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Lived Experiences of Black Business School Deans At Accredited Predominantly White Institutions.

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Abstract

Black deans are disproportionately underrepresented at Predominantly White Institutions (PWIs) in the United States (Cataldi, Fahimi, Bradburn&Zimbler, 2005). To better understand the experiences of Black deans at accredited PWIs and the Association to Advance Collegiate Schools of Business (AACSB), five retired Black deans were interviewed. Data analysis includes a combination of memos, categorizing, and connecting strategies to identify emergent themes within the data (Maxwell, 2013). Data reveal Black deans experience racism, racial tension, and the challenge of race relations at PWIs. The deans suggested current or prospective Black deans should minimize racial undertones in their demeanor, responses, and reflections while applying for or holding a dean's position at a PWI.

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

Background of the Study

A snapshot of the research problem is readily identifiable in data on Black faculty. In 2003, only 2.3% of faculty at Predominantly White Institutions (PWIs) identified as African American/Black. This number is critical because it has not changed since the late 1970s (McNeal, 2003). In 2003, Black faculty only made up 5.5% of all full-time faculty in United States higher education institutions. (Cataldi et al., 2005). Many Black faculty members believe PWIs systemically neglect to recruit Black faculty members (Burden, Harris, & Hodge, 2005). Many others have speculated administrative searches at PWIs use multiple filters to eliminate Blacks from getting positions (Sagaria, 2002). Moses (1993) gave three ways PWIs create structures that prohibit the success of Black administrators: PWIs have not restructured their institutions and their employees to embrace cultural diversity issues, a strong opposition of institutional change exists to ensure things remain the same, and White employees do not believe minorities are capable of handling executive level positions.

Knowles and Harleston (1997) even argued Black faculty are usually viewed as simply beneficiaries of affirmative action. For those who may say much of this literature comes from the 1990s and early 2000s, just in 2018 Black academic deans in higher education expressed their “decisions were subject to a great deal more scrutiny than was the case” in regards to both male and female White colleagues (Hodges & Welch, 2018).

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

The following research questions guided this study: What are the experiences of Black AACSB accredited business school deans at PWIs? What do Black AACSB accredited business school deans at PWIs see as strategies to increase the number of Black deans at AACSB accredited PWIs in the U.S.? To understand the disparity of Black 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 was used because it “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 response 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 Blacks from applying for administrative positions because of what is known as false generosity.

Also guiding the study is 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 affecting 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). Lastly, through the lens of critical race theory (CRT) this phenomenon is examined. 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 Blacks in a socioeconomic way. The theory’s foundation can be read in the work of Bell (1992, 2005), Delgado and Stefancic (2001), and Ladson-Billings (2013). The higher educational lens of CRT provided by Hiraldo (2010) was utilized and coupled with the tenets provided by Ladson-Billings (1998), because she applied CRT to the educational setting which better aligns with this study. Ladson-Billings and Tate (1995) articulated CRT is a major driving force behind social disparities amongst persons of color. They also argued CRT explains the phenomena surrounding the low socioeconomic statuses of minorities and why the gap between underrepresented groups and Whites 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.

Given the total faculty at PWIs and has changed .5% since the late 1970s (McNeal, 2003) and that in 2017 Black faculty only made up 6% of all full-time faculty in the U.S. (NCES, 2019), many Black faculty members believed PWIs are programmatically neglecting to recruit Black faculty members (Burden et al., 2005). Others have speculated that administrative searches at PWIs use multiple filters to eliminate Blacks from getting positions (Sagaria, 2002). Moreover, research shows that underrepresented populations that “Whiten” their resumes obtain more job interviews (Gerdeman, 2017). Thus, as Patitu and Hinton (2003) articulate, Blacks are concentrated in disciplines deemed traditional or feminine, in the lower academic ranks, and in part-time or temporary positions.

A theme that eloquently describes the experiences of Blacks in PWIs is the idea of double consciousness (Du Bois, 1903). The reflection of this metaphor illustrates that Black faculty members must display and attempt to be two people at the same time. The first person reflects the image of what the majority (White) accepts as being normal behavior, while the second image reflects what the in-group population (Black) wants to see. Black faculty are often isolated on campus and research on how Blacks can more successfully navigate faculty and administrative roles in higher education seeks to provide some insight. Butner, Burley, and Marbley (2000) provided tips to help Black faculty members navigate successes at PWIs. They established the “Three Cs”: collaboration, collegiality, and community. By working together and exerting more energy and effort than their White peers to build relationships, Black faculty and administrators can be more successful in their positions.

Methodology

The researchers utilized 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: self-identifying as a Black, former AACSB accredited business school 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. Semi-structured interviews and documents and texts as the key sources of data were utilized. Researchers collected data via in-depth interviews consisting of open-ended questions. Given the geographic diversity of our participants, the interviews were conducted not only face-to-face, but also via Skype, and through teleconferencing with the former deans. The goal was to have them reconstruct their experiences as deans (Seidman, 2006).

Researchers 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. In addition, the researchers reviewed documents and artifacts. This involved examining 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. Three main groups of analytic options were utilized including memos, categorizing strategies and connecting strategies (Maxwell, 2013). Specifically, bracketing and discovering themes through thematic analysis was 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. Two specific types of categories to identify data: substantive categories, which was primarily descriptive; and theoretical categories derived either from prior theory or from an inductively developed theory (Maxwell, 2013). Finally, categories created from connecting strategies that examined those relationships.

Findings

Systematic thorough data analysis revealed three major themes best captured the essence of experiences for the five deans. These included: minimize race, changes within the deanship, and pressing challenges.

Two sub-themes emerged from the “changes within the deanship” theme: external versus internal and the new dean. See Table 2: Themes Matrix - used to develop the three major and two sub-conceptual themes for this study. For theme one—minimize race—a resounding message of minimizing race for Black 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 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 theorists 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 in which they were employed. 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 Black 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 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 Blacks have fallen into dead-end jobs, though they recognize the rarity of a person of color to ascend to such a rank. Interestingly, these deans chose not to focus on race in spite of the fact that race is pertinent. Study participant 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 Blacks 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.” This reflects the double consciousness that Black faculty and administrators face--do I overlook my racial identity and in some cases also gender identity, or do I remain steadfast in my identities.

The second theme emerging from the data is 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 sub-themes 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 Black 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 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 their greatest challenge in regards to race came from off campus constituents and not the PWIs themselves. This supports the tenets 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, alumni, and stakeholders of PWIs do not see many people of color 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) suggest 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 a 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 Black community, the idea of working harder to get ahead is almost a permanent slogan for young and old Blacks alike. Within the literature Allen, Epps, Guillory, Suh, and Bonous-Hammarth (2000) represent scholars who have articulated the idea that Black 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. In theme three, pressing challenges, there are four sub-themes that clustered the lived experiences of the dean's challenges: faculty and staff, AACSB accreditation, budgets, and relationships with other university deans and provosts. These sub-themes present a unique phenomenon within itself as many of the subthemes are interconnected and the discussion of each one leads to a natural progression to the next topic. For example, the deans faced budgetary issues. Budget issues affected the overall outcomes in the production of new deans. In addition, budget situations at PWIs are often 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 structural 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.'s (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 accreditation 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

The deans in this study provided insight on their lived experiences at PWIs. They had positive experiences and the campus racial climate and elements of race were not necessarily barriers of success during their tenure as deans. Interestingly, the deans suggested elements of racial tension derived from external constituents more than internal constituents. Throughout the study, each former dean had similar experiences 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). The former 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). They dealt with political infighting among various constituents within their PWI. As aforementioned other elements such as rankings were also brought to light, but in a smaller sense given 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 Pierce (2005) on the added pressure it brings, as well as the tenure deans have in office based upon the institution's business school rankings.

In 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 Black deans should focus on in preparation of moving into a dean position at an AACSB accredited PWI.

Advice for future Black deans suggested they should minimize race at their PWI. Participants suggested prospective deans be prepared to make compromises, expect racial challenges from external constituents, 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 people of color 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 affecting higher education institutions. Clarence and Lisa suggested it is very important for prospective Black 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).

As previously mentioned, other advice centered on changes within the deanship. The deans explicitly addressed information prospective Blacks need to know. They articulated 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 prospective deans need to follow Bright and Richards' (2001) advice. Gary and Clarence stated 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 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 at a 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 new deans develop strong interpersonal 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 Blacks obtaining dean positions at AACSB accredited PWIs.

In regards to the AACSB accreditation body, a stronger emphasis on diversity in relation to faculty and administrators of its accredited members should be emphasized. AACSB's accreditation standard requires colleges/universities to 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 administration 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 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 Black candidates. They should continue to do so without utilizing Blacks as token candidates. Blacks 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 Black 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 Black 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 Black business professors or corporate executives better prepare for the dean position at an AACSB accredited PWI. For aspiring Black 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 the deans articulated prospective Black 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 Black 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 relation to the average tenure, the hardships related to budgets, race, rankings, AACSB, and challenges from faculty, staff, and provosts should be examined by prospective Black AACSB accredited business school deans.

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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; Public Flagship, Land, Sea, and Space Grant University	Mid-Western Portion of the U.S.; Northeastern Portion of the U.S.	2006-2012; 2003-2006	PhD in Finance
William	Private Research University; Public Sea and Space Research University	Northeastern Portion of the U.S. Southern Portion of the U.S.	2005-2013; 1991-2004	PhD in Marketing
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 Lisa	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. I try to make it any other excuse other than that [race in academic dean searches]

Changes within the deanship	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.
	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. 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] 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]
	Clarence	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.