries the heavy burden of representation.

Table of Contents

List of Figures	ix
List of Tables	x
Acknowledgements	xi
Dedication	xii
Chapter 1 - Introduction.....	1
Statement of the Problem.....	1
Background of the Problem	4
Purpose of the Study	6
Research Questions.....	6
Theoretical and Conceptual Frameworks	7
Methodology	8
Alignment Table	9
Significance of the Study	9
Assumptions.....	9
Delimitations.....	10
Definition of Terms	10
Summary	12
Organization of the Study	12
Chapter 2 - Review of the Literature	13
Chapter 3 - Methodology	34
Chapter 4 - Research Findings and Analysis	44
Chapter 5 - Summary, Discussion, and Recommendations.....	57
Reference	70
Appendix A - Alignment Table	96
Appendix B - Interview Questions	97
Appendix C - Invitation to Participate	98
Appendix D - Informed Consent.....	100

List of Figures

Figure 1.....	2
Figure 2.....	5
Figure 3.....	19
Figure 4.....	22
Figure 5.....	29
Figure 6.....	32

List of Tables

Table 2.125

Table 4.145

Acknowledgements

Without God there is nothing and all things are possible through Christ Jesus. I would like to thank my parents Samuel David and Della Mae Sanford who have gone on to glory but instilled in me and my siblings the importance of Education and followed that belief with providing every opportunity for us to succeed.

To my beautiful and supportive wife Gwendolyn Sanford, who sacrificed as much or more than I during this journey. You are the rock that holds everything together for our family. Thank you for your prayers, understanding and encouragement and your love throughout this process. I love you so much. Thanks to our son Keith D. Claybrook Sr. who has provided us so much joy in the five grandkids he has provided. Thanks for your continued support. To those beautiful grands please continue to reach for your dreams and remember that service to others is the price you pay for living on this earth.

To my brothers and sisters who have always encouraged and propped up their brother during my life journeys, many thanks for your support, I love you guys. Also, thanks to my mother-in-law Doris Claybrooks, one of the most wonderful people I have known and sisters-in-law who have only treated me as a blood brother. Thanks for your support and encouragement during this journey, I love you all.

Thanks to my biggest supporter in my career Dr. Curtis L. Ivery, Chancellor, Wayne County Community College District, who has guided my career every step during my tenure at the college. This journey does not happen but for you. I would like to thank Dr. Terry Calaway and Dr. Margaretta Mathis for all their support during my journey during this doctoral program. This completion does not happen without your support.

Dedication

I dedicate this accomplishment to my grandparents John W and Netta Sanford who although born in the late 1800s, knew that education was important for them and their 15 children. All this is possible because of your many sacrifices to create an educated family.

Chapter 1 - Introduction

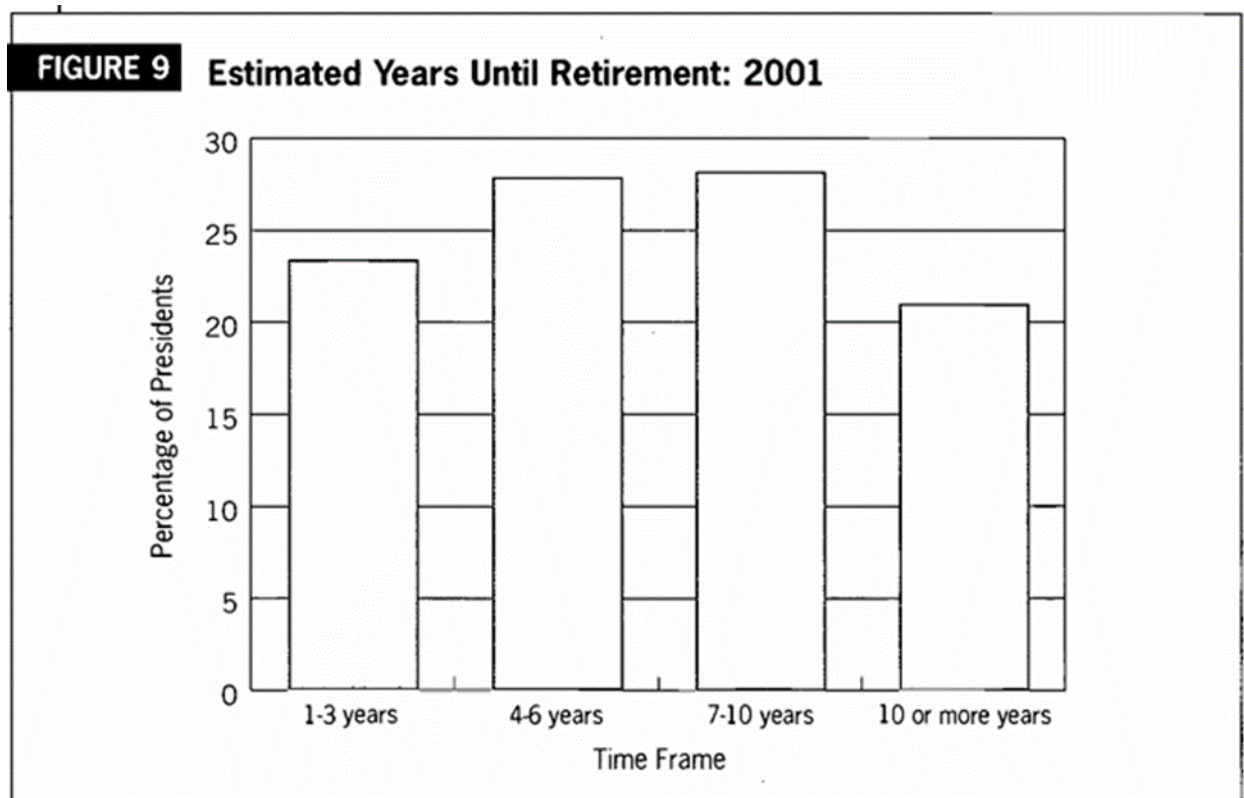
Researchers have tried to define how work and family interface, and the term work-life balance became the most used vernacular to describe this issue, as no clear, consistent term has been developed (Brough et al., 2020). Ryan and Peters (2015) define work-life balance as strategically and effectively allocating one's time and efforts to both work and life outside of employment. The report goes on to inform that the balance for one over the other may change over time and often day by day depending on circumstances. Higher education leadership revealed dissatisfaction among participants of a survey as it related to the amount of work, progression of careers, and family life (Ryan & Peters, 2015). Organizations have instituted flexible practices to assist staff in managing work and family responsibilities that can allow employees to deal with competing work and family life concerns (Allen, 2012). Allen conveys that more research is needed to identify factors and forms of family-supportive cultures. Family-supportive policies and family-supportive supervisors are considered the two elements of support in the work environment (Thomas & Ganster, 1995). Lester (2013), in a study, noted that employees who were seen to have limited flexibility or autonomy depended on supervision who held the strongest role to create and provide those alternative work hours without issue. The study also discussed how limiting work-life policies for certain groups and not others could lead to friction between different work groups as staff were seen as 9 to 5 workers, while faculty required alternative needs and additional benefits.

Statement of the Problem

Community college leaders have known to expect a shortage in leadership as a result of surveys and studies since the turn of the century (Shults, 2001; McNair, 2015). In the AACC

Research Brief “The Community College Presidency 2001” by Weisman and Vaughn 2002, it was stated that as early as a 1996 survey, 68 percent of college presidents were likely to retire over the next 10 years. The brief goes on to inform how the percentage of college presidents expecting to retire increased to 79 percent by 2001 as shown in figure 1 (Weisman and Vaughn, 2002).

Figure 1 Estimated Years Until Retirement (Weisman and Vaughn, 2002)



According to Shults (2001) those pending college president retirements along with the expected retirement of those administrative staff and faculty who were expected to be in the pipeline presented a daunting challenge for community colleges. According to Bowman (2017) one of the major challenges was the decline in college presidential tenure as presidents were staying in their jobs significantly less than years past. Bowman goes on to inform that leadership tenures in the

past usually lasted between ten (10) to twenty (20) years but because of issues such as retirement, scandals, and board of trustee issues these tenures have abruptly ended. In an American Council of Education report (ACE), American College President Study 2017, College presidents served in their roles an average of 6.5 years, where as in 2011 college president's tenure lasted at least 7 years and 8.5 years back in 2006. Community colleges are looking to replace retiring baby boomer leaders, which according to projections sees some 250 turnovers annually among its leaders (Dembicki, 2018). The article goes on to state that this creates an opportunity to stay in the forefront of ensuring the new leaders represent the diversity of their student populations (Dembicki, 2018).

Human Resources professionals and leadership teams have made work-life balance a focus as a result of certain dynamics such as women who have the primary responsibility of taking care of children and remaining in the workforce (Ryan & Peters, 2015). Also, employees responsible for eldercare and other family-related issues necessitate employers to create policies designed to keep and recruit staff. In the report, they convey that work-life balance issues, which normally focus on family-life and childcare, also include increased workloads along with advances in technology that call for working after hours, which help to create poor work-life balance as well. Research and data in the report have shown that there is dissatisfaction with work-life balance among professionals employed in higher education (Ryan and Peters, 2015). Increases in information communication technologies (ICT) in academia have led to what is being called technology-assisted supplemental work, and results in work-life conflict (WLC) (Kotecha et al., 2014). According to Currie and Eveline (2010) technology has become increasingly more prevalent in the home, which has produced what is called a working network at home which creates more issues with work-life balance. The literature has shown that the

continued leadership crisis and issues with work-life balance has created a conundrum for higher education and specifically community colleges.

Background of the Problem

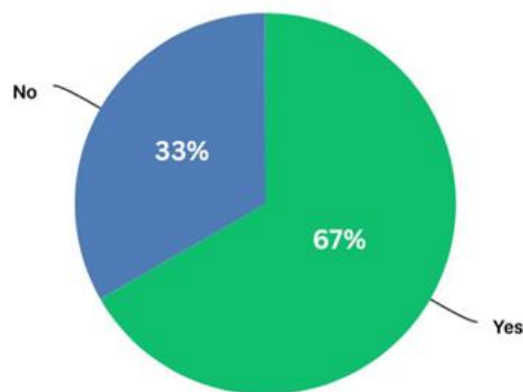
Work-life balance programs have been known to exist since the 1930s as a pre-World War company replaced eight-hour shifts with six-hour shifts, improving employee morale and productivity, but the term work-life balance was coined in 1986 (Lockwood, 2003). According to Lockwood, companies started offering work-life programs in the 1980s and 1990s, with the focus being primarily to support women with children. Programs have evolved to be less gender-specific and recognize other commitments impacting the family dynamics (Lockwood, 2003). Lockwood goes on to conclude that significant improvement in worker morale, reduction in absenteeism, and retention can be attained by instituting work-life programs. It is critical for human resource professionals to realize the issue and to champion those programs. Work-life balance has many characteristics and, depending on the group and context, can hold different meanings (Lockwood, 2003). In a 2014 survey by the Higher Education Leadership and Management Survey (HELMs), career progression was affected as a result of workloads as well as family and personal constraints (Ryan & Peters, 2015). According to the survey, 73.2 percent of men and 65.4 percent of women worked in excess of 48 hours a week, while women were found to be less satisfied than men with work-life balance. The report revealed that females in academics and female academic leaders were even less satisfied with work-life balance (Ryan & Peters, 2015). According to O’Laughlin and Bischoff (2012), work-life balance issues among employees in higher education can lead to poor work performance, or a lack of career advancement which also affects family. The study goes on to convey that work-family conflicts

can cause individuals to choose between starting a family and securing a career such as seeking tenure or senior leadership positions. Institutions providing day care services and support for balancing work and family needs could assist in the reduction of work and family stressors for academic faculty and staff which would go a long way in helping to improve performance on the job (O’Laughlin & Bischoff, 2012).

According to data from a research study that asked, “Which, if any, aspects of the community college presidency specifically deter you from choosing this career path?”. 67% of those who participated chose issues related to work-life balance as a specific aspect or reason not to pursue the role of college presidency (see figure 2), (Leager, 2024).

Figure 2 Decision-Making on Pursuit of Community College Presidency (Leager, 2024).

Decision-Making on the Pursuit of a Community College Presidency Impacted by Concerning Factors Associated with the Role



Note. This figure illustrates the twelve respondents’ answers to survey question #16 regarding if any of the concerning aspects of the community college presidency deter them from pursuing the role.

In a study regarding job stress, well-being, and work-life balance, Bell et al (2012) informs that academia was more affected by job threat stress, work-life balance and work-life conflict than other employer groups. The study goes on to inform that even with employee programs in place, such as flexible working hours and stress management initiatives, academic employees are adversely influenced regarding their health and work-life balance.

There have been research studies focusing on many different work groups on the topic of work-life balance. Williams (2020), in a study that examined the professional and personal balance in two-year higher education institutions focusing on work-family culture in community colleges, recommended for future research and examination of work-family balance of professionals in higher education to focus on the lived experiences of African American males. Powell (2018), in a study that focused on African American Women and Work-Life Balance, recommended for future research to explore the lived experiences of African American men seeking work-life balance.

Purpose of the Study

The purpose of this study was to understand the role of work-life balance for African American males in their journey to senior leadership in community colleges and to understand the effects of social influences during this journey.

Research Questions

The key questions that guided this study are as follows:

1. What are African American male's perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges?
2. How have African American male leaders experienced social influences?

- a. How have these social influences affected work-life balance in their journey to senior leadership positions?

Theoretical and Conceptual Frameworks

The theoretical framework is founded on established theoretical perspectives and serves as the foundation of any research study (Lochmiller & Lester, 2017). Lochmiller and Lester go on to inform that the purpose of the theoretical framework is to inform the position relative to your research design. In an article, Varpio et al (2020) state, “In short, a theoretical framework is a reflection of the work the researcher engages in to use a theory in a given study” (p. 990). The conceptual framework, on the other hand, gives the reason the research study matters and the rationale that the methods being used are appropriate and rigorous (Ravitch & Riggan, 2017). A conceptual framework, normally in a literature review, searches for gaps to comprehend a problem, to determine the importance of the research, and how it contributes to the body of knowledge (Varpio et al, 2020).

Theoretical Framework

The study used a work-life border theory theoretical framework to pair with a qualitative method providing a way to understand the role of work-life balance in the journey to senior leadership positions in community colleges. Work-life border theory was developed in order to accomplish what previous theories such as spillover theory and compensation theory did not which was provide resolution to the problems employees face when trying to balance work and home life (Clark, 2000).

A theoretical framework that was considered is Critical Race Theory (CRT). CRT as a research methodology has been considered a tool used to examine the experiences of under-

represented individuals in the education field (Ledesma & Calderon, 2015). The article goes on to inform that scholars used the theory to disrupt by questioning themes such as colorblindness, selective admissions policy, and campus racial climates. CRT was ultimately not chosen as the theoretical framework for this research study because of a desire to not examine the topic through a racial lens but through the lens of social influences. This does not mean that issues relevant to CRT will not come through during the research process.

Conceptual Framework

Social capital theory suggests that an individual's network of connections can provide valuable advantages that impact their lives (Bourdieu, 1986; Seibert et al, 2001). According to Putnam (1995), social capital involves the resources/benefits individuals obtain through a community of networks and social relationships. During the leadership journey progression, leaders can gather and obtain these types of networks of support and social relationships, such as educational associations, advisors, or mentors who can provide guidance for individuals to navigate their leadership journey. This could include ways to navigate issues with work-life balance. Therefore, social capital theory was the conceptual lens used to guide this study to provide an understanding of the social influences and connections that can be beneficial to leaders.

Methodology

Qualitative research includes several methodologies that look to grasp how social life naturally unfurls (Lochmiller & Lester, 2017). According to Clandinin and Caine (2008) narrative inquiry is a research method that is a way of understanding and making meaning of

experiences through conversation and dialogue. The research design chosen for this study was narrative inquiry which allowed participants to tell their story regarding the influences of work-life balance and social connections in their journey to senior leadership positions in community colleges.

Alignment Table

The Alignment table is provided in Appendix A. The Alignment table consists/details the literature findings, research questions, theoretical and conceptual framework, methodology, and interview questions.

Significance of the Study

This study provided insight into the work-life balance experiences of senior African American males in leadership positions during their leadership journey. The information gathered from the study may be valuable to policymakers in higher education institutions to review policies and practices that may cause work-life balance issues. The study also provided valuable information for aspiring presidents or those seeking senior-level leadership positions in higher education and specifically community colleges. The study added to the literature of work-life balance, congruence, work-life integration work-life wellbeing. This study responded to the call from previous research studies recommendations for future research to explore the lived experience of African American men and work life balance (Powell, 2018; Williams, 2020).

Assumptions

Participation from senior leadership within the community colleges will be voluntary and sufficient. Information gathered during the study from participants will reflect their honest opinions and experiences. The experiences of participants may differ based on the location/size of the institution, and position held. The researcher will be an observer and interviewer but will

attempt not to influence the participant's responses. This study will respond to research studies that recommended future research on work-life balance

Delimitations

The study was limited to community colleges in the United States. The study participation only focused on African American males in senior-level positions in community colleges. The timeframe for the study is limited to November 2025 through February 2026.

Definition of Terms

The following terms and definitions are used throughout the study.

African American

African Americans, also known as Black Americans and also Afro Americans, are an American racial or ethnic group consisting of Americans who are partially or totally descendants of the Black racial groups of Africa (Wikipedia, 2019).

Leadership

Leadership according to McKinsey and Company (2024) is “a set of mindsets and behaviors that aligns people in a collective direction, enables them to work together and accomplish shared goals, and helps them adjust to changing environments”.

Social Capital Theory

In this study, social capital theory is used as a conceptual framework. Social capital theory advocates that an individual's network of connections can provide valuable advantages that impact their lives (Bourdieu, 1986; Seibert et al, 2001).

Work-Life Balance

Work-life balance has been defined as strategically and effectively allocating one's time and efforts to both work and life outside of employment in which the balance for one over the other may change over time and often day by day depending on circumstances (Ryan & Peters, 2015).

Work-Life Conflict

Work-life conflict defined as the existence of interference of activities at work and personal life (Reynolds, 2005).

Work-Life Congruence

Work-life congruence considers work and life to be congruent, compatible, and work well together while achieving consistency (McCready, 2025).

Work-Life Flow

Work-life flow is thought to be all elements of life flowing individually and flowing together (McCready, 2025).

Work-Life Fulfilment

Work-life fulfillment finds that one role, work improves quality of life of the other, personal life (Shukla & Khatri, 2023).

Work-Life Harmony

Work-life harmony is considered integrating the different aspects of one's life such as work, family, friends, health, and hobbies that produces wellbeing and satisfaction (Williamson, 2022).

Work-Life Integration

Work-life integration is of the belief that both work and personal life should coexist harmoniously with no distinction between them (Fallon, 2021).

Work-Life Wellbeing

Work-life wellbeing refers to those aspects of work life such as health, work environment, ethical standards, social atmosphere, opportunities, lifestyle, and compensation (Indeed Career Guide, 2025).

Summary

This chapter provided an overview of the study, including a statement of the problem, background of the issue being addressed, purpose of the study, research questions, theoretical and conceptual frameworks, qualitative methodology, alignment table, delimitations and assumptions, significance of the research, and definition of terms.

Organization of the Study

Chapter 1 presented an introduction and overview of the study. Chapter 2 presents a literature review that analyzes the research problem and identifies a gap in the literature. Chapter 3 outlines the qualitative methodology used to research the problem. Chapter 4 supplies an analysis of the data collected and presents the research study findings. Chapter 5 summarizes the study, discusses findings, offers recommendations for practice, and offers recommendations for future research.

Chapter 2 - Review of the Literature

This Chapter will highlight literature related to the subject of work-life balance and how it affects higher education institutions and different employee groups. Additionally, the study will analyze what effects work-life balance might have on the ongoing leadership needs in community colleges due to the already known retirement intentions of an aging leadership. This chapter will specifically review literature that identifies barriers to addressing those issues. Chapter 2 is divided into several themes involving community college leadership needs, work-life balance, leadership characteristics, African American male culture/leadership, and theoretical and conceptual framework.

Search Methods

To gather the necessary research for this literature review, the Kansas State University Library system, as well as other search engines, were mined to identify journals, peer-reviewed literature, and other documents. Databases used in the literature review included ProQuest, EBSCOhost, ERIC, Google Scholar, journals, and SAGE. Searches for keywords and phrases included: research, social identity theory, social capital theory, community colleges and universities, leadership, faculty, senior-level leadership, work-life balance, work-life conflict, work-life wellbeing, work-life integration, work-life congruence, work-life fulfillment, work-life flow, work-life harmony, work-life balance and generational groups, African American male leadership, leadership competencies, work-life balance and faculty, work-life balance and women and work-life balance and minorities including African American males.

Leadership Crisis in Community Colleges

Community College Boards and leadership have been aware since the beginning of the twenty-first century of studies and or reports coming from organizations like the American Association of Community Colleges (AACC). A survey conducted in 2001 by AACC found that nearly 50% of the leadership who responded indicated their intent to retire within five (5) years (Shults, 2001). This executive summary also informed that the trend would continue and that the pipeline to replace these leaders is also affected with similar projections of retirement within the next ten (10) year period. The AACC convened a national summit in 2002 of community college leaders to address the issue (O'Banion, 2007). According to O'Banion, community college boards and leadership teams need to address their bench strength in mid-level positions that also require doctorates, as a significant demand for advanced degrees exist. Community colleges have a significant concern that the pipeline is not producing replacements fast enough to fill current and future vacancies (Wiessner & Sullivan, 2007). To combat this need, organizations are providing professional development programs for those interested in moving into senior leadership positions, along with graduate programs, increasing their efforts to prepare the next group of students with credentials for those leadership roles (Shults, 2001). These and other efforts will need to be undertaken as community college leaders address the issues of job satisfaction, burnout, and work-life balance.

Work-Life Balance

As stated during the introduction in chapter 1, work-life balance has been described as strategically and effectively allocating one's time and efforts to both work and life outside of employment (Ryan & Peters, 2015). The term work-life balance has become increasingly popular, yet it lacks a well-established definition, as evident in the research literature (Lewis &

Beauregard, 2018). The study refers to work-life balance as a social construct and discourse that has become a social practice not steeped in reality, as it is either defined as a personal experience or personal want or described in reference to some policy or practice in the workplace such as flexible work hours, childcare leaves to enhance employee needs. According to Lewis and Beauregard (2018), the above terms minimize the comprehension of work-life balance and limit the term when establishing priorities and organizing schedules to individual choice and responsibility. They go on to state that using work-place balance to define organizational policies and practices is also considered a problem.

Work-life balance has been described in various terms without any consistent definition. Kalliath and Brough (2008), in a study that reviewed six different concepts of work-life balance, offered the following definition: “Work-Life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities”. Sanfilippo (2024), in an article, states that employment influences most things on a daily basis, and being successful can create disharmony with an individual's personal life. Sanfilippo defines work-life balance as the equal prioritization of work demands and the demands of your life away from work. Work-life balance has a variety of names throughout the literature, such as work-life harmony, work-life congruence, work-life wellbeing, work-life flow, work-life fulfillment, work-life conflict, and work-life integration, to name a few. Work-life integration, similar to work-life balance and work-life conflict, has emphasized a combining of experiences of work and personal life that may or may not include a spouse and child (Berheide et al, 2020). Bradshaw (2024) informs that 94% of service professionals work more than 50 hours in a work week, which includes weekends. The article provides statistics that show that of Americans surveyed, forty-eight percent claimed to be workaholics, and 72% sought work-life

balance when seeking employment. Work-life balance is considered important because it can lead to burnout, helps maintain your health and well-being, and will provide quality time with your family (Bradshaw, 2024). In a work-life balance survey of approximately 1000 respondents, 77% stated they had burnout on at least one occasion, and at least half admitted to having burnout more than once (Bradshaw, 2024). The article goes on to convey that approximately 190 million dollars has been spent in an effort to address the effects of burnout, which creates symptoms of exhaustion and low energy, negative feelings, a distancing from the job, and a reduction in productivity on the job. According to the article, data collected by Flexjobs showed that 79% of people who worked felt that flexibility on the job promoted more work-life balance with less stress at work. Bradshaw goes on to provide tips for achieving work-life balance to include: prioritizing your health, finding work that you are passionate about, and being realistic about achieving work-life balance. Those who claim to have successfully maintained balance on the job and at home have credited flexible work arrangements with their employer, who have allowed flexibility with work schedules and where they work (Sanfilippo, 2024). The article also conveyed that in a 2021 study in the Kansas Journal of Medicine that employers who made efforts to reduce stress and increase the well-being of employees achieved higher employee performance. Work-life balance has is the vernacular most often used when discussing this topic, but the issue has been using many different terms with differing meaning. Below are several of those different vernacular and meanings:

Work-Life Conflict

According to Reynolds (2005) the interference of either work with personal or family needs or family/personal needs with work creates work-life conflict. The study goes on to convey that having to stay home for any reason may affect work issues and deadlines and work-

life conflict causes individuals to want to work less hours as they usually look at their employer for solutions to the conflict.

Work-life Congruence

Work-life congruence suggests that work and personal life can be aligned such that there is a decrease in stress and tension between the two (McCready, 2025). According to Rincy and Panchanatham, (2014), Congruence informs that outside intervening variables not related to work or family have influence on the balance of several roles. The review informs us that variables that could provide a positive influence would be things such as level of education and intelligence.

Work-Life Flow

Work-life flow concedes the fluidity of a person's experiences and responsibilities daily and accepts that there will be changes in priorities daily (Grady, 2024). The article goes on to state that work-life is not a one size fit all and that work-life flow provides flexibility and personalization. Additionally, as one gains experience in leadership, work-life flow may change or become better mastered.

Work-Life Fulfillment

According to Shukla and Khatri (2023) work-life fulfillment and positive personal and professional outcomes are synonymous. In a study work-life fulfillment resulted from having job enrichment which led to improved performance and job retention (Vui-Yee and Paggy, 2018). The study informed when looking at Gen Y employees their fulfillment could be achieved only if job function and characteristics impacted employees in a positive manner and lead to retention. Minus these variables being met Gen Y employee types tend to move on from their employer, further exasperating an already depleted pool of leadership candidates.

Work-Life Harmony

Work-life harmony cannot be achieved by any single measure and is not the same for anyone person and achieving harmony will change over time (Williamson, 2023). The article goes on to convey that work-life harmony can be created at any time and also change over time. Williamson informs that harmony on the job can be created several ways, such as looking at flexible work arrangements such as working from home, flexing work hours and looking job share options. Other ways to create work-life harmony include building healthy boundaries around your work by taking breaks away from working spaces, and create expectations with your family and friends that are reasonable.

Work-Life Integration

Fallon (2021), in an article state that work-life balances new vernacular is now work-life integration. The article informs that while work-life balances focus was on keeping work life and personal life separate, while work-life integration is of the belief that both work and personal life should coexist harmoniously with no distinction between them. Work-life integrations main tenant is to blend both personal and professional responsibilities, which according to the article the main advantage is flexibility. In the article Fallon informs work-life balance and work-life integration offers different ways to achieve equilibrium between personal and professional life.

Work-Life Wellbeing

Work-life wellbeing refers not only to aspects of work life that involve job safety, work environment but how one is compensated and duties that are performed (Indeed Editorial Team, 2025). According to the article, work-life wellbeing provides employees with the opportunity to have job satisfaction and continue to maintain health. The article offers that work-life wellbeing has the following seven key factors that allow employers to understand issues with staff: health,

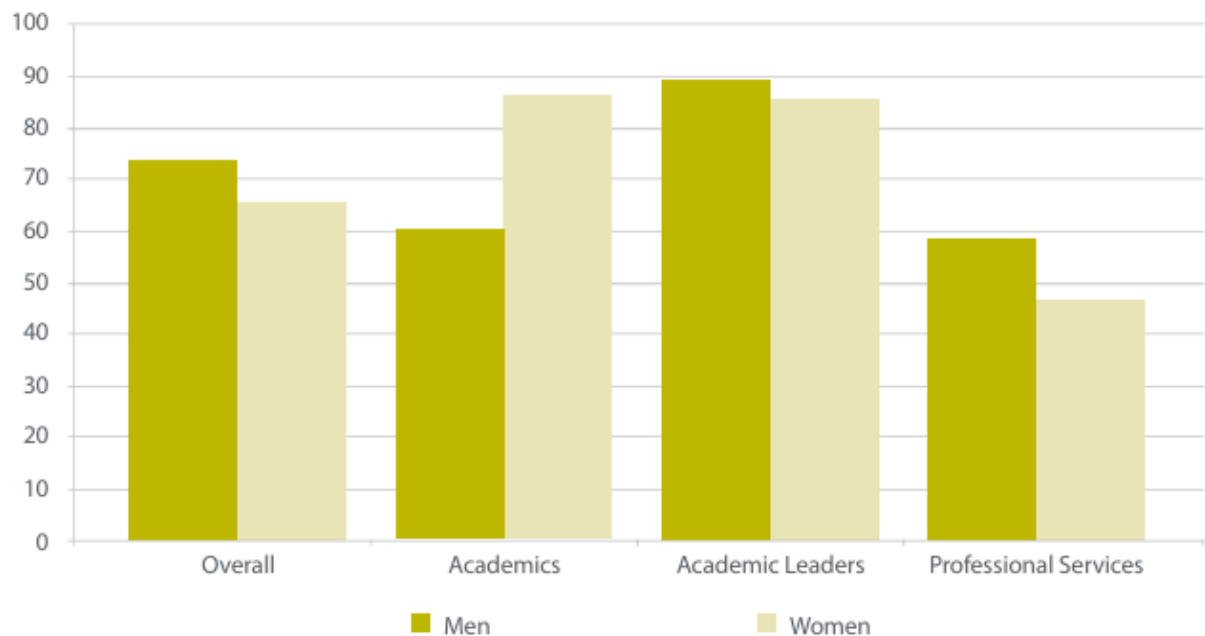
work environment, ethical standards, social wellbeing, development opportunities, lifestyle, and compensation.

In a survey conducted in higher education, leadership revealed dissatisfaction among the participants as it related to the amount of work, progression of careers, and family life (Ryan & Peters, 2015). According to the survey, 73.2 percent of men and 65.4 percent of women worked in excess of 48 hours a week (see figure 3 Workload).

Figure 3 Workload (Ryan and Peters, 2015)

Workload

Figure 1: Percentage agreement that participant frequently works more than 48 hours a week, by gender and job role



Work-life Balance and Technology

In a study focused upon the use of information communication technology (ICTs) the researchers confirmed that in academia technology is used significantly after regular work hours

to engage in supplemental work practices (Kotecha, Ukpere & Geldenhuys, 2014). Pressures in academia to work long hours is comparable to other occupations as employees in academia consider working long hours a job requirement, but also, left not much time for outside interests and adding children to the mix made it hard to combine work and family responsibilities (Currie & Eveline, 2010). Technology has blurred the lines between work and home while establishing what is being called the networked home. This has caused the boundaries to lean towards work occupying more home life. Smartphones, laptops, and ipads have provided the ultimate access to employees whether at home and or on vacation. According to Currie and Eveline (2010) technology has done the opposite of alleviating the pressures from work.

Work-Life Balance Generational Concerns

According to a PricewaterhouseCooper (PwC) survey, approximately two-thirds of Millennials prefer regular work hours with flexibility, with desires likely to change as they get older (Bannon et al., 2011). The article goes on to inform how work-life balance is important to Millennials as they would prefer to avoid their parent's faults of working excessive hours and forgoing family and friends. A study on Generation X work-life balance was significantly affected by a person's workload when taking into account indicators such as working conditions, time spent working, standards of work and targets to be achieved (Pasla et al., 2021).

Work-Life Balance and Women

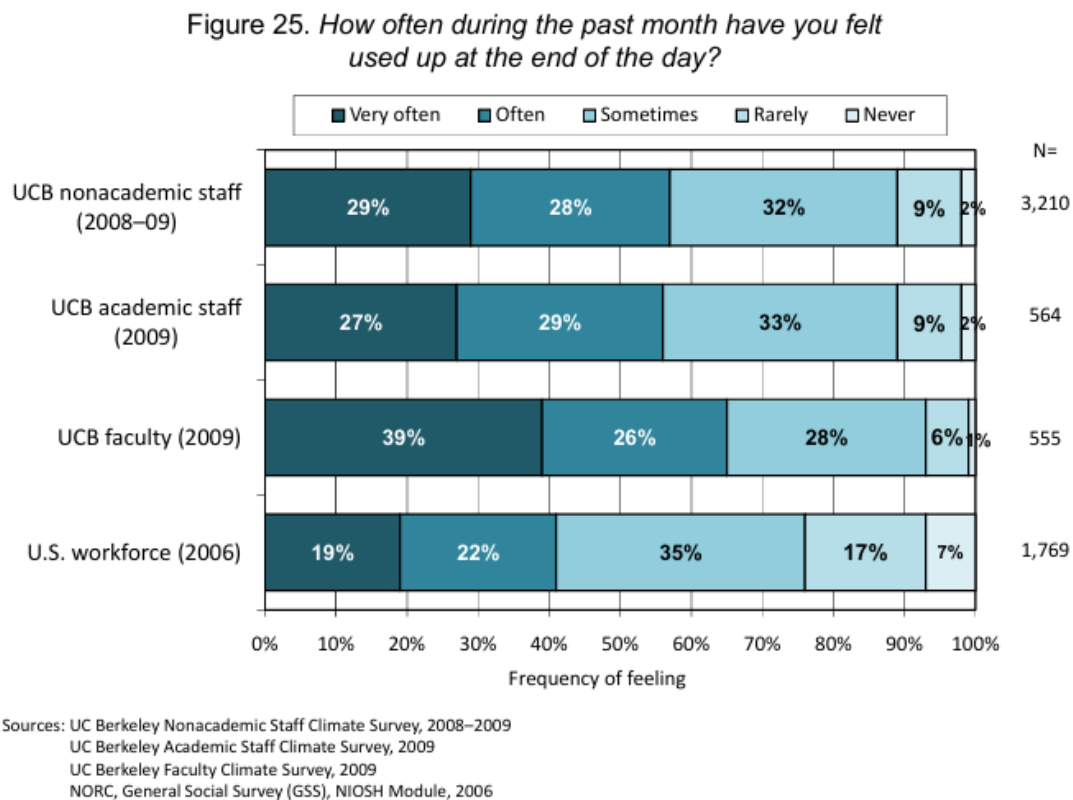
In a study that identified personal impediments for women advancing into leadership positions, balancing professional and personal life was considered among the major issues to leadership progression for women, which also included women with children unwilling to move, especially in cases where children were in school, came into play (Yearout et al., 2017). According to Eddy and Cox (2008) in a study that identified several women community college

presidents to discuss their lived experiences on their way to the presidency, found that the majority of them who received a job offer that called for them to move away from family would not be considered. The study also found that several pick college presidencies based on if the location fit in with their family dynamics. Black women administrators in higher education struggled to balance their personal and professional lives as they were seeking career progression (Becks-Moody, 2004). Children play a role in women's decisions along with work-life balance and lifestyle in deciding to seek a presidential role (Cheung & Halpern, 2010). Female Millennials according to a study by PricewaterhouseCooper (PwC, 2012) said work-life balance was something important to them with 97% of those surveyed agreeing and 55% of those females surveyed stating work demands were interfering with their personal life.

Work-Life Balance and Faculty

Acker and Armenti (2004) in a study found that when building academic careers, female adjunct faculty found work-life balance difficult because of the work stressors and being tired when raising children. Focusing on work-life interference and burnout of faculty suggests institutions and other organizations reduce teaching assignments and address the issues that drive those by putting in place mechanisms and proactive approaches to alleviate those faculty issues that lead to job dissatisfaction (Boamah et al, 2022). A report that conducted a faculty climate survey on several issues found that faculty reported issues of work-life imbalance at a rate of 72% of women and 60% of men, and when asked how often have you felt used up at the end of the day nearly 40% of faculty feel used up (see figure 4) (Stacy et al, 2011).

Figure 4 Faculty feeling used up at the end of the day (Stacey et al, 2011).



The report also informed that at least half of the faculty who took the survey identified being stressed by needing to work after hours and during weekends to stay ahead of the workload because the work could not be done in normal work hours or days. 87% of the faculty also felt their job interfered with their family and personal life, and nearly half stated it interfered often. Achieving work-life balance is difficult and may have negative effects on faculty, as higher education is not an 8-5 job and calls for faculty to work not only after hours but also during weekends to meet institutional needs (Diego-Medrano & Salazar, 2021). A study regarding faculty perceptions of an administrative position as a career path, faculty were asked for reasons not to become an administrator, and responses were because of workload, stress, and lack of personal family time (Wojcik, 2011). The study also found that faculty felt as administrators,

they would not have work-life balance. People who manage work and family life efficiently are considered to have work-life balance (Pasla, et al., 2021). Caproni (1997) in an article conveys that it is unlikely that society can achieve work/life balance through rational and systematic planning and that seeking it as a goal was problematic. According to Stephen Covey (2007) in an article, “The challenge of work-life balance is without question one of the most significant struggles faced by modern man. I’ve surveyed thousands of audiences about their greatest personal and professional challenges. Life balance is always at or near the top”. The issue of work-life balance has been researched from several different viewpoints. Studies on work-life balance have covered multiple groups and individual types, such as faculty, women, minority women, and different generational groups. There is a gap in the literature when researching work-life balance involving African American males.

Leadership

Leadership according to McKinsey and Company (2024) is “a set of mindsets and behaviors that aligns people in a collective direction, enables them to work together and accomplish shared goals, and helps them adjust to changing environments”. Boggs and McPhail (2016) states leadership successfully, efficiently and effectively manages issues and or crises, as issues that linger can be detrimental. In higher education, administrative leadership is responsible for overseeing a group or team of individuals to successfully fulfil the institution's mission, vision, and values (Dunn et al, 2014). American Association of Community Colleges (AACC) leadership competencies inform us that senior-level leaders are expected to embrace organizational culture to include mission, vision, and values, and be knowledgeable regarding the governance and policies of an institution (AACC, 2018). The AACC Competencies, which provides a roadmap in community college leadership, also inform us that interpersonal and

management skills are a requirement to build trust and transparency throughout the organization (AACC, 2018). The competencies convey that being an advocate and motivator is important for senior-level leaders to be able to mobilize stakeholders and be able to use appropriate resources to engage community partners. These also include the ability to effectively communicate, respond, and cooperate with internal and external stakeholders in carrying out the community college mission (AACC, 2018). This study should investigate how these leadership competencies may have influenced African American males during their leadership journey.

African American Male Culture/Leadership

In African American culture, education is important, so entry into the academic leadership pipeline starts with student admission into colleges and universities, as it is a precursor to becoming a community college president (Hawkins, 2015). Historically Black Colleges and Universities (HBCUs) have played an important role in education of the African American community and more specifically its men (Bracey, 2017). HBCUs providing nurturing and supportive environments for African American male students is significant according to the literature (Brown & Davis, 2001). According to (2013) U. S. census data, African American males are underrepresented consistently in higher education when it comes to degree attainment. Table 2.1 shows that African American males' level of degree attainment 12.9%/6.3% lag in both baccalaureate and graduate degrees compared to white males 22.3%/13.2%, white females 21.7%/11.8 and African American females 14.3%/8.5%.

Table 2.1**Educational Level by Race and Gender, 25 Years and Older**

Education level	Black females	White females	Black males	White males
Baccalaureate degree	14.3%	21.7%	12.9%	22.3%
Graduate degree	8.5%	11.8%	6.3%	13.2%

Source. U.S. Census Bureau (2013).

Note. Data are for persons age 25 and older. Earnings are for full-time wage and salary workers. Data from the U.S. Department of Labor, Bureau of Labor Statistics, (n.d.), Current Population Survey. Retrieved from http://www.bls.gov/emp/ep_chart_001.htm

According to the U.S. Bureau of Labor Statistics (2015) 13 percent of education administrators are African American and of that 34 percent are African American males. The lack of African American male professional in higher education is said to creates challenges for issues of diversity and social justice in colleges and universities (Turner & Grauerholz, 2017).

African American ideas on leadership are thought to be different from what is considered mainstream, as their socialization, values, interdependence, spirituality, respect for their elders, and because of a culturally different communication style, with a reliance on family and church (Hawkins, 2015). In a narrative study of six African American Presidents, Holmes (2004) states “No institution in the United States was exempt in putting forth discriminatory practices against African American people. The study of African American presidents found that their experiences in higher education were formed by race, class, and gender, which has been a cause for their underrepresentation in senior leadership positions. The African proverb “It takes a village to raise a child” is a realized necessity as the African American presidents used derivatives of the phrase to inform how their families assisted in their growth, development and ultimate success in reaching senior leadership status (Holmes, 2004). Holmes suggest the term family for African Americans is much broader than the traditional definition and includes a diverse group of individuals that can include grandmothers, aunts, neighbors who were part of their support

groups in their journey's. The racial factors, according to the study, create the boundaries of the level of position and types of institutions they will have the opportunity to lead. Respondents to the study felt that despite the pool of African American administrators available, the group would not reach its full potential, as the perception was that they were not as qualified as white administrators with similar educational qualifications and experiences. Holmes (2004) concluded that the continued underrepresentation of African Americans in senior-level positions would be on the shoulders of the governing board and officials who are in charge of policies and practices. According to Hawkins (2015), boards that make hiring decisions, a lack of mentors, professional development, and leadership training are barriers preventing African American men from reaching the potential of their abilities.

In a study regarding Black male leadership, because of the perception of a model of a leader being typically white male, Black male leadership which has historically been shaped by socio-historical and sociocultural identity, has been challenged when in predominantly White workplaces by having to overcome stereotypes to find equity with White colleagues (Rudel et al., 2021). The study goes on to convey that Black males must have and use emotional intelligence and social competence to navigate in their leadership roles. According to Rudel et al (2021) Black leaders will often experience what is called two-ness, where Black leaders experience two different identities that encourages them to form two separate dialects that must be swayed between depending on the group or audience.

It has already been established through research from surveys and studies regarding the leadership gap at community colleges because of the expected retirement of senior leadership as well as other administrative positions (Shults, 2001; McNair, 2015). Considering these challenges facing community colleges, it is essential that the next generation of leaders be

provided with the requisite training and skills for community colleges to be successful in the future (Bonner, 2014; Nevarez and Santamaria, 2010). According to Nevarez and Santamaria (2010), one of the many challenges also includes issues with a disproportionate representation of diverse leadership among the administrative ranks in community colleges. The research study goes on to inform how leadership not reflecting the population institutions serve may have the following implications; “a) Preparing students for a diverse global marketplace; b) promoting civic engagement and social justice; c) creating quality role models; d) providing cultural brokers/translators; and e) encouraging effective critical pedagogy, planning, and programming that account for diversity” (Nevarez & Santamaria, 2010, p. 353). In a joint statement from AACC/ACCT (2008) it was reported that community colleges were the most diverse and inclusive institutions of higher education in the country and served a larger percentage of the minority population. The report also informs the need to identify and hire educational senior leaders (Presidents) that reflect the student population and communities it serves.

Because of the above findings it is important that institutions identify initiatives and programs that look to identify leadership characteristics needed to be successful in the globally diverse workforce, identify and prepare this diverse workforce, identify and eliminate barriers to achieving the workforce needed to meet those leadership gaps community colleges and institutions of higher education are facing. In light of these challenges this research study may also provide valuable information for aspiring presidents in higher education and specifically community colleges in addressing the leadership gap issue.

Theoretical and Conceptual Frameworks

Work-Life Border Theory

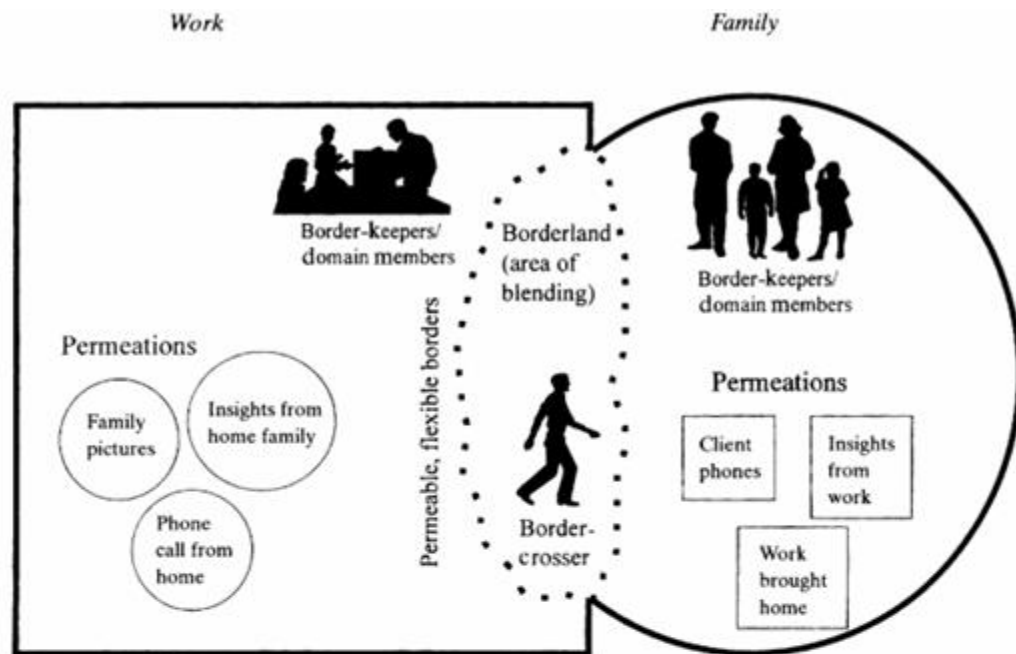
The theoretical framework used to guide this study was work-life border theory. Issues involving work-life balance are not a new phenomenon, and research on the issues involving work-life balance go back for decades to the 1960s, focusing on working mothers (Lewis et al., 2007). According to Khateeb (2021) in a review article, work-life balance presented many challenges which caused several theories to be developed. The review discusses the many challenges associated with work-life balance as the domains of work and other domains of life creates conflicts. The article goes on to explore the many different theories developed such as segmentation theory, spillover theory, compensation theory, the enrichment theory, facilitation theory and border/boundary theory. According to Clark (2000) research in other theories such as spillover and compensation theories offered indicated the belief that work and family life were interconnected. The article informs that those theories did not provide any resolution to the problems employees face when trying to balance work and home duties/tasks. Clark was used as the main theorist for work-life border theory in this study.

Using the beliefs associated with the boundary theory, work family border theory was developed by Clark (2000) to solve weaknesses of past theories regarding work life balance. According to Clark, work life border theory contends that work and family operate in different territories that creates influences on one another and explains ways to manage their borders so that balance can be achieved. The article informs that there is debate between many whether the different contrast between work and home life is modest or significant which can cause for differing ways to create a balance between the two. Unsatisfied with the researched literature regarding work life balance, Clark decided to initiate the development of the work life border theory (Clark, 2000). The concepts of border theory created by Clark revolved around four central components, the domains of work and home; borders that divide work and home; those

who cross those barriers; and those who maintain those borders (see figure 5) (Clark, 2000).

Clark (2000) sees a balance between work and home created by those who cross the borders and adapt behaviors between the two to obtain such a balance.

Figure 5 Border Theory Central Concepts (Clark, 2000).



Domains

extent of segmentation and integration
overlap of valued means and ends
overlap of cultures

Border-crossers

peripheral vs. central domain membership
identification
influence

Borders

border strength
permeability
flexibility
blending

Border-keepers & other domain members

other-domain awareness
commitment to border-crossers

Figure 1 Work/family border theory: a pictorial representation and list of central concepts and their characteristics

In work-family border theory Clark (2000), has identified eight (8) underlying propositions which are as follows:

1. When domains are similar, weak borders will facilitate work-family balance and when the domains are different, strong borders will enable work-family balance.
2. When the border is strong to protect one domain but is weak for the other domain, individuals will have; a) greater work-family balance when they primarily identify with the strongly border domain; and b) lesser work-family balance when they primarily identify with the weakly bordered domain.
3. Border-crossers who are central participants in a domain (i.e. who have identification and influence) will have more control over the borders of that domain than those who are peripheral participants.
4. Border-crossers who are central participants (i.e. who have identification and influence) in both domains will have greater work-family balance than border-crossers who are not central participants in both domains.
5. Border-crossers whose domain members have high other-domain awareness will have higher work-family balance than border-crossers whose domain members have low other-domain awareness.
6. Border-crossers whose domain members show high commitment to them will have higher work-family balance than border-crossers whose domain members have shown low commitment to them.
7. When work and family domains are very different, border-crossers will engage in less across-the-border communication than will border-crossers with similar domains.

8. Frequent supportive communication between border-keepers and border-crossers about other-domain activities will moderate the ill-effects of situations that would otherwise lead to imbalance.

People experience border crossing as it relates to work and family life on a regular basis and those who learn how to navigate those different rules, patterns and behaviors of each domain will become successful at achieving work-life balance (Clark, 2000). Clark was the main theorist used for work-life border theory in this study.

Social Capital Theory

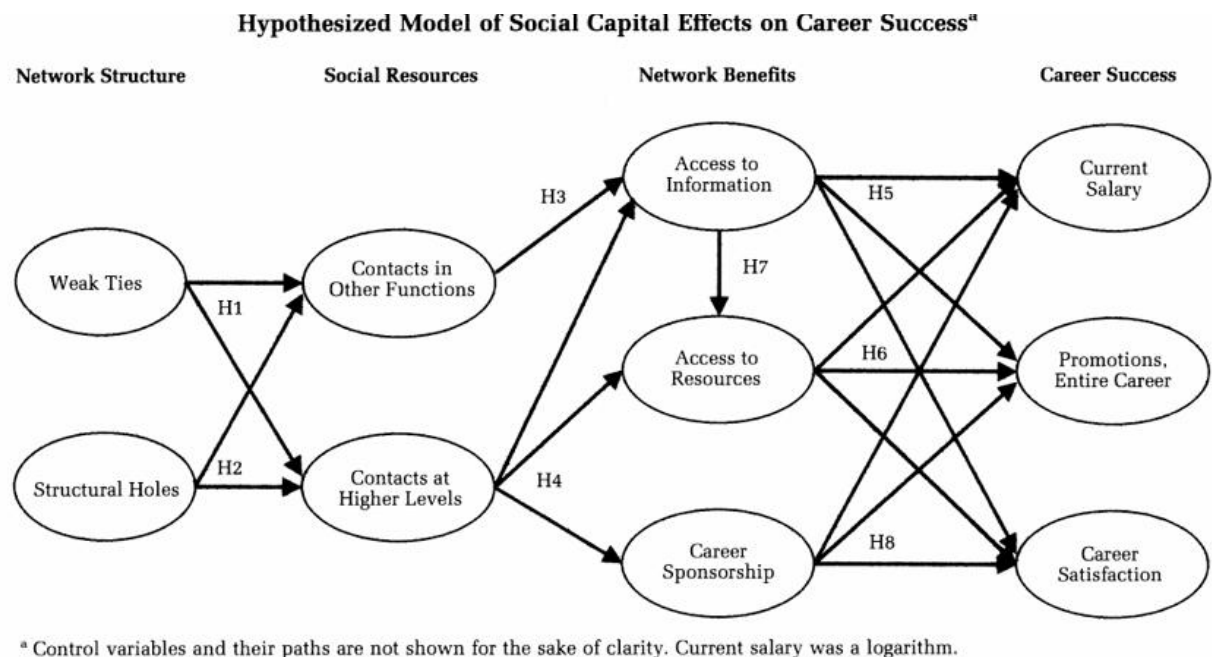
Social Capital Theory was the conceptual lens used to explore how social capital influences leaders in their journey to senior-level leadership positions. According to Bourdieu (1986), who some consider the foremost expert on social capital theory, defined social capital as:

The aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group, which provides each of its members with the backing of the collectively owned capital, a credential which entitles them to credit, in the various senses of the word. (p. 21)

The amount of social capital an individual has will be dependent on how significant his or her connections are and can be effectively gathered, and by the amount of capital he or she possesses according to those he is connected to (Bourdieu, 1986). Putnam (1995) conveys that social capital refers to social connections that have created norms and trust that can be beneficial to an individual because of the connections. The study goes on to inform that increasing your interactions and connecting with others builds trust that will be reciprocated. Coleman (1988) states social capital exists as a result of the relationships between persons or a group of

individuals. Seibert et al (2001) in a study presents a model for social capital theory of career success which offers that connections with individuals who have influence, information and ability to sponsor can provide social resources that can lead to benefits such as promotions, raise in salary and career satisfaction which shows that the network has influence in career outcomes (see figure 6). Access to social resources and a network of benefits can include access to information, material resources, visibility, sponsorship and lead to a person's legitimacy (Seibert et al., 2001). Seibert et al (2001) goes on to convey that access to information and access to resources are closely related to having career success.

Figure 6 Model of Social Capital Theory of Success (Seibert et al, 2001).



Chapter Summary

This chapter began with a review of the issues to be discussed, the topic of work-life balance, and how it affects employees, leadership, and community colleges. Identified the gaps

found in the literature. A brief discussion about the methods of the literature search. This was followed by several themes, including work-life balance effects on several different individuals and work groups, leadership, including its characteristics, African American male culture and leadership, and the theoretical and conceptual framework to be used. Work-life border theory will be the theoretical framework, and Social Capital theory will be the conceptual lens through which the researcher will seek out the understanding of the influences of work-life of balance of African American males' journey to senior-level leadership positions in community colleges.

Chapter 3 - Methodology

Introduction

The chapter will review the purpose of the study and the research questions designed to explore the purpose. The rationale for the methodology to be used in the study, along with information on the research design, including the type of research to be conducted, the theoretical framework, and the conceptual lens to be utilized, and how they align are also included. There will be a discussion regarding the site selection of the research, selection of participants in the study, and instrumentation to be used. Finally, the researcher will discuss the type of data to be collected, sources, analysis, review the alignment table, credibility and ethical considerations, limitations, study quality, and end with a summary.

Purpose of the Study

The purpose of this study is to understand the role of work-life balance for African American males in their journey to senior leadership in community colleges and to understand the effects of social influences during this journey.

Research Questions

The research study focused on the following questions:

1. What are African American male's perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges?
2. How have African American male leadership experienced social influences?
 - a. How have these social influences affected their work-life balances in their journey to senior leadership positions?

Theoretical and Conceptual Framework

Theoretical Framework

Work-Life Border Theory

The theoretical framework used to guide this study is work-life border theory which considers work and non-work as operating in separate territories that influence each other, but can be managed by people in such a way that balance is achieved (Clark, 2000). The journal article goes on to convey the borders of these work and home sanctuaries are flexible and pressures from either work or home can affect the other. Clark (2000) considers having balance as achieving satisfaction at work and home with the least amount of dissension in either role.

Conceptual Framework

Social Capital Theory

Social capital theory can provide an understanding of social influences and connections that can be beneficial (Putnam, 1995). Social capital theory has been identified as the conceptual lens through which the research study will be viewed. The theory was chosen as the conceptual lens to partner with the theoretical framework of work-life border theory. According to Coleman (1988) social capital is defined as follows:

Social capital is defined by its function. It is not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors – whether persons or corporate actors – within the structure. (p. S98)

This study, as it relates to social capital, focused on its actions as a resource for persons. These resources of social capital may come in the form of individuals or groups who have provided social capital influence in the form of mentorship, advisor, or work groups that may have

provided information, influence or support in a person's career goals and also affect their work-life balance.

Research Design

Qualitative research includes several methodologies looking to grasp how social life naturally unfurls (Lochmiller & Lester, 2017). The researcher considered the following qualitative research designs: Case study is a method that focuses on one or more cases within a system (Lochmiller & Lester, 2017). Yin (2009) defines a case study as: "an empirical inquiry that investigates a contemporary phenomenon. A case study is useful as a method for asking certain research questions, such as descriptive, which inquires about what is or has happened, or explanatory, an inquiry about how and why something happened (Yin, 2012). Grounded theory is a qualitative method which focuses on the development or construction of datasets (Charmaz, 2011). Polkinghorne (2005) explains that the goal of qualitative research is to seek the lived experiences of a subject and is established to consider the characteristic of personal experiences. Phenomenological research incorporates two main philosophies of studies: Husserl's transcendental phenomenology and Heidegger's hermeneutic phenomenology (Peoples, 2021). Transcendental phenomenology was considered but does not allow for an additional conceptual lens to be used. Hermeneutic phenomenology was also considered as a qualitative method that is used to examine the lived experiences of individuals (Peoples, 2021). Ethnography is a qualitative research method that involves studying natural settings, perspectives, and practices (Hammersley & Atkinson, 2007). Discourse Analysis is a qualitative method regarding the study of talk, which could include verbal, nonverbal, and texts (Lochmiller & Lester, 2017).

Narrative inquiry was determined to be the best methodology for a study of this type and was the qualitative method of this study. The researcher conducted in-depth interviews with

participants to explore and understand their experiences, and may also include written communications such as diaries, letters, and photographs (Lochmiller & Lester, 2017). Clandinin and Caine (2008) inform that narrative inquiry is a research method that is a way of understanding and making meaning of experiences through conversation and dialogue. Using narrative inquiry allowed participants to tell their story regarding the influences of work-life balance and social connections in their journey to senior leadership positions in community colleges.

Site Selection

The site for this study was based on community colleges that have African American male senior leadership. The community colleges were selected from at least 15 institutions located within the continental United States.

Study Participants

The population identified for this research study was African American males who are at least 18 years old, although someone of that age will not be in leadership positions. The participants for the study targeted 10 to 15 senior-level administrators or until saturation is achieved, who have been in their roles for five plus years or recently retired. Participants were identified by leadership positions such as college Chancellors, Vice Chancellors/Presidents, Provosts, Campus Presidents and Associate Provost/Vice Chancellors of urban or rural community colleges, cultural region of the United States they serve in their leadership role.

Instrumentation

The researcher served as the primary instrument to collect all data. In-depth interviews (see Appendix B) with open ended questions provided the researcher with flexibility and ability to conduct the interviews with a conversational approach which resulted in responses not

expected (Lochmiller and Lester, 2017). The researcher used zoom audio recordings and interview transcripts, and may also use written communications such as diaries, letters and photographs to gather data.

Data Collection and Data Sources

According to Butina (2015) qualitative research using narrative inquiry includes a collection of stories individuals and or small groups. The study also conveys that the participants inform the researcher by telling stories regarding their experiences which are collected using interviews and other types of data collection such as documents and other types of monitoring. The study conveys that the primary process for collecting data for a narrative inquiry is through in-depth interviews of the participants.

This study performed the following steps in collection of data and sources: Kansas State University Internal Review Board (IRB) approval was obtained. Potential participants were identified and sent emails (see Appendix C) with follow-up email inquiries if initial contact is not returned after approximately three weeks. Participants who responded affirmatively to participate were sent informed consent forms (see appendix D). Participants were informed that they could opt out and withdraw from participation in the study at any time. Jennings (2005) informs that in qualitative research methods in-depth interviews are conducted over a period of one hour up to five hours. Participants were informed that in-depth interviews will be conducted using the Zoom platform and will be a minimum of 60 to 90 minutes in length. Following receipt of signed consent forms, participants were scheduled for Zoom interviews according to the participants' schedule. Pilot interviews were conducted with similar leadership positions identified as targets for the study. A process to safeguard participants and the data collected was implemented. Interview questions were provided to the participants by the researcher (see

Appendix B) to prepare for the interview. Interviews were conducted using audio while also developing handwritten notes during the data collection process which were all transcribed.

Data Analysis

According to Anfara et al., (2002), bringing some kind of structure, meaning, and order is the purpose of a qualitative data analysis. The opinion paper goes on to convey that the researcher faces a mountain of documents, transcripts of interviews, other notes, and impressions that must be interpreted to make sense of what was learned. Ravindran (2019) in a study informs that qualitative analysis normally follows an inductive process of asking in-depth questions in which the research question is more explorative to gain an understanding of something in people's lives. The study goes on to convey that data analysis for qualitative research follows four basic steps: preparation of data; reading and reflecting; coding, categorizing, memoing; and developing themes/conceptual models or theory. Butina (2015) in a study informs that qualitative data analysis is "the process of making sense out of the data" and narrative analysis is one form of analyzing data. The study goes on to provide four narrative approaches to analyzing data; thematic analysis, structural analysis, dialogic/performance and visual narrative analysis.

This study used a systematic approach to capture the lived experiences of African American male senior leaders in their journey to senior leadership in community colleges. To ensure the appropriate rigor for a qualitative research study, the researcher followed the widely accepted process for coding used by Saldana (2021) in "The Coding Manual for Qualitative Researchers".

Following interviews with the participants, the audio recordings were transcribed and converted into word documents using Turboscribe software. The interview transcripts gathered were read and reread and compared to the original audio recordings for accuracy and to gain an

understanding of what was shared. To maintain confidentiality all details were generalized, and pseudonyms were created to identify participants only as Participant 1 through Participant 12 prior to coding. The researcher during the first cycle of coding used a combination of In Vivo and Descriptive coding methods (Saldana, 2021). According to Saldana (2021), In Vivo coding uses the exact words and phrases of the participants which helped to capture the realities of the African American male participants and Descriptive coding was utilized to summarize basic topics and concepts from the data. These first cycle codes were used consistent with narrative inquiry methods to restory the transcripts into individual profiles.

The second cycle coding process involved grouping the initial In Vivo and Descriptive codes into smaller numbers of overarching categories and or themes (Saldana, 2021). This identified shared experiences that are related to the two research questions and resulted in compiling five major themes. The five major themes were then mapped to the study's frameworks, Work-Life Border Theory and Social Capital Theory. During this process, member checking was performed to ensure the accuracy of the information received during the interview and to ensure credibility (Tracy, 2010).

Alignment Table

The alignment table details the literature findings, research questions, theoretical and conceptual framework, methodology, and interview questions. The alignment table can be found in Appendix A.

Limitations

Limitations of any study are usually considered an imposed restriction and generally out of the researcher's control (Theofanidis & Fountouki, 2018). The researcher acknowledges the following limitations: The validity of interview results has the potential to be distorted by any

relationships with and the perceptions of the interviewer. According to Lincoln and Guba (1985) transferability is to qualitative research as external validity is to quantitative research. In the study Lincoln and Guba informs that the researcher only provides the applicable, descriptive details for the individual digesting the information to determine its applicability. The participants of this research study focused on African American males which may be transferable to other populations.

Ethical Considerations

According to Lochmiller and Lester (2017, p.68) “ethics is foundational to the entire research process” which includes being a responsible researcher that act in a manner that protects research participants. The researcher adhered to the ethical considerations in a qualitative research study. The Kansas State University Internal Review Board (IRB) approval was obtained prior to the start of any research. Research protocols were submitted that includes statements regarding, rationale for the study, research design, where and how data was collected and stored, the participant population, recruitment of participants and sampling procedures, and how the informed consent was to be secured prior to the start of the research study (Lochmiller and Lester, 2017). Participants were provided with written consent forms (see Appendix B) to participate in the study, which was also completely voluntary with the ability to withdraw at any point before, during or after the study was completed (Lochmiller and Lester, 2017). The researcher acknowledges employment at the community college level, senior leadership level, and being an African American male and, therefore, efforts to remove bias was incorporated into the research analysis. The researcher adhered to protocols to maintain the anonymity of the subjects and institutions who participate in the study including confidentiality, explanation of the risk of harm, transparency with findings, integrity and honesty with data analysis and findings

and mitigating personal bias and conflicts of interest. Data collected including any audio recordings and transcripts will be secured according to protocol in a manner that is safe and secure and destroyed after a period of five years. All appropriate required forms can be seen in the appendices.

Study Quality

According to Tracy (2010) in an article, qualitative research standards of criteria are rules and guidelines that help inform, practice, and perfect research. The article goes on to provide eight criteria for qualitative research quality. Tracy's Eight "Big Tent" criteria for excellent qualitative research was the criteria used to ensure study quality. The eight big tent criteria provided by Tracy for a quality qualitative methodological research study will be used to ensure study quality by using the following measures;

Worthy Topic:

Understanding the role of work-life balance of African American men during their journey to senior leadership positions is the focus of the study is relevant and timely.

Rich Rigor:

Work-life border theory will be the theoretical framework and social capital theory the conceptual frame utilized to guide this study.

Sincerity

Self-reflexivity will be incorporated to eliminate any subjectivity and biases on the part of the researcher. Transparency regarding methods will be included in the study.

Credibility:

Researcher will perform member checking to make sure of the accuracy of the information gleaned from the interview transcripts.

Resonance with Audience:

Research will seek influential impact on readers by providing rich descriptions of the data received.

Significant Contributions:

The study will seek to contribute the perspective of African American men's work-life balance and its role during their journey to leadership positions in community colleges.

Ethics:

Researcher will seek IRB approval, signed consent from participants and store any data securely and for a period of five years.

Meaningful Coherence:

It is the researcher's intent to interconnect the literature, research questions, findings and theoretical and conceptual framework and interview questions consistent with the alignment table.

Summary

The chapter reviewed the purpose, research questions, theoretical and conceptual frameworks, research design, site selection, study participant's, instrumentation, data collection and data sources, data analysis, alignment table, limitations, ethical considerations and study quality. The next chapter will present and discuss the research findings.

Chapter 4 - Research Findings and Analysis

Introduction

Chapter four will supply an analysis of the data collected and present the research study findings which have been generated from interviews with African American male senior leaders of community colleges. This study explored the role of work-life balance for African American males in their journey to senior leadership in community colleges. This chapter will begin with an overview of the participants' characteristics followed by the findings consisting of themes and relevant quotes. The study is guided by two research questions developed to understand the role of work life balance during this journey. The research questions focused on the participants' perceptions of how they experience work-life balance during career progression.

Overview of Participant Characteristics

Twelve African American males participated in the study. The study participants represented were required to have at least five years in a senior level position at a community college serving in a cabinet level position (e.g., President, Chancellor, Vice Chancellor, Vice President, Associate Vice Chancellor/President, Campus President/Provosts). Table 4.1 illustrates the demographics of the study participants.

Table 4.1 Participants Demographics

Participant	State	Region	Years in Sr. Level Positions	Age
Participant 1	MD	Mid-Atlantic	5 years	54
Participant 2	MI	Midwest	13.5 years	56
Participant 3	MI	Midwest	10 years	62
Participant 4	OH	Midwest	14 years	57
Participant 5	OH	Midwest	9 years	54
Participant 6	MO	Midwest	12 years	57
Participant 7	MI	Midwest	14 years	66
Participant 8	MI	Midwest	10 years	74
Participant 9	TX	South Central	8 years	60
Participant 10	MI	Midwest	7 years	71
Participant 11	VA	Southeastern	5 years	67
Participant 12	MI	Midwest	16 years	52

The participants ranged from 52 to 74 years of age with higher education experience ranging from 10 to over 30 years. The participants represented eight community colleges in six different states encompassing four different regions of the country. To ensure confidentiality, all identifying institutional and personal details have been generalized, and pseudonyms (Participants 1 through 12) are used throughout the findings.

Findings

This chapter presents the findings of this qualitative narrative inquiry study and addresses the two research questions which guided the in-depth interviews held with 12 community college senior level participants. The findings inform what role work-life balance played during their journey to senior leadership positions and understand the effects of social influences during their journey.

The findings are organized by research questions, and for each research question, themes are presented with supporting participant quotations.

Research Question One

Research question one is “What are African American males’ perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges”? Research question one during analysis presented three themes as follows: “The High Cost of Seeking Career Advancement”, “Installing Boundaries is Critical to Achieving Work-life Balance”, and “Overcoming Obstacles Along the Journey is Imperative to Success”. The three themes were developed from the relevant quotes from participants.

The High Cost of Seeking Career Advancement

Theme one presented that participants consistently experienced a lack of work-life balance during their career progression such as loss of family time, fatigue, health issues and less attention to family issues. Participants stated that work often completely overwhelmed family life. In many cases they began their journey as young fathers learning to become an executive leader and navigating parenthood, while others experienced personal or family health issues.

Participant 1 informed that “work-life balance is largely a myth and admitted that he had suffered from extreme fatigue and experienced serious health issues” because of the work-life balance conflict. Participant 5 says he recognized early that reaching senior leadership would require significant sacrifices, actively choosing to surrender his personal family and relaxation time to acquire the necessary educational credentials. Participant 6 states that for him “work life-balance was never an issue during his journey even though he was married with a son and has worked away from home for several years and that his wife was excited about his journey to success and was willing to allow him to do that”. He went on to explain that it’s the things outside of 8:00 am to 4:30 pm that impact you as a senior leader. In his experience being sick doesn’t stop the calls and it just feels like you just can’t take off. He felt that having an understanding supervisor helped. He also conveyed that his wife has experienced serious health issues during his journey.

Participant 7 states “during his journey he was driven for success and had very little work-life balance but once he married work-life greatly affected his personal life”. Participant 8 informed that he was “forced to make decisions about his professional opportunities because lack of opportunities close to home caused him to take opportunities almost 150 miles from his home. This ultimately created an imbalance with work and home life”. Also, during his journey he lost his spouse which created many issues as he had one child at home for whom he needed to care for and also made sure he handled that family dynamic. Participant 4 experienced similar family tragedies as he lost his spouse during his journey. Participant 9 “found that the relentless pressure to succeed caused his work to dominate his life to the point of physical exhaustion and acknowledged that he struggled to find the mental and emotional cutoff point before burnout”. He also felt the issue of work-life balance was particularly an issue for Black executives.

Participant 12 informs us that “his determination to outwork his detractors resulted in mad sacrifice which resulted in his work domain completely overrunning his family domain as he routinely worked weekends and missed family events”. He stated, “even when I’m at home I am working”.

Participant 5 conveys that “everyone has to make choices in life in order to get to the levels of senior leadership”. He goes on to explain “you may have to sacrifice some of your personal time because you are devoted to the climb from where you are to the next level and thus, he gave up some family time”. Participant 3 informs that “I was in the role of being a single parent of three children, as an African American male living in one city and working in another and so certainly work-life balance was never what I wanted it to be”. Participant 10 conveys that he “allows his authentic cultural self to infiltrate the professional border, as he accepts the burden of representation not as a strict separation of work and home life, but as an integrated reality of his leadership”. Work-life balance had an effect on leaders in many ways, such as substantial loss of family time, causing extreme fatigue, health and wellness issues and less attention to their loved ones.

Installing Boundaries is Critical to Achieving Work-life Balance

The second theme presented how participants attempted to reclaim personal life balance by knowing when to say no, creating schedules that blocked out dates for time off for family life. Participants in some cases created rigid boundaries while strictly enforcing those guardrails. Participants only gradually realized the need to establish healthy boundaries after realizing in their roles the work is never done. Participants felt everyone wants a bit of their time, and calendars can become overwhelming so setting boundaries is critical to achieving balance. Because of critical life events such as loss of spouses, illnesses or reaching breaking points, or

simply to survive the journey of senior leadership some participants adopted protocols and in cases strict strategies to balance work and personal life.

Participant 11 created rigid boundaries and strictly enforced guardrails by refusing to take work home and maintaining a strict wellness routine (in bed by 8:30 PM). He states that “he explicitly recognized that institutions would knock down your boundaries if you do not fiercely protect them”. Participant 3 informs that “he intentionally created hard boundaries between his home and professional life and refused to compromise his personal values or participate in what he called exclusionary social networks just to advance his career”. Participant 1 informs “earlier in the interview he talked about not being able to say no and the strongest thing that I embrace now is knowing when to say no and standing by it”.

Participant 5 says “there are times when my family obligation became much more important than my work obligation and that I rarely choose my business opportunities and obligations over my family when it comes to matters of importance”. He went on to inform that when it comes to his schedule, he has what is called block out dates that are sacred in terms of his personal life. One example of this is he never works on Sunday because that is the day for church, another is that after every Spring commencement he takes a vacation with his family, noting that these are non-negotiable personal and family days. Participant 12 states “he is actively trying to rebuild his borders to reclaim his personal life”. These barriers seem to bring some work-life balance to experienced executives.

Overcoming Obstacles Along the Journey is Imperative to Success

The third theme presented several obstacles the participants experienced such as double standards regarding work productivity and often being set up to fail. During their journey to senior leadership participants border crossing between work and home life was often

psychological and required immense cognitive effort to operate in predominantly white institutions.

Participant 1 defined obstacles when in a leadership role in predominantly white institutions as “having to be subjected to passive aggressive behaviors and activities that he called boobie traps being set up in an attempt to cause him to fail on many occasions. He goes on to inform that because he was successful in performing the duties of the job his superiors explained that he did not need additional resources, which he states became unsustainable. Participant 2 conveyed that he has “dealt with white leaders who are insecure with his success and learned how to navigate untenable situations stating, “they would take your ideas and make them their own and pretend you had no value or nothing to do with the idea”. He goes on to say that he had to “learn to be very cautious and not be so trusting and learn how to protect his ideas”. Participant 2 states cultural norms for him is “sitting around the table being one of the very few African American voices and having to learn very quickly that his voice could be easily dismissed, so he had to adjust and not allow people to shrink his presence” which in a lot of cases can be intimidating to others”.

Participant 3 states some of his obstacles revolved around him not being one of the good old boys (Caucasian) who would go out after work for drinks, which was something in which he did not participate. He went on to share he was later informed that was why he was being passed over for promotional opportunities. Participant 4 informs that “he experienced having to deal with invisible racism and having to be better than somebody that may not have the credentials he had”. Participant 12 states “in order for me to make it, I knew that I had to be twice as good and I had to work twice as hard”. Participant 6 informs “the reason I am not at a certain institution right now is how the leader of the institution pushed people out of the organization where a

majority of them looked like me and to this day the same leader is still bad-mouthing folks”. Participant 8 share that during his journey while working at an all-white female college in the south with aspirations to become a leader in higher education but was informed by his white department chair that he did not belong at the institution, which only made him work harder. He went on to convey “he spent over two decades at an institution as a faculty member and for his entire tenure he was the sole African American male in his department, navigating in immense isolation”. He continued on that “he lacked the internal social capital and despite being nominated for a senior level position externally the opportunity was lost because his supervisor refused to adequately support the recommendation, but had he been a white male the support would have been freely given”.

Participant 10 states “his journey was marked by navigating environments where his very presence as an African American leader disrupts expectations”. Many of the participants conveyed that they relied on external networks to navigate the obstacles whether it was a mentor or a leadership program that helped provided advice and guidance to move forward. These participants have navigated institutions that were predominately white, which required them to use immense intellectual and sometimes exhaustive effort to deal with invisible racism, booby traps and or mind games. They also informed how they would also perform their duties under the pressure of having to work twice as hard and be twice as good even in the face of needing to not be perceived as a threat to their white counterparts or colleagues.

Research Question Two

Research question two states, How have African American male leadership experienced social influences and how have these social influences affected their work-life balance in their journey to senior leadership positions? Analyzing the data from research question two provided two

themes. The themes for research question two are as follows: “Leadership Development and External Networks”, and “Burden of Successful Journeys Can be Daunting”.

Leadership Development and External Networks

This theme presented the social networks the participants leaned on such as leadership programs, established mentor relationships and other social groups such as fraternities, professional leadership organizations as critical support mechanisms to provide knowledge and guidance to help them reach the executive leadership suite. They sought or were directed to leadership institutes and used organizations such as American Association of Community Colleges (AACC) to provide bridging capital to those leadership suites. Also, participants relied on external and personal support groups for emotional and restorative support which may result in significant reciprocal commitments.

Participant 12 explicitly credited his fraternity for helping him secure his first leadership roles, noting that his mentor, a fraternity brother pushed him hard to help move him forward. Participant 6 “relied heavily on external bridging capital such as supervisors and mentors who believed in him despite negative noise”. Participant 8 as a result of “being blocked by internal borders where his leadership failed to support his outside candidacy for a senior level position, sought external networks such as with AACC to help build bridging capital, to sustain his career, and protect his professional identity”. He also noted that his experiences while attending a Historically Black College or University (HBCU) where a professor who he had a relationship with encouraged him to go on to graduate school. This relationship helped and encouraged him during his journey to leadership. When Participant 5 was a college vice president he was “a member of the inaugural class of the Aspen Presidential Fellowship Program, which prepared aspirants to become college presidents and as he referred to it as president school”. He goes on

to state that he developed a network of peers around the country that he continues to be close to today. Participant 4 states the social and professional networks that influenced his career progression were “the Executive Leadership Institute sponsored by the League of Innovation and the Aspen Presidential Fellowship Institute which provided many networking opportunities”. Participant 7 a first-generation college student credits programs such as Upward Bound and his time at historically black colleges and universities (HBCU) for illuminating his path. Participant 11 informs that he heavily relied on the Lakin Institute for Mentored Leadership a national professional development activity, sponsored by the Presidents’ Round Table of African – American CEOs of Community Colleges to get what he calls “the chocolate truth” about executive survival. This network of African American CEOs of community colleges acted as a safe haven for aspiring African American leaders and would provide valuable advice on how to navigate pressures, stresses and pitfalls of becoming and being a senior leader at community colleges.

The Burden of a Successful Journey Can be Daunting

This theme presented how the participants dealt with high expectations from not only their communities but invisible racism during their journey and taking time away from work as non-productive. Social expectations place a unique tax on these leaders as the primary representative for the African American communities or the unofficial voice for marginalized students.

Participant 5 says “as an African American male you have to continue to prove yourself and many times over, while others do not have to consistently over prove themselves”. He goes on to convey “as an African American male that moves into higher levels of authority there is a perception by some of your white colleagues that you are going to bring in all the Black people

now and then perceptions of African Americans that everything is going to be easy and that they don't have to produce". He states he has been in those situations where African Americans who were not on par expected a pass and white people expected that he was only going to hire and promote African Americans".

Participant 10 "as an African American executive if you do something to harm your ethnic group then you have been considered to have sold out on your people". He goes on to state "they do not see you as just an administrator, but they see you as the brother in charge". Participant 4 say his journey required him to overcome "invisible racism" and the profound unfairness of having to be consistently better than lesser credentialed white peers and for him to succeed as a senior leader he had to break out of the small box thinking imposed on him by regional and social norms". Participant 7 shares that he "faced the heavy burden of what he calls the 'Obama backlash' during a period of heightened racial tension and he experience profound emotional taxation when students of color were treated poorly on his campus".

Participants have acknowledged that during their journey, they had to work and produce considerably more than other white colleagues were expected. As participant 9 informed about the "institutional culture equated seat time with productivity and saw taking time away as non-productive". Participant 1 states "he recognized that simply being good was insufficient". Other participants experienced having to face doubt in their ability to lead without favoritism which participant 5 expressed while also being expected to give a pass to other African Americans. Participant 7 who leads a predominantly white institution and having to manage through the issues of diversity, equity and inclusion in today's political climate.

Summary of Findings

The findings presented in this narrative inquiry reveal that for African American male leaders in community colleges, work-life balance is less about achieving equilibrium and more about fierce, strategic border management. Their journeys to the executive suite required extreme personal sacrifices or as participant 12 stated “mad sacrifice”. Participant 5 who gave up personal relaxation time to commit to getting to higher levels of leadership. Navigating what participant 1 describe as “boobie traps” and confronting what participant 4 referred to as “invisible racism”. While internal institutional borders were often rigid or hostile, these men successfully utilized social capital, leveraging both external networks and the restorative power of their cultural village. These external networks included leadership development programs such as the Aspen Presidential Fellowship Program, the Executive Leadership Institute, the Lakin Institute, and many influential mentors during their career progression. Ultimately arriving in the executive suites not just administrators, but as the brother in charge, and bearing the heavy burden of representation. The participants, although they experienced the many work-life balance issues described above and had to navigate barriers, they discovered ways to create balance between work and personal life and discovered ways to use external networks to guide them through the many challenges during their journey to senior leadership.

Chapter Summary

This chapter presented a review of the research questions with supporting themes and relevant quotes. This research study presented relevant themes and findings gleamed from in-depth interviews with 12 participants. The results provided insight into the experiences of the participants. Chapter 5 will summarize the study’s findings related to the conceptual framework

and the literature, present the implications of the study for practice and further research, and provide a summary of the study.

Chapter 5 - Summary, Discussion, and Recommendations

Chapter five provides a comprehensive discussion of the findings in relation to the study's purpose, research questions, conceptual framework, and the relevant literature. It further presents an overview of implications for practice and recommendations for future research.

Purpose and Research Questions

The purpose of this study was to understand the role of work-life balance for African American males in their journey to senior leadership in community colleges and to understand the effects of social influences during this journey. The key questions that guided this study are as follows. Research question one asked What were African American male's perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges? Research question two asked, How have African American male leaders experienced social influences? How have these social influences affected work-life balance in their journey to senior leadership positions?

Work-Life Border Theory served as the theoretical framework for the study (Clark, 2000). According to Clark, work-life border theory contends that work and family operate in different territories that create influences on one another and explains ways to manage their borders so that balance can be achieved. Social capital Theory, the conceptual framework that guided this study involves the resources/benefits individuals obtain through a community of networks and social relationships (Putnam, 1995). The theory informs that during the leadership journey progression, leaders can gather and obtain these types of networks of support and social relationships, such as educational associations, advisors, or mentors who can provide guidance for individuals to navigate their leadership journey.

Findings Related to Research Questions

The study was guided by two research questions regarding the participants' perceptions of work-life balance during their journey to senior leadership and the effects of social influences during their journey.

Research Question One

Research question one asked what were African American males' perception and experiences with work-life balance and how it influenced their journey to senior leadership in community colleges? The findings show that the journey to senior leadership demanded extreme personal sacrifice in both their personal and professional lives. The majority of the participants shared that there was an extreme lack of work-life balance during their career progression and often the interviewees experienced feeling like their work role completely overwhelmed their family lives. Participants described that the concept of work-life balance as being largely a myth, that the pressure of success on them as African American males often led to extreme fatigue, and health issues causing stress and health issues. Some participants chose to surrender personal time to acquire the necessary credentials, experiences or success. Participants endured family tragedies, such as illnesses or the loss of a spouse/family member, which further exasperated the difficult role of managing career demands. A participant noted that he had to be twice as good and work twice as hard, which resulted in extreme sacrifice that eventually overran his family domain.

To survive these circumstances, African American leaders after a period of time learned that it was necessary to develop strict boundaries. As one participant noted he maintained a rigid wellness routine and refused to take work home, while another participant established non-negotiable block out dates for family vacations and non-work Sundays. Ultimately the findings

for research question 1 made clear that work-life balance was rarely balanced at all and was only achieved through strategic, defensive boundary settings.

Research Question Two

Research question two asked “how have African American male leaders experienced social influence during their journey and how this influence affected work-life balance”? Participants reported that they relied heavily on external networks and support groups after encountering the forementioned internal institutional barriers. The findings showed that external influences/networks were necessary to enhance or even in some cases to sustain their career progression. Participants identified organizations such as the American Association of Community Colleges (AACC), the Aspen Presidential Fellowship, and the Lakin Institute as having provided critical mentorship, networking, and as one participant described as the chocolate truth about executive survival. One of the interviewees cited the Aspen fellowship program and described the program as going to presidents’ school and that he developed peer relationships from around the country, relationships that he keeps in contact with still today.

The Aspen Institute College Excellence Program. aims to strengthen higher education leadership and practice to improve student outcomes, with the ultimate goal of advancing economic mobility and developing talent for the good of each individual and society as a whole. The Aspen Rising Presidents Fellowship (2024) program is a year-long executive leadership training bringing together up to 40 aspiring community college presidents. The program consists of three residential sessions with mentoring from experienced veteran presidents, and provides opportunities to apply what has been learned. The program provides a structured mentorship experience with current or former presidents to provide the fellows with robust and focused development initiatives while also creating a network of peers committed to supporting and

challenging each other in the pursuit of collegewide reforms. These relationships become vital for these leaders who can confer, share information, and lean on each other to resolve difficult issues.

Another interviewee referred to the Lakin Institute fellowship program as a black organization that has developed what he thought to be at least 25% of the current African American presidents. He also states the individuals he attended the fellowship program with communicate and network with each other on a regular basis, providing each other with career advice, counseling and coaching during times of stress, or simply provide a listening ear when that is not available from other sources.

Under the umbrella of the National Council on Black American Affairs, an organization whose goal was to expand leadership development and opportunities for African Americans and promote an organizational culture that strengthens and promotes professional growth, The Thomas Lakin Institute for Mentored Leadership is a national professional development activity, sponsored by the Presidents Round Table of African American CEOs of Community Colleges. The Institute was created for community college administrators with approximately five years of senior-level work experience who have been identified as being ready to serve in chief executive leadership positions in community colleges. The Institute provides personal and professional development experience by strengthening leadership competencies during participation in the weeklong intensive program of study. The Institute is guided by experienced CEO's who serve as faculty in the program and at the conclusion of the program participants are assigned mentors to provide more in-depth analyses of individual leadership skills.

Social influences also caused heavy burdens of representation as participants informed that as African American males in high level leadership position, they faced immense pressure

from white colleagues who expected the standards to be lowered and from underrepresented staff, students, community members viewed them as the brother in charge. As an interviewee states he faced doubt from others in his ability to lead without favoritism and another participant described facing the Obama backlash during a period of heightened racial tension and the emotional taxation when students of color were mistreated. The participant went on to discuss how two minority students were accused of stealing a basketball at the gym by one of the Student Assistants of the PWI institution he leads. Fortunately, or unfortunately, it was the Student Assistant who misplaced the basketball, but the psychological damage was done and the minority students who left the institution because they did not feel welcome on campus. Recognizing that just being good was insufficient according to another participant. Social networks became crucial for survival, but the social identity of the participants also placed a unique tax on their work-life balance.

Discussion of Findings Related to Theoretical and Conceptual Frameworks

Theoretical Framework – Work-Life Border Theory

Work-life Border Theory as conceived by Clark (2000), informs that work and family operate in different territories, but also influences each other, and individuals must learn to manage each border to achieve balance. The study's findings strongly illustrate and support this theory in action, as early in their careers the participants operated with weak borders, which allowed institutional demands of the community colleges to bleed into, and some cases overrun their family domains. Also, the border crossing was not only physical but also deeply psychological, requiring immense cognitive effort to operate within predominantly white institutional spaces. Institutions should have and provide their employees with wellness and

support programs that can provide counselors that can help with stressors be it racial or otherwise.

As participants began to mature in their leadership journey, they began to establish stronger borders. Participants became fierce border-keepers to protect their personal and family spaces. Participants began to implement remedies such as refusing to participate in exclusionary social networks, leave work at the office, and actively rebuilding borders to reclaim personal life demonstrate how these African American leaders applied border management to survive the executive suite.

Conceptual Framework – Social Capital Theory

Social Capital Theory informs that an individual's network of connections provides valuable advantages and resources (Putnam, 1995). The findings directly align with this framework, revealing a distinct pattern in how African American males acquired and utilized social capital. A participant who suffered through isolation and a lack of internal institutional support was blocked by his supervisor for an external nomination. This forced him to begin to cultivate external social capital. So, these leaders began to bypass internal gatekeepers by seeking bridging capital through national and sometimes prestigious institutes such as League of Innovation and Aspen Institute, while also relying on restorative capital from their cultural villages such as Historically Black Colleges and Universities, Upward Bound Programs, and fraternities. These findings reveal how robust social capital was as the necessary vehicle for navigating invisible racism and institutional barriers.

Social influences also brought to light the burden of representation. As participants being considered the “brother in charge”, and faced the emotional taxation, operating as the unofficial

voice for underrepresented staff, students and the community. With this taxation bearing the weight of expectations from both their white colleagues and cultural communities.

Discussion of Findings Related to the Literature

The findings of this study strongly substantiate and expand upon the themes identified in the Chapter 2 literature review. The literature review noted a documented leadership crisis in the community colleges made worse by the statistical facts that 67% of potential candidates are deterred by the lack of work-life balance (Leager, 2024). The participants' early experiences of burnout, physical exhaustion and extreme sacrifice provide real examples of why this deterrent exist within the leadership pipeline and particularly for African American male candidates. This study effectively fills a specific gap in the literature as noted by Williams (2020) and Powell (2018). These research studies heavily focused on work-life balance regarding women and general faculty, leaving the perceptions and understandings of African American males largely unexamined. The findings also provide an in-depth understanding of the African American male demographic, revealing that their work-life balance struggles are tied to navigating racial microaggressions, isolation, and "two-ness" in the workplace, as discussed by Rudel et al. (2021). Minority leaders in general experience race-based biases as their motives are often questioned both openly and privately and because they are black as leaders they are incapable of being objective in performing their duties as according to the literature, Black male leadership which has historically been shaped by socio-historical and sociocultural identity, has been challenged when in predominantly White workplaces by having to overcome stereotypes to find equity with White colleagues (Rudel et al., 2021). According to Hawkins (2015), boards that make hiring decisions, a lack of mentors, professional development, and leadership training are barriers preventing African American men from reaching the potential of their abilities. Not

addressing such issues can discourage minority leaders from seeking to enter the leadership pipeline.

The literature highlights and strongly corroborates the cultural concept of the village for African American Leaders (Holmes, 2004) and the lack of traditional mentors (Hawkins, 2015). In the findings participants validate the literature by demonstrating that internal institutional mentorship was frequently absent and/or hostile with examples of ideas being stolen and insecure white leaders. Ultimately their success depended on their external village such as mentors from fraternities, national Black leadership coalitions, and familial support structures validating the literatures assertion regarding African American leadership realities.

The literature describes work-life balance in several different terms such as work-life congruence, work-life flow and work-life harmony (McCready, 2025; Williamson, 2022). The findings conflict with those terms as a participant conveyed that “work-life balance is largely a myth”. For these leaders balance is less about achieving border equilibrium and more about strategic border management. Institutions have been making concerted efforts to respond to work-life balance issues as the research has shown a dissatisfaction among professionals in higher education (Ryan & Peters, 2015). How institutions respond to work-life balance issues can affect whether an employee has work performance issues and decide whether to seek tenure or senior leadership positions in higher education (O’Laughlin & Bischoff, 2012).

Literature on leadership advancement suggests that moving away from family is a major barrier to leadership progression and work-life balance (Yearout, 2017; Eddy & Cox, 2008). An unexpected finding that conflicts with this literature as a participant stated that work-life balance was never an issue during his journey even though he was married with a son and worked away from home for several years.

Literature often highlights skills critical for future community college leaders and the need for institutional professional development to fill leadership pipelines (Shults, 2001). The findings indicate that in many cases internal “institutional borders were often rigid or hostile” as in the case of one participant who was the only African American male in his department, noted that his supervisor refused to adequately support his nomination for an external senior role. This internal hostility forced a complete reliance on external social networks. Having to rely on these external networks confirmed to these leaders that the institutions they worked for were not viable options for career progression and therefore the need to seek better options. The external networks helped to provide professional development and an avenue for other potential institutions to see their value. Institutions who aggressively develop their employees more than not retain employees who already know their culture and become valuable, satisfied employees. Other potential strong candidates for employment will also seek to work for these types of institutions. The literature supports these beliefs as looking at the challenges facing community colleges, it is essential that the next generation of leaders be provided with the requisite training and skills for community colleges to be successful in the future (Bonner, 2014; Nevarez and Santamaria, 2010).

Implications for Practice

The findings offer several pragmatic implications for community college boards, current administrators and those aspiring to be higher education leaders. Also, these implications connect directly to the significance of the study as state in Chapter 1.

Implications for Developing Work-Life Policies

A move beyond the traditional family-leave policies and redefining and developing employee friendly policies that respect and encourage strategic border management is needed.

Normalizing practices like block-out dates and erecting boundaries around after-hours communication for executive leaders are needed to help prevent burnout. The literature has informed that work-life balance concerns are reasons used by well-prepared candidates, for not seeking to go into the senior leadership pipeline, and the findings confirm the issues of physical exhaustion leading to burnout. Developing policies that diminish isolationism and address racial microaggressions would also be critical components of supporting work-life balance issues for African American male leaders. Adding these measures may reduce and eliminate some of the pressures and barriers African American males experience and may encourage more men to explore leadership positions. Finding different ways and methods to increase the African American male pool who have an interest in leadership should be the goal as oppose them facing constant barriers to promotional opportunities.

Implications for Institutional Support and Mentorship

Several participants needed to rely on external networks because of the lack of internal institutional support. It is critical for community colleges to improve or create internal mentorship programs. Recommendation could include to: create an environment that is inclusive of African American males interested in senior leadership as a career progression can be sponsored/supported internally to help improve the leadership pipeline. Develop mentorship programs that provide mid-level leaders with robust experiences such as appointing them to participate in decision making committees and establish senior leadership tracts to support career progression. Support and sponsor these individuals by providing an option to further their education into a doctoral program with the institution providing either partial or full funds.

Implications for Guidance for Aspiring Leadership

African American males who are aspiring career progression into leadership roles must proactively seek external bridging capital early in their careers. These individuals must pursue opportunities to participate in national fellowship programs to build robust networks and maintain strong personal support systems which are essential to navigating the challenges of progressing to the executive suite. Many of those programs as listed by the interviewees such as the Aspen Presidential Fellowship Program, Lakin Institute for Mentored Leadership, the Executive Leadership Institute and community college leadership doctoral programs are all considered training grounds for senior leadership positions. These also provide an opportunity to create an external network of potential colleagues.

Recommendations for Future Research

The insights provided in the study focused on the experiences of African American males journey to senior leadership in community colleges. Further research could expand this body of knowledge such as:

- Perform a similar study focused on female leaders' work-life balance experiences in community colleges.
- A comparative narrative inquiry study exploring the management of work-life border for African American female versus African American male executives as this could provide valuable information into how gender affects leadership journeys.
- Duplicate this study to focus on four-year colleges and universities to determine how and if the same issues apply as it relates to work-life balance and institutional borders differ by institution type.

- Perform a study focusing on the long-term health outcomes of minority executives who endure consistent work-life balance issues given the findings of extreme fatigue and physical illnesses found in this study.
- Perform a quantitative study or national survey of African American Males for a national perspective of the effects of work-life balance.
- Perform a study on how senior leaders can mentor, coach and support African American males who have aspirations of a leadership career in higher education to prevent from losing this talented group.
- Perform a study that considers age as a variable in work-life balance for African American male leaders.
- Consider a study that explores the role of college Boards and their role in supporting work-life balance.

Conclusion

This chapter discussed and summarized the findings of this qualitative narrative inquiry while divulging that for African American male community college senior leaders work-life balance is not about achieving an equilibrium at work and home, but more about intense border management on the job. These leaders required in some cases incredible personal sacrifice, navigating invisible racism in the workplace. There was also a need to rely heavily on external social capital to overcome antagonistic internal barriers while progressing to the executive suite and bearing the burden of representing their culture and community. This study contributes significantly to the literature on work-life balance, higher educational leadership and specifically to the experiences of African American males in higher education. It is imperative that for this specific group as well as for other minority groups, higher education address the barriers

identified, the need for consistent leadership development and mentorship, and supportive work-life balance integration. Resolving these issues will be important for community colleges in the future as it looks to address what the literature states is the need to replenish the pipeline of senior leadership.

Reference

- “AACC Competencies for community college leaders.” *American Association of Community Colleges Leadership Suite*, 2018, www.aacc.nche.edu/wp-content/uploads/2018/11/AACC-2018-Competencies_111618_5.1.pdf. Accessed 19 Mar. 2025.
- “AACC.ACCT Joint statement on leadership and diversity.” *Proquest.com*, Community College Journal, Vol. 79, Iss., 2, (Oct/Nov 2008): 7, Oct. 2008, www.proquest.com/docview/207594465/E97F06F260DF469APQ/1?accountid=11789. Accessed 18 July 2025.
- Aalsburg Wiessner, Colleen, and Leila González Sullivan. “New learning: Constructing knowledge in leadership training programs.” *Community College Review*, vol. 35, no. 2, Oct. 2007, pp. 88–112, <https://doi.org/10.1177/0091552107306414>. Accessed 12 Jan. 2020.
- ACE. “The American College President 2017.” *Acenet.edu*, 2017, www.acenet.edu/pages/default.aspx. Accessed 9 Nov. 2025.
- Acikgoz, Yalcin. “Employee recruitment and job search: Towards a multi-level integration.” *Human Resource Management Review*, vol. 29, no. 1, 2019, pp. 1–13, <https://doi.org/10.1016/j.hrmr.2018.02.009>.
- Acker *, Sandra, and Carmen Armenti. “Sleepless in academia.” *Gender and Education*, vol. 16, no. 1, Mar. 2004, pp. 3–24, sites.ualberta.ca/~lgotell/OB_Articles/acker.pdf, <https://doi.org/10.1080/0954025032000170309>. Accessed 19 July 2019.

- Akroyd, Duane, and Deborah Engle. "An examination of the levels and differences in organizational commitment of full and part time community college faculty." *New Prairie Press*, 2014, newprairiepress.org/aerc/2014/papers/3/. Accessed 26 Sept. 2024.
- Allen, Tammy D. "The work-family role interface: A synthesis of the research from industrial and organizational psychology." *Handbook of Psychology, Second Edition*, vol. 12, 26 Sept. 2012, <https://doi.org/10.1002/9781118133880.hop212026>.
- Alstete, Jeffrey. "Post tenure faculty development: Building a system of faculty improvement and appreciation." George Washington University, Washington DC, 2000.
- Amey, Marilyn, and Kim Vanderlinden. "Career paths for community college leaders." American Association of Community Colleges, 2004.
- AACC/Leadership Series, No. 2.
- Anfara, Vincent A., et al. "Qualitative analysis on stage: Making the research process more public." *Educational Researcher*, vol. 31, no. 7, Oct. 2002, pp. 28–38. *Sage Journals*, <https://doi.org/10.3102/0013189x031007028>.
- Aspen Rising Presidents Fellowship*. (2024). College Excellence Program. <https://highered.aspeninstitute.org/programs/aspen-rising-presidents-fellowship>
- Bannon, Shele, et al. "Understanding millennials in the workplace - Proquest." *Proquest.com*, The CPA Journal, Nov. 2011, www.proquest.com/openview/c7d2cc4ebeatc9d5be5d2768b9421384/1?cbl=41798&pq-origsite=gscholar.
- Bechtel, Brian C. "An examination of the leadership competencies within a community college leadership development program - ProQuest." *ProQuest*, University of Missouri - Columbia ProQuest Dissertations & Theses, 2010. 3488918., 2010,

www.proquest.com/docview/917369656?pq-origsite=gscholar&fromopenview=true&sourcetype=Dissertations%20&%20Theses.

Accessed 20 Oct. 2024.

Becks-Moody, Germaine M. "African american women administrators in higher education: Exploring the challenges and experiences at louisiana public colleges and universities - ProQuest." *Proquest.com*, Louisiana State University, Dec. 2004, www.proquest.com/openview/32278968b571ab2af3ddb4154c31d631/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 23 Mar. 2025.

Bell, Amanda S, et al. "Job stress, wellbeing, work-life balance and work-life conflict among australian academics." *Figshare*, vol. Volume 8, no. Issue 1, 2012, figshare.swinburne.edu.au/articles/journal_contribution/Job_stress_wellbeing_work-life_balance_and_work-life_conflict_among_Australian_academics/26226281?file=47532989, <https://doi.org/10.25916/sut.26226281.v1>.

Benedict, Mary E. "The effect of unionization on faculty salaries 1978-1996: A test of empirical methods." *J. COLLECTIVE NEGOTIATIONS*, Vol. 31(3) 251-274, 2007, Baywood Publishing Co. Inc., 2007, www.researchgate.net/profile/Mary-Ellen-Benedict-2/publication/247871603_The_Effect_of_Unionization_on_Faculty_Salaries_1978-1996_A_Test_of_Empirical_Methods/links/635084796e0d367d91ac09bc/The-Effect-of-Unionization-on-Faculty-Salaries-1978-1996-A-Test-of-Empirical-Methods.pdf?origin=journalDetail&_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9. Accessed 16 Nov. 2024.

- Bennett, Cassandra, and Mark Law. "Theoretical model for applying agency and resource dependency to public higher education." *Research in Higher Education Journal*, vol. 39, 1 Jan. 2020, eric.ed.gov/?id=EJ1293895.
- Berheide, Catherine White, et al. "Gender, type of higher education institution, and faculty work-life integration in the united states." *Community, Work & Family*, 11 June 2020, pp. 1–20, www.skidmore.edu/news/notables/2020/Berheide-Aug2020-CWF.pdf, <https://doi.org/10.1080/13668803.2020.1776220>. Accessed 26 Mar. 2025.
- Birkner, Linda. "Community college leadership - impending retirements and how college are preparing - a survey of arkansas two-year college administrators." *ProQuest*, University of Arkansas at Little Rock, Department of Educational Leadership of the College of Education, 2006, file:///D:/Community%20College%20Leadership%20-%20Impending%20Retirements%20and%20How%20Colleges%20Are%20Preparing.pdf . Accessed 19 Nov. 2024.
- Boamah, Sheila A., et al. "Striking a balance between work and play: The effects of work–life interference and burnout on faculty turnover intentions and career satisfaction." *International Journal of Environmental Research and Public Health*, vol. 19, no. 2, 12 Jan. 2022, p. 809, pmc.ncbi.nlm.nih.gov/articles/PMC8775585/, <https://doi.org/10.3390/ijerph19020809>.
- Boggs, George R., and Christine J. McPhail. "Practical leadership in community colleges: Navigating today's challenges." *Google.com*, Jossey-Bass, 2016, scholar.google.com/scholar?hl=en&as_sdt=0%2C23&q=article+on+leadership+in+community+colleges&btnG=. Accessed 23 Mar. 2025.

- Boggs, George, and Christine McPhail. "Practical leadership in community colleges." *Google Books*, 2016,
books.google.com/books?hl=en&lr=&id=_lBYDAAAQBAJ&oi=fnd&pg=PR15&dq=article+on+leadership+in+community+colleges&ots=Jp98iSGPmo&sig=-ZAZT7MMfLUagr7w4DV9Ard3eDU#v=onepage&q=article%20on%20leadership%20in%20community%20colleges&f=false. Accessed 23 Apr. 2025.
- Bonner, Jeanne. "Who will lead our nation's community colleges?" *Www.Ferris.edu/Alliance*, Ferris State University, Jan. 2014,
www.ferris.edu/administration/academicaffairs/extendedinternational/ccleadership/publications/pdfs-docs/perspectives/2014/Perspectives-January2014.pdf. Accessed 18 July 2025.
- Bourdieu, Pierre. "The forms of capital." *The Sociology of Economic Life*, 17 Apr. 1986, p. (pp. 241-258), <https://doi.org/10.4324/9780429494338-6>.
- Bowman, Karen D. "The Erosion of Presidential Tenure: Are University Presidents Leaving Too Soon." *American Association of State Colleges and Universities*, Public Purpose, 2017, aascu.org/wpcontent/uploads/publicpurpose/17summer_p6_ErosionPresidentialTenure.pdf. Accessed 24 Mar. 2026.
- Bracey, Earnest N. "The significance of historically black colleges and universities (HBCUs) in the 21st century: Will such institutions of higher learning survive?" *American Journal of Economics and Sociology*, vol. 76, no. 3, 25 Apr. 2017, pp. 670–696, <https://doi.org/10.1111/ajes.12191>.
- Bradshaw, Ryan. "10 Statistics on Work-Life Balance That May Surprise You ." *Apollo Technical LLC*, 13 May 2021, www.apollotechnical.com/statistics-on-work-life-balance/. Accessed 6 Apr. 2025.

- Brough, Paula, et al. "Work–life balance: Definitions, causes, and consequences." *Handbook of Socioeconomic Determinants of Occupational Health*, vol. 1, no. 1, 2020, pp. 473–487.
- Brown II, M. Christopher, and James E Davis. "The historically black college as social contract, social capital, and social equalizer." *Jstor.org*, vol. Vo. 76, no. No. 1, 2024, www.jstor.org/stable/1493004, <https://doi.org/10.2307/1493004>.
- Butina, Michelle. "A Narrative Approach to Qualitative Inquiry." *American Society for Clinical Laboratory Science*, vol. 28, no. 3, July 2015, pp. 190–196, <https://doi.org/10.29074/ascls.28.3.190>.
- Butler, Charmelia. "Community college leaders' strategies to recruit quality faculty." *Walden University ProQuest Dissertations & Theses*, 2019. 27542730, Walden University, Oct. 2019, www.proquest.com/openview/ad6a7330dc938747da0b979b83691ff1/1?cbl=18750&diss=y&pq-origsite=gscholar&parentSessionId=Q6nDZnI3Cp8fLkECQbstOTK8CAct5esq60omqyeqrEs%3D.
- Cain, Timothy Reese. "The history and study of faculty unions and collective bargaining in the united states." *Routledge EBooks*, 15 Sept. 2021, pp. 2–29, www.taylorfrancis.com/chapters/edit/10.4324/9781003138990-2/history-study-faculty-unions-collective-bargaining-united-states-timothy-reese-cain, <https://doi.org/10.4324/9781003138990-2>. Accessed 17 Nov. 2024.
- Campbell, Dale. "The new leadership gap." *Google Scholar*, *Community College Journal*, 76(4), 10., 2006. Accessed 2024.

- Charmaz, Kathy. "Grounded theory methods in social justice research." *Google Books*, 2011, books.google.com/books?hl=en&lr=&id=jRNzAwAAQBAJ&oi=fnd&pg=PA291&dq=grounded+theory+methods+in+social+justice+research+2011&ots=hmc4cdSWOJ&sig=v2Lw245GUhRNYug3Ui-bvVRGcPU#v=onepage&q&f=false. Accessed 12 Apr. 2025.
- Cheung, Fanny M. "The state of women's leadership in higher education." *International Briefs for Higher Education Leaders*, 2021.
- Cheung, Fanny M., and Diane F. Halpern. "Women at the top: Powerful leaders define success as work + family in a culture of gender." *American Psychologist*, vol. 65, no. 3, 2010, pp. 182–193, <https://doi.org/10.1037/a0017309>.
- Clandinin, D. Jean, and Vera Caine. "Narrative inquiry." *The SAGE Encyclopedia of Qualitative Research Methods*, 2008, pp. 542–545, benjaminbolden.ca/wp-content/uploads/2015/09/2008-Narrative-Inquiry-Sage-encyclopedia.pdf, <https://doi.org/10.4135/9781412963909.n275>. Accessed 14 Apr. 2025.
- Clark, Sue C. "Work/family border theory: A new theory of work/family balance." *Proquest.com*, Sage - The Tavistock Institute, Vol. 53, Issue 6, 2000, www.proquest.com/docview/231437858/fulltextPDF/598D10FA2E13412APQ/1?accountid=11789. Accessed 21 June 2025.
- Coleman, James S. "Social capital in the creation of human capital." *American Journal of Sociology*, vol. 94, no. 94, Jan. 1988, pp. 95–120.
- Corbett, Jane. "A study of community college leadership practices in response to the impending leadership crisis - ProQuest." *Proquest.com*, Capella University, Feb. 2012, www.proquest.com/openview/fbe8fac7fa8a2a921c5476cacd7f9bb8/1?cbl=18750&pq-origsite=gscholar. Accessed 20 Nov. 2024.

- Cortada, Rafael. "The powers of the presidency 39-46 New Directions for Community Colleges." *Google Scholar*, Jossey-Bass, 1996, citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0f6a56f41a38907ec3c58e4488325aef4c7caae3#page=43.
- Covey, Stephen R. "Work-Life Balance: A Different Cut." *Forbes*, Forbes Media LLC, 21 Mar. 2007, wwww.forbes.com/2007/03/19/covey-work-life-lead-careers-worklife07-cz_sc_0319covey.html. Accessed 21 May 2026.
- Currie, Jan, and Joan Eveline. "E-technology and work/life balance for academics with young children." *Higher Education*, vol. 62, no. 4, 29 Dec. 2010, pp. 533–550, <https://doi.org/10.1007/s10734-010-9404-9>.
- Davis, James. "Learning to lead." *Google Books*, Rowan & Littlefield, 2003, books.google.com/books?hl=en&lr=&id=L-UeLYvtsVIC&oi=fnd&pg=PP1&dq=Learning+to+Lead&ots=qG_y4bcFWX&sig=Osbg0R_qNC7gshAcI0ANfglypt0#v=onepage&q=Learning%20to%20Lead&f=false. Accessed 23 Sept. 2024.
- DeCuir, Jessica T., and Adrienne D. Dixon. "“So when it comes out, they aren’t that surprised that it is there”: Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education." *Educational Researcher*, vol. 33, no. 5, June 2004, pp. 26–31, <https://doi.org/10.3102/0013189x033005026>.
- Dembicki, Matthew. "Cultivating diverse leaders - Community College Daily." *Community College Daily - American Association of Community Colleges*, 6 Dec. 2018, www.ccdaily.com/2018/12/cultivating-diverse-leaders/. Accessed 6 May 2026.

Diego-Medrano, Elsa, and Leslie Ramos Salazar. "Examining the work-life balance of faculty in higher education." *International Journal of Social Policy and Education*, vol. 3, no. 3, 2021, pp. 2689–5013, files.commonscs.cuny.edu/wp-content/blogs.dir/1/files/Examining_Work_Life_Balance_of_Faculty.pdf. Accessed 30 Mar. 2025.

Donohue-Mendoza, Michelle. "The supervision and career advancement of women in community coll...: Ingenta Connect." *Ingentaconnect.com*, West Valley-Mission Community College District, New Forums Press, Inc., 2012, www.ingentaconnect.com/content/montezuma/jarcc/2012/00000019/00000002/art00005. Accessed 19 Nov. 2024.

Eddy, Pamela L., and Elizabeth M. Cox. "Gendered leadership: An organizational perspective." *New Directions for Community Colleges*, vol. 2008, no. 142, 2008, pp. 69–79, <https://doi.org/10.1002/cc.326>.

Edward, Kelley, and Robert L Rodriguez. "Observations on collective bargaining: Implications for academic management." *Liberal Education*, vol. 63, no. 1, 1977, pp. 102–117, eric.ed.gov/?id=EJ159063. Accessed 14 Nov. 2024.

Fallon, Danielle. "Work-life integration vs. work-life balance." <https://www.uschamber.com/Co>, 15 July 2021, www.uschamber.com/co/grow/thrive/work-life-integration-vs-work-life-balance.

Forbes, MaryAnn O., et al. "Adjunct faculty development: Reported needs and innovative solutions." *Journal of Professional Nursing*, vol. 26, no. 2, Mar. 2010, pp. 116–124, www.sciencedirect.com/science/article/pii/S8755722309001203, <https://doi.org/10.1016/j.profnurs.2009.08.001>. Accessed 1 Dec. 2021.

- Fowler, Sandra A. "Full -time faculty recruitment and selection strategies practiced by learning - Centered Community Colleges - ProQuest." *Proquest.com*, Oregon State University, 24 Apr. 2001, www.proquest.com/openview/e30c1cb825c907ca41d751e8222b2c2e/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 23 Oct. 2024.
- dissertation.
- Furtek, Diane. "Using successorship to build leadership capacity in higher education." *Proquest.com*, Washington College and University, 2021, www.proquest.com/docview/1372330562/fulltextPDF/8CC3F15873BB4A29PQ/45?accountid=11789&sourcetype=Scholarly%20Journals. Accessed 23 Sept. 2024.
- Gibson-Harman, Kim, et al. "Community College Faculty and Profession Staff: The Human Resource Challenge." *ERIC*, Jossey-Bass, 2002, files.eric.ed.gov/fulltext/ED463810.pdf#page=79. Accessed 2024.
- Grady, Ali. "Understanding work-life flow." *The Thrive Team*, The Thrive Team, 12 July 2024, www.thethriveteam.co.uk/understanding-work-life-flow/. Accessed 5 May 2025.
- Gray, Ashley. "Black women and intersectionality in us higher education Pp. 32-33." *American Council for Education*, International Briefs for Higher Education Leaders, Boston College, 2021, www.mybib.com/#!/projects/P9NzbG/citations/new/webpage.
- Guthrie-Morse, Barbara, et al. "Assessing the impact of faculty unions: The financial implications of collective bargaining." *The Journal of Higher Education*, vol. 52, no. 3, 17 Nov. 2024, pp. 237–255, <https://doi.org/10.1080/00221546.1981.11780140>. Accessed 17 Nov. 2024.

- Hammersley, Martyn, and Paul Atkinson. "Ethnography principles in practice." *Google.com*, Routledge Taylor and Francis Group. Third Edition, 2007, scholar.google.com/scholar?q=ethnography+principles+in+practice+2007+hammersley+and+atkinson&hl=en&as_sdt=0&as_vis=1&oi=scholart. Accessed 13 Apr. 2025.
- Hawkins Jr., Melvin O. "Community college leadership: Exploring the experiences of african american presidents - Proquest." *Proquest.com*, Prescott Valley, Arizona, 2015, www.proquest.com/openview/13ff639f07acd74bff236fe98099a10b/1?cbl=18750&pq-origsite=gscholar. Accessed 23 Mar. 2025.
- Hessels, Jolanda, and Siri Terjesen. "Resource dependency and institutional theory perspectives on direct and indirect export choices." *Small Business Economics*, vol. 34, no. 2, 9 Dec. 2008, pp. 203–220, <https://doi.org/10.1007/s11187-008-9156-4>.
- Hirald, Payne. "The role of critical race theory in higher education." *The Vermont Connection*, vol. 31, no. 7, 2010, p. 7, scholarworks.uvm.edu/cgi/viewcontent.cgi?article=1092&context=tv. Accessed 23 Oct. 2024.
- Hiramoto, Patricia M. "Successful faculty recruitment: Strategies that make a difference - ProQuest." *Proquest.com*, University of California, Berkeley, 1995, www.proquest.com/openview/56752fbee11e7873ae4c453c1e56dd8c/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 23 Oct. 2024.
- Hitt, Michael A., and R. Duane. "The essence of strategic leadership: Managing human and social capital." *Journal of Leadership & Organizational Studies*, vol. 9, no. 1, Aug. 2002, pp. 3–14, <https://doi.org/10.1177/107179190200900101>.

- Holinsworth, Sheryn R. "Case study: Henrico county, virginia: Succession management: A development approach." *Proquest.com*, Public Personnel Management, Vol. 33 No. 4, 2004, www.proquest.com/docview/215932751/fulltextPDF/491037AF308B4F70PQ/1?accountid=41090&sourcetype=Scholarly%20Journals. Accessed 21 Nov. 2024.
- Holmes, Sharon L. "Introduction: An overview of african american college presidents: A game of two steps forward, one step backward, and standing still." *The Journal of Negro Education*, vol. 73, no. 1, 2004, p. 21, www.jstor.org/stable/3211257, <https://doi.org/10.2307/3211257>. Accessed 30 Aug. 2019.
- Indeed Editorial Team. "What's wellbeing in the workplace? (Definition and Factors)." *Indeed Career Guide*, 2024, uk.indeed.com/career-advice/career-development/well-being-workplace. Accessed 4 May 2025.
- JBL Associates. "Reversing course: The troubled state of academic staffing and a path forward." *Google Scholar*, American Federation of Teachers, 2008, www.aft.org/pdfs/highered/reversingcourse1008.
- Jennings, Gayle R. "Business, social science methods used in in-depth interview - an overview | sciencedirect topics." *Www.sciencedirect.com*, 2005, www.sciencedirect.com/topics/social-sciences/in-depth-interview. Accessed 25 Aug. 2025.
- Julius, Daniel, et al. "Academic collective bargaining: Status, process, and prospects." *Academic Labor: Research and Artistry*, vol. 3, no. 1/11, 2019, p. 11. *Academic Labor: Research and Artistry*,

- digitalcommons.humboldt.edu/cgi/viewcontent.cgi?article=1023&context=alra. Accessed 15 Nov. 2024.
- Julius, Daniel J. "Collective bargaining in higher education." *Google Books*, Routledge Taylor & Francis Group, 2021, books.google.com/books?hl=en&lr=&id=jg9DEAAQBAJ&oi=fnd&pg=PT111&dq=Collective+Bargaining+in+Higher+Education+Best+Practice+for+Promoting+Collaboration. Accessed 17 Nov. 2024.
- Kalliath, Thomas, and Paula Brough. "Work-life balance: A review of the meaning of the balance construct." *Journal of Management & Organization*, vol. 14, no. 3, July 2008, pp. 323–327, <https://doi.org/10.5172/jmo.837.14.3.323>.
- Karen, Wrighten. "Developing a diverse pipeline for community college leadership ." *Proquest.com*, 2018, www.proquest.com/openview/9be01c689eec1a40a4dca423f258d280/1?cbl=18750&pq-origsite=gscholar&parentSessionId=q2PRRKiJ9ZEWrt%2BIRWh%2Bwi%2Bbu4nzwL8VZm7QyzsIM%3D. Accessed 23 Sept. 2024.
- Khateeb, Fatima R. "Work life balance - a review of theories, definitions and policies." *ResearchGate*, Cross-Cultural Management Journal Vol. XXIII, Issue 1/2021, 2021, www.researchgate.net/publication/376520334_WORK_LIFE_BALANCE-_A_REVIEW_OF_THEORIES_DEFINITIONS_AND_POLICIES. Accessed June 2025.
- Konorti, Eli, and P Eng. "The 3d transformational leadership model." *Google Scholar*, The Journal of American Academy of Business, 2008. Accessed 2024.
- Kotecha, Kajal, et al. "The effect of family relationships on technology-assisted supplemental work and work-life conflict among academics." *Google Scholar*, Mediterranean Journal

- of Social Science. Vol. 5 No. 10, June 2014,
www.academia.edu/download/82701304/56942952f45bc7fde655ced917a24aec135b.pdf.
 Accessed 29 Mar. 2025.
- Leager, Craig R. “The community college presidency and why qualified candidates are saying, no thanks - Proquest.” *Proquest.com*, Northwestern State University of Louisiana, Dec. 2024,
www.proquest.com/openview/a45d895f9fdbb723bdab4907261f1854/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 25 Mar. 2025.
- Ledesma, María C., and Dolores Calderón. “Critical race theory in education: A review of past literature and a look to the future.” *Qualitative Inquiry*, vol. 21, no. 3, 25 Feb. 2015, pp. 206–222, journals.sagepub.com/doi/10.1177/1077800414557825,
<https://doi.org/10.1177/1077800414557825>. Accessed 25 Feb. 2025.
- Lester, Jaime. “Work-life balance and cultural change: A narrative of eligibility.” *The Review of Higher Education*, vol. 36, no. 4, 2013, pp. 463–488,
<https://doi.org/10.1353/rhe.2013.0037>. Accessed 12 June 2020.
- Lewis, Suzan, et al. “The constraints of a “work–life balance” approach: An international perspective.” *The International Journal of Human Resource Management*, vol. 18, no. 3, Mar. 2007, pp. 360–373, <https://doi.org/10.1080/09585190601165577>.
- Lewis, Suzan, and T Beauregard. *The meanings of work-life balance: A cultural perspective*. Cambridge University Press, 2018.
- Lincoln, Yvonne S., and Egon G. Guba. “Establishing trustworthiness naturalistic inquiry.” WordPress, 1985.

- Lochmiller, Chad R., and Jessica N. Lester. "An introduction to educational research connecting methods to practice." *Google Books*, Sage Publications Inc., 2017, books.google.com/books?hl=en&lr=&id=tNstCwAAQBAJ&oi=fnd&pg=PP1&dq=lochmiller+and+lester+2017&ots=VPaWn9B_GP&sig=_S5OLvapifDDE4HkcUZzroJjpqs#v=onepage&q=lochmiller%20and%20lester%202017&f=false. Accessed 21 Feb. 2025.
- Lockwood, Nancy R. "Work/life balance: Challenges and solutions ." *Www.proquest.com*, SHRM Research, 2003, www.proquest.com/openview/f977f8fd6c361763c55a761600a62d77/1?pq-origsite=gscholar&cbl=4616. Accessed 16 Feb. 2025.
- Merriam-Webster. "Definition of COLLECTIVE BARGAINING." *Merriam-Webster.com*, www.merriam-webster.com/dictionary/collective%20bargaining. Accessed 14 Nov. 2024.
- Maslow, Abraham H. "A theory of human motivation." *Psychological Review*, vol. 50, no. 4, 1943, pp. 370–396.
- McClain, Maria L. "The impact of an aging workforce on successors in community colleges." *Proquest.com*, Kansas State University, 10 Apr. 2019, www.proquest.com/docview/2212962499/BD26D17CC73949ECPQ/2?accountid=11789&sourcetype=Dissertations%20&%20Theses. Accessed 23 Oct. 2024.
- McKinsey & Company. (2024, September 10). *What is leadership?* McKinsey & Company; McKinsey & Company. <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-leadership>

- McCready, Kate. "Alternatives to work life balance." *LEADING BEINGS*, Leading Beings, 21 Feb. 2025, www.leadingbeings.com/blog/alternatives-to-work-life-balance. Accessed 4 May 2025.
- McNair, Delores E. "Deliberate disequilibrium preparing for a community college presidency." *Proquest.com*, Community college review, 2015, www.proquest.com/docview/1643111959/fulltextPDF/A774F43AF8024398PQ/1?accountid=11789&sourcetype=Scholarly%20Journals. Accessed 1 May 2025.
- Michaelis, Dennis F. "Faculty, administrator, and trustee attitudes about collective bargaining and governance issues in the kansas public community colleges." *Proquest.com*, Kansas State University, 1979, www.proquest.com/openview/df79ea7bf55abd68a32174053f6e1014/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 14 Nov. 2024.
- Millennials at work reshaping the workforce*. PricewaterhouseCooper Network, 2012.
- Mohnot, Hina, and Tania Shaw. "The Study of Academic Leadership Preparedness and Leadership Style in Higher Education - ProQuest." *Www.proquest.com*, International Journal of Education & Management, 2017, www.proquest.com/openview/00dd8ef9eb50590d29bea5e82ea35d9d/1?pq-origsite=gscholar&cbl=2032132. Accessed 19 Nov. 2024.
- Myung, Jeannie, et al. *A human capital framework for a stronger teacher workforce*. Carnegie Foundation for the Advancement of Teaching, 2013.
- Naylor, L. A., Wyatt-Nichol, H., & Brown, S. L. (2015). Inequality: Underrepresentation of African American males in U. S. higher education. *Journal of Public Affairs Education*, 21(4), 523–538. <https://doi.org/10.1080/15236803.2015.12002218>

- Nevarez, Carlos, and Lori Johnson Santamaria. "Multicultural/multiethnic education: A critical approach to the educational doctorate in leadership." *New Prairie Press*, Kansas State University, 2016, newprairiepress.org/aerc/2010/papers/57/. Accessed 18 July 2025.
- O'Banion, Terry. "Crisis and calamity in the community college: Preparing faculty and administrators for the 21st century." *Proquest.com*, Jan. 2007, www.proquest.com/docview/207589189/FC523052769142D5PQ/1?accountid=11789&source=Trade%20Journals. Accessed 9 Apr. 2025.
- O'Laughlin, Elizabeth M., and Lisa G. Bischoff. "Balancing parenthood and academia." *Journal of Family Issues*, vol. 26, no. 1, Jan. 2005, pp. 79–106, <https://doi.org/10.1177/0192513x04265942>.
- Pasla, Peter R. Y, et al. "The effect of work from home and work load on work-life balance of generation x and generation y employees." *Google Scholar*, Journal of Economics, Finance and Accounting Studies (JEFAS), 14 Nov. 2021, d1wqtxts1xzle7.cloudfront.net/106753316/2236-libre.pdf?1697721423=&response-content-disposition=inline%3B+filename%3DThe_Effect_of_Work_from_Home_and_Work_Load.pdf&Expires=1742667434&Signature=NrulQPsq8FqX0Lw6YuQxrlpGa~PmyRhJyuqixEVOsm53GIItQy8~JUPKmrsfYDm5jjRXHsJ9GiM5t7pilhhranRapF-50Eu5NVmK4MGftV0tTes7h9ch6iZ7I1DyWdyb4vZnmX6Wpr7rYvQ5OQKcf4orALyxEYtKKmh2CJUxkwIVwhlO8aVa3INWmkFQFyZ3Mv8TM9BO-vxMVv4hS2oDZpq0ZFHYNaoAYCRykuNcbB1xbfzK13U3PBK19kX2-WkRLL33E9XQaygtH9c-csnBa5QDE3gqLLEeUQZ-ZhYO-F5DXn9hf01yYprnLuelnK-

DH-nUfIY~dAUtwT80DyZQwJA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA.

Accessed 22 Mar. 2025.

Peoples, Katarzyna. "How to Write a phenomenological dissertation a step by step guide."

Google Scholar, Sage Publications Inc. Volume 56, 2021,

books.google.com/books?hl=en&lr=&id=F2TRDwAAQBAJ&oi=fnd&pg=PP1&dq=how

+to+write+a+phenomenological+dissertation&ots=Ve--

sQgaDw&sig=omMWtzax1juuCVfsae_SYqffEQQ#v=onepage&q=how%20to%20write

%20a%20phenomenological%20dissertation&f=false. Accessed 26 Feb. 2025.

Perez-Vergara, Kelly, and Kristin Li. "Perspectives in Ae— Instructional Faculty Staffing in

Community Colleges: A data-driven method for staffing multi-campus institutions."

Google Scholar, Sage Journals, 2018, doi.org/10.1002/nha3.20232.

Perrakis, Athena, et al. "Diversifying the community college ceo pipeline: The community

college enterprise." *Google.com*, The Community College Enterprise, 2009,

scholar.google.com/scholar?hl=en&as_sdt=0%252C23&q=Diversifying+the+Communit

y+College+CEO+Pipeline&btnG. Accessed 25 Sept. 2024.

Persellin, Diane C, and Terry Goodrick. "Faculty development in higher education: Long-term

impact of a summer teaching and learning workshop." *Digital Commons @ Trinity Vol.*

10, No. 1, Journal of the Scholarship of Teaching and Learning, 2010,

digitalcommons.trinity.edu/music_faculty/5/. Accessed 26 Oct. 2024.

Phelps, Donald, and Lynn Taber. "Affirmative action as an equal opportunity opportunity."

Google Scholar, Jossey-Bass, 1996,

citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0f6a56f41a38907ec3c58e448

8325aef4c7caae3#page=70. Accessed 2024.

Pickar, Gloria D. "Impact of institutional gender equity strategies on gender parity for women in senior-level administration at florida public community colleges - ProQuest."

Proquest.com, University of Florida, 1996,

www.proquest.com/openview/5e5cb149598aeaa35f0d260dad241abd/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 27 Oct. 2024.

Pitre-Davis, Gilda. "Preparing leaders for the future." *Www.acenet.edu*, american council on education, 2017, www.acenet.edu/Programs-Services/Pages/Professional-Learning/Preparing-Leaders-for-the-Future.aspx. Accessed 23 Oct. 2024.

Polkinghorne, Donald E. "Language and meaning: Data collection in qualitative research."

Apa.org, Journal of Counseling Psychology volume 52, No. 2, 137-145, 2005, psycnet.apa.org/buy/2005-03263-003. Accessed 22 Feb. 2025.

Porter, Stephen R., and Clinton M. Stephens. "The casual effect of faculty unions on institutional decision-making." *Google Scholar*, Department of Educational Leadership and Policy Studies, Iowa State University, 8 Nov. 2010, scholar.google.com/scholar?hl=en&as_sdt=0,23&q=Stephen+Porter+and+Clinton+Stephens+The+Causal+Effect+of+Unions+on+Institutional+Decision-Making. Accessed 17 Nov. 2024.

Powell, Alsiha D. "African-american women and work-life balance ." *Proquest.com*, Walden University, 2018,

www.proquest.com/openview/f92fc79f5a045e287e35319c364a712f/1?cbl=18750&pq-origsite=gscholar. Accessed 17 June 2025.

Putnam, Robert D. "Tuning in, tuning out: The strange disappearance of social capital in america." *PS: Political Science and Politics*, vol. 28, no. 4, Dec. 1995, pp. 664–683,

- www.cambridge.org/core/journals/ps-political-science-and-politics/article/tuning-in-tuning-out-the-strange-disappearance-of-social-capital-in-america/806BC6B85DD5FBB1BC42A9520E5A9791, <https://doi.org/10.2307/420517>.
- Ravindran, Vinitha. "Data analysis in qualitative research." *Indian Journal of Continuing Nursing Education*, vol. 20, no. 1, 2019, pp. 40–45. *IJCNE*, https://doi.org/10.4103/ijcn.ijcn_1_19.
- Reichenberg, Neil E. "The ripple effect of baby boomer retirements." *Proquest.com*, Government Finance Review, Feb. 2015, www.proquest.com/docview/1664486242/fulltextPDF/51859282EE90427DPQ/1?accountid=11789&sourcetype=Trade%20Journals. Accessed 24 Oct. 2024.
- Reille, Audrey, and Adrianna Kezar. "Balancing the pros and cons of community college "grow-your-own" leadership programs." *Community College Review*, vol. 38, no. 1, 16 June 2010, pp. 59–81, <https://doi.org/10.1177/1069397110375597>.
- Reynolds, Jeremy. "In the face of conflict: Work-life conflict and desired work hour adjustments." *Proquest.com. Journal of Marriage and Family Vol. 67, Issue 5*, University of Georgia, Dec. 2005, www.proquest.com/docview/219763556/fulltextPDF/E8E96C5BACC64416PQ/1?accountid=41090&sourcetype=Scholarly%20Journals. Accessed 4 May 2025.
- Riggs, Jim. "Leadership for tomorrows community colleges." *Proquest.com, The Community College Enterprise*, 2009, www.proquest.com/docview/218805009/fulltextPDF/A3FBC0EFE068449APQ/9?accountid=11789&sourcetype=Scholarly%20Journals. Accessed 25 Oct. 2024.
- Vol. 15, Iss. 2, 27-38.

- Rincy, V.M., and N. Panchanatham. "Work life balance: A short review of the theoretical and contemporary concepts." *Google Scholar*, Wilolud Journals, 14 July 2014, www.wiloludjournal.com/. Accessed 18 Mar. 2025.
- Rothwell, William J. "Effective succession planning: Ensuring leadership continuity and building talent from within." *Google Books*, AMACOM, 2010, books.google.com/books?hl=en&lr=&id=t0KXCgAAQBAJ&oi=fnd&pg=PP1&dq=effective+succession+planning&ots=kblOpOaqR&sig=VP8Jg98tkjHUkQJSpeWiatfPspQ#v=onepage&q=effective%20succession%20planning&f=false. Accessed 24 Oct. 2024.
- Rudel, Enin M., et al. "Emotional intelligence, organizational social architecture, and black male leadership." *Advances in Developing Human Resources*, vol. 23, no. 4, 24 Aug. 2021, p. 152342232110377, <https://doi.org/10.1177/15234223211037749>.
- Ryan, Michelle K., and Kim Peters. "Leadership and Work-Life Balance." *Google Scholar*, The Leadership Foundation for Higher Education, 2015, espace.library.uq.edu.au/view/UQ:654861. Accessed 14 Feb. 2025.
- Sandler, Bernice R., and Roberta M. Hall. *The campus climate revisited: Chilly for women faculty, administrators, and graduate students*. Association of American Colleges, Oct. 1986.
- Saldana, Johnny. "The coding manual for qualitative researchers." *The Coding Manual for Qualitative Researchers*, no. 4th Edition, 2021, pp. 1–440. *Torrossa Online Bookstore*, www.torrossa.com/en/resources/an/5018667.
- Sanfilippo, Marisa. "How to improve your work-life balance." *Business News Daily*, 20 Nov. 2023, www.businessnewsdaily.com/5244-improve-work-life-balance-today.html. Accessed 6 Apr. 2025.

- Schwartzrock, Karen D. "The impact of state labor relations policy on teacher collective bargaining - ProQuest." *Proquest.com*, University of Oregon, June 2003, www.proquest.com/openview/fd4cc9e38e6f6bd5895f089f0b62e4ac/1?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 17 Nov. 2024.
- Seibert, S. E., et al. "A social capital theory of career success." *Academy of Management Journal*, vol. 44, no. 2, 1 Apr. 2001, pp. 219–237, <https://doi.org/10.2307/3069452>.
- Shiffman, Howard. "Succession planning how two transition between ceo's." *K-State.edu*, Child Welfare League of America, May 2009, www-jstor-org.er.lib.k-state.edu/stable/pdf/48625856.pdf?refreqid=fastly-default%3Ac937c087f7278080df99681094de07f9&ab_segments=0%2Fbasic_search_gs-v2%2Fcontrol&initiator=&acceptTC=1. Accessed 23 Sept. 2024.
- Shukla, Shalu, and Puja Khatri. "A systematic literature review of work-life fulfillment and future research implications." *Prabandhan: Indian Journal of Management*, vol. 16, no. 6, 2023, pp. 8–24, indianjournalofmanagement.com/index.php/pijom/article/view/172635/116976. Accessed 4 May 2025.
- Shults, Christopher. "The critical impact of impending retirements on community college leadership." American Association of Community Colleges, Mar. 2001.
- Stacy, Angelica, et al. "Report on the university of california, berkeley faculty climate survey." *Google Scholar*, University of California Berkeley, May 2011, ofew.berkeley.edu/sites/default/files/faculty_climate_survey_report_2011.pdf. Accessed 2 Apr. 2025.

- Stone, Connie. ““Grow your own community college leaders”: How one college did it. Hccs Leadership Training Institute.” *Ed.gov*, Houston Community College System, Texas, 24 July 1995, eric.ed.gov/?id=ED385317. Accessed 19 Nov. 2024.
- “The theory of work life balance: A comprehensive analysis - work life secrets.” *Work Life Secrets*, 16 June 2023, worklifesecrets.com/theory-of-work-life-balance/. Accessed 4 May 2025.
- Theofanidis, Dimitrios, and Antigoni Fountouki. “Limitations and delimitations in the research process.” *Perioperative Nursing*, vol. 7, no. 3, 2019, pp. 155–162, www.spnj.gr/articlefiles/volume7_issue3/pn_sep_73_155_162b.pdf, <https://doi.org/10.5281/zenodo.2552022>. Accessed 26 Apr. 2025.
- Thomas, Linda Thiede, and Daniel C. Ganster. “Impact of family-supportive work variables on work-family conflict and strain: A control perspective.” *Journal of Applied Psychology*, vol. 80, no. 1, 1995, pp. 6–15.
- Tracy, Sarah J. “Qualitative quality: Eight “big-tent” criteria for excellent qualitative research.” *Qualitative Inquiry*, vol. 16, no. 10, Oct. 2010, pp. 837–851, journals.sagepub.com/doi/10.1177/1077800410383121. Accessed 26 Apr. 2025.
- Turner, Claudine, and Liz Grauerholz. “Introducing the Invisible Man: Black Male Professionals in Higher Education.” *Humboldt Journal of Social Relations*, vol. 39, 2017, pp. 212–227. *JSTOR*, www.jstor.org/stable/90007881, <https://doi.org/10.2307/90007881>.
- U.S. Bureau of Labor Statistics. 2015. *Employed Persons by Detailed Occupation, Sex, Race, and Hispanic or Latino Ethnicity*. 2015.
- U.S. Bureau of Labor Statistics. “Projected growth in labor force participation of seniors, 2006-2016 : The Economics Daily : U.S. Bureau of Labor Statistics.” *Bureau of Labor*

- Statistics*, The Economic Daily, 31 July 2008,
www.bls.gov/opub/ted/2008/jul/wk4/art04.htm. Accessed 21 Nov. 2024.
- U.S. Census Bureau. (2013). Educational attainment in the United States: 2013—detailed tables [Data tables]. Retrieved from <http://www.census.gov/hhes/socdemo/education/data/cps/2013/tables.html>.
- Varpio, Lara, et al. “The distinctions between theory, theoretical framework, and conceptual framework.” *Academic Medicine*, vol. 95, no. 7, July 2020, pp. 989–994, journals.lww.com/academicmedicine/fulltext/2020/07000/The_Distinctions_Between_Theory,_Theoretical.21.aspx, <https://doi.org/10.1097/ACM.00000000000003075>. Accessed 6 Apr. 2025.
- Visa, Ari, et al. “New tools to help in the recruitment process.” *Procedia Manufacturing*, vol. 3, 2015, pp. 653–659, <https://doi.org/10.1016/j.promfg.2015.07.297>.
- Vui-Yee, Koon, and Khoo Paggy. “The effect of work fulfilment on job characteristics and employee retention: Gen y employees.” *Global Business Review*, vol. 21, no. 2, 19 June 2018, p. 097215091877891, <https://doi.org/10.1177/0972150918778912>.
- Watson, George, and Louis H. Grossman. “Pursuing a comprehensive faculty development program: Making fragmentation work.” *Journal of Counseling & Development*, vol. 72, no. 5, 6 May 1994, pp. 465–473, <https://doi.org/10.1002/j.1556-6676.1994.tb00975.x>. Accessed 12 Nov. 2020.
- Weisman, Iris M, and George B Vaughan. “The community college presidency, 2001. Research brief. leadership series.” *Ed.gov*, For full text: <http://www.aacc.nche.edu>, 2002, eric.ed.gov/?id=ED466261. Accessed 2 May 2025.

- Wikipedia Contributors. "African americans." *Wikipedia*, Wikimedia Foundation, 11 Feb. 2019, en.wikipedia.org/wiki/African_Americans. Accessed 28 Feb. 2025.
- Williams, Brittney B. "A. qualitative examination of professional and personal balance in two-year higher education institutions: Fostering a work-family culture within a community college system - ProQuest." *Proquest.com*, 2020, www.proquest.com/openview/28c42633ad6200f888d136ecc5b75255/1.pdf?cbl=18750&diss=y&pq-origsite=gscholar. Accessed 19 Mar. 2025.
- Williamson, Daria. "Work-life balance or work-life harmony? ~2022 ~ Daria williamson - coach, trainer, facilitator." *Dariawilliamson.com*, Leadership Development, 10 June 2019, dariawilliamson.com/work-life-balance-or-work-life-harmony/. Accessed 4 May 2025.
- Wojcik, Alketa. "To jump or not to jump : Community college faculty perceptions of administrative positions as a career path." *Escholarship.org*, 201AD, escholarship.org/uc/item/5x70b784. Accessed 23 Apr. 2025.
- Yearout, Teresa, et al. "Impediments to the advancement of women at community colleges." *DigitalCommons@University of Nebraska - Lincoln*, Journal of Women in Educational Leadership, 2017, digitalcommons.unl.edu/jwel/214/. Accessed 29 Mar. 2025.
- Yin, Robert K. "Application of case study research." *Google Books*, SAGE, 2012, books.google.com/books?hl=en&lr=&id=FzawIAdilHkC&oi=fnd&pg=PR1&dq=case+study+research+design+and+methods+robert+yin+2009&ots=1-1S4ilT2v&sig=QLadXANrRhOJ_aEfLex0gVa_aUY#v=onepage&q=case%20study%20research%20design%20and%20methods%20robert%20yin%202009&f=false. Accessed 12 Apr. 2025.

- Yordy, Kelly A. "The effects of career related stress on faculty work-life balance: A quantitative analysis." *Sycamore Scholars*, Indiana State University, 2018,
scholars.indianastate.edu/etds/1747/?utm_source=scholars.indianastate.edu%2Fetds%2F1747&utm_medium=PDF&utm_campaign=PDFCoverPages. Accessed 23 Nov. 2024.
- Zula, Kenneth J., and Thomas J. Chermack. "Integrative literature review: Human capital planning: A review of literature and implications for human resource development." *Human Resource Development Review*, vol. 6, no. 3, Sept. 2007, pp. 245–262,
journals.sagepub.com/doi/10.1177/1534484307303762,
<https://doi.org/10.1177/1534484307303762>.

Appendix A - Alignment Table

Alignment Table

Problem based on the literature	Research Questions	Conceptual Framework	Methodology	Interview Questions
Higher education leadership revealed dissatisfaction with work-life balance issues related to workload, career progression & family life.	RQ1. What are African American males perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges?	Social Capital Theory (Bourdieu, 1986; Seibert et al., 2001; Putnam, 1995)	Qualitative Narrative Inquiry with in-depth interviews (Lochmiller & Lester, 2017).	See Appendix B
There is a lack of research on African American males regarding work-life balance.	RQ2, How have African American male leaders experienced social influences? a. How have these social influences affected work-life balance?	Social Capital Theory (Bourdieu, 1986; Seibert et al., 2001; Putnam, 1995).	Qualitative Narrative Inquiry with in-depth interviews (Lochmiller & Lester, 2017).	See Appendix B

Appendix B - Interview Questions

Research Question 1: What are African American males perceptions and experiences of how work-life balance influenced their journey to senior leadership positions in community colleges?

1. In detail describe your progression to becoming a senior leader in a community college. How has work life balance or lack thereof influenced or impacted you during this journey.
2. Has work-life balance been an issue for you while in your leadership role? Describe the challenges you experienced regarding balancing work and personal life. How has your role impacted your work-life balance?
3. What other roles outside of work (i.e. board member, mentor, etc.) have impacted your work-life balance?
4. How have you handled those instances when competing priorities of work and family were in conflict?
5. What adjustments (if any) have you made with your work schedule or job choice to ensure that you still have time for your family?

Research Question 2: How have African American male leaders experienced social influences? a. How have these social influences affected work-life balance?

1. What or who provided significant social influence during your journey to senior leadership?
2. What did you find most valuable in your journey to your presidency/senior leadership?
3. Were there social expectations and cultural norms that impacted your career? What were they and how did that feel like?
4. Describe any social and professional networks that influenced your career progression.
5. Was it necessary for you to overcome any social or racial challenges in your leadership role? What did that look like on your journey?

Appendix C - Invitation to Participate

Dear (Potential Participant),

You are invited to participate in a voluntary research project being conducted by Mark L. Sanford a doctoral student in the Department of Education's John E. Roueche Community College Leadership Program at Kansas State University.

Purpose: The purpose of the study is to understand the role of work-life balance for African American men in their journey to senior leadership in community colleges and to understand the effects of social influences during this journey.

Participants will be given informed consent and interview protocols. An interview will be conducted with the researcher. The interview will be recorded and transcribed at a later date.

Criteria to be considered for the study consist of current or previous serving African American men in senior leadership community colleges positions at a member college associated with AACC.

There are no known physical risk or consequences. However, there may be a social, legal or economic consequence or risks for completing the interview and having the results published. However, these risks and consequences are eliminated by the use of pseudonyms instead of actual participant names.

It is possible and hopeful that this study will provide insight into understanding the role of work-life balance in the journey to senior leadership positions in community colleges for African American men.

Your participation in this research is voluntary, and you may refuse to participate or may discontinue participation at any time.

No identifying information will be collected in the study, and the informed consent will not be shared with anyone outside of the researcher and committee chair. Along with pseudonyms for

the participants, the college where each participant is employed will not be identified by name but simply described by general location and type.

Notes from the interviews, transcripts and electronic recordings will be saved and password protected on a computer that is also password protected. Written notes will be labeled with pseudonyms and scanned into an electronic file along with the informed consent for each participant. These files will also be password protected on a computer that is also password protected.

If you have any questions about this study you may email Mark L. Sanford at mlsanfor@ksu.edu or committee chair: Dr. Terry Calaway (terry74@ksu.edu).

Respectfully,

Mark L. Sanford

Appendix D - Informed Consent

**KANSAS STATE
UNIVERSITY**

**University Research
Compliance Office**

Institutional Review Board (IRB) Informed Consent Template Form

comply@k-state.edu | 785-532-3224

If you are performing research involving human subjects, it is your responsibility to address the issue of informed consent. This template is intended to provide guidance for crafting an informed consent document. The Committee for Research Involving Human Subjects (IRB) *strongly* recommends that you model your consent form on this template. However, if you choose a different approach, it must contain at a minimum the same elements as this standard version. Language and terminology used in the consent form must be written at no more than the 8th grade level, so that the potential participant can clearly understand the project, how it is going to be conducted, and all issues that may affect his or her participation. In addition, please write the consent form in a manner that addresses your subjects directly instead of writing it in a manner that addresses the University Research Compliance Office directly. *Information on the important issue of informed consent can be found in 45 CFR 46 at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.116>. Federal law mandates that all signed and dated informed consent forms be retained by the P.I. for at least three years following completion of the study.*

WAIVER OF INFORMED CONSENT: *There are limited instances where the requirement for a formal informed consent document may be waived or altered by the IRB.*

45 CFR 46 states that "An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either:

- 1) That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or*
- 2) That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context."*

If a study employs only questionnaires and surveys as the source of their data, it may generally be assumed that to answer and return the questionnaire is an appropriate and sufficient expression of free consent. However, there are circumstances that might call this assumption into question - e.g., teacher-student relationship between the investigator and the subject, etc. However, a statement should be included on the questionnaire or survey form indicating that participation of the subject is strictly voluntary, the length of time reasonably expected to complete the questionnaire or survey form, and that questions that make the participant uncomfortable may be skipped.

Form Content

PROJECT TITLE: Full title of project. If possible, the title should be identical to that used in any funding/contract proposal.

PROJECT APPROVAL DATE/ EXPIRATION DATE: provided in the approval letter, must be in place before distributing to subjects.

LENGTH OF STUDY: Estimate the length of time the subject will be expected to participate.

PRINCIPAL INVESTIGATOR/CO-INVESTIGATOR(S): Must be a regular member of the faculty.

CONTACT DETAILS FOR PROBLEMS/QUESTIONS: Name, phone number and/or email address of the P.I.

IRB CHAIR CONTACT INFORMATION: *For the subject should he/she have questions or wish to discuss on any aspect of the research with an official of the university or the IRB. These are: Lisa Rubin, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224, rubin@ksu.edu; Brad Woods, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224, comply@ksu.edu.*

PROJECT SPONSOR: Funding/contract entity.

PURPOSE OF THE RESEARCH: Explain in lay terms that this is a research project, and why the research is being done.

PROCEDURES OR METHODS TO BE USED: Explain in lay terms and in language understandable at the 8th grade level how the study is going to be conducted and what will be expected of participants. Tell participants if they will be audio or videotaped, if they will be paid, etc.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT: Explain any alternative procedures or treatments if applicable.

RISKS OR DISCOMFORTS ANTICIPATED: Describe any foreseeable risks or discomforts from the study. If there are no known risks, make a statement to that effect.

BENEFITS ANTICIPATED: Describe any *reasonably expected* benefits from the research to the participant or others from the research.

EXTENT OF CONFIDENTIALITY: Explain how you plan to protect confidentiality.

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: *In cases where more than minimal risk is involved.*

PARENTAL APPROVAL FOR MINORS: If minors or those who require the approval of a parent or guardian are participants, you should include a space for their consenting signature.

PARTICIPANT NAME/SIGNATURE: Name of research participant and signature.

WITNESS TO SIGNATURE (PROJECT STAFF): Staff signature.

If any of the following content sections do not apply to your research, feel free to delete from the consent form.

PROJECT TITLE:

**PROJECT
APPROVAL DATE:**

**PROJECT
EXPIRATION
DATE:**

**LENGTH
OF STUDY:**

**PRINCIPAL
INVESTIGATOR:**

**CO-
INVESTIGATOR(S):**

**CONTACT DETAILS FOR
PROBLEMS/QUESTIONS:**

**IRB CHAIR CONTACT
INFORMATION:**

**PROJECT
SPONSOR:**

PURPOSE OF THE RESEARCH:

PROCEDURES OR METHODS TO BE USED:

--

BIOLOGICAL SAMPLES COLLECTED (Describe procedure, storage, etc.):

[Select a statement from the drop down menu]
[Select a statement from the drop down menu]

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT:

--

RISKS OR DISCOMFORTS ANTICIPATED:

--

BENEFITS ANTICIPATED:

--

EXTENT OF CONFIDENTIALITY:

[Select a statement from the drop down menu]

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS? ☐ Yes ☐ No

**PARENTAL APPROVAL
FOR MINORS:**

**PARENT/GUARDIAN
APPROVAL SIGNATURE:**

--

DATE:

--

Terms of participation: I understand this project is research, and that my participation is voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant).

**PARTICIPANT
NAME:**

--

**PARTICIPANT
SIGNATURE:**

--

**WITNESS TO
SIGNATURE: (PROJECT
STAFF)**

--

DATE:

--

DATE:

--