

A Phenomenological Study of the Lived Experiences of African American Business
School Deans at AACSB Accredited Predominantly White Institutions

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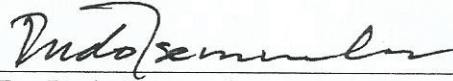
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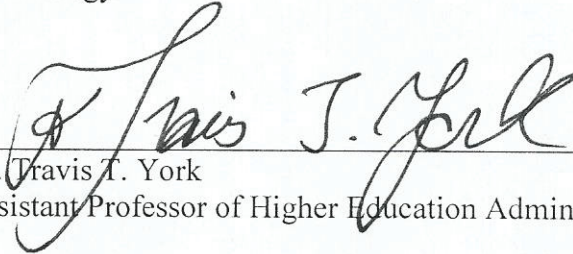
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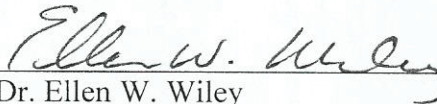
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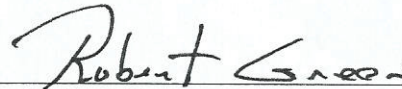


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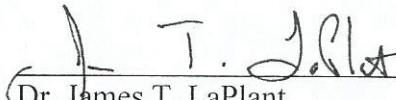
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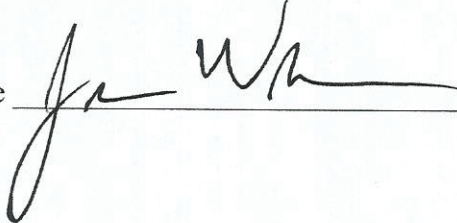
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ABSTRACT

This study examined the experiences of African American business school deans accredited by the Association to Advance Collegiate Schools of Business (AACSB) at predominantly White institutions (PWI). The Princeton Review articulates that business management is the most popular undergraduate college major in the United States (2014). However, the dynamics of the racial makeup of leadership at such institutions, specifically in PWIs, illustrates that a great disparity exists. African American deans currently make up 4% of deans at PWIs that have student populations that are becoming more diverse. Therefore, I utilized a transcendental phenomenology for my research design with Co-Optation, Campus Racial Climate, Critical Race Theory, and Bolman and Deal's (2008) *Reframing Organizations* as the theoretical frameworks. I interviewed five former African American deans utilizing a three-interview series, to understand the essence of their experiences becoming and serving as a dean of a PWI (Husserl, 1931; Seidman, 2006). I also reviewed documents such as press releases and newspaper articles, to confirm or refute the data obtained through the interviews. Data analysis utilizing memos, categorizing, connecting strategies, document analysis, and constant comparative method produced three themes: minimize race, changes within the deanship, and pressing challenges. These findings suggest that prospective African American business deans should not focus on their racial identity in applying or serving as a dean, and they should understand that the dean position is more external than internal. Yet, their greatest challenge racially, will come from external constituents, and they should be ready for challenges related to resource allocation, AACSB accreditation, faculty and staff, and strained relationships with other university deans and their provost.

TABLE OF CONTENTS

Chapter I: INTRODUCTION 1

 Statement of the Problem3

 Purpose of the Study 4

 Significance of the Study 4

 Research Questions5

 Assumptions 5

 Theoretical Framework5

 Methodology 8

 Definition of Key Terms 8

 Summary9

Chapter II: REVIEW OF LITERATURE..... 11

 Business School Accrediting Bodies.....12

 AACSB 13

 Focus on the AACSB..... 16

 African American Faculty and Administrators’ Experiences at PWIs..... 18

 Double Consciousness and Isolation on Campus..... 21

 Co-Optation 23

 Campus Racial Climate.....25

 Critical Race Theory29

 Critique of Liberalism..... 30

 Whiteness as Property..... 31

 Interest Conversion.....31

Counter-Storytelling.....	31
Permanence of Racism.....	32
<i>Reframing Organization</i> Framework.....	33
African American Advice for Faculty and Administrative Roles.....	33
Summary.....	35
Chapter III: RESEARCH DESIGN AND METHODOLOGY.....	37
Statement of the Problem and Research Questions	37
Research Design	38
Site and Participant Selection/Sampling.....	39
Profiles of Participants.....	41
Data Collection	42
Instrument.....	42
Interviews.....	43
Documents and Artifacts Collection.....	45
Data Analysis	45
Trustworthiness	50
Positionality Statement.....	50
Member Checking.....	54
Three Series Interview Approach.....	55
Ethical Issues	55
Summary	57
Chapter IV: FINDINGS.....	58
Brief Narratives of Participants.....	58

Clarence.....	58
Lisa.....	61
William.....	63
Jonathan.....	65
Gary.....	66
Discussion of Themes.....	68
Minimize Race.....	72
Changes within the Deanship.....	79
External versus Internal.....	81
New Dean.....	84
Pressing Challenges.....	87
Challenges.....	88
AACSB.....	93
Budgets.....	97
Relationships with University Deans and the University’s Provost..	102
Summary.....	106
Chapter V: DISCUSSION AND CONCLUSIONS.....	109
Discussion of Themes.....	110
Theme I: Minimize Race.....	110
Theme II: Changes within the Deanship.....	115
Theme III: Pressing Challenges.....	118
Research Questions: Final Discussions Summary.....	122
Limitations of the Study.....	126

Implications of the Study.....	128
Recommendations for Future Research.....	130
Final Conclusions.....	131
REFERENCES	133
APPENDICES	153
Appendix A: Interview Guide and Questions.....	153
Appendix B: Institutional Review Board Protocol Exemption Report.....	156
Appendix C: Brief Narratives of Participants.....	158
Appendix D: Participant Invitation Letter.....	182

LIST OF TABLES

Table 1: Profiles of Participants.....	41
Table 2: Themes Matrix.....	70
Table 3: Participants' Business School Rankings.....	92

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DEDICATION

I dedicated this dissertation to my parents: Johnny Lee Whirl and Marie Rose Whirl. Thanks for planting the seed of educational attainment in my life.

Chapter I

INTRODUCTION

In 2003, I entered the world of higher education as a freshmen business marketing major with plans to work for a large automotive car dealership in Charlotte, North Carolina. During my orientation into the College of Business Administration, I was greeted by an African American male accounting professor who seemed to take great interest in my acceptance into the college. We chatted for over an hour about my post-graduation plans, even though I had no courses on my college transcript yet. During my undergraduate years, he served as a mentor to me. Later during my junior year I took on the presidency position for the National Association of Black Accountants (NABA) chapter in which he served as the program's advisor. Additionally, during my junior year I encountered another African American business faculty member whose specialty was in finance.

Unfortunately, his course was the only course that I ever withdrew from in my entire academic experience at the undergraduate or graduate level. I remember walking into his office to get his signature for my withdraw request and he asked me about my plans after graduation. Between my freshmen and junior year, I had changed my major from marketing to economics. I remember replying to him that I planned on getting a MBA in economics and a PhD in monetary economics to work for the Federal Reserve System. He asked me if I thought that I was mentally prepared for graduate work in economics; specifically mathematics and why I never considered a career as an academic

professor. I gave him my reasons of wanting to become the first African American Federal Reserve Chairman and that this position could help spur the interest of other African Americans into the profession of economics. With a long stare, he articulated that I could have the same impact if I took on the position of dean within a college of business one day. After seeing my work in NABA, and the executive guest speakers I brought to campus, he felt my leadership potential was just emerging. He brought to my attention the lack of minority faculty members within my undergraduate institution's College of Business Administration which at the time only had four African American professors (two in the department of accounting, finance, and economics; one in the department of computer science and quantitative methods; and one in the department of management and marketing).

Eleven years later in 2014, the same College of Business Administration has five African American professors (two in the accounting, economics, and finance division; one in the department of computer science and quantitative methods; and two in the department of management and marketing). After graduation, I attended another university for my MBA in which no African Americans served on the faculty. After completing my first master's degree I did post graduate work to pick up additional graduate credits in economics and finance at another university, and this institution only had one African American professor in the accounting department. After obtaining my first full-time faculty position as an instructor of economics, I encountered various African American professors, more specifically business school deans at business education conferences and through the Georgia State University's Center for International Business Education and Research (CIBER) initiative. After sitting in

sessions, I noticed a stark disparity in the number of African American deans in attendance. Notably, this disparity was illuminated more when I obtained a position as a visiting instructor at a doctoral research institution in the south, which happened to be accredited by the Association to Advance Collegiate Schools of Business (AACSB). During my tenure, the College of Business Administration only had six African American professors out of 122; which is down to four given the departure of myself and my colleague. During my tenure at the institution, I had many conversations with an African American coworker who was brought to the institution from a historically black university (HBCU) to serve as department chair. He told me that he only stayed in the chair position for one year because of the treatment he received from faculty members.

After discussing his experiences, I decided to investigate the aggregate number of business school deans at accredited PWIs (colleges or universities in which 50% or more of the student population is Caucasian; Brown & Dancy, 2010) to see the distribution of minority leadership across the United States. To my amazement, the disparity was worse than I could have imagined. After moving into a dean position of a business division at a 2-year technical college, I decided that I would work towards building a bridge for African American professors who aspire to become a dean at an AACSB accredited PWI, given that no formal guidance was made available. Specifically, I was interested in understanding why the disparity exists at the deans' level and what steps can be taken to increase African American leadership opportunities in AACSB accredited PWIs.

Statement of the Problem

The problem is the underrepresentation of African American deans in AACSB accredited PWIs. In 2003, Stewart articulated that, "Barely a handful of African

Americans are business school deans at predominantly White universities” (p. 34). In 2014, only 19 African Americans in the United States hold the position of dean at AACSB PWIs out of 477 accredited PWIs (AACSB Membership Listing, 2014). Dr. Jeffrey Robinson, an assistant professor of management and PhD Project alum, stated,

Top administrators can be critical agents for change. As dean you are actually able to impact local areas as well as global areas. The dean sets the tone for who’s going to be hired as professors. The dean sets the theme for the school. (Oguntoyinbo, 2010, para. 5).

Milano stated, “We see the impact that a minority professor has on a class. As a dean, your impact is on all of the faculty in the department. The higher up you go ... the greater the impact you can have” (Oguntoyinbo, 2010, para. 9).

Purpose of the Study

Given the large disparity of African American leadership at AACSB accredited PWIs, my purpose of this study was to understand the essence of experiences for African American deans who have served at AACSB PWIs to increase the number of African American professors who become deans at PWIs. I intended to understand how each participant became a dean, understand their experiences during their deanship, and garner their advice and lessons learned on how prospective African American deans can become deans at AACSB accredited PWIs.

Significance of the Study

This study gathered data on the successful strategies used by former African American deans who led AACSB accredited PWI business schools. Findings from this study will provide published literature for African American professors who have

considered dean positions at PWIs, but have not had the benefit of obtaining informative data that could help them transition into the position successfully. Therefore, this study is relevant and timely in the area of organizational leadership that focuses on executive higher education administration.

Research Questions

RQ1: What are the experiences of African American AACSB accredited business school deans at PWIs?

RQ2: What do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.?

Assumptions

The participants in this study consisted of five African American deans former deans, deans emeritus, retired deans, or deans who have returned to full-time faculty positions. The participants focused on for this study were African American, retired within the past 10 years, and have worked at an AACSB accredited PWI. The current 19 deans in the U.S. were not interviewed for ethical and professional reasons related to their job security. I conducted the study with expectations that all deans provide insightful answers that are reflective of their tenure and helpful to those aspiring to become future deans. Moreover, I expected full participation from participants in relation to completing the three separate interviews.

Theoretical Framework

To understand the disparity of African American business school leadership at AACSB accredited PWIs, I examined the problem through the lenses of co-optation,

campus racial climate theory, critical race theory, and Bolman and Deal's (2008) *Reframing Organizations* respectively.

Co-optation. Aguirre and Martinez (2006) purport that, "Co-Optation strategies stem from a rational-bureaucratic approach for managing organizations that promotes the dominant group's ideological and vested interests in higher education" (p. 57). The idea is to assimilate minorities through culture to conform to the cultural practices of the majority group (Caucasians). Therefore, the goal of Co-optation is to "change diversity to fit the dominant group's interest" (p. 57). In comparison, transformation strategies "seek to incorporate diversity by challenging the dominant group's resistance to diversity" (p. 57). Because of co-optation, many African Americans struggle to obtain dean positions at PWIs as they battle with trying to please the dominant group and their African American community at large, also noted as double consciousness (Du Bois, 1903). Manning (2012) asserts that, "rather than fundamental change, co-optation absorbs people of color, women, and other underrepresented groups into the existing leadership and power structure" (p. 103). Similarly, co-optation aligns with campus racial climate theory.

Campus racial climate theory. Hurtado, Milem, Clayton-Pedersen, and Allen (1998, 1999) created a four dimension framework for examining campus racial climate. Those elements are: "an institution's historical legacy for inclusion or exclusion of various racial/ethnic groups, its structural diversity in terms of numerical representation of various racial/ethnic groups, the psychological climate of perceptions and attitudes between and among groups, and the behavior climate, as characterized by intergroup relations on campus" (Victorino, Nylund-Gibson, & Conley, 2013, p. 773). In 2005,

Milem, Chang, and Antonio created a fifth element that focused on the effects race has on higher education organizational structures: for example, “reward structures, budget allocation, tenure practices and faculty hiring approaches” (Victorino, Nylund-Gibson, & Conley, 2013, p. 773). The latter is utilized as a lens to examine the practices of PWIs and the historical barriers created through the manipulation of administrative resources. Embedded within the aforementioned theories is the idea of race. Therefore, I will examine the critical race theory (CRT).

Critical race theory. Developed by Derrick Bell (1992), CRT serves as an “interdisciplinary analysis and critique of the social and political contexts of educational settings” (Manning, 2012, p. 76). The theory suggests the following ideas (tenets): racism is normal and endemic in the U.S., racism and its nature are socially constructed, racism and oppression underscore social structures, counter storytelling provides stark differences from the dominant master narrative about people of color, and whiteness is viewed as property.

Bolman and Deal’s (2008) *Reframing Organizations*. The *Reframing Organization* text provides four distinct yet interconnected theoretical frameworks that address the complexities of reframing or transforming organizations. Those frameworks are structural, human resources, political, and symbols. The complexity and frequency in which deans utilize or interplay within the frameworks will depend on their individual situations occurring within their PWI. Nevertheless, this framework provides a complimentary lens to the ones aforementioned related to race.

Methodology

This study focuses on the lived experiences of former African American business school deans at AACSB accredited PWIs. To understand their essence of shared experiences, I utilized the transcendental phenomenological research design created by Husserl (1931) that focuses on taking the participants experiences and generating themes based on their shared experiences. Additionally, unlike other forms of phenomenology (hermeneutics and existentialism), transcendental phenomenology focuses on the “nuances and variations in experience across individuals” (Conklin, 2005, p. 3). Given this approach I interviewed five retired deans, deans emeritus, deans that have moved into the provost or president role, or former deans who have returned to faculty positions. Moreover, I utilized a three series interview process, with an interview guide for structure, which is embedded with open-ended questions (Seidman, 2006). For data analysis I utilized a combination of memos, categorizing, and connecting strategies to identify emergent themes within the data (Maxwell, 2006). However, because of the use of a transcendental phenomenological study, I primarily used the categorizing strategies through the use of coding for data analysis (Husserl, 1931; Moustakas, 1994).

Definition of Key Terms

African American. “Black or African American refers to a person having origins in any of the Black racial groups of African. It also includes... Afro-Caribbean’s such as Haitian and Jamaicans.” (Rastogi, Johnson, Hoeffel, & Drewery, 2010, p. 1)

Predominately White Institution (PWI). PWIs are colleges or universities in which 50% or more of the student population is white (Brown & Dancy, 2010).

Phenomenology. “Asks for the very nature of a phenomenon for that which makes a some-thing what it is.” (van Manen, 1990, p. 10)

Summary

The number of underrepresented minorities in the U.S. has increased dramatically in recent years (Harvey, 2013). Harvey (2013) states that, “underrepresented minorities make up more than 30 percent of the nation and are responsible for more than 60 percent of its population growth. Institutions of higher education still have a long way to go to reflect this attribute” (para. 2). In regards to diversity issues related to business education; holistically, Milano (2012) stated it best when he argued, “if business schools want to diversify global management, they will have to start by diversifying their own faculties” (p. 34). In relation to this, business schools’ enrollment; specifically in top business school programs have reached highs of 28-34%; but, the racial minority groups represented are overwhelming Asian-American students (Zorn, 2012). In many cases underrepresented minorities such as African Americans, Hispanic and Native Americans usually makeup no more than 10% of the minority populations within schools. To be more reflective of the social makeup of the country, organizations such as the PhD Project have been instrumental in helping with the business faculty disparity. With the help of the PhD Project business minority faculty members have grown from 294 in 1994 to 1,109 in 2012 with an additional 400 currently enrolled in doctoral programs (Milano, 2012, p. 35). However, the disparity of the leadership must be addressed, as true change comes from the leadership of the academic deans. In 2009 the PhD Project created the Achieving Higher Education Administrative Diversity (AHEAD) Project, which provides minority faculty members guidance for moving into various administrative roles in

business schools such as director roles, assistant deans, associate deans, and dean positions at various institutions (Oguntoyinbo, 2010; PhD Project AHEAD, 2014). However, no thorough description or accounts of African American deanships at AACSB PWIs exist in the literature.

Chapter II

REVIEW OF LITERATURE

This chapter will detail the essential components of related literature for readers to understand the significance of the study holistically. In this chapter I first examined the literature related to the AACSB accrediting body. In conjunction I examined the literature related to African American faculty and administrators working at PWIs with an additional emphasis on double consciousness, isolation, and African American advice for faculty and administrators on PWIs campuses. Moreover, the literature review examined the theoretical frameworks of co-optation, campus racial climate, critical race theory, and Bolman and Deal's (2008) *Reframing Organizations* respectively. In concert, these elements provide a solid base for examination of why a study of African American deans at AACSB PWIs needed to be done. My overall goal was to provide the most relevant literature to help current African American assistant professors become deans at AACSB accredited PWIs.

Much literature has been written in regards to experiences of African American faculty and administrators in PWIs (Cruse 1994; Moses, 1993; Patitu & Hinton, 2003, Pollack & Neimann, 1998, Smith & Calasanti, 2005). In review of the literature I examined a gap related to the diversity issues of dean's positions at Association to Advance Collegiate Schools of Business (AACSB) accredited PWIs. Most recently, an examination of the true recruiting efforts of AACSB PWIs in regard to underrepresented minorities in top business schools was addressed (Harvey, 2013). Harvey (2013)

concluded that “business schools are, and have woefully been, devoid of diverse faculty” (para. 8). Moreover, the examination concluded that this problem will not be fixed anytime soon, even with the efforts of several strategic programs such as the PhD Project (Harvey, 2013). Additionally, the AACSB’s accrediting standard, section one, requires that college/universities illustrate diversity in their business programs as it relates to their overall college and school’s mission and vision (AACSB, 2009).

However, the diversity of academic administrators at AACSB PWIs are less reflective of the desired outcomes addressed in their accrediting standards. Within this framework, only 19 African Americans in the U.S. hold the position of dean at AACSB PWIs out of a staggering 477 accredited PWIs (AACSB Membership Listing, 2014).

Business Accrediting Bodies

Program accreditation in the U.S. is usually a top priority for any college/university that wants to set itself apart as being valuable and reputable to prospective students. Hasan (1993) stated, “Accreditation is a non-governmental, voluntary peer review process, used to determine whether a business programme merits public confidence. Proponents argue that the accreditation process benefits institutions through self-knowledge, providing accountability, establishing a legal standard, and through the competition it creates” (p. 48). However, Hasan (1993) also states, “Accreditation can be time-consuming, expensive and troublesome, and can be less beneficial to the individual institution as more schools are accredited and exclusivity diminishes” (p. 48). In the U.S. only three business accreditations are recognized by the *Council for Higher Education Accreditation (CHEA)*: AACSB, Accreditation Council

for Business Schools and Programs (ACBSP), and the International Assembly for Collegiate Business Education (IACBE).

AACSB. Out of the three the AACSB is the oldest accrediting body that was established in 1916 (AACSB, 1998). Internationally, AACSB accredits schools for bachelors, masters, and doctoral degrees in business (AACSB, 1998). The following schools are the founding members of AACSB: Columbia University, Cornell University, Dartmouth College, Harvard University, New York University, Northwestern University, The Ohio State University, Tulane University, University of California at Berkeley, University of Chicago, University of Illinois, University of Nebraska, University of Pennsylvania, University of Pittsburgh, The University of Texas, University of Wisconsin-Madison, and Yale University (AACSB, 1998; NMU, para. 2). Moreover, just over 600 plus schools of business, or less than 5% of business schools world-wide have this accreditation (NMU, para. 1).

According to the Washington Post (2014), “Most leading MBA programs in the U.S. have accreditation from the AACSB, not ACBSP” (para. 5). The AACSB has long been known as the premier business accrediting body because of its stringent requirements related to research (Mangan, 2007). This perspective has been primarily fueled due to the rapid changes that occurred between the 1970s and 1980s. McKenna (1989) articulated that schools began examining the research output of faculty members as a prerequisite to obtaining tenure track positions. Out of this, the AACSB created three categories for business school accreditations that focused on doctoral degree granting institutions, teaching institutions that wanted moderate to high level researchers, and schools that simply held membership benefits but were not accredited (Van Auken, &

Cotton, 1993). Based on a report of Porter and McKibbin (1988), the AACSB refocused their research agendas to applied research that could be used to help private sector industries (Van Auken, & Cotton, 1993). However, the focus on research, “Generated pressure toward the homogenization of accredited and accreditation-seeking schools on the research issue” (Van Auken, & Cotton, 1993, p. 261).

In a survey given to AACSB deans, the majority of them “had real concerns about the cost of accreditation, the inflexibility it is perceived to impose, and the application of rigid or irrelevant standards” (Henderson & Jordon, 1990, p. 12). Interestingly, Roberts, Johnson, and Groesbeck (2006) discovered in a survey of new assistant professors who just started working at a newly accredited AACSB school overwhelmingly preferred to work at an AACSB school compared others (90.2%). However, in recent years AACSB schools have feared a tremendous shortage of PhD qualified candidates will increase due to the rapid retirements of those who obtained their degrees between the 1960s-70s (Mauldin, McManis, & Breaux, 2011). Tullis and Camey, (2007) articulated why professor qualifications in the AACSB are so high and why the shortage exist.

Being doctorally qualified does not mean that the faculty member simply holds a doctorate. It means that the faculty member is specifically trained in his or her teaching field. Although this might be desirable, many schools that are accustomed to hiring out-of-field doctorates (usually Doctor of Education or Juris Doctor) are stunned by the salary levels of in-field business doctoral faculty (Tullis & Camey, 2007, p. 48).

Because of this the AACSB created post-doctoral bridge programs for non-business PhDs and bridge programs for those who are professionally qualified as defined by having 10

years or more in the field with a master's degree or higher (Mauldin, McManis, & Breaux, 2011). Even with this internal program specifically crafted by the AACSB to help its own AACSB accredited schools get qualified professors, many deans have not bought into these programs and are uneasy about hiring post-doctoral graduates. Here are a few open-ended comments from deans in regard to this program:

This program helps teaching institutions but not research-intensive Institutions.

What is next – woodworkers becoming orthopedic surgeons? While I applaud AACSB for their efforts to mitigate the issues we all face concerning the shortage of PhD qualified faculty in the marketplace, I believe that this solution will prove to a bit short sided and ineffective. (Mauldin, McManis, & Breaux, 2011, p. 293)

These comments illustrate why many schools decide against trying to obtain AACSB accreditation, even with the high prestige it offers. Moreover, Henderson and Jordon (1990) stated that 150 programs met “but many questioned the possibility of their being able to meet the standards as interpreted by the AACSB” (p. 9). Obtaining accreditation from the AACSB has not changed dramatically in recent years. Dumond and Johnson (2013) defined the AACSB accreditation process as:

The AACSB accreditation process encompasses two steps. A collegiate institution offering degrees in business administration may volunteer for an AACSB accreditation review. The accreditation process includes a self-evaluation as well as a peer review. If the peer review and the self-evaluation data are acceptable, the institution is provided with accreditation. Once it achieves AACSB accreditation, the institution enters into a program of periodic reviews (every five years) for strategic

improvement, also known as maintenance of accreditation. Accreditation maintenance reviews are also conducted by peer review teams (p. 129). As of 2013, the AACSB has changed several of its standards to promote flexibility in the mission base guidelines for program accreditation. Here are the revised standards:

Standard 1: Mission, impact, and innovation

Standard 2: Intellectual contributions, impact, and alignment with mission

Standard 3: Financial strategies and allocation of resources

Standard 4: Student admissions, progression, and career development

Standard 5: Faculty sufficiency and development

Standard 6: Faculty management and support

Standard 7: Professional staff sufficiency and deployment

Standard 8: Curricula management and assurance of learning

Standard 9: Curriculum content

Standard 10: Student-faculty interactions

Standard 11: Degree program educational level, structure, and equivalence

Standard 12: Teaching effectiveness

Standard 13: Student academic and professional engagement

Standard 14: Executive education

Standard 15: Faculty qualifications and engagement (AACSB, 2013, pp. 14-38).

Focus on AACSB. Brink and Smith (2012) articulated that the costs of each accrediting body are substantially different and this is the driving force behind what accreditation a school seeks to obtain. AACSB initial accreditation costs \$13,000 with a \$4,500 annual fee (Brink & Smith, 2012). Moreover, the ACBSP initial fee is \$7,400

with an annual fee of \$2,450 (Brink & Smith, 2012), while IACBE initial fee is \$7,500 and an annual fee of \$2,750 respectively (Brink & Smith, 2012). One must also consider costs related to professional development to include conferences and workshops. For other comparatives Yunker (1998) articulated that the AACSB has more PhD faculty than other accrediting bodies, and Levernier and Miles (1992) illustrated bigger compensation packages at AACSB schools compared to others. Other faculty perks in regards to development, sabbaticals are made available more often at AACSB schools compared to others (Kelley, Tong, & Choi, 2010). Brink and Smith (2012) discovered that on average AACSB schools onetime costs were approximately \$31,770 as an aggregate with annual costs of \$359,054 roughly--not including salaries (p. 3). The most conclusive evidence of why this study focuses on AACSB diversity is in direct correlation to the Brink and Smith (2012) quantitative study. The study had a total sample of 741 schools that included 469 AACSB, 153 ACBSP, and 119 IACBE accredited institutions (Brink & Smith, 2012, p. 6).

The study examined variables such as the institutions' assets, liabilities, revenues, end-of-year equipment, library resources, government grants, private gives, FTE staff and faculty members, average professor salaries, and FTE enrollment and tuition/fees (Brink & Smith, 2012). The researchers' goal was to "fill [a] void by analyzing the relationship between institutional resources and choice of accreditor" (Brink & Smith, 2012, p. 2). Because of the large sample size, the strength of the study allowed them to utilize Integrated Postsecondary Education Data System (IPEDS) data and the Pearson's chi-square test for analysis of the data. Additional variables used one-way ANOVAs. To improve upon the depth of the study, the researchers could have completed a longitudinal

study that examines these variables across a period of time. The researchers discovered the following conclusions:

Public institutions are more likely to have AACSB accreditation. Private schools are more likely to have ACBSP or IACBE accreditation. Research institutions are more likely to have AACSB accreditation. Masters and Bachelor degree awarding institutions are more likely to have ACBSP or IACBE accreditation. AACSB institutions have the most assets, equipment, employees, higher compensation and generate greater income compared to all other accrediting bodies. (Brink & Smith, 2012, p. 1)

The implications of this study suggest that the power of the AACSB is acknowledge by those in the industry (Lowrie & Willmott, 2009; Miles, Hazeldine & Munilla, 2004; Trapnell, 2007). However, there is no literature available that discusses minority faculty in AACSB, ACBSP, or IACBE accredited schools. Additionally, given the reputation of the AACSB, it is surprising that a close look at the diversity of its administrators at PWIs specifically has not drawn the attention of on-site review teams. To get a better viewpoint of this holistically, an examination of the literature related to African American faculty and administrators in PWIs is in order.

African American Faculty-Administrator Experiences at PWIs

Currently, African American faculty only make up 2.3% of the total faculty at PWIs and this has not changed since the late 1970s (McNeal, 2003). Moreover, in 2003 African American faculty only made up 5.5% of all full-time faculty in the U.S. (Cataldi, Fahimi, Bradburn & Zimbler, 2005). Many African American faculty members believe that PWI institutions are programmatically neglecting to recruit African American faculty

members (Burden, Harris, & Hodge, 2005). Moreover, it was discovered that the “retention of black administrators is limited by such barriers as the absence of a clear career path and the need to work long and often erratic hours for relatively low pay” (Perna, Gerald, Baum, & Milem, 2007, p. 196). Many others have speculated that administrative searches at PWIs use multiple filters to eliminate African Americans from getting positions (Sagaria, 2002). Because of this Patitu and Hinton (2003) articulated that African Americans continue to be “clustered in disciplines considered to be traditional or feminine, in the lower academic ranks, and in part-time or temporary positions” (p. 79). Furthermore, Crase (1994) argued that “minority administrators may find themselves in dead-end jobs, have their diverse perspectives challenged or ignored, and have their authority and leadership challenged” (p. 18). Moses (1993) gave three ways PWIs create structures that prohibit the success of African American administrators: PWIs have not restructured their institutions and its employees to embrace cultural diversity issues, a strong opposition of change exist to ensure things remain the same, and Caucasian employees do not believe that minorities are capable of handling executive level positions.

Additional data has suggested that African American faculty in 18 out of 19 southern large PWIs have experienced inequity in terms of tenured and non-tenured positions based on race; the same argument was amplified for academic rank and administrative positions that African Americans hold in these institutions (Perna et al., 2007, p. 203). Knowles and Harleston (1997) argued that African American faculty is usually viewed as simply beneficiaries of affirmative action. Racist behaviors towards African American professors come from their Caucasian co-workers, graduate and

undergraduate students, as well as the community in which they live (Hodge & Stroot, 1997).

Many college administrators at PWIs usually argue that there are not a lot of African American faculty members to select from when it comes to recruitment of minority faculty members (Niemann, 2003). However, others suggest that minority faculty members are tired of serving in positions at PWIs that make them feel like trophies or symbols of diversity; therefore, many prefer to teach at institutions in which this does not occur (HBCUs). Turner and Myers (2000) state minority faculty members have to sit on many college committees to illustrate inclusion in regard to diversity of institutional governance. Additionally, many multi-cultural student organizations have minority representation as a sign of diversity (King, 1995). Moreover, the attitude of Caucasian superiors may deflect negatively on African American's who do seek advancement in terms of associate or full-professors, to include dean positions because they may believe that African Americans work is inferior to other races (King, 1995).

Moore and Toliver (2010) stated, "As members of the Black elite in the field of education, Black faculty members have learned the rules and internalized the values of the dominant group's higher education hegemony" (p. 932). Burden, Harris, and Hodge (2005) stated, "The faculty members we interviewed perceived that not only does a lack of diverse faculty in IHE and a devaluing of black scholarship adversely impact promotion and tenure decisions, but also these and other factors impact the appointment and promotion of African Americans into administrative and leadership positions (e.g., school directorships, deanships)" (p. 233).

Double Consciousness and Isolation on Campus.

A second major theme that eloquently describes the experiences of African Americans in PWIs is the idea of double consciousness (Du Bois, 1903). The reflection of this metaphor illustrates that African American faculty members must display and attempt to be two people at the same time. The first person reflects the image of what the majority (Caucasian) accepts as being normal behavior, while the second image reflects what the in group population (African American) wants to see. In many cases, if African American faculty act Caucasian they are labeled as uncle toms in their own community (Dinerstein, 2009).

Reddick, Bukoski, Smith, Valdez, and Wasielewski (2014) conducted a mixed method study that included surveys and phenomenological interviews to examine the effects of isolation on African American faculty. The researchers' developed two research questions which were: "How do tenured and tenure-track Black faculty at UT-Austin make meaning of community engagement experiences in the Austin community and what positive and challenging factors do tenured and tenure-track Black faculty at UT-Austin perceive as they interact in the Austin community?" (Reddick et al., 2014, p. 63).

The researchers sent out 104 surveys to tenured and tenure-track African American faculty, with a 52% response rate (Reddick et al.). Out of the 55 respondents, 31 faculty members were willing to do interviews, and 18 interviews were conducted (Reddick et al., 2014). The mixed method approach to data collection was a strength in this study as it provided an alternative research design to collecting data, as most race studies have been primarily quantitative or qualitative in nature. However, the greatest

weakness of this study is that it only examined the faculty of one PWI. Reddick et al. (2014) stated, “Having limited social outlets may enhance one’s focus and commitment to the activities valued at research-intensive universities. However, an imbalance between professional and social experiences could adversely affect one’s health and well-being” (p. 73).

The implications of isolation are not an isolated occurrence as Alexander and Moore (2007) state, “Although their presence within these institutions is beneficial for a number of reasons, they often face many challenges on various levels” (p. 4). The feeling of isolation is usually associated with being a small minority of people of color on the campus as an aggregate (Moore & Wagstaff, 1974). Many African Americans have learned how to politically navigate the system in order to reach the individual goals they have set out for themselves (Allison, 2008). Allison (2008) goes on to state that, “Black faculty are isolated because, in many cases, they cannot afford to be allied; they must protect their own unstable professional positions” (p. 644). The buildup of the practices can lead what Alexander and Moore (2008) defined as “psychological trauma associated with tokenism” (p. 5).

Niemann (2003) defined tokenism as “a situation that handicaps members of racial/ethnic minority groups who find themselves working alone or nearly alone among members of another social category” (p. 100). Isolation on PWI campuses is usually socially driven (Gilroy, 2004; Kennelly, Misra, & Karides 1999). Manning (2012) asserts, “True organizational change fails because the underrepresented members obtain token leadership positions or nominal programs and services” (p. 103). The concerns of isolation usually feed into bigger concerns related to the overarching strategic diversity

plan of the institution (Pollack & Neimann, 1998). If diversity is not seen as important to individuals in administration, African American faculty members can be hard pressed to see advancement opportunities as well as the ability to express themselves openly on their individual campuses (Smith & Calasanti, 2005). As a base in understanding race and its relationship to practices of PWIs, one must take into consideration co-optation, campus racial climate, and critical race theory (CRT). Additionally, one must also account for the various complexities that effect leaders in organizations. Thus, an examination of the four frameworks of Bolman and Deal's (2008) *Reframing Organizations* text will be expounded upon.

Co-optation Theory

The theory of co-optation is deeply embedded in the social sciences areas; primarily political sciences and sociology (Coy & Hedeem, 2005). The precedence of the theory was built on the work of examining the political power of the rich versus the poor in regards to the land and utility usage in Tennessee (Selznick, 1949). Therefore, "co-optation becomes possible when a challenging group or social movement opposes the practices, initiatives, or policies of more powerful social organizations or political institutions" (Coy & Hedeem, 2005, p. 406). The question becomes should the minority power assimilate and become institutionalized to the majority group's power, or should the minority group work to maintain their independence in expectation that their diverse background or ideological viewpoint will have standing and a positive impact on the institution eventually? Yerkes (2012) articulates that there are two types of co-optation viewpoints: ideological and administrative co-optation. "Ideological co-optation describes...[individuals] that change their ideological or political agenda in order to

conform with regime requests or to preemptively prevent regime interference in their activities” (Yerkes, 2012, p. 152).

Conversely, administrative co-optation, “describes...[individuals] who do not change their ideological or political agendas, but rather allow for regime-friendly administrative measures” (Yerkes, 2012, p. 152). In this case individuals refrain from changing their ideology, but they “recognize that it requires them to self-censor their discourse” (Yerkes, 2012, p. 153) in order for negotiations to occur. In relation to higher education, Manning (2012) asserts, “Co-optation involves selective leadership practices in responses to diversity that often benefit those in positions of power rather than the intended beneficiaries” (p. 103). The prevalence of co-optation at PWIs generally discourages African Americans to apply for administrative positions because of what is known as false generosity (Manning, 2012, p. 103). False generosity is perpetuated in the following manner:

These initiatives often appear, particularly to dominant group organizational participants, to benefit the underrepresented groups but instead perpetuate the power dynamics in the organizational structure. This approach may result in changes to the social structure, but rarely are they the types of change that enact more equitable distributions of power or privilege. (Manning, 2012, p. 103)

Agurire and Martinez (2006) and Manning (2012) suggest that minority groups who utilize administrative co-optative strategies are seen as threatening the organizational structure. Therefore, the majority group, in order to maintain organizational stability, will have individuals “co-opted or absorbed into the structure in ways that engender organizational loyalty, distract the underrepresented group member from the original

goals of equity or transformation, and reward the person for adhering to the leadership and organizational structure of the institution” (Manning, 2012, p. 104). Many African American faculty members perceive that their Caucasian co-workers have power over them and that they have a heavy influence on their academic identity (Burden, Harris, & Hodge, 2005).

As an example, “Staff and faculty recruitment efforts that maintain the dominant culture attitude that people from underrepresented groups are affirmatively hired at the expense of dominant culture members” (Manning, 2012, p. 104), illustrates an embedded racial biases that can defer diversity efforts of attracting African American administrators at a PWI as well as undermine the importance of diversity initiatives holistically. The racial embedding associated with co-optation will be examined through the lens of campus racial climate that is grounded in the understanding that occurrences on campuses, particularly PWIs, consternates African Americans’ willingness and comfort levels of working on PWIs campuses.

Campus Racial Climate.

Conceptually, campus racial climate examines “member’s patterns of behavior, their cognitive images of the institution, and their feelings about the institution” (Victorino, Nylund-Gibson, & Conley, 2013, p. 773). Campus racial climate has a four dimension model to examine the racial elements effecting higher education institutions. Those elements are: an institution’s historical legacy for inclusion or exclusion of various racial/ethnic groups, its structural diversity in terms of numerical representation of various racial/ethnic groups, the psychological climate of perceptions and attitudes between and among groups, and the behavior climate, as characterized by intergroup

relations on campus (Victorino, Nylund-Gibson, & Conley, 2013). It is important to note that, the measurement of campus racial climate has been primarily examined through qualitative focus groups or interview series.

Mayhew, Grunwald, and Dey (2006) conducted an empirical study that “investigated what factors influence staff perceptions of their community as having achieved a positive climate for diversity” (Mayhew, Grunwald & Dey, 2006). The study provided two primary research questions with several sub-questions. The first question was: “How do staff members’ perceptions of their campus community as having achieved a positive climate for diversity differ as a function of their demographic characteristics? More specifically, how do these perceptions differ as a function of their gender and race?” (Mayhew, Grunwald, & Dey, 2006). The second question was: “What role do staff professional characteristics, the structural diversity of the department, staff experiences with diversity on campus, staff perceptions of their departments’ climate for diversity, and staff perceptions of their institution’s commitment to diversity play in influencing these perceptions?” (Mayhew, Grunwald, & Dey, 2006, p. 67).

The researchers utilized a survey that was given to a sample of 1029 staff members randomly at a large PWI public university made up of 2202 individuals (Mayhew, Grunwald, & Dey, 2006, p. 69). The survey instrument was created by the Higher Education Research Institute at UCLA that was configured from a survey first created by the University of California-Berkeley (Mayhew, Grunwald, & Dey, 2006). They obtained 437 useable surveys back that had demographics made up of the following: 83% Caucasian and 17% minority staff. Out of the 17%, 10.7% were African American, 2.8% were Asian/Pacific, .05% were Hispanic/Latino, 2.3% were Native

American, while 1.7% were considered other (Mayhew, Grunwald, & Dey, 2006). The strength of the study was related to the variables the instrument assessed. Some of those variables examined length of employment, job classification, job affiliation, and compared it to the perceptions of diversity (Mayhew, Grunwald, & Dey, 2006). Utilizing multiple regression the researchers' output predicted 34.7% of the variance in regards to the dependent variable. The results illustrated female and racial/ethnic minority staff had more negative opinions about the racial climate of their campus compared to Caucasian and male colleagues (Mayhew, Grunwald, & Dey, 2006; Victorino, Nylund-Gibson, & Conley, 2013). To better this study, the researchers should have surveyed more than one school, and better define their dependent variable which was entitled, "achieved a positive climate for diversity" (Mayhew, Grunwald, & Dey, 2006, p. 70).

Moreover, another empirical study utilized multiple descriptive case studies to examine the racial climate for minorities at three flagship institutions (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011). Their research questions were: "How does the campus climate contribute to underrepresentation of Black and Hispanic faculty in the academy, and how do faculty and administrators at the public flagships institutions in Georgia, Maryland, and Texas perceive the institutional climate and the work environment for the faculty of color?" (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011, p. 8). The strength of the study was the diversity of locations and campuses from which the data was drawn.

With a total sample of 33 participants, the researchers conducted semi-structured one-hour interviews with senior administrators and 90 minute focus group discussions with minority faculty, staff, and student members (Fries-Britt, Rowan-Kenyon, Perna,

Milem, & Howard, 2011). The data suggested that the three flagship universities' faculty and administrators described their climate as uncomfortable in regard to minority faculty recruitment and retention (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011; Victorino, Nylund-Gibson, & Conley, 2013). The implications of this study suggest that much work is needed to better both the recruitment and retention of minority faculty members. Furthermore, these results illustrate that even institutions that have greater resources in terms of assets still have challenges that will rely on systematic changes in the institution's strategic planning processes surrounding diversity. African American faculty working at PWI, "experienced challenges with respect to teaching, mentoring, identity, service and racism, and she argued that such challenges were rooted in campus climates and forms of institutional racism that prevented racial/ethnic minority faculty from becoming full members of the academic community" (Victorino, Nylund-Gibson, & Conley, 2013, p. 775).

Above all, Harper and Hurtado (2007) completed a study that examined 278 African American, Latino, Caucasian, Native America, and Asian American students' and a focus group of staff members' responses to racial campus climates at five PWIs in three different geographic locations. The diversity of locations, sample of participants, and the diversity of the composition of the focus groups were the strong points of the study (Harper & Hurtado, 2007). However, the weakness of the study was that only large institutions were asked to participate in the focus group (Harper & Hurtado, 2007). Through the focus groups they created nine realities: cross-race consensus regarding institutional negligence, race as a four-letter word and an avoidable topic, self-reports of racial segregation, gaps in social satisfaction by race, reputational legacies for racism,

Caucasian student overestimation of minority student satisfaction, the pervasiveness of whiteness in space, curricula, and activities, the consciousness-powerlessness paradox among racial/ethnic minority staff, and unexplored qualitative realities of race in institutional assessment.

In reflection of the data provided by the 88 minority staff members, many of them felt despondent in regards to minority students because of the racism their students dealt with on campus. However, fear of being terminated or scorned by the upper administration caused them to stay silent, or simply talk about the issues amongst themselves (Harper & Hurtado, 2007). The racial occurrences have created great disparities in the social satisfaction African American students experienced compared to their Caucasian counterparts. However, the underlying problem for most PWIs is the avoidance of discussing the topic of race. Harper and Hurtado (2007) state, “Put simply, race remained an unpopular topic and was generally considered taboo in most spaces, including classes other than ethnic studies” (p. 16). However, the taboo of not discussing race is because of the deep rootedness race has in our society, and therefore an examination of the critical race theory (CRT) is paramount in framing this study.

Critical Race Theory

Critical race theory serves the foundational framework for this study, because the theories of co-optation and campus racial climates’ underlying principles reside in the notion that race plays a significant role in regard to power and the working and living environments of individuals, particularly minorities. The tenets of the theory provide a platform for understanding the experiences of African Americans in a socioeconomic way. The theory’s base can be found in Bell (1992, 2005), Delgado and Stegancic (2012),

and Ladson-Billings (2013). However, I will utilize the higher educational lens of CRT provided by Hiraldo (2010) coupled with the tenets provided by Ladson-Billings (1998), because it is better aligned with my study. Hiraldo (2010) provides the same tenets but connects each tenet with connotations related to higher education. Before going into the details of the higher education CRT model, I will present the background of the theory.

Ladson-Billings and Tate (1995) articulate that CRT is a major driving force behind social disparities amongst persons of color. They also argue that CRT explains the phenomena surrounding the low socioeconomic statuses of minorities and why the gap between minorities and Caucasians has not changed much since the 1960s. Critical race theory emerged during the 70s through legal scholars who focused on how race impacted the social justice of minorities in the legal system (Delgado & Stefanic, 2001). Cerezo, McWhirter, Peña, Valdez, and Bustos (2014) stated, “A central goal of CRT was to facilitate insightful critiques of racial inequality in the legal system so that meaningful, thoughtful action to rectify such oppression could be developed” (p. 7). Ladson-Billings (1998) provided the five tenets of CRT which are: critique of liberalism, whiteness as property, interest conversion, counter-storytelling, and the permanence of racism (Hiraldo, 2010).

Critique of Liberalism. The critique of liberalism is grounded in the notion of colorblindness (DeCuir & Dixson, 2004; Ladson-Billings, 1998). It makes the argument that many policies do not account for minority interpretation of ideas or thoughts and that those in authority are colorblind to alternative explanations of what could be. In a broader sense, it critiques the notion that equal opportunity exists for all racial groups in

the U.S. (Decuir & Dixson, 2004). This notion is self-perpetuated in the idea of Whiteness as property.

Whiteness as Property. This tenet argues that Caucasian citizens of the U.S. have access to resources that are exclusive to them and unattainable by minorities. Hiraldo (2010) states, “These include the right of possession, the right to use and enjoyment, the right to disposition, and the right of exclusion” (p. 55). Hiraldo (2010) provided an example that articulates that many African Americans earn their doctorate degrees in educational administration and maintain the standing as practitioners and not faculty members. Thus, they are not able to influence curriculum because curriculum’s ownership is exclusive to faculty members (Ladson-Billings, 1998). Given that the majority of the faculty are Caucasian, this continues the precedent that Caucasian faculty input is more important than minorities.

Interest Conversion. This idea illuminates the notion that African Americans in higher education only gain opportunities or access to resources if their interests fit the interests of Caucasians. However, Hiraldo (2010) asserts, “This tenet acknowledges White individuals as being the primary beneficiaries of civil rights legislation” (p. 56). Hiraldo’s (2010) assertion is supported through the research of Ladson-Billings (1998) who discovered through data that Caucasian women have been the major benefactors of the civil rights acts; primarily affirmative action (Hiraldo, 2010).

Counter-storytelling. This tenet provides a face to individuals who have not been able to express themselves openly on their college campus. In many cases, the emic voices of minorities are not heard, because those telling it are interpreting their

experiences through an etic voice. Here is the purpose of counter-storytelling in relation to higher education:

The use of counter-stories in analyzing higher education's climate provides faculty, staff, and students of color a voice to tell their narratives involving marginalized experiences. Counter-stories can assist in analyzing the climate of a college campus and provide opportunities for further research in the ways which an institution can become inclusive and not simply superficially diverse. This goal is important to keep in mind when institutions work toward creating a diverse college community. An institution can aim to increase the diversity of the campus by increasing the number of students of color. However, if the institution does not make the necessary changes to make the campus climate inclusive, the institution will have a difficult time maintaining diversity (Hiraldo, 2010, p. 54).

Permanence of Racism. The CRT theorist assert that the reality in regards to race relations in the U.S. is a fixed reality (Ladson-Billing, 1998). Manning (2012) stated, "Critical race theorists acknowledge that racism is normal and endemic to U.S. society. They expect to see expressions of racism and oppression throughout the institutions, including education, which make up U.S. society" (p. 76). Hiraldo (2010) argues that, "racism is systematic" and that "diversity plans on college campuses become ineffective" (p. 55). Therefore, administrators should closely examine the policies, structures, and processes that accelerate the racial disparities of successful and non-successful students on campus while also realizing the power and influence they have on society in terms of an educated workforce and the promotion of educational utilitarianism.

Reframing Organizations

Bolman and Deal (2008) investigated the cognitive and theoretical managerial philosophies and practices that have been found effective since the original publication of their research (1984). From there, the authors conceptualized their findings in four major frameworks or themes that have transcended time. They articulated that a firm understanding of the structural, human resource, political and symbolic frameworks are absolutely essential for organizational leaders to be able to adapt and cope with changing and contingent aspects of managerial events. Above all, the authors elaborated on effective leadership practices which working in collaboration with the framework would produce the greatest effectiveness for organizational leaders overall.

African American Advice for Faculty and Administrative Roles

In terms of tips for African American faculty members who are coming into the role as chairperson at a PWI, Dowdy and Hamilton (2011) did a qualitative case study of the first African American female associate dean at a PWI. The researchers interviewed the associate dean and two of her mentors during her tenure to “better understand the journey of the only Black, tenured female scholar in a department at a hundred-year-old predominantly White university” (Dowdy & Hamilton, 2011, p. 190). The strength of the study is illuminated in time spent on the interviews. The researchers utilize Seidman’s (2006) three series interviews to collect the data from the dean and the two mentors. Rich data was provided, but given the narrative nature of this case study, I believe more interviews should have been done to get a deeper understanding of the dean’s experiences (Patton, 2002). Nonetheless, that associate dean gave the following advice to prospective

African American chairs: work with all individuals, be a positive team player, be open to experiences, and be comfortable with who you are (Dowdy & Hamilton, 2011).

Butner, Burley, and Marbley (2000) also provided tips to help African American faculty members navigate successes at PWIs. They established the “Three Cs”: collaboration, collegiality, and community. Their tips focused on helping African American faculty members become tenured within their PWIs. They strongly assert that collaboration on research topics and publications with other races is ideal (Butner et al., 2000, p. 456-457). Moreover, Hall and Sandler, (1983) assert that African American faculty members “who are interested in research on minority issues may have difficulty finding mentors who share their interest and perspective” (Butner et al., 2000, p. 457). Fleming (1984) articulated that working with others decreases the isolation many other African American academicians have written about.

In terms of collegiality, Butner et al. (2000) argue that African American faculty members should embrace formal and informal lines of communication with other African American faculty and other races. Through the use of mentorship programs unique and informative communication can occur. In the long-term, these mentorships can provide the pathway to accessing tenure and promotion (Butner et al., 2000). Others have articulated that the path of tenure and promotion would be easier if representation in administration was diverse. However, there is a clear underrepresentation of African American females in senior and tenured ranks in PWIs (Bradley, 2005). Patitu and Hinton (2003) provided advice to PWIs in recruiting minorities when they stated, “PWIs should emphasize the opportunities and support systems available for research and teaching. Mentoring also should be provided by individuals who are sensitive to the

problems faced by women of color. Hinton (2001) asserts that PWIs should focus on committing to ethical values and practices as it relates to understanding multicultural experiences.

Unlike other aforementioned literature, Butner et al. (2000) embraced committee work as well as service to the institution as pathways to a successful career ladder in higher education. Yet they warn against being over worked, just to be utilized as a sign of diversity (Butner et al., 2000). Their third C, community, emphasizes utilizing the support systems for minorities provided by the PWI, but also keep ties with one's community pillars; that may include spirituality and cultural African American norms (Butner et al., 2000).

Summary

In review of the literature provided, the disparity of African American leadership in higher education has been studied through multiple perspectives (Burden et al., 2005; Cataldi et al., 2003; Crase, 1994; Jackson, 2001; Knowles & Harleston, 1997; McNeal, 2003; Moses, 1993; Perna et al., 2007; Sagaria, 2002). An increasing understanding of the experiences of African American faculty and administrators at PWIs has also been examined quite thoroughly (Alexander & Moore, 2007; Benjamin, 1997; Butner et al., 2000; Dinerstein, 2009; Gilroy, 2004; Hodge & Stroot, 1997; Manning, 2012; McKay, 1997; Moore & Toliver, 2010; Moore & Wagstaff, 1974; Patitu & Hinton, 2003; Pollack & Neimann, 1998; Reddick et al., 2014; Smith & Calasanti, 2005; Turner & Myers, 2000).

Coupling this literature with the four theoretical frameworks that deal with power, diversity issues on campus, and racism respectively; these elements provide support on

why this study should be done (Coy & Hedeem, 2005; Hiraldo, 2010; Hurtado et al., 1998, 1999).

Chapter III

RESEARCH DESIGN AND METHODOLOGY

In examination of the lived experiences of African American AACSB accredited business school deans at PWIs, I wanted to obtain an in-depth analysis of their experiences that could only be obtained effectively through a qualitative study. Maxwell (2013) provides clarity on what qualitative research can do for researchers.

Qualitative research is research that is intended to help you better understand meanings and perspectives of the people you study-seeing the world from their point of view, rather than simply from your; how these perspectives are shaped by, and shape, their physical, social, and culture contexts; and the specific processes that are involved in maintaining or altering these phenomena and relationships. (Maxwell, 2013, p. viii)

Quantitative designs were not appropriate for this study given the limited number of participants, as statistical significance and correlation of data would not have been feasible. Additionally, given that the premise of the study is not generalizable to large audiences, I wanted to utilize a design that gave me the most in-depth data that could be helpful to prospective African American deans at PWIs. Thus, the selection of a phenomenological study was appropriate for my research methodology.

Statement of the Problem and Research Questions

A great disparity exists in regard to racial diversity in leadership positions at AACSB accredited PWIs in the U.S. Currently, African Americans only hold up 4% of

the deanships at PWIs. Given this disparity, I will, through a transcendental phenomenological study answer the following research questions that will illuminate the essence of experiences African Americans have in terms of becoming a dean, their tenure as deans, and their advice for prospective deans.

RQ1: What are the experiences of African American AACSB accredited business school deans at PWIs?

RQ2: What do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.?

Research Design

In regard to the research design selected for this study, I decided to utilize the transcendental phenomenological design because its characteristics fit the goals I had for this study. Conklin (2005) articulates, “Transcendental phenomenology, with its emphasis on ‘getting to the things themselves’ appears to be the best means by which a researcher might apprehend these nuances and variations in experience across individuals” (p. 3). The original work on transcendental phenomenology fundamentally centered on the idea of questioning (Husserl, 1931; Plotka, 2012). With transcendental phenomenology the researcher takes the experiences of the participants and generates themes based on the shared experiences. Merleau-Ponty (1962) focused on the ideas of utilizing brackets as a way to reduce experiences to the core essence of what has occurred.

Outside of transcendental phenomenology, I could have selected hermeneutics or existentialism; however, based on research transcendental was a better fit because

hermeneutics refute the idea of reducing information into interpretive narration (Heidegger, 1996). The key difference is hermeneutics utilize all experiences and argues that “description itself is an interpretive process” (Kafle, 2011, p. 187). The third is existential phenomenology argues that “certain phenomena only show themselves to one who is engaged with the world in the right kind of way” (Kafle, 2011, p. 188). Only narrative inquiry served as a close alternative for a research design for this study; however, narrative inquiry primarily focuses on an in-depth analysis of one person’s life story (Patton, 2002).

Site and Participant Selection/Sampling

The location of the research occurred in various areas with the utilization of a variety of communication channels. Participants lived in various localities within the U.S. Therefore, no single location was selected because of the diversity of different geographic locations. I interviewed five participants. The participants were selected through purposeful sampling and several were identified through snowball sampling (Patton, 2002). Maxwell (2013) articulated purposeful sampling exhibited at least five major goals (p. 98). Out of the five, I selected goals one and three respectively, as they were closely aligned to his study. They are the following:

- Achieving representativeness or typicality of the settings, individuals, or activities selected.
- To deliberately select individuals or cases that are critical for testing the theories that you began the study with, or that you have subsequently developed (Maxwell, 2013, p. 98)

Patton (2002) discussed the differences in purposeful sampling techniques, whether the researcher utilizes homogenous or heterogeneous sampling. Based on my sample, my sampling techniques are more aligned with homogenous sampling because it allows the researcher to focus on subgroups in greater details based on specified criteria (Patton, 2002). Therefore, I selected five candidates because it met two other criteria established by Seidman (2006): sufficiency and saturation of information.

Sufficiency connects with Maxwell's (2013) ideas of representativeness of the selected individuals, while saturation focuses on maximizing information until nothing new emerges from the data (Seidman, 2006). The criteria established for participation in the study were the following: participants in the study must be African American (men or women), former AACSB accredited business school dean, and a former dean at a PWI. Moreover, the deans must have been a dean within the past 10 years (retired in 2004 or later). I selected the last decade to ensure that the relevancy of information provided by participants still have standing in the business education community. The selection of past deans was a strategic decision to move away from the risk of retaliation or negative repercussions that current deans could have encountered with their participation. Additionally, to provide depth in regard to the ranges of different institutions, I interviewed participants from both private and public PWIs, as well as baccalaureate colleges to doctorate-granting universities as identified by the Carnegie Foundation.

It is important to note, that neither the AACSB nor any other academic organization has a data list available that details previous African American deans at AACSB accredited business schools for PWIs. Therefore, the total population of former African American deans is unknown formally. Through my connections of a few former

deans, I was able to obtain a list of additional deans whom they knew to invite to participate in this study (snowballing technique).

Because of the threat of participant attrition, (Patton, 2002) due to various reasons such as illness, death, or conflicts of scheduling, I elected to invite all ten known deans to ensure a minimum of five respondents participated in the study. Moreover, no interview data collected would have been eliminated from my data pool if a participant did not complete all three interviews, as a summary of the participant’s ideas would have been provided. Below is a table that provides an overview of the deans who participated in my study:

Profiles of Participants

Table 1

Profiles of Participants

Pseudonym	Categorization of School	Location of School	Years as Dean	Education
Jonathan	Public Comprehensive University	Southern Portion of the U.S.	2011-2014	DBA in Marketing
Lisa	Small Private Liberal Arts University	Northeastern Portion of the U.S.	2007-2013	PhD in Accounting
Clarence	Public Research, Space Grant, & Flagship Institution of the System;	Mid-Western Portion of the U.S.;	2006-2012;	PhD in Finance
	Public Flagship, Land, Sea, and Space Grant University	Northeastern Portion of the U.S.	2003-2006	

William	Private Research University;	Northeastern Portion of the U.S.	2005-2013;	PhD in Marketing
	Public Sea and Space Research University	Southern Portion of the U.S.	1991-2004	
Gary	Public Comprehensive University	Northeastern Portion of the U.S.	2009-2013	PhD in Higher Education

Note. The categorization of schools came from the Carnegie Foundation (Classifications).

It was my intention to interview at least two female deans, but the only other female dean declined to participate in the study. Out of the ten, two never responded to my invitation to participate, two declined to participate due to their busy schedules, and one was willing to participate but was out of the country and would not be available until late-spring of 2015.

Data Collection

Instrument. Merriam and Associates (2002) assert that, “the researcher is the primary instrument for data collection and data analysis” (p. 5). Given that the ultimate goal of qualitative research is obtain a deeper understanding of a selected study, the “human element” allows researchers the ability to “process information immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses” (Merriam & Associates, 2002, p. 5). Kaplan and Maxwell (2005) also suggest that the “researcher’s impressions, observations, thoughts and ideas also are data sources” (p. 39). Because data is collected through verbal means, the researcher must guard against personal biases that can affect the interpretation and conclusions of data gathered (Peshkin, 1991). Kaplan and Maxwell (2005) articulate that qualitative researchers utilize three main sources for data collection.

They are: observations, open-ended interviews and survey questions, and documents and texts. For the purposes of this study, I only utilized open-ended interviews and documents and texts (artifacts) as the key sources of data information. I eliminated observations because the participants of his study are retired or former deans. Therefore, observations were not feasible.

Interviews. I collected data via in-depth interviews consisting of open-ended questions. Given the geographic diversity of my participants, the interviews were conducted face-to-face, via Skype, and through teleconferencing with deans. The selection of this data gathering methodology resided in the notion that phenomenological interviews “major goal is to build upon and explore their participants’ responses to...questions. The goal is to have the “participant reconstruct his or her experience within the topic under study” (Seidman, 2006, p. 14). Moreover, Patton (2002) provides three different basic approaches to open-ended interviews: Informational conversational interviews, the interview guide approach, and the standardized open-ended interview. I utilized an interview guide approach as a means of structuring the interview. The selection of this structure is due to the fact that I have utilized this structure historically and I am very comfortable in engaging participants in a meaningful manner within this structure.

Moreover, the interview guide provided me an outline, a framework, and a focus on ideas that should be discussed during the interview in a more systematic way compared to the other approaches (Patton, 2002). The interview questions were also a reflection of the literature addressed in the literature review (guided by: co-optation, campus racial climate, critical race theory, and Bolman and Deal’s (2008) *Reframing*

Organizations, respectively). Above all, I utilized an expert (dissertation chair) in qualitative research and specifically leadership that examined the questions to ensure that the interview guide maximized the goals of answering my research questions (Patton, 2002). Within Appendix A, I provided the interview guide and interview questions used for data collection.

All of the interviews were digitally recorded. I utilized a Samsung 4.2.2, 10.1 Tablet as the major recording devices. As a back-up device, I utilized my Samsung Droid Ultra cell phone if the aforementioned device failed. Both Samsung devices utilized the Smart Voice recording software.

In regard to the interviews themselves, I utilized Seidman's (2006) three interview series, and I conducted interviews immediately after successful completion of the proposal defense and acquisition of the university's Institutional Review Board (IRB). A copy of my IRB Consent can be found in Appendix B of this study. I followed Seidman's (2006) framework for the three series interview by conducting interviews one through three in his outlined sequence: focused life story, details of experience, and reflection on the meaning, respectively. A total of 15 interviews were conducted and interviews ranged from 90 minutes to 210 minutes in length. The mean length for interviews was 150 minutes.

Seidman (2006) also suggests that interviewers' space out interviews in a span of three days to a week for interviewees to reflect on their interviews and become reengaged with conversations had in past meetings (p. 24). I preferred the latter in regards to data collection, because a measure of validity should occur before moving into a second or third interview. Each of my interviews were spaced out at least a week between

interviews. This is because I engaged in member checking, which is “systematically soliciting feedback about your data and conclusions from the people you are studying” (Maxwell, 2013, p. 126). Each dean sent back an edited Microsoft Word document with corrections and edits for me to make with each summary. Because transcribing a 90 minute interview takes an average of 4 to 6 hours, I was methodical in assuring, through project management, that summaries of the transcripts were completed and returned for review for interviewees in a timely manner before engaging in the next set of interviews (Seidman, 2006). Moreover, I examined documents and artifacts as another form of data collection.

Documents and Artifacts Collection. Patton (2002) articulates that items that are written can be examined as documents. Marshall (2011) articulates that records of meetings, logs, announcements, formal policy statements, transcriptions of court cases, or personal letters are useful sources. Marshall (2011) goes on to state that, “probably the greatest advantage of using documents and other artifacts is that it does not disrupt ongoing events” (p. 161). Specifically, I reviewed press releases about the deans from each institution, as well as information related to the schools’ standing during that time (financial standing and the economic environment). Additionally, information about the schools’ rankings were reviewed through *U.S. News Best College Rankings* and the *Princeton Review Best 296 Business Schools Rankings* lists. The examination of this information was to confirm or refute the interview data I had received from the deans.

Data Analysis

According to Maxwell (2013), researchers have three main groups of analytic options: “memos, categorizing strategies [such as coding and thematic analysis] and

connecting strategies [such as narrative analysis]” (p. 105). I utilized all three options, but highlighted the strategy of categorizing. Given that the overall concept of transcendental phenomenology is to focus on bracketing (open coding) and discovering themes the thematic analysis is the best fit for understanding the data (Husserl, 1931; Plotka, 2012). Furthermore, I utilized memos throughout the process to track my thoughts, biases, and bridge ideas together while analyzing the data. I utilized a research journal to compile my memos. My memos were hand-written. For this study, I accumulated 56 pages of hand-written memos.

Maxwell (2013) suggests that individuals should simply listen to their recorded interviews several times before transcription as a way of reflecting on the data before processing information. Moreover, he believes that researchers should take notes throughout the process of listening to the tapes to garner information related to possible themes that may emerge. With each recording, I listened to them immediately following the interview. Additionally, I listened to each recording two additional times while also matching the audio recordings with the transcripts to ensure the transcripts were accurate in terms of content and punctuation. For this study, I transcribed the first four interviews and hired a transcriptionist to transcribe the remaining recorded interviews as this is ideal in terms of saving time (Seidman, 2006). I had already established a relationship with a transcriptionist based in Charleston, South Carolina that has over 20 years of transcribing experience for the South Carolina court system. As prescribed by Seidman (2006), I provided typed instructions to the transcriber in relation to how verbal and non-verbal cues should be recorded via email. Specifically, I requested that the transcriber produce double-spaced and 12 font transcriptions for easier reading. In regard to timelines for

completion, I requested that transcriptions be completed within three days after acquisition of the recordings by the transcriptionist. The transcriptionist sent the finished files to me via email messages for all interview transcripts. In total, over 280 pages of transcripts were generated by this study. After successful retrieval of the finished transcriptions I proceeded with data analysis.

In review of the transcripts I utilized the steps of Husserl's (1931) and Moustakas's (1994) transcendental phenomenology analysis. As with all qualitative analysis, a self-evaluation of the researcher (instrument) must occur. Husserl (1931) purports the idea of identifying one's subjectivity. Husserl identifies this process as epoche. Patton (2002) defines epoche as, "A Greek word meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things" (p. 484). Understanding that subjectivity can blur the true essence of what is occurring in a study, it is important to track epoche ideas as they happen. Thus, the use of memos helped me identify and record epoche when it came to mind. Additional, information about the importance of epoche will be described in the trustworthiness section of the study, and I self-identified my biases and preconceptions in the result section before elaborating on the categorizing findings. Given the usage of Husserl's (1931) data analysis technical jargon, I wanted to briefly explain my coding process in modern terminology: (Hahn, 2008)

- Level 1: Initial Coding/ Open Coding: Large quantities of raw qualitative data are focused and labeled during level one coding.
- Level 2: Focused Coding, Category Development: Level two coding reexamines level one codes and further focuses the data.

- Level 3: Axial/Thematic Coding: Previous coding is studied to develop highly refined themes.

After identifying my epoche, I utilized the bracketing technique as a form of data reduction (Moustakas, 1994). This process does not purport that relevant information will be eliminated, but it does purport that the phenomenological reduction of information should occur in the following manner:

Locate within the personal experience, or self-story, key phrases and statements that speak directly to the phenomenon in question. Interpret the meanings of these phrases, as an informed reader. Obtain the subject's interpretations of these phrases, if possible. Inspect these meanings for what they reveal about the essential, recurring features of the phenomenon being studied. Offer a tentative statement, or definition, of the phenomenon in terms of the essential recurring features identified in step 4. (Patton, 2002, p. 485)

Thus, I read each transcript several times and began marking significant phrases, ideas, concepts, and words. Throughout the process, I kept memos as well. Immediately after bracketing information, I "horizontalized" the findings (Patton, 2002, p. 486). The goal here is for the data to be treated equally. This way I did not rank-order what I find to be more important data compared to other data. I utilized two specific types of categories as a way of identifying data. First, I utilized substantive categories, which Maxwell (2013) asserts them as, "primarily descriptive, in a broad sense that includes description of participants' concepts and beliefs; they stay close to the data categorized and don't inherently imply a more abstract theory" (p. 108). This categorizing structure has been selected to ensure that the emic views of the participants are captured in the coding

process. Secondly, I categorized utilizing the theoretical category. Here the, “categories may be derived either from prior theory or from an inductively developed theory” (Maxwell, 2013, p. 108). The rationale behind integrating the categorizing structure is to analyze the data against the theoretical framework established by the researcher (co-optation, campus racial climate, critical race theory, and Bolman and Deal’s (2008) *Reframing Organizations*, respectively).

For the final step of the data analysis section, I focused on connecting strategies that examined relationships between the categories created (Maxwell, 2013). The interpretation of the full data set occurred through the utilization Max QDA 10 coding software which allowed me to examine all data sets comparatively. Document analysis was integrated into the process through the method of constant comparative analysis outlined by Glaser and Strauss (1967). This methodology required me to consistently compare findings from my documents and interview transcripts throughout the data analysis process. The themes and categories were revised multiple times during the analysis process. In review of the frequency of responses (in interviews and through document analysis) to each theme, I was able to discover the essence of experience of being an African American business school dean at an AACSB accredited PWI. It is important to note that data saturation in qualitative studies is an arbitrary goal given that researchers would never get 100% of the data from participants. However, my methods in bracketing and having the participants review the interview summaries attempted to collect and verify all the data available and provided by the participants.

Trustworthiness

Elements of validity and trustworthiness start with the researcher's formal understanding of their own personal biases and subjectivity. Peshkin (1988) asserts that subjectivity is "inevitable" (Patton, 2002, p. 576). Peshkin (1988) stated, "these qualities have the capacity to filter, skew, shape, block, transform, construe, and misconstrue what transpires from the outset of a research project to its culmination in a written statement" (p. 17). Maxwell (2013) also discussed two similar validity threats in which he defines them as researcher bias and reactivity. The latter refers to the researcher's influence on the "setting or the individuals studied" (p. 124). In this regard, the researcher has to guard against generalizations during interviews and the use of leading questions. The same is true, specifically, in relation to transcendental phenomenology. Husserl (1973, 1982) focused on identifying epoche before data analysis or what is known as phenomenological reduction (Patton, 2002). As a reflection of my personal biases in regards to this study, here is my positionality statement:

Positionality Statement. My connection to this study is closely intertwined given my experiences as an African American business faculty member at several PWIs, and my academic administrative experiences as a dean of adult education and business; albeit at the two-year college level. Philosophically, my worldview aligns with the constructionist/interpretive as Creswell (2014) states, "the researcher's intent is to make sense of (or interpret) the meanings others have about the world" (p. 8). This world view positions me to ensure I present the emic views of my participants, but to also be aware of my CRT lens in interpreting data. In regard to my faculty experiences I have taught economics and management at two PWIs full-time. Additionally, I have taught at five

other predominately white business schools on an adjunct basis. Out of the two PWIs where I worked full-time one was a large research institution that was AACSB accredited. During my tenure there, I worked closely with the chair of the department of management, because outside of my teaching responsibilities I also prepared assessment data and the department's report for regional accreditation and the AACSB program accreditation.

Understanding the interworking of the business school and being one out of two African Americans in the management department I was privy to know what it is like to work for an AACSB PWI first hand. My experience there was a pleasurable experience, as the institution provided me a plethora of opportunities to participate in a variety of professional development activities to strengthen my teaching and leadership abilities. Moreover, I also have had the experience of serving in a dean capacity at two PWIs at the two-year college level. My first appointment was as a dean of an adult education division and in my current position I serve as a dean of a business and art and design division. As dean of adult education, I had approximately over 30 faculty and staff members (full-time and part-time) under my leadership that served student populations over 2,500 annually. Currently, as dean of the business and art and design division I have over 70 faculty and staff members (full-time and part-time) under my leadership that serve student populations of 1,500 in the business division and 300 in the art and design division annually. These experiences allow me to understand the roles African Americans have as a faculty member and administrator in higher education. Moreover, my own experiences have helped shaped this study because I am able to reflect on what I believe are some of

the reasons why the disparity exist in regards to the lack of African American deans at AACSB accredited PWIs.

Personally, as a faculty member, I always felt some pressure to illustrate my academic knowledge in front of students more so than my peers at times, and the level of pressure tended to escalate as I taught junior and senior level undergraduates. In most cases these were more philosophical challenges than content-based inquires. As an administrator, my greatest fear was that of acceptance with my colleagues, the administration, and my faculty and staff members. As dean, you have to be able to get buy-in from your stakeholders to be effective. In my first dean position I managed several individuals who told me that I was the first African American boss they ever had. I discovered that they were just as nervous as I was, and that we both wanted the relationship to work.

What I gathered from speaking with my own African American faculty and colleagues in regard to administrative positions is that they too are concerned about their acceptance as an academic administrator. They believe that they will receive added pressure to be successful and that they will have to work harder than their contemporaries. Above all, trust between the African American dean and faculty, staff, students, and stakeholders is paramount when working at PWIs. Trust allots you time to learn, make mistakes, and progressively get better over time. Trust must be bilateral and I truly believe the disparity in deanships today in AACSB accredited PWIs lies in prospective African Americans distrust that they will not gain substantial support to be successful as a business school dean.

From my personal experience, I would suggest having a good working relationship with the provost is the ultimate key to success in a dean's position at a PWI. In my second stint as a business division dean, I spent more time asking questions about the culture of the school and the vision of the school during the interview process than I did in my first tenure as dean. I also sought out information about the provost and the organizational flow of authority. I did not want to get into a situation in which I served as an intermediary or a 'yes man'. I came in with a clearly defined vision, and I wanted the organization's support to help me fulfill it. Moreover, I also believe that it is important to see other minorities in administrative roles. My current provost is an African American woman, and we also have another vice president who is an African American man. These connections allow me to have mentors at work who can provide perspective for me from not only a professional standpoint but also through a cultural lens. Moreover, having them in the college has provided me advocates who understand the importance of diversity, and they have also provided guidance on how to best lead my divisions in the face of challenges.

Patton (2002) articulates that, "In taking on the perspective of epoche, the researcher looks inside to become aware of personal bias, to eliminate personal involvement with the subject material, that is, eliminate, or at least gain clarity about, preconception" (p. 485). Uniquely, Maxwell (2013) asserts that researchers should begin their studies with an identity memo to self-identify their ideas, biases, and suppositions before conducting their study. For the purposes of this study, I utilized memos as a way to map out his subjectivity and maintain the elements of epoche. However, validity

threats surrounding subjectivity and epoche are not the only elements of concern for the researcher.

Holloway and Wheeler (2009) state that, “Trustworthiness in qualitative research means methodological soundness and adequacy” (p. 302). Guba and Lincoln (1989) developed definitions of trustworthiness and authenticity as a way for qualitative researchers to gain validity within their studies (Holloway & Wheeler, 2009). Those elements are dependability, credibility, transferability and conformability (Guba & Lincoln, 1989). Dependable studies reflect consistency and dependability throughout the study. Credibility focuses on sustaining internal validity. Therefore, I utilized validity checks and a three-interview series approach outlined by Holloway and Wheeler (2009), Maxwell (2013), and Seidman (2006) to increase the trustworthiness of the study exist.

Member checking. In regard to member checking, I had summaries of completed transcripts sent to the participants to verify that the information transcribed is accurate and reflective of their thoughts. The summaries represented an etic interpretation of the interviews conducted. Maxwell (2013) articulates that

This is the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on, as well as being an important way of identifying your biases and misunderstandings of what you observed (p. 127).

I selected to send summaries instead of the full transcripts, because of the time it would take for the participant to read through the information (Holloway and Wheeler, 2009).

This is an integral part of my phenomenological reduction. Moreover, through experience, Holloway and Wheeler (2009) articulate that summaries, “are a more useful

way of confirming the ideas and the meaning of the account... and suggest... this strategy as the most practical” (p. 306). Moreover, it allowed me to verify and assess my understanding and interpretation of the data. The summary files were sent to the participants electronically. After the participants reviewed the summaries, I contacted the participants to discuss and obtain feedback on their thoughts before moving forward to the next interview.

Three Interview Series. Seidman’s (2006) “three interview” structure helps increase validity as “it encourages interviewing participants over the course of one to three weeks to account for idiosyncratic days and to check for the internal consistency of what they say” (p. 27). Moreover, “by interviewing a number of participants, we can connect their experiences and check the comments of one participant against those of others” (p. 27). I utilized the three series interview for data collection purposes. Intertwined between each interview, I connected commentary from all five deans to see if consistency appears. Moreover, blending in member checking helped to assure the emic viewpoints of the participants are fully illuminated. More importantly, ethical concerns were examined throughout the data collection and data analysis processes to assure trustworthiness was upheld.

Ethical Issues

For this study, I deliberately selected to interview former African American deans as a way to guard against negative connotations, potential retaliation, and possible backlash based upon the potential candidness articulated by the participants. Moreover, given the small population of current African American deans in the country (19), they would have been easily identified given regional characteristics described in chapter four,

and thus would have increased the potential for the aforementioned activities to take place. However, my understanding of the sensitivity in this regard has not diminished with the former African American deans' population.

Overall, the risk to the former dean's population is highly connected to their academic and professional standing/reputation in the business education community; specifically, those involved in AACSB accreditation. Moreover, some former deans may have aspirations to move into vice president or president positions, and their participation in this study could negatively effect their upward mobility in some regards. Therefore, to guard against these potential threats, pseudonyms were utilized for each participant's name, as well as generalizations of their geographical location (e.g., Large-Research Institution in the northeastern part of the U.S.) as a way to protect their identities and decrease negative ramifications for their participation in the study. I also informed each participant about the focus of the study and their rights pertaining to their participation.

In regard to the ethical standing of my data analysis, my plans for transparent reflection through the use of identifying epoche, memoing, member checking, and the three-interview approach helped me guard against subjectivity and bias reactions to the data (Holloway & Wheeler, 2009; Lincoln & Guba, 1985; Maxwell, 2013; Patton, 2002; Peshkin, 1988; Seidman, 2006). Additionally, I eliminated possible conflicts of interest pertaining to this study, as I no longer work for a 4-year institution that has AACSB accreditation. Furthermore, my career goals are to move into a provost and president position at the 2-year college level, and the AACSB does not offer program accreditation for 2-year institutions.

Above all, in accordance with the guidelines of Valdosta State University (VSU) regarding the protection of human participants, a request for a review was submitted to and approved by the VSU IRB board to interview five participants for this study. After receiving the IRB approval, participant recruitment and data collection quickly began.

Summary

This study examined the experiences of African American business school deans at AACSB accredited PWIs using a transcendental phenomenological qualitative approach (Husserl, 1931; Patton, 2002). I utilized purposeful sampling to interview five African American business school deans that must be former deans of an AACSB accredited PWI within the last 10 years (Patton, 2002). I utilized Seidman's (2006) three-series interview protocols to collect the data and I also examined documents and artifacts throughout this process (Marshall, 2011; Silverman, 2011). For data analysis, I utilized Husserl's (1931) transcendental phenomenological reduction method that focuses on getting to the essence of the shared experiences of the participants (Heidegger, 1996; Merleau-Ponty, 1962; Plotka, 2012). Additionally, I utilized Glaser and Strauss's (1967) constant comparative analysis methodology that focuses on comparing and contrasting the interview transcripts and the documents and artifacts consistently throughout the analysis process. Furthermore, I utilized member checking and the three interview series processes to check for validity (Holloway & Wheeler, 2009; Lincoln & Guba, 1985; Maxwell, 2013; Seidman, 2006). Above all, I ensured the privacy of my participants was guarded through the use of pseudonyms and following the guidelines of Valdosta State University's IRB.

Chapter IV

FINDINGS

This study sought to understand the experiences of African American business school deans at AACSB accredited PWIs. The study utilized transcendental phenomenology to get at the essence of shared experiences for the five former dean participants. Referring to co-optation, campus racial climate, critical race theory, and Bolman and Deal's (2008) *Reframing Organizations* as the theoretical frameworks, I utilized open ended interview questions that would answer my research questions and fill in the gap within the literature related to the experiences of African American AACSB accredited business school deans at PWIs (Seidman, 2006). Before discussing the findings of the study, I will quickly provide brief narratives of each dean that will detail their work experiences and the progression to the deanship.

Brief Narratives of Participants

Clarence. After obtaining his PhD, Clarence wanted to come back to his home state because he had family there. Clarence started out as an assistant professor of finance at a flagship research institution in the South. He stated "they did a good [job] recruiting me." He articulated that the department head was always contacting him and sending him information all the time. He felt very good about going there. This was a change, because given his experiences within his home state he would not have chosen the flagship institution or the city as a place to work. He could have seen himself at another public research institution or a private research institution within the state, but things had

changed by then and the flagship research institution did a great job recruiting him. Additionally, his wife was in law school at the flagship research institution at the time too. Given that it was a small city, they could better manage the family compared to larger cities like New York or Washington, D.C. (places where he had a job offers). His wife also got into Georgetown University, but again, living in D.C. would have been difficult with a child. Even with all of his personal reasons, his dissertation committee did not like the idea of him going to the flagship research institution. At the time they did not have a high opinion of the university and they preferred he go to Michigan, Purdue, NYU, or UCLA. He took the job at the flagship research institution because most of his family lived in the city or nearby.

He stayed there for 3 years. His wife took a job in a large metropolitan city in the south and he tried commuting from the two locations before the construction of the major interstate. Thus, he had to travel through all the small towns. This became cumbersome after a while; therefore, he applied to another public research institution and a private research institution within the state. He was offered a position at the private research institution in 1980. He was the first African American professor at the business school. He was there for several years and was eventually invited to come out to a regional bank to give a research talk. They were so impressed with his talk that the research director invited him to come down to serve as a visiting researcher one day a week to work with the research team. Eventually, the weekly discussions turned into the entire summer, and then he was asked to take a 2-year leave from the private research institution to work at the bank full-time. At the same time, his institution started a PhD program and the first graduate of the program was one of Clarence's students, who did a finance dissertation.

Additionally, he worked with a private HBCU in the area as they were seeking business accreditation through the AACSB. He served as the research director to get the school's research and publications up to par in order to get the accreditation; the school eventually received the accreditation.

During his time at the private research institution, he established a relationship between the institution and the regional bank. A research series for economist at both institutions/agencies was created through this relationship. His legacy at the regional bank was his development of a derivate program, because the regional bank had no niche at the time. Because of the success of the program, he was asked to go to a large metropolitan city in the mid-west to be the research director there (at the time it was the second largest regional bank).

He did receive tenure while at the private research institution, but he did not feel that he was very productive there, research wise, because of the teaching requirements; but he was highly productive during his time at the regional bank due to the research teams and access to data it provided him. His level of publication tripled at the regional bank and he was also privy to excellent research conferences internal to the regional bank that brought scholars from all over the world. His work detailed research of Eastern and Western Europe, Korea, Taiwan, Argentina, and Brazil to include the restructure of the banking system in the former Soviet Union. In his later years with the mid-western regional bank, he was being groomed to become the president of the regional bank. However, the banking system created the option for regional bank presidents to serve another 3 years and renew that option one time which aggregated to 6 years and his supervisor planned to stay for those additional 6 years. His supervisor recommended that

he go away, do something else, and then think about coming back. Based on this, Clarence decided to take early retirement and go to a large public research institution in the northeastern portion of the U.S. as the dean of their business school. He believes he was attractive to universities to serve as a dean given that the structure of the regional bank mirrored a business school that has different departments, centers, 80-90 employees, research areas, an academic unit that hosted a macro unit, micro unit, a labor group, banking and finance group, community affairs and statistics, and a sizeable budget; which at the regional bank his budget was around \$40,000,000.

He was only there for 3 years before he started receiving phone calls from a public research university (flagship) in the mid-western portion of the U.S. He was an advisory board member there during his tenure at the regional bank and he had a great connection and relationship with them. Moreover, the state was a part of his regional bank's service delivery area. He met the faculty and dean several times throughout the years. The university's dean was in the process of retiring and Clarence was invited for an interview. He went out to visit the school and the surrounding area. Not long afterwards he became dean of the school of business. He made a commitment to the provost that he would serve for 5 years because he always wanted to retire at 65, but he left after 6 years.

Lisa. After obtaining her undergraduate degree in mathematics, Lisa immediately obtained employment in a small town close to her alma mater. She worked in a manufacturing facility for 1 year. After obtaining her MBA degree with a concentration in accounting, Lisa worked for two and a half years on the audit staff and quickly moved up to a senior level position for a big eight company in a large

metropolitan city in the South. Even though she came to hate auditing she stated, “the experience taught me a lot about accounting systems and how GAAP [Generally Accepted Accounting Principles] policies are applied to different business settings.” She stayed in this role for the next 8 to 10 years.

Lisa then went on to work for a large regional firm in another large metropolitan city in the South. During her private work experiences, she also worked for a small corporation, small regional CPA, major corporation, government agency, and taught part-time at the local community college. The experience of teaching at the community college was to assist with financial burdens at home. However, the experience of seeing the students’ facial expressions of finally understanding the material is what got her devoted to teaching and the profession. After completing her doctorate at a large public flagship research institution in the south, she obtained employment at a large public flagship institution in the mid-west portion of the U.S. She stayed there for 4 years. She decided to leave since her daughter was graduating from high school and because she decided to leave to explore academic administration.

Before leaving the institution she called her friend from her MBA institution and he recruited her to come to a private HBCU in the South as an associate professor and associate dean of the business school. She thoroughly enjoyed her time there. She eventually became the interim dean of the business school and held the interim title for 4 years before becoming the permanent dean. After 3 years of being the dean at the private HBCU, Lisa decided to move on for a new challenge and opportunity. She applied to become dean of the business school at a private, liberal arts university (PWI) in

the northeast portion of the U.S. She obtained the position and served as dean for 6 years.

William. While finishing his doctoral degree, William was working in the MBA office at his alma mater. The dean trusted William to do all of the admissions work at the private research institution during his last year in the doctoral program. William followed his dean which led to his first position as assistant professor and assistant dean of undergraduate programs at a public research university in the South. William said, “We were known as the little [color], because we all had a [private research institution] connection.” William also stated, “I would not encourage everyone to this [hold an academic and administrative position at the same time], because you have to be really careful with this tenure and promotion stuff. I was able to do it, but it was a lot of work on my part.” During that time, he and his wife made an agreement he would go to another institution that would allow her to work on her doctoral degree. Her advisor at the private research institution encouraged her to go to a large public research institution within the same state, and at the same time, William was doing a project with Anheuser-Busch and a public HBCU in the state to bring malt-liquor to the market place. He began teaching at the public HBCU for 3 years while his wife was earning her doctoral degree at public research institution.

During this time, there was a conference of all the business school deans in the state, and William picked up a well-known dean from the airport and transported him to the meeting. During the meeting he met and spoke with the dean of a large public research institution. The next day, the dean called William around 10 a.m. The dean told William that he wanted to speak with him again, and that he was coming over at 11 a.m.

He arrived with an offer for William to become the chair of the marketing department. He said, "I know [your wife] is finishing up and we will help her get a job at the public research institution." Therefore, he took the offer. After the dean retired 5 years later, the faculty came to William, asking him to put his name in the hat for the opportunity to be dean. He obtained the position and remained in the job for 13 years. He was getting prepared to resign as dean and teach for a while. However, during the end of his tenure, William was giving his son 2 years to find himself. His son was interested in TV/film studies and William highly recommended his alma mater. He took his son up there for the weekend to visit and talk to the faculty and staff members. William stated the following:

During that time the institution was looking for a dean for about a year. They were calling me asking me, please apply, please apply; but I shut it down and I did not want to get in the search. So the day we brought my son up, I said I am just going to go to the provost office to say thank you; they had already offered the job to someone, but the guy decided not to come; he decided to go to another public research institution; he called the day before I arrived on campus and told them he was not coming; so when I arrived they pounced on me.

William was still adamant about not talking to them, but his wife convinced him that he should at least talk to his alma mater. William said, "I am not going to shovel anymore snow; I have done that." The chancellor told him, "I am going to pay you enough money, that you can pay someone to shovel snow!" After a few meetings, he took the job.

Jonathan. After completing his doctorate degree (he was the first Black graduate of his institution to obtain a doctorate degree in business) he applied to a public research institution in the South and they interviewed both Jonathan and his wife. The institution made them both an offer. He went in as an assistant professor and his wife as an instructor. He stayed at the institution for 12 years.

Jonathan started as an assistant professor of marketing. He told them that he was willing to teach anything at any time. The first couple of years he would sit in the front desk with the other students, as many of them were around his age, and they would ask “who is teaching this class.” Jonathan would then pop up and introduce himself. This only lasted a short while as students began to know who he was. His passion for flipped classroom instruction reflected his study groups he had during his undergraduate experience. He expected students to have already read the material and come to class to get clarification on the material they read and studied. When he initially got to the institution the business school was turned down for AACSB accreditation due to a lack of scholarship. However, he already had published an article during his doctoral studies. He came in ready with a mindset to do publications. The school did eventually earn AACSB accreditation even before he earned tenure. Many of his early journal articles were with his two doctoral classmates from his alma mater.

Despite the lack of travel funds provided by the institution to attend conferences, he paid for them out of his own pocket. At the time, being the “new kid on the block,” he had to publish more so than the other professors who had already obtained tenure prior to the pressure to publish by the AACSB. Jonathan argued that new professors should “take care of your career” and pay for the conferences regardless if the school gives them

travel money or not. “It is your career; take responsibility and do what you have to do; do not throw your hand up and say I am not doing because I am not getting funding; you are only hurting yourself,” he states. He noted that proceedings were important, but journal articles are more important in terms of tenure. Going to meetings was more for social gatherings and meeting others. He stated, “We paid the registration fee to rent a microphone for 15 minutes; real scholarship did not happen here.” He had the numbers; teaching evaluations, service, proceedings, and publications that earned him tenure and promotion. After the 12 years, he eventually moved into a brand new public university in the South that was in the infancy state of being created in 1997. The institution did not even have regional accreditation. He was hired and within 2 months he was a department chair. He quickly moved in the role of the associate dean of business and after 6 years of serving as the institution’s associate provost he moved into the dean position within the college of business where he stayed for 3 years.

Gary. After graduating with his master’s degree, Gary worked a couple of years in healthcare which included a large medical university in the Mid-west. However, at the age of 30, Gary decided to try something new. He stated, “I didn’t know anything about business schools; I just applied for a job opening and got it and as I said, the rest is history.” Gary provided the following description of his work history and transition into a dean role:

My job there started out as; at that time they had a \$60,000,000 operating budget and I managed that budget. So it was strictly managing budgets, nothing to do with academics or programs, curricular, I did not know anything about that stuff. This was right before they became internationally dominate. And it was during

my tenure there that we got ranked number two in the world and it took off; and as it took off my career took off. My dean, who hired me, provided me opportunities; so I started out as the budget director/administrator and then I ended up running the school's flagship research and outreach institute and that was my transformation from budget manager to institute director. But the seminal experience for me was when my dean asked me to help provide opportunities in Africa for our students, because we provided opportunities all throughout the world but we had never been to Africa. I built this program in Africa and over the next 10 years it became pretty phenomenal. It was really amazing for the school, the students, and while doing that I was working on my Ph.D. And after I finished my Ph.D., they had just terminated the director of the institute; the dean put me in the position and it was like...amazing to me...and that is when I really took off. I just really grew up academically. I did that for five years 1998-2003. I was making a ton of money, having lots of fun, but you know, I knew I could never be a dean there. I could be an assistant dean, but probably not an associate dean, and so eventually...it became a little comfortable for me and I was in [a large college town] a number of years of my life, and so I applied to a large public flagship research institution in the southwest portion of the U.S.] where no one knew me. So we [family] went. I am sure we took a bit of a pay cut, but you know I imagined it would be temporary and we went down there and it was an amazing, transformative experience, and from there I knew I wanted to do this whole dean's stuff.

While at the large public flagship research institution, he held the associate dean of the college and director of the MBA programs. He was attracted to the institution because of the weather, big time university, academic conference, big research university, and the opportunity to make a difference. After 7 years at the institution he applied and became the dean of the business school at a public comprehensive university in the northeastern portion of the U.S.

Discussion of Themes

This chapter provides the findings and themes that emerged after careful and continuous review of the interview transcripts, review of memos, document analysis, and reflection of the audio recordings. The continuous review process followed Glaser and Strauss (1967) constant comparative analysis method. The constant comparative method was essential in examining the findings of the interviews with the documents and artifacts being analyzed. It is important to note that I utilized the three series interview process developed by Seidman (2006). The data presented in this chapter primarily contains information from interviews two and three, which focused on the details of the deans' experiences and reflections on the meaning of those experiences (Seidman, 2006). However, interview one, that represents a focused life history of each dean, will be provided in Appendix C of the study as it gives details about their upbringing, K-12 experience and their undergraduate and graduate experiences.

Interviews were conducted face-to-face and via teleconferencing using an interview guide (see Appendix A), and document analysis occurred before and throughout the interviews. Participants were requested to review the summaries of the transcripts provided and make editorial and content suggestions for revisions. Throughout

the process, the interview transcripts and documents were compared for differences and similarities to include reflection of the theoretical framework of this study. As aforementioned, the documents reviewed were press releases from each of the deans' institutions during their tenure located on their individual schools' websites and newspaper articles. Additionally, information about the schools' rankings was reviewed through *U.S. News Best College Rankings* and the *Princeton Review Best 296 Business Schools Rankings* lists. The review of the press releases and rankings were to ensure the accuracy of the deans' transcripts with their schools' standing at that time. After review of the transcripts and documents, I developed a preliminary list of codes. They were: deans' relationships with other deans, deans' relationships with the provost and president, budgetary constraints/issues, rankings, fundraising, AACSB, search committee and search firm experiences, challenges with faculty and staff, racial climate, racial constraint, roles of deans, academic deans versus non-academic deans, scholarship, and culture of business schools.

After the initial coding process, I began linking codes into categories that had relationships. The data from the study resulted in three major themes: minimize race, changes within the deanship, and pressing challenges. Racial climate and racial constraint with deans were grouped into one theme: (minimize race). The roles of deans, academic deans versus non-academic deans, scholarship, culture of business schools, search committees and search firm experiences were grouped together under the theme changes within the deanship. This theme categorized all the deans' thoughts on what perspective African American deans need to be aware of going into a dean role at an AACSB accredited PWI. Topics concerning budgets, rankings, challenges with faculty

and staff, deans' relationships with other deans and the provost/president, AACSB accreditation, and fundraising were all grouped under the back to basics theme. The pressing challenges theme represents the experiences of African American business school deans and provides an understanding of the interworking or basics of a dean's position. Within each theme, I provided extensive, but relevant quotes from each dean to capture their individual experiences. More importantly, their individual experiences were matched with other deans' experiences to illustrate and connect the shared experiences of the group. Embedded throughout the themes, I highlighted commentary related to items discovered through my document analysis which helped to develop the themes. For the purposes of analysis, themes will be treated as analytical isolates, even though in reality the same phenomena may reflect in more than one of the themes simultaneously. Before going through each theme thoroughly, Table 2 will illustrate the emerged themes matched with sample interview extracts.

Table 2

Themes Matrix

Themes	Dean	Extracted Theme
Minimize Race	Jonathan	This is not an ethnic race thing or gender thing...this is a human thing. The challenge for minorities being in the academy is that they bring a different experience and you cannot wear that experience here.
	Lisa	I try to make it any other excuse other than that [race in academic dean searches]
	Clarence	I have seen friends of mine, who were smarter than me, but could not handle the race issue and it killed them [academic] career wise.

Changes within the deanship	William	The dean's job moved from being an internal position to an external position; more and more time with alumni, with corporate friends, with people that could build the external part.
	Jonathan	In the old days when money was provided, the dean's job was in the academic side. Today a lot of the deans' responsibilities are to raise funds.
	Gary	My ideas on that are that the requirement to lead a business school in this global marketplace are one must have respect and appreciation for the research enterprise, but in no way do you need to be a scholar to be effective in that.
Pressing challenges	Lisa	I found it very difficult with the expectations that the university relations had for my time and the expectations that the business school had for my time. [challenges]
	Clarence	So there is pressure for the university to grab that resource, because they look at the business school as a cash cow. So they [provost] captured all of my revenues, but failed to give enough back. So I was always trying to catch up. When you raise significant unrestricted money the university typically is less generous in your budget allocations.
	Lisa	The humanities dean could not understand why we [the business school] always had to pay attention to the [job] market. She had issues with that concept that we all do the same job so we all should receive the same pay. [relationships with other dean and the university's provost]
	Jonathan	The assurance of learning (AOL) was the major issue. When we got accredited the first time and we came out clean, they [AACSB] gave us a caution.

Note. These serve as extracts of the themes that emerged from the study.

Descriptions of these themes are presented below.

Minimize Race. In reflection of the literature provided on African American administrators' experiences at PWIs, it was essential to understand the deans' experiences and perceptions regarding race in terms of their ability to obtain a dean's positions at PWIs and their experiences as dean at PWIs. Throughout the interviews conducted, the participants expressed the notion that racism, racial tension, and the understanding of race relations issues exist at PWIs. However, the deans also suggested that current or prospective African American deans should minimize racial undertones in their demeanor, responses, and reflections in applying for dean's positions at PWIs and while holding a dean's position at a PWI. It is important to note that the vocal minimization of race varied amongst the deans. Some deans were more outspoken than others in terms of calling out racism, while others made "compromises." The deans strongly believe that focusing on race will only hinder African American prospective or current deans. They all agreed that focusing on one's ability and their leadership potential should always remain the primary focus for prospective African American deans. The minimization of race theme also partially answers research question number two for this study: What do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.?

When asked if race was a barrier in him getting the dean's position at PWIs, Gary stated:

I may not call them barriers, but there were some implicit biases. You know some people were not ready to hand their business school to a brother, no doubt that

was the case, but you know that was fine. You know when you say 19 Black deans out of 477 almost 500 schools... There you go, there is a reason for that. I equate it to hiring a Black football coach in the SEC [Southeastern Conference-Athletic Conference-College], not that they are inherently racist it is just not what they do; it is not what they know. Some of the places I applied to did get better candidates, but some you know just were not comfortable with my candidacy and I knew that and that is fine.

When asked if he thought that search firms invited him to interview for dean's positions to diversify the candidate pool, Gary stated the following:

I cannot say that some of the searches saw me as a token... I cannot say that I did. Search firms, consulting firms, were just too busy for that. So I never thought that. At [public comprehensive university], I do not believe race played a role in me getting the position. I believe I was just the best candidate.

William agrees with Gary that race is evident, but he too believes candidates should not focus on it going into interviews. When applying for his previous deanship position, he stated that, "The president was looking at me more as bringing back an alumnus, instead of hiring a Black guy." However, William did provide a short story to illustrate how race may have influenced the interview for one of his deanships.

One of the guys actually asked me, how do you feel telling us White guys what to do? And I said you know; let me give you a little William history. You know I was in the military and I was a captain, so I had White folks under my command. Not only that my family had 400 acres of land and one farm, but we had two other smaller farms and we actually had White sharecroppers on our farm, and I told

him, you know, [repeated] it is nothing new to me. We always had White sharecroppers on our farm. People died laughing and I said he should not have asked that question. But you know, that set the tone very early.

In another example regarding the importance of minimizing race within the deanship, William was in the elevator with a White student and he asked the student how things were going. He told the student that he was the dean and the student did not believe him. He invited the student to come visit him any time, which the student did. When the student visited him, the student said, "I thought you were lying like hell to me." People also assumed that he was or had to be Republican. William stated, "The shock of race is more with the alums when you have to call on them as they have not seen a picture of you or knew who you were." Gary strongly agreed with William in regard to dealing with race with external constituents of the institution:

The campus climate for me has always been fine because I have always had the respect and goodwill of my colleagues because I earned it. The issue is more with the external community: alumni, donors, and stakeholders. That is where the issues are.

Clarence also provided his insights on race and the progression to the deanship position:

But with academic [searches] I did not encounter race as a factor. I think people probably... I am not sure...I have seen friends of mine, who were smarter than me, but could not handle the race issue and it killed them [academically] career wise.

Clarence went on to provide insights on race and the behaviors and attitudes he believes African Americans prospective deans should display in regard to race relations. He stated:

You will have to compromise on certain things; you are going to have to learn how to wiggle your way through these slight openings while maintaining your respect. Historically, Blacks in certain positions if too opinionated would lose opportunities...and I still think that is true to some extent. Early in my banking academic career, I had to compromise a lot. I had to ignore things, statements, you know, like the woman in Philadelphia [laughter]. Sometimes, you have to say, okay; was that a racist comment? You have to handle it. Sometimes the best strategy is let it roll off your back, keep going, but never forgetting. In my banking career I learned to be diplomatic in how I dealt with people. In the academic arena, I do not think I had to deal with overt racism during any of my deanship interviews. I guess my racial experience as an African American in the Deep South kind of taught me to figure out how to survive in a racist environment. If I did not have that racial experience in the segregated south, I probably would have said some things that would have closed doors for me. I fear that I might have over compromised in some cases. But I made choices... do I want to get ahead or do I want to fight this guy? And maybe win the battle but lose the war.

Like William, Clarence had interviewers attempt to challenge him racially and intellectually. However, unlike Gary, he did believe he was used as a token to diverse candidate pools for dean positions at PWIs. He stated:

I did have people try to trip me up in interviews...people were trying to see if I was really smart...asking me ridiculous questions to see if I could answer. I was so confident that this did not bother me. I would give my answer and they would kind of back off. Looking back, I believe many times I was invited to interview for multiple jobs as a token...just to diversify the pool. After one interview, a search firm executive say as much. That is one of the reasons I kept getting so many invitations to interview... probably to be in these pools. Most search committees demand a diverse pool of candidates...women and persons of color. My wife said “you know, they are just using you,” and I said I understood and that I am going to go through the experience since later on it would be useful for me...I would know how to deal with search committees and the interview process.

Lisa applied for several dean positions throughout the country and when asked if race served as a barrier in her getting dean positions at PWIs, she stated the following:

I do not think so. I have this position that I try to make it any other excuse other than that... I am not saying I am blind to it if it happens; it could be an issue at some institutions, but they [hiring institutions] have never made me feel different. I knew some places were a reach based up what they were looking for versus my vita. One institution for example said all of my experience was with private schools and they wanted someone with more public school experience or all the institutions you've been have been undergraduate institutions; we would like to have somebody who has graduate and undergraduate experience. It was hard for me because that was what I was trying to find, new kinds of experiences. So, if

they didn't like me because of my color, there were other legitimate reasons that would make another candidate a more favorable candidate.

Gary provided the following advice to African American deans in regards to minimizing race:

Do everything you can to articulate unambiguously what you have accomplished because at the end of the day it really comes down to what you have accomplished and what you can do for them [the institution]. This has to be our focus. We [African Americans] know that we have to have the PhD, good experience, we have to understand the market, we have to understand the academic environment...we have to bring it all!

Jonathan, compared to the other deans, was the strongest proponent of minimizing race in applying for the dean's position. Jonathan's ideas capsule the minimize race theme:

This is not an ethnic race thing or gender thing...this is a human thing. If you get stale and you do not keep up, you fall behind and you do not have the credibility to step in [dean roles].

Jonathan, like the other deans agreed that racial tensions may arise, but he agrees with Clarence that minimizing race provides better outcomes for African Americans.

I will just say this plainly; we could choose to wear our race on our sleeves. But if we see the academy as a place where people are working and we make good contributions, or if we are trying to learn something, then ethnicity goes away. Are there going to be ethnic tensions for various reasons? Maybe, but it depends on the perspective of the individual. I do not believe you decide not to develop those because of ethnicity. You will sell yourself short. Are you going to face

some resistance? Sometimes, maybe yes; but you cannot focus or spend your energy there. You must focus on what you are trying to achieve and what skills sets you are working on. Stay away from wearing your race on your sleeves.

Jonathan and Gary provided closing statements that directly connected with the literature in regards to double consciousness (Du Bois, 1903). Jonathan states:

The challenge for minorities being in the academy is that they bring a different experience and you cannot wear that experience here. You are in two worlds. You are in one world when you go back and hang with your group, and then you are in a world here. But you have to be able to flow in both.

Gary also agreed with his statement and he articulated the following:

I believe we have [African American deans] become pretty nimble to code switching. When I am with my boys, I interact differently with them then I do with the president of a firm. For me I do not have a different persona as I bring an authenticity of who I am in whatever setting I am in. Does my cadence, nomenclature, oratorical style change slightly? Of course, but at the end of the day I am where I am by being myself.

Gary went on to discuss the issue of race at PWIs:

Now what is an issue to me is that I am always, always, the only one [African American person]. However, that is just the business, especially at PWIs. All of my board members are White, my whole leadership team is White; but that is how it is. I can have summits and the only other Black people there are the ones that I have invited. So this is my reality, but you know I chose PWIs instead a HBCU and this is what you get.

Jonathan concluded the following in regards to race at PWIs:

I found the institutions to be very supportive, very open, very, I would even say non biased, but it could be a function of what I bring to the table in terms of the way I chose to interact with people, the place and time, the individual people; so many factors, but I did not see things through any particular lens.

Changes within the Deanship

The changes within the deanship theme represents the consistent thread of ideas surrounding what prospective African American deans need to know in order to become dean at an AACSB accredited PWI. Specifically, the changes within the deanship theme addresses the following research question for the study: What do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the US? The deans gave perspectives on what it takes to be a dean, the challenges, and pitfalls African Americans should be aware of in regard to dean positions. Specifically, all the deans noted that the position has changed dramatically in the past several years in regard to the major responsibilities of the position. Through the narratives, repetitive statements about external and internal relations, fundraising, and appreciation or understanding of research was consistently discussed with every dean. It is important to note that issues concerning budgets and rankings were also addressed factors prospective deans need to know, but it was not a consistent topic for all deans and there was not enough substantive data from all deans to highlight it in this section. But the issue of budgets will be addressed formally in theme three pressing challenges that focuses on the experiences of the deans.

Within changes within the deanship section two subthemes emerged: external versus internal and the new dean themes.

In starting this section, it is important to understand that multiple business school dean positions open up annually. Clarence stated that the turnover for business school deans is very high. Clarence stated the following:

The turnover is so high [for dean positions]. The turnover is roughly...every year there are 50 to 60 business dean positions open and the average tenure of a business school dean in the top 100 schools is less than 4 years. So it is a revolving door.

When asked why he believes this is the case, Clarence stated:

There are too many obligations and expectations are so high. Among the most elite programs, there are two types of schools. Those that are already in the top 50 want to move up...the most important thing are the rankings for the MBA programs and even now the undergraduate programs. The other schools not in the top 50 want to break into the top 50. So if you do not maintain or improve the ranking, you are probably out after 3 or 4 years. The demands of the job are so severe that it is very difficult for the average person to just go in and do it. It is almost like being the Alabama coach. You can have a great season but if you do not win the national championship then you had a bad year. In the top business schools you are under pressure and if you do not deliver the faculty will begin to rally against you.

Given this understanding, the deans provided information on what prospective deans need to know in order to be successful in getting dean positions at PWIs.

External versus internal. When asked his thoughts about the dean's position today and the role of the position in the future, William stated the following:

The dean's job moved from being an internal position to an external position; more and more time with alumni, with corporate friends, with people that could build the external part, but not just fundraising, but also [having] companies recruiting kids from the school; because I believe a good business school is only as good as the placement; its placement opportunities it provides for its students; this is a part of a professional school.

When asked about the external responsibilities of the job, William stated the following:

Well, you start hiring professional staff; philanthropy; to start trying to do this is important; especially like a town, like [a U.S. City]. Your alumni tend to be mobile and in our area they are centered between [two large southern cities]. So travel became a large part of my job. I think this is now the national brand; most deans now will tell you that they try to have a good associate dean that can run the day-to-day operations; but more and more business school deans are external creatures. State schools get less money from the state, so they have to pursue more private funds just like private schools.

When asked about the timeframe of this transition in his career, William stated the following:

The transition of this started for me at a large state research institution, and presidents wanted more dollars that they could control. Now faculty want to know, what [or who] are your contacts that can get me more research dollars; that can help me do the things that I need to do to be the better researcher; what is

your attitude towards creating a research environment? They started telling me, if we see you in the office that is a bad day, you need to be out, you know, telling our story. I believe any business dean that is spending an inordinate amount of time in their office will not be impactful; now if you are at a place that is trouble and you need to do corrective measures and stuff; or those kinds of things then yeah. Generally speaking, you need to be external.

Jonathan agreed with William that the changing dynamics of the dean's role has become external, and concluded that school finances were the most prominent factor in that change. Jonathan states:

In the old days, when money was provided, the dean's job was in the academic side. Today a lot of the deans' responsibilities are to raise funds. So the faculty handled the academic; primarily the associate dean handles the academic side and your job [dean] is to be out there providing leadership and providing resources.

However, in many schools the dean has both roles.

Lisa also agreed with William that the position has a large external presence, and she highlighted the importance of having people skills and being flexible and adjustable.

Lisa stated:

They [prospective African American business deans] really have to have people skills because a part of their job will be fundraising. I remember Mel Stith talking about going to spend an afternoon with someone in their 90s. You cannot say, "I am just not comfortable with older people." That is not going to work. You have to hone your people skills understanding that different people have different attitudes and you must be flexible and adjustable in dealing with all kinds of

people. This includes CEOs of major companies to little old ladies, who had a savings account and put \$20 in there every week, and now she is 90 and she wants to give it to you.

Clarence provided his thoughts on the external relations role of being a dean:

Being a dean, especially at a major public research university (AAU) is tough. You wear many different hats: fundraiser, recruiter of good faculty, manager to the various rankings; and remember you cannot simply fire people because of the tenure system, so you have to work within these constraints; and you have to work 24-7 because you are always on the firing line: fundraising, meeting with alumni, recruiting great faculty, and engaging the business community. You are always be under the microscope and examined and judged by “what have you done for me lately?” The question any new dean of a major top tier research university has to ask is, “Am I willing to work as hard as is required to be successful and am I willing to sacrifice things that are important to me for the glory/satisfaction of building a great program?”

Lisa emphasized Clarence’s stance on working within constraints by articulating the importance of negotiation. Lisa stated:

You will have to resolve issues between faculty and staff, faculty and students, staff and students...administration versus faculty. You are in an in between job; you are a tweener. You will be in the middle of everything.

Lisa also agreed with Clarence in regards to being under the microscope in the dean’s position. Lisa purported:

You try to be fair and equitable in everything you do, but you know in most cases you are going to tick somebody off. So you want to minimize that as much as possible, because if you pick the wrong person it could be very critical to you in the future. All of the leaders do not have the names [titles]; they may be the leader and you may not even know it. So you want to watch carefully the people you are having to deal with. Because a title or name may not tell you at all how important they are to your position and/or that institution.

The new dean. When asked about how he envisioned the new business dean of the future, Clarence stated the following:

Today I believe the job is even tougher because of the movement to online courses (the MOOCs) [massive open online courses], and the demand for new and improved technology almost on an annual basis; do you build buildings or do you add more online courses? Do you give credit for the MOOCs? How do you make money with MOOCs? Very challenging issues. Not to mention the competition from foreign schools that are almost as good and in many cases better than U.S. schools. I speak to current deans and they tell me that it is double what it used to be (the workload) and I have only been gone for only three years. The for-profits are also coming in and taking a slice of the prospective students. The economics of running a major top ranked business school have changed yet again and the degree of difficulty continues to increase.

When asked about how he envisioned the new business dean of the future, Jonathan focused on the traditional pathway to the dean position. He stated the following:

The first thing is the person must be good at what they do in terms of the teaching. That is a critical element in terms of advancing. The second part of it is to develop the scholarship capability and publication record. Why? Like it or not our colleagues address us by: I do not mind having that person as dean, because they have a good scholarship record...He has already done it, and he could tell me how to do it. So it gives you credibility. The third piece is the service piece. I am talking about meaningful service where you learn how the academy works. You should also do service outside of the academy, like raising money for the YMCA [Young Men's Christian Association].

Clarence issued a very similar sentiment as to the importance of scholarship and quality as discussed by Jonathan in the traditional model of recruiting deans. He stated:

Scholarship, research, and quality... you have to lead with that. What is your vision for the place? With all of the interviews about improving the quality for the faculty, the students, and the relationships with the corporate sector came up. You must be sensitive to the scholarly side first and then you must be credible and have a strong research record yourself. The key reason is the faculty will feel that you will not understand good quality research when it comes to the tenure and promotion decision.

Gary also agreed with William, Clarence, and Jonathan on the stance of deans being more external than internal creatures. However, Gary believes strong leadership instead of a strong research record can be an alternative pathway to the dean's position. When asked his thoughts of the future business school dean, Gary provided his thoughts on the shifting role of business school deans:

My ideas on that are that the requirement to lead a business school in this global marketplace are one must have respect and appreciation for the research enterprise, but in no way do you need to be a scholar to be effective in that. If you have both, that's great.

Clarence also articulated that many business schools have shifted to a different model that focuses on strong leadership and management compared to a strong academician.

His comments connect with the ideas of Gary. Clarence stated:

Some business schools have a history of bringing in a business leader to be dean of their business school. Generally, they want that businessperson to focus on raising money; they tend to be almost 100% external. They have to have a strong associate or senior associate dean to handle the academic/scholarly aspects of the job.

Lisa expounded on Clarence's thoughts regarding bringing in business leaders as deans. However, she also provides a critique to the differences in academia and the corporate environments for business leader deans.

Some corporate leaders come in and they do not understand academia. They tend not to understand when they tell faculty, I want it done now and the people look at them and say you are crazy. They expect to say something and it gets done immediately. He [or she] will have to be able to adapt to what goes on in academia. Trying to turn academia into corporate America would not work. They would get the no-confidence vote.

Lisa is the only dean who has a work history of being a dean at both HBCUs and PWIs. She provided an additional perspective on the differences of being a dean at the two types of institutions.

Governance is a lot more shared at many PWIs compared to what they would find at a HBCUs based on my experience. Because faculty have more input, they expect to have that input, so you have to go in as dean knowing that and be ready to anticipate that.

Lisa argued that this is not the same in HBCUs (based on her experience) as the president usually has more power in regard to decisions involving the faculty and administration of the institution.

Clarence articulated that, in many public universities, the dean is the scholarly leader, and in most private institutions they have the ability to bring in business leaders. He stated, “So for most African American business school deans, the research piece will be most critical, unless you are going to an institution that is just looking for an external person.”

Pressing Challenges

This theme builds on the changes within the deanship theme as it strictly focuses on the deans’ experiences and addresses research question number one which is: What are the experiences of African American AACSB accredited business school deans at PWIs? Uniquely, all the deans had similar experiences related to going into a dean position that had issues for them to clean up immediately. Those issues included accreditation issues AACSB, budgetary issues, managerial issues president/provost, relationship issues with other academic deans, and the faculty and staff push back. In

regards to AACSB accreditation, many of the deans entered their new roles with accreditation coming up, or the business school they inherited was in trouble with the accrediting body. Issues concerning budgets, budgetary independence, and the taxing of business schools were common experiences discussed with the deans. Several of the deans experienced a revolving door of provost or presidents during their tenure. Because of the strained relationships the deans had with their respective provosts, four of them strongly stated they would never want the provost position. Out of all issues, the challenges of personnel, unproductive faculty, and uncommitted staff members served as the most challenging piece for deans to overcome. However, building relationships with the provost and presidents allowed deans to be productive in fixing the culture of their business schools.

Within this theme several sub-themes emerged and will be discussed in the following order: challenges (faculty and staff), AACSB, budgets, relationships with other university deans and the university's provost.

Challenges. When asked to describe his dean's position at the large state university Gary stated:

The large state university was the most difficult academic environment I will ever be in. You know it was highly unionized; I was very constrained. I was an outside dean and I had some radical ideas and I got a lot of push back- a lot! I had faculty going to the provost and president saying, you need to get rid of this guy. I had people sabotaging my agendas in the first year, and it was a tough place. It was the toughest managerial challenge I have ever had or ever will have to be honest...and you know after the first year and a half, I wanted out. In fact I got

some other offers from other universities to be dean. You know I hated the weather, I hated the state, and I missed my family as well (*he left his family in the state where he held his previous job*). But again, going back to college, I have never quit anything. I stuck with it and made it happen. The next 3 years were utterly amazing...you know we raised records amounts of money, we built new programs, we increased enrollment...it was just great. They are about to complete a stunning new 150,000 square foot building, which I spent 4 years designing. I will not be there to see it, but that is okay. Everyone knows that is part of my legacy, and you know I turned that place around, but it was time for me to go and I did.

When asked how he got it turned around, Gary stated the following:

To get it turned around, I laid out a 100-day plan, which focused on four discrete strategic drivers or priorities (new programs, faculty/students, resource development, and public communications). That is what we focused on. That is what we did and it was a real key... you know we hired the right people, we disciplined, we recognized the university's strengths, needs in the market and that is what we were able to do.

Gary was not the only dean that stepped into a difficult situation when he took over the dean's position; Lisa experienced some difficulties within her deanship balancing the roles of external relations and faculty/staff relations. Lisa stated:

Things were fine at first... but I did not have an associate dean. I found it very difficult with the expectations that the university relations had for my time and the expectations that the business school had for my time. I did not feel like I was

doing either job well because I cannot give either of them ample time or the amount of attention they both wanted. I did not figure out how to resolve it and this became the issue.

Clarence also experienced challenges in the latter stages of his deanship. His challenges were related to other administrators within his business schools.

I was speaking to one of my associate deans and told her that you have to watch how you say things. Everything was going well...I thought; until I learned that she had people crying in her office because of the things she would say. People were crying, quitting, or threatening to quit. I told her to think about what you are saying and how they [students and staff members] will interpret what you are saying. The students and staff members went to the ombudsmen and the HR department complaining about her. She was saying things that were not kosher for the environment; using certain words and language that people thought was racist and biased (she was actually African American).

William's challenges revolved around flipping the faculty and renewing the career service's office. Luckily for William, he was able to buy-out faculty contracts for older faculty and hire new faculty at the associate and full-professor level with assistance from his administration. In regards to career services William stated:

I am a big believer that professional schools...placement and career-advising centers must be top notched and when I came here [second dean position] that was not the case. So, I had to turn those people out and we did and we hired new people to run those units.

Jonathan articulated that his greatest challenge was managing his expectations. Processes did not move as fast as he wanted them to. “I ran into the differences between my vision versus the reality on the ground. I wanted to do this, but the reality was we had many constraints,” Jonathan stated. Changing the culture of the business school was his greatest challenge. In his situation, getting faculty to buy into the importance of assessments was tough. However, in the tenure and promotion requirements he made assessment data a component of the requirements to get tenure and promotions. Therefore, he was able to adjust the importance of assessment data within the business school.

Among the challenges presented, Clarence and William were the only two deans who felt the pressure of rankings. Lisa’s institution agreed that they would not chase the rankings. Gary’s institution agreed that they had to build the infrastructure and the brand before thinking about rankings. Jonathan’s institution was more focused on accreditation and selecting leadership that would give them direction. But again William and Clarence did have the pressure of keeping up with the rankings. Clarence stated, “You must have good placement and you have to maintain the rankings. Unfortunately, the rankings almost drive everything.” William agreed to a certain extent with Clarence, but he, like the other deans, tried not to focus on the rankings.

Here is my philosophy on rankings, you like the rankings when they rank you where you think you ought to be ranked, and you do not like them when they rank you low because you think they do not know what they are doing. There are so many rankings today...; I think that rankings have a role to play, but I believe you should be more concerned about what are you doing for the young men and

women who study with you. What is your job/placement rate, what type of graduate programs are your students getting into, what are your students' pass rate on the CPA?

Through document analysis, I discovered the rankings of each institution during the deans' tenure at their respective institutions. It is important to note that many rankings are available that review the quality of business schools (e.g., Forbes Magazine, Entrepreneurship Magazine, Wall Street Journal, MSNBC, Bloomberg Business Week Magazine, and The Economist Magazine). The data provided for William and Clarence illustrates that their institutions placed a lot of pressure for them to keep their respective business schools in the top 100 listings at all time.

Table 3 below outlines the rankings discovered through *U.S. News and World Report* and *The Princeton Review's Guide to the Best 296 Business Schools*. Moreover, for the purpose of this study I only focused on overall business school rankings, undergraduate business school and graduate school rankings. Other rankings that evaluate specialty areas were excluded as they holistically would fit in the educational value provided by the overall business school-- its undergraduate and graduate programs (e.g., accounting, finance, marketing, real estate, management, and management information systems).

Table 3

Participants' Business School Rankings

Pseudonym	U.S. News and World Report	The Princeton Review Top 296	Years as Dean
Jonathan	343 UG (2012)	Not Ranked	2011-2014
Gary	173-UG (2011) 172-UG (2012)	Listed Two CY*	2009-2013

Lisa	NR	Not Ranked	2007-2013
William	39-UG (2010) 59-MBA (2012) 62-BS (2008) BS-79 (2013)	Listed Five CY	2005-2013
	25-UG (2000) 14-UG (2003)	Did not exist	1991-2004
Clarence	22- MBA (2006) 20- MBA (2007) 49-BS (2008) 21- MBA (2008) 20- MBA (2009) 19-UG (2009) 16-MBA (2010), 28-UG (2010), 42-BS (2010) 16-MBA (2011) 40-BS (2011) 17-UG (2012), 49-BS (2012)	Listed Four CY	2006-2012
	17-MBA (2005)	Did not exist	2003-2006

Note. UG = Undergraduate Business Programs; BS = Business School, MBA = MBA Program, CY = Consecutive Years; *The Princeton Review does not rank the Top 296 Business Schools-it only lists them and the listing started in academic year 2009.

As aforementioned, rankings were not a universal challenge for all deans. But this was not the case with challenges presented by having AACSB accreditation.

AACSB. Three out of the five deans have either served on a committee, a review team, or sat on the board for the AACSB. Across the board, all the deans had positive experiences with the accreditation board. However, in several of the deans' experiences, issues with their business accreditation standing was a concern either entering their

position or during their position. Lisa purports that new deans should have an “eye on accreditation.”

I can say that most business schools satisfy the criteria for accreditation, but the most important part of it is maintaining the documentation. There is flexibility in how you satisfy the criteria, but you must be able to document it.

Gary and Clarence both articulated that at the major universities, there is not much that AACSB could say to better those programs. Clarence articulated that at many of the large well-known research institutions the individuals there wrote the principles of accreditation and had substantial power. Gary stated the “assurance of learning assessments is the big deal.” Gary argued, “When you get down to the middle-tier schools it matters.” Gary went on to state that, “before the new standards, faculty qualifications were the second biggest issue.”

Jonathan experienced a difficult situation when he took over the dean’s position. Jonathan’s university had an unsuccessful search for a dean and he was selected to step in as the permanent dean for 2 years. Jonathan stated the following:

I went from the associate provost position back to a deanship [he was formerly the associate dean of the business school 6 years before] and part of that was the sitting interim dean decided he did not want to take on the responsibilities for whatever reason. Since I was in the College of Business previously...we had accreditation [AACSB] coming up; so I went back and we had a 2-year window to get it done.

Jonathan’s challenge of obtaining AACSB reaccreditation coming into his new dean position was openly addressed in a newspaper article released by Hale (2011). The

review of this article through thorough document analysis confirmed Jonathan's commentary about challenges coming into the position.

When asked about his experiences with the AACSB as dean he stated the following:

When I went back in 2011, the dean had already retired in 2009, and in that period when he retired, we fell into limbo. The dean was gone, the interim dean took a dean position somewhere else, and the new interim dean did not want the position. I started the job in July and me with the associate dean did a quick SWOT analysis and then I was off to meet with the chair of our reaccreditation efforts.

When asked what his initial concerns coming into the role regarding accreditation were, Jonathan stated the following:

The assurance of learning (AOL) was the major issue. When we got accredited the first time and we came out clean but they gave us a caution. We had professional advisors and we were about one to 500 students and we were asked to make sure the ratio did not go higher than that. When I ran that ratio we were one to 750 when a good ratio was between 300-450. But there was more...The AOL was the one thing that I could not fix without time.

Interestingly, William had a similar situation in his second deanship in regards to AACSB accreditation problems. In his interview, William had candid conversations with the chancellor, and at that time the school was on probation with the AACSB, so this was the first thing he had to clean up when entering the position. William stated, "After

serving on the board and knowing the AACSB well, I came in and in one year got that flipped around.”

Similar to William, Jonathan worked quickly to turn around the AACSB issues by bringing in an AACSB consultant the week before classes started in August. Jonathan purported:

The faculty selected her based on hearing her at conferences. We hired her, brought her in, and she became a consultant-motivator. She came in and presented us a way that it should be done. At the next faculty meeting and I told the faculty that we did not have time to debate her recommendation. I simply said we are going to accept her recommendation. The one line I added was that we were not going to forge any of it. If we have it, we have it. If we do not have it, we do not have it. I learned this one thing from my old boss. If you try to hide it, you are dead meat.

Lisa’s business school also had two minor issues with their accreditation visit. Her review team argued that they did not have the economic support to accomplish their goals. Lisa and her president rebuffed the idea because they had a large endowment fund that provided them ample money to implement their plans. Her president stated to the review team, “Excuse me? Can we go back to this one on money?” Lisa felt that they did not do a good job articulating that in their report. Lisa articulated that her full-time faculty became very busy serving in different capacities within the institution and that they were not teaching their required workload.

I had 25 faculty members. During one semester, a semester before the visit, my accounting and information systems department seemed to be the busiest of all of

my people. One had course releases because he was chairing the honors program, another one was in the London program; freshmen semester, we have a course called global business perspectives in which six faculty teach the program and three of those were from the accounting and information systems area. So they were teaching everything but “A and IS” [accounting and information systems]. We had too many adjuncts. So the department chairs took a much more proactive role in managing the ratios that the AACSB is looking for.

When Clarence accepted his first dean’s position at a large public research institution he too was introduced to the AACSB immediately. His initial reflection on the experience was not a positive one. He stated, “I came in with a lot of skepticism over what I heard outside of the academy as well as with my first time doing accreditation reviews.” Clarence felt that the reviews were not consistent across the board with all universities and colleges that were accredited. But after going through the process and eventually serving on the AACSB board, he had a better understanding and appreciation of the AACSB. Outside of the AACSB accreditation issues all deans discussed challenges with their business schools’ budgets.

Budgets. Clarence, like many of the other deans, experienced challenges with the budget during their tenure. The challenges evolved around budgetary independence of business schools and the taxation the provost office requires given the money the business schools generate through fundraising. The deans had different perspectives surrounding the budget and Clarence led the argument for budgetary independence.

State university budgets are being cut all over the country and business schools are generating lots of revenue because their enrollments are growing. As the

economy deteriorates students want to get a degree that helps them find good jobs, so they are enrolling in the business school. So there is pressure for the university to capture the resources generated by the business school. They tend to look at the school as a cash cow. So, they [provost] took my money, but they did not give enough back. So I was always trying to replace the monies I lost through this process via external means (executive programs, fundraising , etc.). If you generate a surplus the university either takes an unfair share of the resource or simply cuts your operating budget allocation. Business schools at most universities are net contributors to the overall university budget and the others are net users of budget funds (deficit spenders). This naturally leads business school deans to want complete or partial budgetary independence from the university.

William provided perspective on the economic perspective, structures, and elements that would need to be in place for a business school to get budgetary independence. He stated:

There is a move by business schools...but only major business schools could talk about being independent entrepreneurs on campus. You would have to be in a really good financial position and the way you tend to that is...you really have to have some good executive programs; so schools have to be in a pretty big market place that has many corporations like a New York, Boston, maybe Philadelphia. If you are in a place like [a large public research institution] in a college town or a southern school you cannot do that. You will not have the external resources to offset expenses...the university will charge you for everything once you do it.

Jonathan, sided with the university instead of the business school in regard to budgets and budgetary independence.

In the provost role, that person has five colleges; let us assume business has money...it is hard to say give business more money when “x” or “y” over here are getting nothing. You are trying to be equitable. Business would argue this is inequitable and where is my incentive to go raise money if you are going to take away from me and give it another? The university is called to place resources across all the units for the greater good.

When asked what his conceptual framework was in articulating this as a business school dean to his faculty or staff, Jonathan provided the following example:

Let us use two colleges: The College of Arts and Sciences and the College of Business. We know that the College of Arts and Sciences does not have the resources to generate money like the business school. However, the strength of my business students rests on the quality of my undergraduate general education provided by the Arts and Sciences. The writing skills, quantitative analysis, critical thinking all start from the arts and sciences.

When asked about his thoughts of having financial independence for his business school, he stated:

That is a myth. Does the business school pay for its building? Its infrastructure, IT support? Is the business school going to buy out the infrastructure from the state? If it is a public institution, everything belongs to the state. Who cleans the buildings? You have to pay the tax to central [provost office].

Lisa articulated that during the financial crisis period, budgets were strained more than ever before. Her institution’s operational budgets came through private

endowments, so she was not as constrained as deans in public institution. Gary too expressed the issue of budgetary constraints in his deanship.

The budget situation was a very difficult one. Being a mid-tier public university we were really constrained because of so many restrictions and parameters connected to our state. The state had corruption; a lack of transparency and that affected us. Thus, it forced us to really examine the resources that we had and invest them wisely. There was not a revenue center model of management. The tuition basically went into the provost office and it was allocated...except for a few off-campus MBA programs in which we were able to keep most of our revenue...70%, as we were then required to pay a tax to institution.

Another common element of concern with all of the deans was faculty compression and inversion. Lisa articulated:

Inversion was taken care of by our administration if we had a raise pool. A small percentage of it would be allocated to an area called equity. This would help with full professors making less than new assistant professors. The deans would go and identify where the inequalities or inversion existed and then we would allocate it to those individuals.

Jonathan too dealt with salary compression and inversion issues and he articulated that it is an ongoing challenge for business school deans.

I want you to breathe, but do not degrade the quality of the air...Compression and inversion exist, could you solve it yes, have an unending budget. Do states have enough resources to keep pace with market forces? No...So the only way for your faculty to keep pace with the market is to consistently move; but there are

transaction costs with moving. Trying to add additional positions or sources of funds create a lot of pressure on us to manage it. So try to mitigate or minimize the extent to which it exist, but know it is a function of the job we are in.

Clarence articulated that salary compression within both of his dean's positions was a concern in regards to the budget. He explained:

Raising resources... That is part of the challenge as dean; no matter whether it is state or private, you have to go raise the money to pay people top market salaries otherwise you will lose your best people to the competition because our best faculty are constantly being recruited by other universities. The dean must go get private dollars to close the gaps and these gaps continue to grow annually as the market continues to grow. Finance in particular. Accounting because of shortages. Unfortunately, it leads to a lot of proliferation of titles and positions just to pay people... create centers with directors and associate directors, PhD coordinator, etc. as a way of delivering extra pay. It just creates a bureaucracy that you have to manage which can become a headache for the dean. Here is an example. I came into a [Large Public Research Institution] and I looked at our pay sheet [excel sheet] and I asked, What the hell is this? What are all of these columns for? They told me each column represented a piece of the salary and that the end number was the total salary. I said I am going to get rid of all of this and simply pay people market. It did not work, when I left this institution the sheet was twice as long then when I started. [laughter]

William purported:

You need people who are committed to you, because you do not have the money to keep them at market. The 'ole saying use to be your graduate student obtains their PhD and they are making more money than you [faculty] are making. The only way to keep up with the market is what I call the U-Haul strategy. If you move every two years you will be able to keep up with the market. But we started getting endowed professors and chair, and this allowed us to keep people at the market and we were successful at doing this at [large public research institution]. It was important to send a signal to the faculty that I am giving you all that I can give you, and they [his faculty] understood that. They understand that you are trying to reward them with all the resources you have under your command.

Several of the deans experienced strained relationships with other university deans and provosts in regards to budgets.

Relationship with university deans and the university's provost. This situation has caused the business school deans to have strained relationships with their dean colleagues in other areas of the college. Clarence provided the following sentiment:

Well at [large public research institution] the business school dean was looked at as having all the resources...you have the great alumni- the CEOs of companies who are writing checks and endowing chairs so they would argue that I did not really need additional money. At [one large public research institution] the engineering dean fought against my business school becoming budget independent because he knew that the business school was generating a \$7 million surplus that was used to subsidize his college and other deficit spenders to the tune of several million dollars a year. The business school deans are always

fighting the other deans about this resource issue. We want to keep more of the revenue we generate in order to grow and improve. This growth actually helps the entire university since the pie gets bigger. So many business schools go for budgetary independence and seek to pay a fair tax for general services (building, library and other services, for example). I pay for my staff, my faculty, and other costs in this model. This approach [responsibility budgeting] has taken off amongst the top 100 business schools. So at [the large public research institution] we fought a lot regarding this. However, I note that at both my universities, I worked with the deans of other colleges on joint programs as a way of sharing of the wealth.

Clarence also provided a historical explanation to why relationships are strained.

Another thing, going way-way back to the old days, business schools were not looked at as being academically legitimate; they were looked at as trade schools. For example, teaching accounting was not considered scholarly. So there was a bias against business schools. It has been pushed aside now, but there still is an amount of jealousy because of the resource differences.

Lisa agreed with Clarence that other deans did not understand the operations of the business school and the expenses associated with hiring full-time faculty.

The humanities dean could not understand why [business school] we always had to pay attention to the market [job market]. She had issues with that concept that we all do the same job so we all should receive the same pay. I told her business school faculty have a lot of alternatives. From my arrival that issue was there, but part of my job was to alleviate that...I was encouraged to bring the business

school into the rest of the institution as a contributing member...but I did the best that I could. But it is a serious us versus them mentality, and the faculty feels it. Jonathan also discussed the relationship between business school deans and other deans at the college:

Think about it, a new assistant professor for business will cost me \$130,000; \$100,000 base salary and \$30,000 benefits. Ten new faculty would cost me over \$1 million. In Arts and Sciences one faculty will cost me \$60,000...So if they get eight faculty members and I only get three, why as a business dean in a dean's meeting, why should I be making an argument about that? Also think about the teaching load...In business I can teach 40-50 students in a principles of management class. If I am teaching composition it is probably at a max of 20. So I do not believe a lot of business deans take the time to evaluate all of that. This brings on a level of resentment with the other deans.

Gary unlike the other deans did not have many issues with his colleagues. Gary stated:

I did not have issues with my colleagues at all. It is because, for one it is not my style. Two, I am sensitive enough to the dynamics of the school's revenue that I would never allow my colleagues to feel a certain way about me. Three, we all were in the same situation, granted I had more money than anyone else did; I was the second highest paid person on campus. I was making more [money-salary] than the provost and I made more by far than the other deans. I knew that, they knew it, but I went out of my way to be a good colleague, to be accessible, to contribute; so that was never an issue for me.

William also had a good working relationship with his fellow deans in both of his deanships. He purported:

Business schools were seen as the rich guys on campus. It was always friendly fire; they might have said something but not in a malice way. No I never had an issue with this. In fact the other deans celebrated [when his business school] received gifts as they thought it made the campus better. We celebrated each other and they were happy for you...so there was no malice.

These strained relationships were not exclusively reserved for other university deans, because in most cases the university's provost was in charge of budgetary decisions. Clarence had nine different provosts in his nine years as dean at two different institutions. Clarence's articulated the following:

The provosts I dealt with did not keep promises made to me. They took too much money from me [his business school] and did not honor the written commitments made by the preceding provosts. The job is essentially a revolving door holding...it was almost guaranteed that if you served successfully as a provost you would likely get a presidential appointment.

William also agreed with Clarence's stance that provosts take too much money from business schools. William stated the following:

My stance is that the provost [second dean position] took too much money from the business school as he saw us as a cash cow. I felt that he put too much pressure on the business school, and our RCM model (responsibility center management) ...resource management center is what we called it; I do not think he [provost] was forceful enough to get the other schools to really go out and try

to raise those funds. I thought he was too quick to pull money from our business school or [another unit within the university] to give it to other units. So, I do not believe he [provost] allowed the model to work.

Uniquely four out of the five deans within the study adamantly opposed ever applying for a provost position and they all agreed that they would rather apply directly for a president's position instead.

Summary

Chapter 4 provided the findings of interviews conducted with five former African American business school deans at AACSB accredited PWIs and corresponding documents analyzed in conjunction with the interviews. The interviews followed Seidman's (2006) three series interview format and the documents reviewed were press releases, newspaper articles, the deans' institutional websites, and business school ranking information provided by *U.S. News and World Report* and *The Princeton Review's Guide to the Top296 Business Schools*. The primary themes that emerged from the data exemplified the dynamics and complexities of being an African American AACSB accredited business school dean at a PWI. The three major themes that emerged were: minimize race, changes within the deanship, and pressing challenges. The minimize race theme represented a consistent and powerful aggregation of shared experiences and perspectives from all of the dean participants. They all found the PWI environment to be a caring one and they all agreed that race in most instances affected them through working with external constituents. Thus, they strongly suggested that African American prospective deans at PWIs minimize race and focus on building their

skill sets, embracing people skills, and be willing to compromise with issues related to racism.

In terms of the changes within the deanship theme, the deans highlighted areas within academia that prospective African American deans should consider before moving into a dean role at a PWI. This theme directly addressed research question two, which is what do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.? Additionally, two subthemes emerged under the changes within the deanship theme. Those were external versus internal and the new dean theme. These two themes highlighted the importance for deans to be “external creatures” who meet with alumni and corporate sponsors compared to a normal internal academician. Additionally, the deans gave insightful information about the various changes in academia that deans have to address such as MOOCs, global curriculums, and keeping pace with technology.

In the last theme entitled pressing challenges, the deans gave their perspectives of what it is like to be an African American business school dean and this addressed research question number one which is: what are the experiences of African American AACSB accredited business school deans at PWIs? In this section four subthemes emerged. They are: challenges (faculty, staff, and provost), AACSB, budgets, and relationships with other university deans and the university’s provost. The challenge subtheme provided a compilation of challenges the deans faced either starting their new positions or in the middle of their tenure as dean. The challenges theme, in particular, highlighted the deans’ experiences with the AACSB accrediting body and the budgetary issues they had to work through. Uniquely, their budgetary situations all created levels of

resentment with their dean colleagues at their respective institutions as in all cases the business schools had more resources or the ability to generate new resources through fundraising activities.

Chapter 5 will provide a discussion of the meanings of the findings in relation to the theoretical frameworks for each theme. Additionally, a final discussion of the research questions, the study's limitations, implications, and final conclusions of the study will be discussed.

Chapter V

DISCUSSION AND CONCLUSIONS

The purpose of this study was to examine the experiences of African American business school deans at AACSB accredited PWIs. I utilized transcendental phenomenology to obtain the shared experiences of five former African American deans and to understand the essence of their shared experiences. My goal was not only to understand the deans' experiences, but to also obtain strategies on how to increase the number of African American professors who become deans at AACSB accredited PWIs. Utilizing interviews and document analysis, I sought to inductively generate themes to answer my two research questions: What are the experiences of African American AACSB accredited business school deans at PWIs, and what do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.?

For this study I utilized purposeful sampling (Patton, 2002) to interview five African American business school deans who were former deans of an AACSB accredited PWI within the last 10 years. After identifying the sample I utilized Seidman's (2006) three-series interview protocols to collect the data. I also examined documents and artifacts throughout this process (Marshall, 2011; Silverman, 2011). After completing the interviews, summaries of the transcripts were sent to the deans as a validity check between interviews. The deans sent their edits to me before commencing the next interview (Holloway & Wheeler, 2009; Lincoln & Guba, 1985; Maxwell, 2013;

Seidman, 2006). The documents examined for this study included newspaper articles, press releases, and the deans' institutional websites to confirm the accuracy of the deans' interview data. For data analysis I utilized Husserl's (1931) transcendental phenomenological reduction method that focuses on getting to the essence of the shared experiences of the participants (Heidegger, 1996; Merleau-Ponty, 1962; Plotka, 2012).

Additionally, I utilized Glaser and Strauss (1967) constant comparative analysis method that focuses on comparing and contrasting the interview transcripts and the documents-artifacts consistently throughout the analysis process. Through this process three major themes inductively emerged that captured the essence of experiences for the five deans. They were the following: minimize race, changes within the deanship, and pressing challenges. Within changes within the deanship theme two subthemes emerged: external versus internal and the new dean themes. Within the pressing challenges theme four subthemes emerged: challenges, AACSB, budgets, and relationship with other university deans and the university's provost.

The purpose of this final chapter is to discuss each theme in relation to the relevant literature, and the four theoretical frameworks related to race and power: co-optation, campus racial climate, critical race theory, and Bolman and Deal's (2008) *Reframing Organizations*, respectively. Finally, at the end of this chapter, I will highlight the study's limitations, and opportunities for future research.

Discussion of Themes

Theme I: Minimize Race. Race was a common theme that resonated throughout the interview process with the African American deans. However, the resonance of the commentary represented a resounding message of minimizing race for African American

men or women who seek a business school dean position at an AACSB accredited PWI. As aforementioned the vocal minimization varied amongst deans, but they were all unified in the notion that race should be minimized when applying or interviewing for dean positions. It is important to understand however, that all of the deans adamantly agreed that race, racism, and racial tensions do exist at PWIs. Their affirmation aligned with the tenets of critical race theory. However, these deans' experiences were positive, overall, and thereby rebut the ideas of Manning (2012) who argued, "Critical race theorist expect to see expressions of racism and oppression throughout the institutions, including education, which make up U.S. society" (p. 76). Four out of the five deans in this study, specifically gave high praise to the PWIs they have worked for. This finding creates a philosophical dichotomy as it abruptly unhinges the generalized thoughts purported by the literature, that PWIs overall have provided negative experiences for African American faculty and administrators alike.

Uniquely, the deans' experiences paralleled my own experiences at PWIs. I too, as a business dean, looking through the lens of CRT understand that racism exist on PWIs; even if it exists in the form of micro aggressions (Solorzano, Ceja, & Yosso, 2000). Nevertheless, my experience is similar to the deans in regard to the overall positive experiences I have had working at PWIs. Like Jonathan, this parallel could be a function of the institutions I have worked for, the individuals I have encountered, or the cultural lens I have decided to look at the world through. I believe the latter connects my experiences with these deans. Given that the deans within my study directly experienced segregation or the remnants of segregation in the U.S., the cultural lens that we share shapes our worldview of how we interpret the world, and specifically others in a racial

light. Clarence's stance on being diplomatic best represents the behavior the majority of the deans and I share, and it may serve as the connection between our experiences at PWIs.

These deans' experiences also challenge Decuir and Dixon (2004) who articulate that many policies do not account for minority interpretation of ideas or thoughts and that those in authority are colorblind to alternative explanations of what could be. The deans' positive experiences at PWIs also provide an alternative explanation to Crase (1994) who articulated that "minority administrators may find themselves in dead-end jobs" (p. 18). These deans' ability to break the glass ceiling in terms of obtaining executive level administrative positions at PWIs illustrates that not all African Americans have fallen into dead-end jobs. Likewise, within my own experience, I have had two dean positions within my short tenure in higher education. The divergence of these deans' experiences and mine from the literature is not a simple or systematic explanation. These deans all went through different paths to get to the dean position. But the one commonality that these deans and I share is the idea of choice.

The deans felt that the issue of race and how prospective African Americans deal with race really came down to a simple choice to work along with those in the PWI or to focus on race. Specifically, these deans chose not to focus on race. Within the literature, African Americans have been blocked from administrative positions due to filters and those chosen to participate in interviews have been used as tokens (Niemann, 2003; Sagaria, 2002). Within this study elements of both of these realities confirmed and refuted those historical paradigms. Clarence clearly articulated that he felt that he was a token for several dean positions as institutions simply wanted to diversify the pool, while

Gary adamantly refutes the idea that search firms would waste their time doing so. The divergences in these deans' thoughts are a function of their experiences in their search processes as well as their cultural upbringing. Clarence clearly articulated that his experience growing up in the segregated south taught him to be diplomatic and compromising in regards to race. Gary grew up in the mid-west in an area where a lot of African Americans migrated in the 60s and 70s in search of prosperity and economic empowerment. Their lenses are different and their responses to racism are different. But again, the deans felt that the issue of race and how prospective African Americans deal with race really comes down to a simple choice to work along with those in the PWI or to focus on race. As Jonathan stated, "we could choose to wear our race on our sleeves."

Within the choice to work alongside those in the PWIs, the deans provide parameters of realities that exist that support African Americans success in those environments. The first reality confirms Du Bois's (1903) framework of double consciousness. Recalling Gary, he stated, "I believe we [African American deans] have become pretty nimble to code switching," while Jonathan stated, "You [African Americans] are in two worlds." These statements strongly align with the sentiments of the importance of the external versus internal subtheme of the changes within the deanship theme. Given the importance of dealing with external constituents of one's PWI, it is important to understand the structural and formal lines of engagement with various stakeholders. As Gary and Jonathan alluded to, the majority of the stakeholders at a PWI are White. Given this reality, being an African American, we are not a part of the majority ethnic makeup and must make the choice to become part of the academy or make the alternative choice to not work at a PWI. Both Gary and Jonathan had the same

sentiment, that if they were not happy at the PWI, then they would have made the choice to go work at a HBCU.

Interestingly, William briefly discussed external stakeholders' preconceptions that he was or had to be a Republican given his deanship of a large public research institution and a large private research institution. William like the other deans had to be very diplomatic in his deanship, and this could have given the appearance that assimilation of thought and behavior became permanent for African American deans. But this was not the case. Throughout the interviews each dean strongly suggested that they have stayed true to themselves. They all expressed their appreciation and support of HBCUs (a few have even sent their children to HBCUs), a few have served on the boards of HBCUs, they are active members within the African American community by serving on African American owned company boards, participating in local African American churches and non-profit organizations, and they have supported African American organizations such as the NAACP and PhD Project. What this behavior illustrated was a focus on minimizing race in their day-to-day operations of being a dean. Instead of focusing on race the deans focused on performance and improving themselves professionally. As Gary stated:

Do everything you can to articulate unambiguously what you have accomplished because at the end of the day it really comes down to what you have accomplished and what you can do for them [the institution]. This has to be our [African Americans] focus. We [African Americans] know that we have to have the PhD, good experience, we have to understand the market, we have to understand the academic environment...we have to bring it all!

Theme II: Changes within the Deanship. The changes within the deanship theme strongly aligned with the literature of deanship experiences provided by Bright and Richards (2001) and Wolverson, Gmelch, Montez and Nies, (2001). The aforementioned literature discussed similar changes in the deanship that my participants experienced during their tenure as dean. However, within the commonalities existed divergences related to race. Within this theme, two subthemes emerged: external versus internal and the new dean themes respectively. As the minimize race theme focused on the environmental aspects of PWIs regarding race and its effect on African American deans, this theme specifically addresses the inputs that a dean should have to be successful in the PWI environment.

In review of press releases for the deans, they all were featured in their respective college magazines and publications collecting large checks, establishing endowments, developing new partnerships with businesses, and exploring opportunities for scholarship funding. These components aligned with subtheme two which focused on the external versus internal expectations and roles of a dean. As William stated, “Deans are external creatures...This is the national brand.” The deans’ suggestions on the role being more external than internal was supported based on the literature. Joni, Wolverson and Gmelch (2003) researched surveyed 1,370 utilizing the deans’ task inventory and role conflict and ambiguity questionnaire. Joni, Wolverson and Gmelch’s (2003) data suggested, “The deanship of today must accurately reflect the face of the college’s populace and the external environment with which it ultimately interacts,” (p. 242). Within this framework lies perils in regards to being politically correct, having a keen awareness of those in

power (direct or indirect), and facing a reality that the issue of race is still prevalent inside and outside the walls of academia.

What separates my participants experiences from the general deans' audience found in the literature is the racial component of dealing with non-minority constituents as a minority in a PWI. It is very important to note that several of the deans addressed that their greatest challenge in regards to race came from off campus constituents and not the PWIs themselves. This supports the notion of critical race theory as well as the importance of understanding power. William stated, "The shock of race is more with the alums when you have to call on them as they have not seen a picture of you or knew who you were." Gary also added, "The issue is more with the external community: alumni, donors, stakeholders. That is where the issues are." An explanation of their experiences can be attributed to the fact that many students, faculty, staff, and stakeholders of PWIs do not see a lot of minorities in leadership positions. As González (2011) stated, "The problem is the administration itself continues to be heavily white and male" (p. 198). Even within my own deanship, I encounter some individuals being shocked that I am the dean at my institution. I cannot assess for intentionality, but many individuals picture the dean, as one student told me to be old, bald, and White with glasses; and in some cases aligned with Moses' (1993) viewpoint that some Caucasians do not believe that minorities are capable of handling executive level positions.

The deans also purported within this theme the changing role of what subtheme two calls the new dean. The theme's title may sound counterintuitive but yet it truly expounds on the notion of one of the multiple changes in academia within the past few decades. Theoretically speaking, this subtheme strongly connects to the structural

framework theme provided by Bolman and Deal (2008). According to Bolman and Deal (2008) the structural framework, essentially is “a blueprint for officially sanctioned expectations and exchanges among internal players (executives, managers, employees) and external constituencies (such as customers and clients)” (p. 50). Higher education requirements for deans have changed dramatically as the expectations for deans and their work responsibilities have significantly shifted (Joni, Wolverson, & Gmelch, 2003). Jones, Wolverson and Gmelch’s (2003) data suggested, “demands from superiors (administrators and boards of regents/trustees), constituents (faculty and students), and benefactors (taxpayers, legislators, and endowers) blend to create a turbulent environment in which deans must thrive,” (p. 241).

Yet again, what separates my participants’ experiences from the general deans’ audience reflects on the racial component of this subtheme. Jonathan eloquently stated, “you may have to take on slightly heavier load, because there is not enough of you to go around and if we have to find as much representation as possible.” Within the African American community, the idea of working harder to get ahead is almost a permanent slogan for young and old African Americans alike. Even within the literature Turner and Myers (2000) and Allen, Epps, Guillory, Suh, and Bonous-Hammarth, (2000) represent many scholars who have articulated the idea that African American faculty and administrators have been used extensively as a symbol of diversity within PWIs, and thus had to take on the extra burden of serving on a plethora of committees that need diversity. This is substantial given the fact that the dean position is already a time consuming position that requires deans to serve in many capacities. Thus, the notion of the

additional diversity related request from stakeholders within the PWI illustrates the divergence of the new dean responsibilities of a non-minority versus a minority dean.

Throughout this study the deans mentioned globalization, fundraising, and strong leadership compared to scholarly leadership to highlight the changing dynamics required to be a business school dean. The advice given in this theme matriculates into the lived experiences of the deans at AACSB accredited PWIs discussed in subtheme three: pressing challenges.

Theme III: Pressing Challenges. The last major theme of the study examined the lived experiences of the African American business school deans at AACSB accredited PWIs. The data provided four subthemes that clustered the lived experiences of the deans to be the following: challenges (faculty and staff), AACSB accreditation, budgets, and relationships with other university deans and provosts. The dynamics of these subthemes present a unique phenomenon within itself as many of the subthemes are interconnected and the discussion of each one lead to a natural progression to the next topic. For example, one of the most highly discuss reality the deans faced surrounded issues of budgets. The issue of budgets purports an environmental input that affects the overall outcomes in the production of new deans. Budget situations at PWIs are highly political in nature. The commentary by Clarence and Jonathan provides the two extremities of the different philosophical differences business school deans have with the academic administration (specifically the provost's office). Clarence strongly articulated for budgetary independence while Jonathan who previously served as an associate provost look at the institution as a community compared to silo areas.

The emergence of this theme uniquely highlights the theoretical framework of the political and structure elements found in Bolman and Deal's (2008) *Reframing Organizations*. Structurally, higher education institutions must take one of two models in regards to budgets: pools that funnel all of the schools revenue to the provost office and then those funds are allocated equally amongst the colleges or a revenue management model in which each individual college raises its own funds and pays a tax to the institution for basic resources (Lorenzi, 2012). But the structure of this selection is not set in stone. As with Clarence, his institution changed to a revenue management model and gained financial independence. However, after the new provost was selected he decided to switch away from it and go back to the pool model. This type of behavior represents the political framework of Bolman and Deal's (2008) *Reframing Organization*. Within this political struggle for resources four out of the five deans experienced strained relationships with their university dean peers.

Strained relationships as aforementioned are interconnected with budgets and university resources. More importantly, it should be noted that the deans adamantly suggested that their strained relationships with other deans and the provost were not racially motivated, nor did it have tenets of institutional racism (Bielby, 1987). Jonathan presented the cost differences in hiring a business school faculty member versus a liberal arts faculty member. His presentation illustrated that some business school deans' request for resources and faculty lines create resentment when other members of the university do not generate revenue similar to the business school. However, I believe it is important to note that the business schools' deans strained relations could be inadvertent based upon the competitive nature to keep up with other business schools nationally for

new hire faculty members (Callie & Cheslock, 2008). Callie and Cheslock (2008) conducted a mixed method study by interviewing 11 business school deans and obtaining faculty salary data from 282 institutions for 9 years. After data analysis the researchers purported that recently graduated doctoral business students salaries have grown the fastest over time. Thus, becoming a challenge for business school deans to hire new assistant professors and the competitiveness to obtain a new assistant professor given the scarcity of business school graduates accelerates this issue. It was also expressed that faculty compression and inversion with the business school was a messy endeavor.

The political elements can also be ignited given the economic environment affecting the deans at that time. Clarence, Gary, Jonathan, and William all felt the pinch of the economic slowdown during the mid to late 2000s. Clarence and Gary in particular were in states that also had political corruption occurring from the governors' office. Clarence articulated that one year he had a \$7 million shortfall that required him to go raise the money to maintain his business school's operations budget. Therefore, when they requested to keep their excess money generated through fundraising they quickly debated the political ramifications of the school's structural decisions. Compared to other areas within academia, business school faculty compensation is based upon supply and demand (Callie & Cheslock, 2008). Maintaining good faculty and hiring good faculty is an additional pressure business school deans have to face. This reality connects with the challenges subtheme of the study.

Within this subtheme maintaining faculty and staff morale while initiating change was a tough challenge for the deans. This theme aligns with the human resource theoretical framework provided by Bolman and Deal's (2008) *Reframing Organization*.

Within the framework it requires leaders to be champions and cheerleaders for their employees. Needless to say, some of the deans truly had to overcome political infighting within the business schools as well as conflicts with their provost. Uniquely the deans' suggestions for dealing with this issue aligned with the Three C's (collaboration, collegiality, and community) literature provided by Butner et al. (2000). As aforementioned the Three C's are: collaboration, collegiality, and community. Within this framework Gary, William, and Jonathan articulated that their success within their institutions can be attributed to the willingness to be a part of the greater community and their willingness to work collaboratively with others. The last component within this theme focuses on the AACSB accrediting body.

All the deans expressed an appreciation for the accrediting body and the importance it provides to institutions regarding quality. However, four out of the five deans believe that it is simply a function of a structural framework that forces institutions to have it. Even though the deans believe that they already established high quality business schools and that they do not really need it. The deans' articulation of thought illustrates that there is intrinsic value in having the accreditation as a stamp of quality, but it does not truly signify the added value the deans' individual institutions bring to their student bodies. Accreditation is an environmental input prospective deans need to address. It is a function of the deans' job structurally, and according to the deans most schools usually have issues with the assurance of learning (AOL). Jonathan's challenge of having faculty buy into the importance of AOL is not an isolated occurrence. Kelly, Tong, and Joon Choi (2010) conducted a survey utilizing a 23 item questionnaire in which 420 AACSB business school deans participated in. After data analysis the

researchers discovered that “the majority of business schools budgeted \$10,000 annually to implement assessment processes and the major causes of faculty resistance to assessment include the demanding time commitment and the lack of appropriate knowledge required to conduct assessment” (Kelly, Tong, & Joon-Choi, 2010, p. 299). However, failure to obtain initial or reaccreditation can have political (Bolman & Deal, 2008) ramifications for deans. Therefore, ensuring a culture of assessment within one’s business school is always a top priority.

Research Questions: Final Discussions Summary

As a summary of the findings discussed within the three themes, I wanted to quickly align them with my research questions. What are the experiences of African American AACSB accredited business school deans at PWIs? All the deans within my study had positive experiences at PWIs. The campus racial climate and elements of race were not barriers of success during their tenure as deans. Interestingly, the deans suggested that elements of racial tension derived from external constituents more so than internal constituents, and alternative explanations of why this occurred have been presented. Throughout the study, all the deans had similar experiences that centered around common challenges faced by deans universally (Joni, Wolverton, & Gmelch, 2003). Within the pressing challenges theme, four of those commonalities were addressed: challenges (faculty, staff, and provost), AACSB accreditation, budgets, and relationships with other university deans and the university’s provost. In regard to the AACSB, deans worked to create faculty buy-in to the importance of assessment data and collection. This was an effort to ensure the schools were reaccredited and passed the requirements for the assurances of learning criteria. They discovered that creating this

environment was a challenge, but it was not anything uncommon to the deans themselves (Kelly, Tong, & Joon-Choi, 2010). The connection of their resource allocation issues and strained relations with other deans, was one of their most challenging experiences as deans. Again, this challenge was not purported by the deans to be racially motivated (Bielby, 1987). However, the choice to move to budgetary independence or resource center models of budget allocations provided great challenges to the deans (Lorenzi, 2012). Moreover, the element of faculty compression and inversion ignited the fight for these deans to keep more of the revenue they generated through fundraising. The deans also addressed how the external political and economic environments of their tenure also prompted additional stress in relation to smaller budgets; specifically, corruption by government officials and the economic downturn in the U.S. (Bolman & Deal, 2008). Strained relationships with other university deans and their provosts stemmed from budgets, and their experiences of trying to maintain and attract new faculty given the resource allocation issue aligned with literature of other deans across the country (Callie & Cheslock, 2008). These deans, like other deans, dealt with political infighting of various constituents within their PWI. Uniquely, their approaches to handling this aligned with Butner et al. Three C's framework that highlighted the following: collaboration, collegiality, and community. As aforementioned other elements such as rankings were also brought to light, but in a smaller sense given that that the frequency of this issue was not substantial for all deans collectively. It is important to note however, that Clarence and William's stance regarding the pressure of rankings aligns with the literature in regard to the added pressure it brings, as well as the tenure deans have in

office based upon the institution's business school rankings (Fee, Hadlock, & Pierece, 2005).

Within the changes within the deanship theme, the deans also addressed how their roles as deans had changed within the last few years to include their new responsibilities and the new landscape they see for upcoming deans. Specifically, the deans' responsibilities shifted more to external priorities that focused on fundraising, building corporate partners, and connecting with alumni. Their progression within the change aligned with the literature that illustrated that this was a national phenomenon, specifically with public institutions that saw state appropriations to their institutions dwindle (Joni, Wolverton, & Gmelch, 2003). Within this notion the deans provided their ideas on what prospective African American deans should focus on in preparation of moving into a dean position at an AACSB accredited PWI.

What do African American AACSB accredited business school deans at PWIs see as strategies to increase the number of African American deans at AACSB accredited PWIs in the U.S.? Within the minimize race theme the deans suggested that African Americans minimize race at PWIs (be diplomatic as Clarence stated). They also suggested that prospective deans should be prepared to make compromises, expect racial challenges from external constituents (to include alumni), understand the complexity of living in two worlds; in the academic world and their private world (Du Bois, 1903), be prepared to carry on a heavier workload (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000) by serving on a number of committees that require diversity due to the small numbers of minorities at PWIs (Turner & Myers, 2000), and focus on achievements and improving ones' self instead of wearing your race on your sleeves. Within the

campus racial climate theoretical framework is a dimension that examines the racial elements effecting higher education institutions. Clarence and Lisa suggested that it is very important for prospective African American deans to review historical lawsuits and Equal Employment Opportunity Commission (EEOC) claims against a PWI before applying. Their advice aligned with element one of the theory which examines an institution's historical legacy for inclusion or exclusion of various racial/ethnic groups, (Victorino, Nylund-Gibson, & Conley, 2013).

Within the changes within the deanship theme, the deans explicitly addressed information prospective African Americans need to know in order to move into a dean position at an AACSB accredited PWI. They articulated that prospective deans need to understand and appreciate the scholarly components of an institution and their advice was directly connected to the literature (Bright & Richards, 2001). However, only four out of the five deans felt that prospective deans need to lead with this. Gary and Clarence stated that some institutions are looking at stronger leaders who have the ability to greatly lead the external components of the job. This also included deans who enter academia from the corporate ranks (Kring & Kaplan, 2011). Within this element, Lisa suggested that those external deans needed to quickly understand the differences of change management within a corporate environment compared to an academic setting. Lisa also provided a small insight to the differences in the structure of governance between being a dean at a HBCU versus a PWI. She articulates that PWIs have strong faculty governance compared to her experience in the HBCU. This message is not a universal message as it only reflects one dean's experiences but it is worth noting. The deans also suggested that external relations of the job are a major focal point within a dean's job responsibilities

(subtheme external versus internal). They suggest that new deans develop strong people skills that gives them the versatility to speak to various stakeholders aligned with their institution (Kring & Kaplan, 2011). Within this external environment deans need to also be highly political in understand relationships between various stakeholders and how those relationships can edify or destroy their personal reputation as well as the institution's reputation (Bolman & Deal, 2008).

Within the second subtheme entitled the new dean the participants reflected on the ever changing landscape of higher education which requires deans to work hard to manage it all. Challenges related to technology, budgets, infrastructure, being under the microscope, and maintaining rankings were challenges purported by the deans (Kring & Kaplan, 2011).

Limitations of the study

It is important to note that my interaction as an African American male with the African American participants could have led the deans to raise particular issues and to ignore others. Additionally, the data and themes presented in this study only represents one side of the African American deanship landscape. Because I did not have formal interviews with other stakeholders such as faculty, staff, students, and other college administrators, I was not in a position to triangulate what the African American deans said about themselves with what other stakeholders say about the deans. It also important to note that the deans are at different stages in their career trajectories, thus the onus is on the reader to seek transferability to other specific contexts and to discern patterns across the broader deans' administration/leadership realm.

In regard to the study's methodological limitations, one might argue the sample size is small. However, the sample size of this study represents a fitting quantity of participants for a normal phenomenological study which are not meant to be generalizable to a large audience (Maxwell, 2013; Patton, 2002). The five participants however, are reflective of the current 19 deans in office given that each one represents different sizes and types of institutions. Gender wise, four out of the 19 deans in office are women, which equates to 21.05%. Within my study, one out of the five participants was a woman, which equates to 20%. Moreover, the rich data (280 pages of transcriptions) gathered from each interview met the goals established for this study which is to provide literature on the experiences of African American AACSB accredited PWIs (Patton, 2002).

Not all interviews were conducted face-to-face. Seidman (2006) stated, "A phenomenological approach to interviewing by telephone and Skype can work" (p. 113). For two of my participants I only conducted telephone interviews. I conducted Skype interviews with one of my participants. In both scenarios, the quality or depth of information could have diminished. However, in all three cases the interviews provided rich data and the phone/Skype interviews were so intimate that they all went well beyond the allotted 90 minute timeframe. Therefore, I am confident the data collected was not affected via the mode of communication between the deans and myself.

An additional limitation that could have affected the study was the deans' unwillingness to be completely transparent. Even though the participants were former deans they could have been guarded in their responses out of fear of retribution or simply unwillingness to share private stories/information. The deans' comfort level in speaking

with me (an African American Business School Dean at a 2-year college, and a former professor/administrator at a four-year AACSB accredited PWI) eased their concerns and made them comfortable to participate in the study in a transparent way. But the potential of this happening must be addressed.

Throughout the study I had to continuously check and address my subjectivity. I utilized a researcher identity memo to capture my thoughts during the interviews, after the interviews, during data analysis, and reflection (Maxwell, 2013).

Most importantly, many of my alternative explanations discussed throughout the three themes are based on the reflections of five deans and my own personal experiences in higher education administration to include the CRT lens in which I examined this study. While I do believe the alternative viewpoints are significant and adds value to the literature, it only provides a small but important voice to the counter stories that are not widely published in relationship to positive experiences of African American administrators at PWIs.

Implications of study

While the number of minorities going into the academy has increased within recent years due to organizations such as the Ph.D. Project, there is still much work to do in regards to African Americans getting dean positions at AACSB accredited PWIs. In regards to the AACSB accrediting body, a stronger emphasis on diversity in relation to faculty and administrators of its accredited members should be emphasized. The accrediting body has developed a strong infinity group for females who want to move into administrative roles. As aforementioned, section one of the AACSB's accrediting standard requires that colleges/universities illustrate diversity in their business programs

as it relates to their overall college's mission and vision (AACSB, 2009). However, it has no standards that address diversity in business school's faculty or administrators even though the organization has expanded exponentially internationally. As Milano (2012) stated, "If business schools want to diversify global management, they will have to start by diversifying their own faculties" (p. 34).

Provosts, in particular should place heavy weight on the deans' stressful situations in regards to budget allocation. Four of the deans purported that their provost office either, did not clearly understand the competitiveness in the job market for business professors, or did not understand the additional pressures they placed on the deans by taxing the business schools too much by not allowing the resource allocation models to work as originally established. Other university deans should also understand the additional pressures business school deans have in relation to rankings, generating resources for their colleges, competitive job markets, and the demands from employers and corporate sponsors. Presidents should also be mindful to not put enormous pressure on business deans in relation to rankings (Fee, Hadlock, & Pierce, 2005). The deans purported that rankings are important, but they all suggested the education and job placement opportunities they provide their students should be the number one priority the university should focus on. PWIs and search firms should continue to interview and diversify their candidate pools with African American candidates, but they should continue to do so without utilizing African Americans as token candidates. More importantly, African Americans do not like the idea of their success being connected to affirmative action (Knowles & Harleston, 1997).

The deans supported the concept of career self-management and highly encouraged prospective African American business school deans to minimize race, strengthen their external affairs acumen, perfect the academic experience (teaching and research/scholarship), and develop leadership abilities by volunteering, serving on committees and moving up the academic ladder (professor, chair, and associate dean).

Recommendation for Further Research

Given that this is the first piece of literature written on the experiences of African American business school deans at AACSB accredited PWIs, I believe the expansion of this literature could be done in several ways. First, a researcher could do a narrative study of one dean and provide a very detailed account of that person's experience compared to my phenomenological study which focused on the essence of shared experiences for multiple people. Additionally, given time and resources a researcher could do a grounded theory study and develop a theory to explain what reasons explicate the continual underrepresentation of African American business school deans at PWIs?

Moreover, a study could examine the lived experiences of both African American deans at PWIs in comparison to those in HBCUs. In my study only one dean had the experience of being a dean at a HBCU and she consistently discussed the difference of governance between the two types of institutions. It would be interesting to see if her experience would be similar or different compared to other African American deans at AACSB accredited HBCUs.

Additionally, a new study could examine the lived experiences of current deans in the country instead of former deans. This study would be riskier for both the researcher and participants, and it may provide details of experiences that provide politically correct

answers instead of full transparency by participants. But the relevancy of such a study would be helpful for current African American business professors. Additionally, working with current deans would allow a researcher to conduct observations; something I was not able to do in my study.

Other areas of future research could include the lived experiences of African American deans at PWIs accredited by the ACSBP and IACBE. Even though these accrediting bodies are the second and third largest business accrediting bodies respectively, the experiences of the African American deans within their PWIs may or may not mirror the experiences of those in the AACSB.

Final Conclusions

Throughout this study a number of vital findings emerged inductively from the data that could assist prospective African American business school deans at AACSB accredited PWIs. The study identified three major themes: minimize race, changes within the deanship, and pressing challenges. Those themes were examined through four theoretical frameworks (lenses): co-optation, campus racial climate, critical race theory and Bolman and Deal's (2008) *Reframing Organizations*. The combination of both the theoretical and conceptual frameworks may help African American business professors or corporate executives better prepare for the dean position at an AACSB accredited PWI.

For aspiring African American AACSB accredited PWI business school deans, no magic bullet exists that will propel one to the deanship. However, the deans' commentary of race being more of an issue with external constituents of the institution compared to those within the PWI should be taken seriously for those considering dean

positions at AACSB accredited PWIs. This commentary is particularly important given that the deans articulated prospective African American deans should have strong leadership and external relation experiences as they are permanent fixtures of the deanship position. Given that race is an issue with external constituents, the ability to navigate this reality should be strongly considered. It is also important that prospective African American business school deans of AACSB accredited PWIs understand that many PWIs are “not ready to hand their business school to a brother [or sister]...not that they are inherently racist it is just not what they do; it is not what they know,” according to Gary. Because of this, the deans strongly suggested prospective deans go into interviews knowing that “[they] have to bring it all!”

Based on the deans’ experiences minimizing race, racial overtones, and reflections is the most appropriate way of handling this. Conclusively, the nature of deanship positions in relations to the average tenure, the hardships related to budgets, race, rankings, AACSB, and challenges from faculty, staff, and provosts should all be examined closely by prospective African American AACSB accredited business school deans.

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APPENDIX A:

Interview Guide and Questions

Interview Guide

Areas of Interest

1. Dean's family and K-12 experiences
 - a. Family dynamics
 - b. Socioeconomic background
 - c. Educational attainment of family members
 - d. Family's geographic and living environment (e.g., urban, rural, or suburbs)
 - e. Dean's K-12 education experience

2. Post-secondary and graduate education
 - a. Understand the selection of colleges attended
 - b. Briefly discover their experiences at the undergraduate level
 - c. Influences of going to graduate school
 - d. Discover their experiences at the graduate level
 - e. Discover their desire to enter higher education

3. Academic or professional experience
 - a. Teaching experiences (If academic)
 - b. Research experiences (If academic)
 - c. Experiences in administration
 - d. Experiences in private enterprises (to include consulting)

4. Deanship
 - a. Influences to pursue the position
 - b. Detailed descriptions of how they obtained the position
 - c. Detailed descriptions of their tenure in the position
 - d. The role race did or did not play in getting the position and its role during their tenure as dean

5. Lessons learned and advice for prospective African American deans
 - a. Discover perceptions of the AACSB
 - b. Reflect on positive and negative experiences in the position
 - c. Assess their tenure and provide advice for prospective deans

Sample Interview Questions

1. Describe your background in terms of your home and upbringing.
 - a. Family Background
 - b. Living Environment
 - c. Family Structure
 - d. Social Economic Status
 - e. Parent's Educational background
2. Briefly described your K-12 educational experience.
3. Please discuss your transition from secondary education to post-secondary education.
4. Discuss the selection of colleges/universities you attended.
5. When did you know you wanted to go to graduate school?, and what impact if any did graduate school have on you in wanting to be a higher education profession?
6. Describe your work history: academic and professional
7. Discuss your experiences as a business faculty member.
 - a. First teaching experience
 - b. Gaining Tenure
 - c. College committees and service you participated in
8. Did you have any academic/professional colleagues that inspired you to pursue administrative positions in higher education?
9. What was your first academic administrative position and what was it like?
10. Discuss your pathway to the dean position?
 - a. The application process
 - b. Describe the interview process
 - c. The search committee composition
 - d. The selection process and finale
11. Were there any motivating factors that influenced you to serve as a dean at a PWI?
12. Discuss any barriers you did or did not experience in getting the position.
13. Do you believe race played a role in you getting the dean position? If so how?
14. Discuss the role your racial background had on your leadership effectiveness as dean at a PWI.
15. Discuss your experiences as dean at an AACSB PWI.
16. Describe the relationship you had with the administration at the PWI during your tenure.
17. As an African American dean what were some of your positive and negative experiences during your deanship?
18. What are your perceptions of the AACSB in regards to diversity in faculty and specifically administrative positions in the United States?
19. Do you perceive differences between HBCUs and PWI AACSB accredited business schools? If so, what are your perceptions?
20. What advice would you give other African American business professors at AACSB schools who are thinking about becoming a dean of business at PWI?

APPENDIX B:

Institutional Review Board Protocol Exemption Report

APPENDIX C:

Brief Narratives of Participants

Gary

Gary grew up in a Black, lower-middle income family in a large mid-western city in the United States. He had three siblings. “I grew up in a normal household with a mother and father in the 1980s” said Gary. He grew up in a household with a step father as his father left when he was really young (mother remarried).

I was 12 or 13 at the time. My stepfather was a teacher, my mother was a clerk or book keeper, you know, she just worked what she could. My stepfather was a high school art teacher in [a large mid-western city] and married my mother who had three kids and he raised us to the best of his ability. He went to Ohio State, undergrad; my mother never went to school, and before meeting him my mother was raising us on her own.

His brother went to the University of Colorado at Boulder to play football. He currently works at a local bank in Denver, CO. His older sister went to Michigan State and earned undergraduate and graduate degrees but quickly got caught up into drugs and has struggled with addictions for many years. His younger sister went to Michigan State but dropped out. However, today she currently works for an insurance company and she is the only one who still lives in their hometown.

Gary attended public schools in the large mid-western city for his entire K-12 experience. He gave some insight on his experience.

Yeah it was pretty marginal. I was a high average student, and a pretty consistent student in high school. School for me was just a rite of passage; just do what you need to do and just try to stay out of trouble; stay away from violence; and don't get caught up in the drug scene. School was always something I was reasonably

dedicated to, and I saw it as a ticket out; it was a way out. There were two teachers in high school that I remember having a couple of conversations with, but for the most part...my influence was I needed to get out of here.

He attended a large public university in the mid-west immediately after graduating from high school. We discussed his selection of the university, the selection of his college major, and his transition to being on a large college campus.

What attracted me to the large public university was that they let me in. And with healthcare, even at a young age, I knew I wanted to do something that I could do some good and I thought being a healthcare administrator would allow me to make good money and let me help people. That is what it really was about.

Around age 15, that was something I wanted to do and that is what I worked towards.

Gary also described his undergraduate experience at the large public university. He stated:

The experience was absolutely phenomenal. It was an important part of my life by far. But it did not start off that way. You know when I got there I placed in remedial everything, because I did not know what I did not know. So I had to work pretty hard to get through the four years. But you know, I pledge in the fraternity my first year and that was a huge, huge, factor in my success and well-being. I pledged Alpha and that was a transformative experience for me. And I made contacts and relationships and they are still strong today as you can imagine. I had a wonderful, amazing, fun, stimulating time. It was as good a time as anyone could ever have. It was great.

After graduation Gary decided to immediately enroll into a graduate program to sharpen his skills for healthcare administration. He attended another large public research university in the mid-west because it provided him a full-ride and it had a highly regarded healthcare administration program. He began to recall the transition to the school and the difficulties he initially had going there.

It was a tough transition, very difficult transition. I wanted to transfer my first year there, as a matter of fact I was thinking about applying to IU since it was closer to home. I was looking at other programs. I did not like [the state], I just did not like it. But you know as often the case in life you just stay and suck it up, man up, hammer it and I stayed through summer and got an internship back in my home state. I had an amazing experience and loved it; so I stayed and you know, it was another growth point. I was able to find some frat brothers out there and the experience ended up being great.

Many years later after he worked in industry and found himself working in an internationally renowned business school he realized that he needed to get a PhD. Gary stated the following:

Once I got to the business school, I began to think that; I really like this stuff and I might want to make this my career, but if I want to be serious or taken seriously I need to get a PhD and that was after three or four years of working there and that is what did it for me. You know I knew what I wanted to do; I had a young family and I was trying to position myself long-term. I went to the College of Education as it was the only program, and they did it reluctantly that would allow

me to work full-time...and they didn't like it; they did not really expect me to succeed, but I did not care. It was a PhD and I turned it into what I wanted to be and so it was less about education and more about human capital and emerging markets and so it served me well. You know I was never particularly interested in research; it was just not my area, but I also had to have the research credibility and so the PhD was a means to an end.

William

William was born in 1946 in a mid-eastern U.S. state. He was the third oldest child out of ten children. His father worked at a ship lodge, but after a family tragedy, his father moved the family to an eastern U.S. state to assist his father (William's grandfather) on the farm. The farm was about 400 acres and "peanut, cotton, and corn were king". Later they planted soy beans. His parents were married young "15 & 17," said William. Both of his parents are now dead. His mother passed away last year [2013]. "I had great parents" William said. "Both of my parents served on the local school board which was in [a U.S. County], and they now have a scholarship endowed in their name" said William. His parents were not well educated, but all his brothers and sisters are college graduates. Most of them have advanced degrees. His sister recently retired from Verizon and he had a brother who was a director at Merrill Lynch.

His education started in mid-eastern U.S. state in a one-room schoolhouse. The school exactly had two rooms but only one was in use. They had one teacher for "the first seven grades" said William. That same teacher is still alive today (she is a graduate of NC A&T). She married but never had children and William still brings her to family events. "We take care of her," said William. The schools were segregated at this time.

His high school was segregated. It was “central to the county and all the colored people from the county came there for 8-12 grades” said William. “The teachers at that school were absolutely wonderful” said William. William immediately attended college after graduating high school and he describes the transition and his experiences there.

I was actually a sociology major at [a public HBCU]. I just thought I would, you know go out and do things, be a social worker and live happily ever after. During that time if you were at a land-grant school, during the first two years you were required to be in ROTC.

During his sophomore year his ROTC instructor nominated him for a scholarship, and he ended up receiving it. He was getting \$100 a month (1966). The scholarship paid for all his tuition, books and everything he needed to go to school the last two years.

Afterwards, he had a four-year military obligation. After graduation he was commissioned a second lieutenant in armor (Army). William briefly described the military experience and how he eventually got into graduate school.

At that time the military discovered that there were no people of color in the military intelligence command, and they looked through the new class and I was picked to be in the first class for people of color for the military intelligence command. Shortly thereafter, I was sent to school to learn Vietnamese and eventually sent to Vietnam. I stayed there for eight months; I actually had early out to come to graduate school at [the large private research institution].

He met his wife Dr. William at the public HBCU. His wife after graduation went straight into graduate school and earned a master’s degree from a large private research university. He started dating her the year after she finished her master’s degree. His wife

came back to their alumni to teach and the two of them begin looking at graduate schools for him to attend. He was initially looking at the “big two” in [the eastern state].

But just one day my wife was on campus, and this is what I find so interesting that I tell people. She was thumbing through a magazine; she happened to see a large private research institution in the northeast and saw one of my friends; exactly one of my two closest friends in undergraduate school. He had been recruited by the university, not in sociology but to come get an MBA. So I applied and was admitted to the “big two” in the eastern state, and the large private research institution. Interestingly, the large private research institution has had a long history with the U.S. Department of Defense. The business school trained all of their finance officers.

He received a tele-package with a scholarship while in Cambodia. It was a full-ride to the large private research institution with a short-turn around; six weeks. They offered to send a helicopter to come get him from Cambodia and take him back to the states to start the program. After reassignment he was in a graduate statistics class at the large private research institution.

The large private research institution was part of a consortium called “ABLE” Accelerated Business Leadership program. It was made up of eight universities, and the design of the program was to get more people of color to come obtain an MBA degree. “There was never a day that I didn’t feel that I didn’t belong on that campus.” “Those guys were really, really, the best.” After completing the degree he had offers from multiple private companies like Proctor, but one of his professors came to speak to him about getting a PhD and William said, “What is that?” He went home to speak with his

wife about it to find out that she was pregnant with his second child and he said, “Holy Crap!” But with his wife’s blessings and support he stayed and worked on the degree.

Lisa

Lisa grew up in a large city in the southern region of the U.S. Her family was a low-income household. “The realization of this did not occur to me until I got older. We always had what they needed and some things that they wanted,” Lisa said. Her father was a blue collar worker. After graduating high school he entered into the Army. Occupation wise, he started off in landscaping and then became a security guard at the Federal Reserve where he also retired. Her mother was a house wife. She never worked; “this was an era when women stayed at home” said Lisa. But her mother did complete her undergraduate degree at Prairie View A &M University and did master’s level work at TSU. She was six hours short of completing her master’s degree in English.

The mother made it known that Lisa would attend college; it was the expectation. The mother wanted her to get a degree “two or three, see the world before even thinking about getting married,” Lisa said. “Because of her experiences, or lack thereof, she wanted something different for me,” Lisa said. She had three brothers. The oldest is six years older than she is. “He is a half brother, but we did not realize this until around the age of 14 or so,” said Lisa. The oldest brother got his master’s degree in sociology. Her second brother is four years older than her, and her younger brother is five years younger than her. The second oldest brother died. The second brother dropped out of high school and joined the Army. “Smartest one out of the bunch”, Lisa said. “Life was never the same for him after Vietnam,” said Lisa. The youngest brother got his G.E.D. and has worked in blue collar jobs most of his life.

Lisa attended public schools in the large city in the southern region of the U.S. Her elementary and middle schools were all Black. Integration began at the end of her middle school years. Options were made available, such as going across town to attend school, but you had to pay bus fair to get there and the family did not have the money. Therefore, she attended the all Black high schools close to her neighborhood. Lisa graduated high school in 1968. She was very academically oriented (advanced). Her first grade teacher noticed that she was bored so she took an exam to be moved into a higher grade. The expectation in her household was to bring home all As. She would have to explain to her parents why she didn't earn a grade of A, and discipline would follow suit, compared to her friends who received a \$1 for earning As.

She received the attention that she wanted; little accolades, honors for academic excellence. "Those things kept me inspired," Lisa said. She also played piano and eventually got tired of it. When she was in tenth grade, she got a chance to work in a biology lab at a large research institution in the southern region of the U.S. for the summer as recognition of her academic performance and she received an award from the Chemical Society. The American College of the Midwest consortium; a consortium of private PWIs, took the highest scores based on the National Defense Exam that was taken during her 10th grade year of students in Negro high schools and invited students to participate in a six week program in the summer called Summer Study Skills program in Knoxville, TN. Lisa was selected to go during her junior year in high school.

The Summer Study Skills Program paid the students fees: transportation, housing, and fed the students for six weeks and Lisa had experienced some of the most grueling classes she had ever had as a young student. The program had students from all southern states. They only selected the two top scoring students from each school. It was a two year summer program and they were able to meet students from the previous year as well and this made for good bonding between students. This program was significant in her life because the program allowed her to explore future careers and college experiences. At the time her interest was math, and she thought she would prefer a small school (which she was right). One of the schools she applied to out of the consortium was a small private institution in the mid-west. Later in life she recognized that this was part of a recruiting technique to get African Americans at these small liberal arts schools and to also get the best students too. Lisa decision to go to this private school was based on the following:

1. Lisa wanted to get away from home. “I was the only girl, under the thumb, and I wanted to break free,” said Lisa.
2. Her mother wanted her to stay in town, so she applied to the local university. Her father wanted her to stay in state, so she applied to the flagship institution and a multitude of universities across the country.
3. She also thought about attending a small private college in Oregon, but she did not know what she would have done that far away from home. She applied to the private college in the mid-west because the tuition, room and board were all paid by the college beyond scholarships she earned at home; she had a free ride to attend that school.

Lisa discussed her undergraduate experience at the private college.

I was the only African American woman in the freshmen dorm. In my freshmen class there were three Black men and myself. I experienced acculturation given my experiences of being around White women, especially given my limited exposure to them given her upbringing. At the time there were 13 total Blacks on campus and the numbers grew a little while I was there. The few Blacks there became a family, and in the Union we had our table and a corner of one of the lounges in the student union.

I also got to learn the differences in Whites given their last names: German, Jewish students etc... I participated in the chorus and the ABLE group (Black Association Group). We had some demands with the administration and we met with the Dean of Students. We asked for an auxiliary house, space on the radio station, and Black faculty (they hired one year later a Black male to teach African American studies, and his wife taught English- she was tough!)

Lisa then recalls her decision to study accounting. She stated:

Being a math major I was not sure what I wanted to do with it. Given the statistics courses, actuarial science was the closest thing I could think of to use my math degree in as a career. This career idea originated based upon my experiences working in the actuary department of an insurance company during the summer semester of my junior year. At this time I was convinced from the people working there that they were only there because it paid well, and I did not want to take a job because of this alone. Therefore, I simply grabbed my college catalog and began going through elective courses I could take with her last math

class and comprehensive examination. I excluded anything that had a large writing component, because I would rather work with numbers. In my senior year I decided to take accounting and economics. I fell in love with my accounting courses because the numbers meant something.

Lisa's life began to change after graduating from the private college. She stated:

I married my senior year and divorced after one year. I spent the year working on an assembly line from 4:30PM-12AM. This was a good time for me as I was not a morning person. I shipped packages for a year. During this time I was already thinking about going to graduate school to study accounting, because I only had one year of accounting under my belt and that was not enough.

Lisa became very serious about attending graduate school. Therefore, she began investigating programs. She stated:

I discovered I did not need an undergraduate degree in business to go graduate school in business. I applied to and received funding from the Consortium of Graduate Schools of Management which limited my applications to the schools that participated in the consortium. (A large research institution in the mid-west) had the most quantitative program that did not require a thesis for graduation. I felt comfortable visiting the business school at the large research institution. The business school was about the size of undergraduate college put together.

I received an excellent business education at the large research institution in the mid-west. I saw some good friends flunk out [two]. I started out in intermediate accounting classes as I tested out based on undergraduate classes. The intro accounting class was tough; actually tougher than the intermediate classes. There

were very few African Americans in my class. Out of the five, three graduated. Intro stat killed one and intro to accounting killed the other. I did participate in the inception of the National Association of Black Accountants (NABA). I attended a few of the regional meetings in Detroit, MI. An African American PhD accounting student at the institution introduced the younger accounting students to NABA.

When asked about her decision to get a PhD Lisa stated:

After graduating with my MBA degree I worked in the industry for 15 years, but I kept up with the [African American PhD student from her MBA institution], and we would speak to each other every 6 to 7 years. But what really got me into it was attending a professional meeting (AICPA) and I ended up speaking to a professor from SMU. At that time I was an adjunct professor with a community college. I was not truly interested because of my thoughts concerning pay for professors; however the professor told me that the pay was more generous for business faculty members as an incentive to attract them from the profession. Therefore, I began researching it. At this time I was a single mother going back to graduate school. I applied to several institutions: large research university in the south and mid-west, and the flagship institution of my home state based on the recommendation of my friend. I attended the flagship university of my home state, and it was an extremely challenging program. The professors would try to kill students. However, it was a very collegial group and supportive environment.

Clarence

Clarence's family moved to a rural southern city in the U.S. and eventually an urban community outside of a large metropolitan city in the south. Clarence stated:

My family and all other Black families in the rural county were forced to flee due to racial violence and conflict. This diaspora led several of the families to Michigan and Illinois. Many of my relatives from the area settled in Detroit. At one point in time many of the disenfranchised families would attend an annual family reunion in [my home state] but this died out over the years.

My father was an entrepreneur and also served as an inspiration to me as my father only attended school to the sixth grade; and taught himself how to read and write. My father also worked on the railroads on porter jobs that allowed him to travel from New York City to Miami on a regular basis. After living in Miami for a while, my father took his saved money and opened a restaurant in large southern city. My mother was a high school graduate and homemaker. She raised six children. She never really worked outside of the home except to help dad in the family restaurants by overseeing the preparation of the menu weekly and seasonal menus.

Clarence gave a brief history of the family business.

My father's businesses were dismantled due to Urban Renew projects a few times, but he sustained a successful restaurant business for 36 years. Two of my brothers took over the business and operated it for another 20 years in the area.

Over time, my older brother bought out my younger brother and eventually gave

the business to his daughters (Clarence's nieces) who operated the business for another 20 years.

Clarence work responsibilities in the family business did not allow him to enjoy a normal childhood. He stated the following in regards to his childhood experiences:

My work responsibilities precluded me from enjoying many of the typical childhood and teenage experiences involving leisure activities as I was required to work six days a week (before and after school and on weekends). The only freedom I experienced was playing baseball as this was the only time my father would allow me to get out of work. My father would allow me to go to practice and play games as my father was an avid baseball fan. My father played semi-pro baseball player in the old Negro leagues during the 1930s.

Clarence outlined his K-12 educational experience. He stated:

I attended a segregated public high school. At the time in the deep south the books and equipment issued in the Black elementary and high school (as was the case throughout the segregated south) were second class as they were hand-me-down books from the White schools. Besides being several editions out-of-date, they were typically severely damaged and marked-up. However, at my high school I remember having very caring teachers. Those teachers really took interest in the students and gave us extra assignments to help us close the gaps associated with using inadequate resources and spent a considerable amount of time challenging us and enriching our academic experience. In high school I was also an avid reader and my excitement about reading grew because my father bought many books, business magazines and encyclopedias home.

As Clarence got closer to graduating high school, he really got serious about attending college. He stated:

I was a National Merit Scholar Semi-Finalist and received numerous invitations to apply to colleges and universities, all with the promise of some financial aid.

Most of these colleges were outside the deep south. One motivating factor for my selection to go to a private HBCU was that I received a partial scholarship to play baseball there and based on conversations with the baseball coach, he felt that I would become a starter my freshman year.

Clarence experience at the HBCU was tough at first, but through guidance he managed to do well. He provided information regarding his undergraduate experiences at the private HBCU.

At the private HBCU, I set out to become a chemistry major due to my academic success and interest in the field in high school. I also set a goal of one day working for DuPont (in the chemical research department) given my desire to work as a scientist. However, I quickly discovered once I got to the university that my chemistry education was not very good. Compared to students from Connecticut, New York, New Jersey, I was unprepared.

Additionally, I was the starting catcher on the baseball team and I experienced a conflict between my chemistry labs and baseball practices. I was unsuccessful in my first chemistry course (an advanced course as he was waived out of the introductory courses based on his high school transcript) and I requested that the professor let me out with a D instead of an F. The professor refused and recommended that I start over by taking the first sequence of introductory

chemistry courses. The chemistry professor told me that I should have withdrawn from the advanced course once I realized that I was in over his head, and that I should not have chosen baseball practice over attending the chemistry lab sessions. The professor took interest in me and invited me to visit with him in his office to discuss my background and real interests. After the discussion the chemistry professor recommended that I go take classes in the business school given my experience working in the family business and my interest in the stock market and economic issues. After I transitioned to the business school, I did extremely well academically. However, I avoided taking several difficult math courses for fear of jeopardizing my athletic scholarship. During my junior year, I was working for one of my business professors and developed a close bond. The professor became a mentor for me and one day took me aside and advised me that I had better take several math and statistics courses if I really wanted to be successful in the job market or if I ever wanted to attend graduate school. I took the advice and proceeded to take several math and statistics courses during his last two years of college. I found that I actually enjoyed the courses and the logical process of proving theorems. It reminded me of the fun I had in high school where my algebra and trigonometry teacher challenged my class each week to prove a well known mathematical theorems from first principles.

Given his academic success in the university's business program and his performance in the quantitative courses, his mentor recommended that he go to graduate school to pursue an MBA as it was a "hot ticket" to entry level corporate positions in the late 1960s.

Clarence participated in a co-op with IBM in New York and he noticed that the MBA

graduates were getting all the good entry level positions. After the experience he went back to university and with the encouragement of his mentor professor, began preparing for the application process to get into a top MBA degree program. He ended up applying to several Ivy League universities and other large research institutions. He eventually decided to study at a large research institution because it had an entrepreneurship program known as the “Management Assistance Clinic”. The clinic program allowed MBA students to work directly with large and small businesses in the city area. He was especially interested in the small firm division of the clinic given his background of working in his family’s restaurant business.

During his time in the MBA program he participated in internships with American Hospital Supply (now Baxter) and AT&T. At American Hospital Supply he worked in the finance division and assisted the Corporate Treasurer in closing the quarterly books. At AT&T he worked on a special IT security project that encompassed the entire Bell System. He considered himself a cracker jack programmer. Because of his programming skill set, one of his professors took him in as a research assistant to do the programming on his financial models. He did this for an academic year and fell in love with the research. Because of this the professor suggested that he apply to the PhD program.

However, Clarence’s passion at the time was to be an investment banker and he began interviewing with several firms. He almost took a finance job at DuPont in Delaware and a job in New York with Goldman Sachs. Two things changed his mind. When he was at DuPont he looked around at all of the middle age individuals in the finance division and thought that they all looked depressed. He could not see himself

doing the finance job for a long period in that type environment. So he turned that offer down and went to New York where he had a grueling two day interview at Goldman Sachs. At the end of the interview, the committee told him that he was a great guy, smart, with great grades, but he wouldn't make it there because he would not be happy. They stated that, "you want to do good...change the world, you want to make a difference, but at Goldman we only want to make money!" "You didn't say anything about having a passion for making money," they said. They told him that they did not believe he would be happy in the investment banking division and they stated that he "might be better off in a research position in their quantitative equity research unit."

Clarence stated:

I took this to mean that I should probably get a PhD since my due diligence regarding the managing directors in that division revealed that they typically held doctoral degrees in finance, economics, and statistics. For me it was confirmation of what his professors at my MBA institution had recommended for me. I decided to go back to the university and pursue the PhD.

During his time in the doctoral program he also taught and was excited about teaching as well as research. Additionally, he had a mentor who was a distinguished chaired finance professor and chair of his dissertation committee. His chair eventually became the dean at school and is widely recognized as one of the most successful business school deans in history. Although the new dean had to relinquish the chairmanship of Clarence's dissertation committee, he continued to mentor Clarence through the PhD program and well into his professional career. It was the new dean who stimulated Clarence's interest in banking and risk management and introduced him to key policy makers in the

American Bankers Association and the Federal Reserve System leading Clarence to write a dissertation focused on bank portfolio optimization and risk management.

Jonathan

Jonathan grew up in the Caribbean. He had nine siblings. His mother was a homemaker and his father was a welder and pipe fitter. Both of his parents finished seventh grade. His parents expected the children to finish high school and get a government job; however they overachieved. The family also owned a ten acre subsistent farm to bring in additional income. Jonathan is the only one out of the ten children to complete a doctoral degree.

Schooling was under the colonial high school- elitist system. In 5th grade students were tested to see whether they would go to the colonial high school or vocational school. The test was very rigorous; similar to the SAT test. Private schools were an alternative to vocational schools for students who still had aspirations of obtaining a high school diploma. You did not want to go to private schools because everyone knew you failed the test to obtain a government scholarship to get into regular high school. In either case, students had to complete the same external exam to obtain a high school diploma regardless if they went the private school or the normal high school route. After completion of high school, students who wanted to attend college had to attend grade 13 (really their 1st year in college/freshmen year).

He went to college in the Caribbean along with his older sister who was the second born out of the ten children. He initially went to college to study math as he had earned a teaching diploma, but did not want to continue teaching after 1979. Nevertheless, his sister was studying business so he decided to as well. They studied

together and also formed a study group together. His other siblings attended colleges/universities in the United States and thus their experiences were different. However, his transition into college was challenging as he almost dropped out after attending his first class which was Introduction to Sociology. He stated the following:

It was a Saturday class that met for three hours. The instructor gave a course outline that was about 20-25 pages long, and the instructor stood and lectured the entire time. The instructor assigned a long-list of readings that had to be completed before the next class period. After the class I was standing in front of the library complaining about the class and a student (upper classman) came by and stated “if you want to graduate you will read all of that, and here is how you do it. He advised me to get a study group and share notes and read the notes of other classmates to learn all the material. The next week I formed a study group. The study groups were tough and if a group member did not do the work they would kick them out of the group.

Students who made it to college were really the top 10% of the high school students. Jonathan believed studying for his bachelor’s degree was tougher than his master and in some ways as tough as his doctoral course work. Only studying for his comprehensive examination at the in the doctoral program was equivalent to the amount of studying he did in his undergraduate studies. Within all of studies the introduction to sociology class had a large impact on his world view as it relates to systems. Here he was introduced to PELFREC (the notion of a social system). P stands for political (system for passing on power), E stands for economics (how society gathers and share resources), L stands for legal system (the rules in which we’re going to operate), F stands for family (or how

society recreates life/ pro creation), R stands for religion (belief systems/ values) E stands for education (how society pass on values/history/folktales), C stands for culture (the way of life, abstract-language/music and tools- connected back to economics. Jonathan talked about his selection of graduate school and his transition into the doctoral program at a large public research institution.

I originally had aspirations to come to the United States to study computer science and to attend MIT. My choice of the [public institution I attended] was scientific for two reasons: My parents were living in the area. My dad was working as a pipefitter. Secondly, I had traveled to New York/New Jersey and preferred the south and I initially gained employment at the shipyard given the welding training I obtained while in the Caribbean. I already had earned my bachelor's degree in business administration with a focus in management and accounting and so I quickly moved into a cost accounting position and the shipyard was paying for my MBA by reimbursing me. I recount that through the employment reimbursement process my degree only cost me \$400 out of pocket and I completed it in two years! After completing the MBA in December I had no expectations to go higher. However, after being layoff by the shipyard the associate dean of my MBA program called me to see if he was interested in getting a doctorate degree. The federal government had sued a southern state for discrimination and as reparations they decided to provide scholarships for minorities to earn a doctorate degree and come back and teach at PWIs, while Whites were requested to teach at state HBCUs to integrate the university system.

Jonathan was in preparation for his interview and began studying vigorously in expectation of some type of examination to see if he was ready for doctoral studies. However, they only had one question from him, which was “how can we be certain that you will return to [the state] to teach after completing your doctorate. If we give you this scholarship will you return?” He told them that he could not guarantee that, but asked them to consider his track record which illustrated that he kept his commitments going back to his time in Caribbean where the government educated him for two years to earn a teaching diploma (1972-1974) with the expectation that he would teach for three years in the school systems. In this situation he could have left but he lived up to the agreement and stayed even though his family had already migrated to the United States.

Because he was late applying to graduate schools [March] for the fall 1983 semester he called multiple universities in the south to see who would accept him to start school in August given his GPA and test scores. His boss was a graduate of one of the schools he was applying to. He was rehired temporarily at his previous employer as the shipyard kept one accountant, and that person went on vacation. His boss told him to take Friday off to go visit the schools and return to work on Monday. He went and visited two out of the three schools: A large flagship research institution and a large research institution both centrally located in the U.S. His wife disapproved of the flagship institution because of the living conditions, and she was concerned about the civil rights issues in another state. The large research institution had the best living conditions and things for their two children to do in regards to entertainment and parks. So, he decided to attend there. His wife also enrolled in graduate school to get a master’s degree.

After being accepted he decided to study marketing. A marketing professor of his MBA institution (a Texan, 6'5, White guy) truly inspired him to go into the doctorate program with a marketing concentration because of his excitement in researching and teaching in the field.

I took an independent study course with him, and his type A personality is what attracted me to the field. I wanted to be like him. My experience as a cost accountant assured me that I did not want to study accounting. I was on the fourth floor with a glass-corner office/ nice corporate environment. I got bored opening and closing the books each month. Here I really noticed how much I enjoyed teaching and engaging with students during my time teaching in the Caribbean. I wanted more interaction with people.

APPENDIX D:
Participant Invitation Letter



September 28, 2014

Dear Dr. _____, Dean of Business Administration Emeritus at _____:

RE: Qualitative Study- A phenomenological study of the lived experiences of African American AACSB Deans at Predominately White Institutions (PWI)

Dr. _____, I'm Jermaine Whirl a doctoral student in Valdosta State University's doctor of education degree program with a concentration in Organizational Leadership. I'm currently enrolled in the school's LEAD 9999: Dissertation in Leadership Class and this is a letter of invitation to participate in my dissertation study.

For my study I'm interested in researching the experiences of former African American Deans of AACSB accredited business schools at predominately white institutions. To provide a little detail of why I'm interested in such a study, below is a brief introduction of myself.

Researcher Background & Interest

Within the last two years I've served as a full-time visiting instructor of management at an AACSB accredited PWI. In addition to my teaching responsibilities I was also in charge of AACSB and regional accreditation assessment data collection and reporting for the department of management. Moreover, I graduated and taught at two other AACSB accredited PWIs. In my experiences with AACSB programs I always noticed the shortage of African American faculty in the schools in which I taught and the amount of administrators present during accreditation meetings. Even though many efforts have been made to recruit African-Americans into PhD programs (e.g., PhD Project) there aren't many official groups designed to help them advance once they've entered higher education as an assistant professor.

Background & Problem

The problem this study will address is the underrepresentation of African American business school deans at AACSB accredited PWIs.

In the U.S. today only 19 African Americans hold the position of AACSB dean out of 477 PWIs. Thus, we only have 4% of African Americans in dean positions at AACSB accredited PWIs.

Purpose:

The purpose of this study is to increase the number of African American business school deans at AACSB accredited PWIs. I am interested in interviewing you to understand how you became a dean, understand your experiences during your deanship, and garner your advice and lessons learned on how prospective African American professors can become deans at AACSB accredited PWIs.

Methodology:

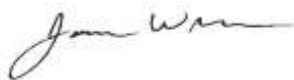
Dr. _____, I would like to conduct three separate semi-structured open-ended interview sessions with you for 90 minutes each in length at a location of your choosing.

Participation in this study is strictly voluntary. No compensation will be provided before, during the duration, or after the duration of this study. You may decline to answer any of the interview questions if you so wish. Further, you may decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be tape-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after each interview has been completed, I will send you a summary of the transcripts to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. All information you provide is considered completely confidential.

Your name will not appear in any publication resulting from this study. Pseudonyms will be utilized for your name, as well as generalizations of your institution's geographical location (e.g., Large-Research Institution in the Northeastern part of the U.S.) as a way to protect your identity and decrease negative ramifications for your participation in the study. However, with your permission anonymous quotations may be used for the assignment itself.

I very much look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,



Jermaine Whirl, MBA, M.Ed.
Ed.D. Student, Valdosta State University