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

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ABSTRACT

African American (AA) deans are disproportionately underrepresented at Predominantly White Institutions (PWIs) (Cataldi, Fahimi, Bradburn & Zimbler, 2005). To better understand the experiences of AA deans at Association to Advance Collegiate Schools of Business (AACSB) accredited PWIs, and ultimately help increase their presence at such institutions, we studied five retired AA deans. Data was collected through interviews. For data analysis we utilized a combination of memos, categorizing, and connecting strategies to identify emergent themes within the data (Maxwell, 2013). We found that racism, racial tension, and the understanding of race relations issues exist at PWIs. The deans suggested that current or prospective AA deans should minimize racial undertones in their demeanor, responses, and reflections while applying for or holding a dean's position at a PWI.

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Keywords:

College/University Deans; Predominantly White Institutions; Critical Race Theory (CRT); Business School Accreditation

Background of the study

A snap shot of our research problem can be readily identified from (McNeal, 2003): AA faculty only made up 2.3% of the total faculty at predominantly White institutions (PWIs) and has not changed since the late 1970s. In 2003 AA faculty only made up 5.5% of all full-time faculty in the U.S. (Cataldi et al., 2005). Many AA faculty members believe that PWi institutions are programmatically neglecting to recruit AA faculty members (Burden, Harris, & Hodge, 2005). Many others have speculated that administrative searches at PWIs use multiple filters to eliminate AAs from getting positions (Sagaria, 2002). Moses (1993) gave three ways PWIs create structures that prohibit the success of AA administrators: PWIs have not restructured their institutions and their 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. Knowles and Harleston (1997) even argued that AA faculty are usually viewed as simply beneficiaries of affirmative action.

The problem under investigation is the underrepresentation of AA deans in AACSB accredited PWIs. In 2014, only 19 AAs in the US were deans at AACSB PWIs out of 477 accredited PWIs (AACSB Membership Listing, 2014). Given the large disparity of AA leadership at AACSB accredited PWIs, the purpose of this study was to understand the essence of experiences for AA deans who have served at AACSB PWIs to increase the number of AA professors who become deans at PWIs. We 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 AA deans can become deans at AACSB accredited PWIs.

The following research questions guided this study: What are the experiences of AA AACSB accredited business school deans at PWIs? What do AA AACSB accredited business school deans at PWIs see as strategies to increase the number of AA deans at AACSB accredited PWIs in the U.S.? To understand the disparity of AA business school leadership at AACSB accredited PWIs, we examined the problem through the lenses of co-optation, campus racial climate theory, critical race theory, and Bolman and Deal's (2008) *Reframing Organizations*.

Co-optation: "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). Yerkes (2012) articulated two types of co-optation viewpoints: ideological and administrative co-optation. Ideological co-optation describes individuals who change their ideological or political agenda in order to conform with regime requests or to preemptively prevent regime interference in their activities (Yerkes, 2012). 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). In relation to higher education, Manning (2012) asserted that co-optation involves selective leadership practices in responses to diversity that often benefit those in positions of power rather than the intended beneficiaries. He argued the prevalence of co-optation at PWIs generally discourages AAs to apply for administrative positions because of what is known as false generosity.

Campus racial climate theory (CRCT): Conceptually, this theory 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). CRCT 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 et al., 2013).

Critical race theory (CRT): Critical race theory serves as 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 CRT provide a platform for understanding the experiences of AAs in a socioeconomic way. The theory’s base can be found in Bell (1992, 2005), Delgado and Stefancic (2001), and Ladson-Billings (2013). We utilized 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 this study.

Ladson-Billings and Tate (1995) articulated that CRT is a major driving force behind social disparities amongst persons of color. They also argued 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.

Reframing Organizations: Bolman and Deal's (2008) concept provides four distinct yet interconnected theoretical frameworks that address the complexities of transforming organizations. Those frameworks are structural, human resources, political, and symbols. From there, they conceptualized their findings in four major frameworks 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.

In recent decades, AA faculty only made up 2.3% of the total faculty at PWIs and this has not changed since the late 1970s (McNeal, 2003). Moreover, in 2003 AA faculty only made up 5.5% of all full-time faculty in the U.S. (Cataldi et al., 2005). Many AA faculty members believed that PWI institutions are programmatically neglecting to recruit AA faculty members (Burden et al., 2005). Others have speculated that administrative searches at PWIs use multiple filters to eliminate AAs from getting positions (Sagaria, 2002). Because of this Patitu and Hinton (2003) articulated that AAs are concentrated in disciplines deemed traditional or feminine, in the lower academic ranks, and in part-time or temporary positions.

Double Consciousness and Isolation on Campus: A theme that eloquently describes the experiences of AAs in PWIs is the idea of double consciousness (Du Bois, 1903). The reflection of this metaphor illustrates that AA 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 (AA) wants to see.

AA Advice for Faculty and Administrative Roles: Butner, Burley, and Marbley (2000) provided tips to help AA faculty members navigate successes at PWIs. They established the “Three Cs”: collaboration, collegiality, and community.

Methodology

We utilized the transcendental phenomenological design because its characteristics fit the goals for this study. Transcendental phenomenology was the best means to apprehend these nuances and variations in experience across individuals (Conklin, 2005). 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 United States. We used a purposefully selected five individuals who met the following criteria established for participation in the study: being AA, former AACSB accredited business school dean, and a former dean at a PWI. Participants must have been a dean within the past 10 years (retired in 2004 or later). See Table 1 for participant profile details.

We utilized open-ended interviews and documents and texts as the key sources of data. First, interviews: we collected data via in-depth interviews consisting of open-ended questions. Given the geographic diversity of our participants, the interviews were conducted face-to-face, via Skype, and through teleconferencing with deans. The goal was to have them reconstruct their experiences as deans (Seidman, 2006). We utilized an interview guide approach as a means of structuring the interview and provided an outline, a framework, and a focus on ideas that should be discussed during the interview in a systematic way (Patton, 2002). All interviews were digitally recorded and transcribed into word files. Second, documents and artifacts collection: involved examination of

records of meetings, logs, announcements, formal policy statements, transcriptions of court cases and other useful sources. Examination of this information was used to confirm or refute the interview data received from the deans.

Data Analysis

We utilized three main groups of analytic options: memos, categorizing strategies and connecting strategies (Maxwell, 2013). Specifically, bracketing and discovering themes the thematic analysis is the best fit for understanding the data (Husserl, 1931; Plotka, 2012). Furthermore, we utilized memos throughout the process to track our thoughts, biases, and bridge ideas together while analyzing the data.

We utilized two specific types of categories as a way of identifying data: substantive categories, which was primarily descriptive and theoretical categories derived either from prior theory or from an inductively developed theory (Maxwell, 2013). Finally, we focused on connecting strategies that examined relationships between the categories created.

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FINDINGS

Systematic thorough data analysis revealed three major themes that captured the essence of experiences for the five deans. These included: minimize race, changes within the deanship, and pressing challenges. Two subthemes emerged from the Changes within the deanship theme: external versus internal and the new dean themes. See Table 2: Themes Matrix - used to develop the three major and two sub conceptual themes for this study.

Theme I: Minimize race. Race was a common theme that resonated in a resounding message of minimizing race for AA men or women who seek a business

school dean position at an AACSB accredited PWI. All deans 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 participants 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 in the literature, that PWIs overall have provided negative experiences for AA faculty and administrators alike.

The deans' experiences challenge Decuir and Dixon (2004) who articulated that many policies do not account for minority interpretation of ideas 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). The deans' ability to break the glass ceiling in terms of obtaining executive level administrative positions at PWIs illustrates that not all AAs have fallen into dead-end jobs. These deans chose not to focus on race. Clarence lamented that he was a token for several dean positions as institutions simply wanted to diversify the pool, while Gary adamantly refuted 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. Their lenses are different and their

responses to racism are different. The issue of race and how prospective AAs 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.”

Theme II: Changes within the deanship. This theme strongly aligned with the literature of deanship experiences provided by Bright and Richards (2001) and Wolverton, Gmelch, Montez and Nies, (2001). The aforementioned literature discussed similar changes in the deanship that our participants experienced during their tenure as deans. 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 AA deans, this theme specifically addresses the inputs deans should have 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, Wolverton and Gmelch (2003) recommended that the deanship of today must accurately reflect the face of the college’s populace and the external environment with which it ultimately interacts. Within this framework lies perils in regards to being politically correct, having a keen awareness of those in power, and facing a reality that the issue of race is still prevalent inside and outside the walls of academia.

The racial component of dealing with non-minority constituents as a minority in a PWI separates our participants' experiences from the general deans' audience found in the literature. It is very important to note that several of the deans reported 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." 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.

The deans purported within this theme the changing role of what subtheme two refers to as the new dean. This theme expounds on the notion of one of the multiple changes in academia within the past few decades. This subtheme strongly connects to the structural framework theme provided by Bolman and Deal (2008). Higher education requirements for deans have changed dramatically as the expectations for deans and their work responsibilities have significantly shifted (Joni et al., 2003). Joni et al., (2003) suggested that demands from superiors, constituents, and benefactors blend to create a turbulent environment in which deans must thrive.

What separates our 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 AA community, the

idea of working harder to get ahead is almost a permanent slogan for young and old AAs alike. Within the literature Allen, Epps, Guillory, Suh, and Bonous-Hammarth (2000) represent scholars who have articulated the idea that AA faculty and administrators have been used 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.

Throughout this study the deans mentioned globalization, fundraising, and strong leadership compared to scholarly leadership to highlight the changing dynamics required to be a 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: This theme presents an examination of the lived experiences of the AA business school deans at AACSB accredited PWIs. There are four subthemes that clustered the lived experiences of the deans: challenges (faculty and staff), AACSB accreditation, budgets, and relationships with other university deans and provosts. 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, the deans faced budget issues. Budget issues affected the overall outcomes in the production of new deans. Budget situations at PWIs are highly political in nature. Clarence and Jonathan represent two extremes of the different philosophical differences business school deans have with the academic administration. One articulated for budgetary independence while the other looked 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). Clarence's institution changed to a revenue management model and gained financial independence.

Strained relationships are interconnected with budgets and university resources. The deans suggested their strained relationships with other deans and the provost were not racially motivated, nor did they have tenets of institutional racism (Bielby, 1987).

Budget issues align with Bolman and Deal's (2008) human resource theoretical framework. Some of the deans had to overcome political infighting within the business schools as well as conflicts with their provosts. Uniquely the deans' suggestions for dealing with this issue aligned with Butner et al. (2000) Three C's (collaboration, collegiality, and community). Within this framework Gary, William, and Jonathan articulated their success within their institutions can be attributed to the willingness to be a part of the greater community and 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. The deans' articulation of thought illustrates 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.

Discussion

In the following section we align findings discussed within the three themes with research questions. All the deans within this 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 et al., 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. The connection of their resource allocation issues and strained relations with other deans was one of their most challenging experiences as deans. This challenge was not purported by the deans to be racially motivated (Bielby, 1987). 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). These deans dealt with political infighting of various constituents within their PWI. As aforementioned other elements such as rankings were also brought to light, but in a smaller sense given 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 Fee, Hadlock, and Pierece (2005) 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

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 Joni et al. (2003) who illustrated that this was a national phenomenon, specifically with public institutions that saw state appropriations to their institutions dwindle. Within this notion the deans provided their ideas on what prospective AA deans should focus on in preparation of moving into a dean position at an AACSB accredited PWI.

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Within the minimize race theme, deans suggested that AAs minimize race at PWIs. They 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 et al., 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 AA 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 et al., 2013).

Within the changes within the deanship theme, the deans explicitly addressed information prospective AAs need to know. 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). Only four out of the five deans felt that prospective deans need to follow Bright and Richards' (2001) advice. Gary and Clarence stated that some institutions are looking at stronger leaders who have the ability to greatly lead the external components. This included deans who enter academia from the corporate ranks (Kring & Kaplan, 2011). 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 provided a small insight to the differences in the structure of governance between being a dean at a Historically Black Colleges and Universities (HBCU) versus a PWI: PWIs have strong faculty governance compared to her experience in the HBCU. 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 suggested that new deans develop strong people skills that give them the versatility to speak to various stakeholders aligned with their institution (Kring & Kaplan, 2011). Within this external environment, deans need to be highly political in understanding 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, the new dean, participants reflected on the changing landscape of higher education requiring 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).

As numbers of minorities have increased within the last few decades, it is evident there is much still much work to do in regards to AAs 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. AACSB's accrediting standard requires colleges/universities illustrate diversity in their business programs as it relates to their overall college's mission and vision (AACSB, 2009) but 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 should place weight on the deans' stressful situations in budget allocation. Four of the deans reported that their provost office either did not understand the competitiveness in the job market for business professors or did not understand the additional pressures they placed on the deans by not allowing the resource allocation models to work as originally established. Other university deans should 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 not put enormous pressure on business deans in relation to rankings (Fee et al., 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 top priority for the university. PWIs and search firms should interview and diversify their candidate pools with AA candidates. They should continue to do so without utilizing AAs as token candidates. AAs 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 AA 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).

Throughout this study a number of vital findings emerged inductively from the data that could assist prospective AA business school deans at AACSB accredited PWIs. We 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 AA business professors or corporate executives better prepare for the dean position at an AACSB accredited PWI.

For aspiring AA AACSB accredited PWI business school deans, no one idea leads to the deanship. The deans' commentary of race being more of an issue with external constituents of the institution should be taken seriously. This commentary is

important given that the deans articulated prospective AA deans should have strong leadership and external relation experiences as they are permanent fixtures of the deanship position. Since race is an issue with external constituents, the ability to navigate this reality should be strongly considered. Prospective AA business school deans of AACSB accredited PWIs understand that 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. 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 racial biases. 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 be examined by prospective AA AACSB accredited business school deans.

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Biographical note.

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Dr. Whirl is the Vice President of Learning and Workforce Development at Greenville Technical College. He serves as the Chief Academic, Continuing Education, and Economic Development Officer of the college and is responsible for all credit and non-credit instruction, policy making, compliance, and development activities. He also serves as the official economic development liaison to the Greenville Area Development

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Robert Green, Ph.D.

Dr. Green is a Professor in the Department of Educational Leadership at Valdosta State University. His school site experiences include serving as a guidance counselor, school administrator and school principal. He was recognized as an Outstanding Principal by the Florida Department of Education. He served for five years with the State of Florida coordinating leadership development for the State of Florida via the Florida Council on Educational Management. He has served for years as a mentor to new principals and principals at failing schools. His book *Natural Forces: How to Significantly Increase Student Achievement in the Third Millennium* focuses on systems thinking and leadership development and has sold in the thousands. His latest book is titled *On Tour* focusing on STEM and curriculum art integration, STEAM.

Tables.

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; 2003-2006	PhD in Finance

	Public Flagship, Land, Sea, and Space Grant University	Northeastern Portion of the U.S.		
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).

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 Clarence	I try to make it any other excuse other than that [race in academic dean searches] 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.
	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.

Changes
within the
deanship

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.

Jonathan

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.

Gary

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]

Pressing
challenges

Lisa

So there is pressure for the university to grab that resource, because they look at this as a cash cow. So they [provost] took my money, but they did not give enough back. So I was always trying to catch up, because when you raise money the university either cuts your money or simply takes your allocation [budget]

Clarence

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] 28

The assurance of learning (AOL) was the major issue. When we got accredited the first time and we came out clean but they [AACSB] gave us a caution.

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