

2016

Exploring Managerial Solutions for Faculty Satisfaction at Historically Black Colleges and Universities

Bridget Pinckney Dewees
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Business Administration, Management, and Operations Commons](#), [Higher Education Administration Commons](#), and the [Management Sciences and Quantitative Methods Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Bridget Dewees

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Raghu Korrapati, Committee Chairperson, Management Faculty

Dr. Anton Camarota, Committee Member, Management Faculty

Dr. Richard Bush, University Reviewer, Management Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2016

Abstract

Exploring Managerial Solutions for Faculty Satisfaction at
Historically Black Colleges and Universities

by

Bridget Pinckney Dewees

MBA, Webster University, 1997

BS, University of South Carolina, 1986

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Management

Walden University

August 2016

Abstract

American higher education in general, and Historically Black Colleges and Universities (HBCUs) in particular, have experienced a 30-year decline in faculty satisfaction, which has had a negative impact on overall institutional effectiveness. The purpose of this phenomenological case study was to explore managerial solutions for faculty satisfaction by applying Herzberg's 2-factor theory to the insights and experiences of 12 tenure-track faculty members at an HBCU in the southeastern United States. Data were collected through semistructured interviews. The results were sorted, coded, and organized using content analysis software into key Herzberg factors that influenced faculty satisfaction at the study site. Work conditions, institutional administration and policies, personal attainment, and the nature of work were the primary themes. One major cause of faculty dissatisfaction was difficulty in teaching underprepared students. The results suggest the institution should focus on faculty development initiatives for effective teaching strategies, develop a faculty on-boarding process, establish an administrative leadership program, and improve the tenure and promotion process. Upon their implementation, such initiatives will promote a positive ambiance at the study site and improve faculty satisfaction and, thus, overall institutional effectiveness. The results are also applicable to similar institutions aspiring to enhance, faculty performance, satisfaction, and organizational excellence. The results of this study also create positive social change by providing managerial research that contributes to the vibrancy of Historically Black Colleges and Universities.

Exploring Managerial Solutions for Faculty Satisfaction at
Historically Black Colleges and Universities

by

Bridget Pinckney Dewees

MBA, Webster University, 1997

BS, University of South Carolina, 1986

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2016

Dedication

I dedicate this wonderful milestone to my Mom, Hazel Lee Pinckney. I thank you for your support of my dreams and for teaching me that I can do all things with Christ. I pray that I pass this confidence on to my only son, Justin. I love you, Mom!

I am grateful to my immediate family for their love, patience and support. To my husband James for carrying the load every time I needed you—I love you dearly. To my only son Justin, you pushed Mommy, even from 8 years old to your teenage years, your repetitive question “Mommy, have you finished your PhD?” kept me focused. To my number one fan, Dad (Raymond Pinckney), I hope I have made you proud. To my sister and brother (Ray and Sheila), thank you for just being there for me every time I needed you.

Acknowledgements

While my name is listed as the author of this dissertation, it took a village to make this journey and achievement possible. This has been both an exciting and humbling experience and I am forever grateful to everyone who played a role in this accomplishment.

I give all honor to God for giving me the vision and strength to achieve this level of success. I realize that I am nothing without Him.

I am thankful to my Committee Chair, Dr. Raghu Korrapati, for all of your guidance and patience through this entire process. Thanks for sharing your time, experience and wisdom with me during this journey. I am appreciative of Dr. Anton Camarota, the second Committee Member, for coming on board and quickly embracing my study. Thank you for providing the feedback I needed to complete the dissertation.

I appreciate my employer for living out the guiding principles of the university. Your dedication to faculty and staff, your support of academic success, and your belief in professional development made this possible for me. Thank you colleagues and students for calling me Dr. Dewees until it finally happened.

I am so thankful for my many friends, my circle of PhDs and my church family for your encouragement and support of this dream. I will always cherish this journey of self-discovery and I am so very fortunate to have such a powerful village in my life.

Table of Contents

List of Tables	vi
List of Figures	vii
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background	4
Problem Statement	8
Purpose Statement.....	8
Research Questions.....	9
Conceptual Framework.....	10
Nature of the Study	13
Definition of Terms.....	16
Assumptions.....	18
Scope.....	19
Delimitations.....	20
Limitations	21
Significance of the Study	22
Chapter Summary	26
Chapter 2: Literature Review.....	28
Introduction.....	28
Literary Search Strategy	30
Conceptual Framework.....	31

Phenomenological Studies in Higher Education.....	37
Phenomenological Case Studies in Education.....	40
Historically Black Colleges and Universities	42
Faculty Satisfaction as a Managerial Issue in Higher Education.....	46
Faculty Satisfaction and Performance Excellence	52
Faculty Satisfaction With Management.....	54
Best Practices for Managing Faculty Satisfaction in Higher Education.....	57
<i>U. S. News and World Report</i> Best Colleges	57
American Association of University Professors	58
Education Criteria for Performance Excellence	59
Great Colleges to Work For.....	62
Higher Education Research Institute	63
Gap in the Literature	63
Chapter Summary	66
Chapter 3: Research Methodology.....	69
Introduction.....	69
Research Questions.....	70
Phenomenological Case Study Methodology	71
Rationale for the Study	73
The Role of the Researcher.....	75
Participants in the Study	77
Procedures.....	80

Data Collection	80
Delphi Technique.....	84
The Relationship between Interview Questions to the Research Questions.....	85
The Qualitative Interview Guide	86
Data Analysis	86
Validity	92
Issues of Trustworthiness.....	93
Ethical Concerns for Participants.....	94
Summary.....	94
Chapter 4: Findings.....	96
Introduction.....	96
Setting.....	98
Demographics	98
Data Collection	100
Data Analysis	101
Document Review.....	107
Evidence of Trustworthiness.....	108
Presentation of Findings	109
Hygiene Factors That Influence Faculty Satisfaction.....	111
Culture of ABC University	112
Student Profile Impact on Faculty Satisfaction	114
Company Administration and Policy.....	117

Motivators That Influence Faculty Satisfaction.....	118
The Work Itself.....	119
Managerial Solutions for Faculty Satisfaction.....	121
Improvements for ABC University.....	123
Faculty Development and Growth.....	124
Leadership and Management.....	125
Work Environment.....	125
Actionable Solutions.....	126
Themes by Gender and Ethnic Groups.....	127
Summary.....	128
Chapter 5: Recommendations.....	131
Introduction.....	131
Interpretation of the Findings.....	132
Student Success as a Key Indicator of Satisfaction.....	135
Faculty Development and Growth.....	137
Enhancements to the Work Environment.....	139
Leadership and Training for Managers.....	140
Limitations of the Study.....	142
Recommendations.....	144
Implications.....	144
Conclusion.....	146
References.....	149

Appendix A: Interview Questions173

Appendix B: Participant Consent Form.....174

Appendix C: ABC University IRB Approval176

Appendix D: Current Listing of Historically Black Colleges and Universities.....177

List of Tables

Table 1. Relationship Between Research Questions and Interview Questions	88
Table 2. Qualitative Interview Guide.....	89
Table 3. Faculty Attributes	99
Table 4. Definition and Relationship Herzberg Factors	105
Table 5. Nodes Hygiene Factors Summary	106
Table 6. Nodes Motivator Factors Summary	106
Table 7. Source Summary Report: NVIVO 10.....	107
Table 8. Faculty Satisfaction Indicators.....	111

List of Figures

Figure 1. Data collection model for exploring faculty satisfaction84

Figure 2. Word cloud110

Chapter 1: Introduction to the Study

Introduction

This study was designed to investigate and validate the need for managerial research on the experiences and managerial influences that lead to faculty satisfaction at Historically Black Colleges and Universities (HBCUs) in the United States. This chapter begins with a background section that includes a description of the role of faculty satisfaction in higher education as a managerial concern and summarizes the literature pertinent to the scope of the study. The problem and purpose of the study are presented in order to explain the relevance and linkage to previous research. A central research question and supporting research questions are presented, along with the supporting theories related to faculty satisfaction. The conceptual framework section explains the use of the Herzberg two-factor theory as an advocacy lens and also describes the phenomenon of being a satisfied employee. Additionally, this chapter includes clarification of definitions used in the study, assumptions, and the scope and limitations of the research, as well as its significance to higher education and the management field.

The higher education industry is in need of relevant managerial research that provides leaders with actionable strategies to sustain and perform effectively in the 21st century. Employee satisfaction is a key driver of performance excellence for organizations across all sectors of business, including the higher education sector (McFarland, 2014). The 21st-century university leader must embrace systemic thinking by understanding that administrators and faculty work together for mission achievement (McFarland, 2014). Duderstadt (2009) stated, “The contemporary university is one of the

most complex social institutions of our times” because of increased student diversity, varied funding sources, market forces, and globalization (p. 357). This complexity requires that effective leaders in higher education find plausible solutions for sustaining and continuously improving faculty and staff relations (Havlicek & Pelikan, 2013).

In addition to performance excellence challenges, the U.S. higher education sector faces a shortage of candidates who are prepared to lead educational institutions (Bowden & Gonzalez, 2012; Havlick & Pelikan, 2013). The U.S. higher education industry fills an estimated 6,000 faculty and staff positions annually as a result of retirements, raising the need for effective strategies to ensure performance excellence within these institutions (Chanda, 2012). With the increasing need for excellent faculty, leaders in the U.S. higher education sector must seek to understand the importance of faculty satisfaction and how it contributes to overall effectiveness on the campus.

Faculty members are often considered the primary employees of an institution of higher education, and student learning is viewed as the primary outcome of its programs. Although faculty are a priority for organizational success, they often feel deprived when it comes to ensuring their satisfaction on the higher education campus (Finkelstein & Cummings, 2012). Faculty are expected to teach, mentor, conduct research, and serve on institutional committees and as administrators for academic departments, while maintaining high levels of performance excellence. Moss and Bordelon (2007) explained that faculty members must deal with student diversity and changing demographics, as well as competition between resources. This lack of resources often deprives faculty of professional development and growth opportunities (Moss & Bordelon, 2007). Higher

education administrators must develop and implement strategies to address the need for high-performing faculty and high faculty satisfaction levels.

The importance of job satisfaction with university faculty was underscored by Shin and Jung's (2014) study of 19 different higher education systems. The results of this study highlighted many factors that led to the decline in faculty satisfaction: Faculty had larger workloads, more challenges with work-life balance, and felt the impact of budget cuts and performance-based management practices. These changes in academic work environments can be partly attributed to the decline in faculty satisfaction over the last 30 years (Shin & Jung, 2014). Higher education faculty in the United States are also affected by the stress of teaching 21st-century students and the challenge of producing students who can mitigate local and national priorities as well as compete in a global society (Austin, 2012; Duderstadt, 2012). American higher education faculty are also challenged by the overwhelming number of incoming freshmen who are underprepared for college-level work (Atherton, 2014; Barr & Schwartz, 2008). The complexity of the higher education environment raises the need for relevant research that uncovers and describes the managerial influences that affect faculty satisfaction.

Performance expectations for faculty are becoming more challenging. Faculty must stay current with technology and digital resources as well as manage their on-the-job-performance with limited resources for development (Duderstadt, 2012). Faculty are also now expected to be available to students past the traditional hours (Swecker, 2013; Trower, 2009). All of these challenges present opportunities for researchers in the management discipline to provide viable solutions and an understanding of the

managerial influences that lead to faculty satisfaction on university campuses. Alexander and Gardner (2009) encouraged universities to develop a plan that addresses, monitors, and improves faculty satisfaction.

Background

Employee satisfaction is a component of total quality management (TQM) and continuous quality improvement (CQI). TQM and CQI have been used in the U. S. higher education sector since the 1980s (Tari & Dick, 2016). In the late 1990s, 160 universities were actively involved in TQM, with 50% of those using quality councils and other improvement tools for organizational success (Asif, 2015; Koch & Fisher, 1998).

Organizations that strive to remain viable and meet the challenges of the 21st century have a focus on quality and continuous improvement of management practices (Chen, 2011). It is also important to understand the critical factors that affect employee satisfaction (Shan, Li, Yao, Shi, & Ren, 2014). Without this understanding, managers may operate and make decisions regarding performance excellence ineffectively.

Employee satisfaction is a management concern and key driver of productivity for organizations across all sectors of business including the higher education sector. Yet, maintaining high levels of faculty satisfaction in the 4,500 universities in the United States has continued to be a managerial challenge (Wang & Berger, 2010). Recruiting and maintaining excellent faculty is critical to the business of higher education (Toldson, 2013). The Carnegie Foundation reported that job satisfaction in the higher education industry has experienced a drastic decrease over the last 30 years, but little is known about experiences of faculty that lead to satisfaction on HBCU campuses (Russell, 2010).

The higher education business model includes internal (faculty and staff) and external (students) customers who come together to deliver and purchase a product called education. Recruiting and maintaining excellent faculty, the internal customer, is critical to performance excellence (Toldson, 2013). Tambi, Ghazali, and Yahya (2008) noted the importance of understanding the impact that key stakeholders have on higher education outcomes. Among the many recognized key performance indicators in higher education are retention and graduation rates, but effective leaders must also recognize the managerial factors that drive such indicators, one of which is faculty satisfaction with leadership and the work environment (Asif, Awan, Khan & Ahmad, 2013; Bordelon, 2007). Little was known prior to this study about experiences that lead to faculty satisfaction on historically Black colleges and universities campuses (Russell, 2010).

Compared to other industries in the U.S., higher education has several unique challenges associated with measuring customer satisfaction (Quinn, Lemay, Larsen, & Johnson, 2009; Tari & Dick, 2016). Although many leaders are comfortable implementing improvement strategies in nonacademic service units, faculty members are often defiant and balk at the idea of the student being the customer as recognized in the business model or sector (Mehralizadeh & Safaeemoghaddam, 2010). The concept of academic freedom is beneficial to the higher education industry as it allows faculty the freedom to express, share, and teach as they see fit, but in contrast, academic freedom was also a barrier to implementing service excellence in the industry (Mehralizadeh & Safaeemoghaddam, 2010). U.S. college and university faculty are only 40% satisfied with administrator support of academic freedom (Finkelstein & Cummings, 2012).

Barriers such as those caused by academic freedom and faculty members' perceptions of customer service create opportunities for more managerial research and institution-specific studies that examine strategies for performance excellence from the perspective of faculty members.

Higher education institutions that listen to faculty can benefit in several ways. Studies on the topic of employee satisfaction have shown that high job satisfaction has a positive impact on organizational performance (Kaplan, Ogut & Aksay, 2012; Kuzey, 2012; Latif et al., 2013). Leaders striving for excellence understand the impact that work satisfaction has on performance excellence and realize that satisfied employees are more productive and are more committed to the organization (Latif et al., 2013; Manatos, Sarrico, & Rosa, 2015). Understanding the common experiences that lead to faculty satisfaction from the perspective of faculty working at these unique and historically rich campuses is critical to managerial effectiveness.

Hubbard and Stage (2009) noted that there is significant value in exploring the attitudes of faculty to understand better and improve the learning environment at HBCUs, the oldest sector of minority-serving institutions in America. Students who attended HBCUs tend to have better attitudes toward learning compared to peers who attended non-HBCUs, attitudes that are often attributed to the faculty who work there (Hubbard & Stage, 2009). Faculty who work at HBCUs are supportive, experience more one-on-one interactions, bond, and identify as role models in ways that do not occur at predominately White institutions (Hubbard & Stage, 2009). Since faculty play a critical role in the

success of HBCUs, it is important to explore managerial strategies that will specifically increase faculty satisfaction at HCBUs.

The ability of faculty to interact effectively with students is critical to the university's success. Several behaviors can increase the student-faculty rapport and lead to both student and faculty success. Otieno, Ngwudike, Vanerson, and Ngwudik (2013) evaluated how students rated faculty-student rapport at an HBCU; their results suggested that the HBCU faculty members' skill set must include so-called soft skills, such as being friendly, approachable, welcoming, and accessible. Universities should also consider faculty skill sets as a factor for employment and possibly job satisfaction.

The role of leadership in higher education is multifaceted. Duderstadt (2012) proposed that effective leaders of higher education institutions should pursue six goals:

1. Provide all students the opportunity to get an education.
2. Optimize financial programs for lower income and minorities.
3. Be transparent and accountable for university operations.
4. Embrace a culture of continuous innovation and quality.
5. Invest in key strategic areas.
6. Ensure lifelong learning opportunities for the aging population.

In addition to the many internal challenges mentioned above, leaders must also deal with external forces such as the role of federal government, state expectations, increasing legalization, and external constituencies (Altbach, Gumport, & Berdahi, 2011).

Exploring the attitudes and perceptions of faculty working at HBCUs can add to the value of education this population receives. Although time and effort are spent to

recruit and hire faculty, retaining them is a challenge (Ambrose, Huston, & Norman, 2005). Marston and Brunetti (2009) argued that institutional leaders who take the time to listen to the voice of experienced faculty will gain insights into attitudes and indicators of satisfaction, resulting in the retention of qualified faculty members. The outcomes of this study were designed to provide 21st-century HBCU leaders with insights to enhance faculty performance, create an environment for performance excellence, develop training plans for new faculty, prepare for succession planning, and increase faculty satisfaction and retention.

Problem Statement

HBCUs in the United States are facing some of the greatest managerial challenges since their inception in the early 19th century (Gasman & Commodore, 2014). At one point, more than 70% of all Blacks attending college enrolled in an HBCU; by 1976, only 18% of Blacks attending college did so at an HBCU, and at the time of this study, about 14% of all Blacks attending college attended an HBCU (Arroyo & Gasman, 2014; Brown, 2013; Davis, 2015; Gasman & Collins, 2014). There is a lack of understanding by managers in the higher education industry and at HBCUs in particular concerning the situations that influence faculty satisfaction and the specific experiences that lead to faculty satisfaction on a higher education campus (Russell, 2010). This lack coupled with the declining enrollment presents a significant management problem for HBCUS.

Purpose Statement

The purpose of this study was to explore what it means to be a satisfied faculty member and the situations that influence faculty satisfaction at ABC University

(pseudonym), a liberal arts HBCU. Despite the importance of retaining well-qualified faculty, there has been a national decline in the rate of faculty satisfaction over the last 30 years (Russell, 2010). Research is needed to aid managers with viable solutions for faculty satisfaction at ABC University and similar higher education institutions. During this study, I uncovered the lived experiences of 12 faculty members working at ABC University to understand better faculty satisfaction HBCUs. Although HBCUs are known for such strengths as the willingness to educate at-risk students, affordability, preparing future generations to lead, and having a supportive learning environment, they are challenged in the areas of student retention, graduation, sustainable administrative leadership, and financial resources (Gasman & Commodore, 2014). In addition to the academic skill set needed for faculty at non-HBCUs, those employed by HBCUs must also be able to nurture the unique student body in the culture of HBCUs (Atherton, 2014; Irlbeck et al., 2014; Irvine & Fenwick, 2011;).

Research Questions

This study was designed to answer a central research question: What are the experiences and factors that influence faculty satisfaction at ABC University?

Three supporting research questions designed to answer this central research question were used to guide the development questions for the semistructured interviews.

Supporting Question 1: What does it mean to be a satisfied faculty member at ABC University, a liberal arts historically Black university?

Supporting Question 2: What are faculty members' recommendations to senior management to improve faculty satisfaction?

Supporting Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?

Conceptual Framework

The conceptual framework of this study was based on Herzberg's two-factor theory of job satisfaction, which highlights the two sets of factors that impact job satisfaction. Herzberg (1959) conducted a series of 12 studies with 200 engineers and accountants to capture their perspectives of feeling exceptionally good or bad on the job. The Herzberg two-factor theory was developed by Herzberg from this research, using a qualitative inquiry to determine factors that were present when employees felt satisfied and factors present when employees felt less satisfied. Herzberg argued that hygiene factors, when present, do not necessarily create satisfaction, but if they are absent they can lead to dissatisfaction. The 10 hygiene factors or dissatisfiers that he identified were company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security. Herzberg (1959) also identified what are called motivation factors, which lead to better job attitudes towards work. The top five motivators (also called determinates of satisfaction) identified by Herzberg (1959) were

1. achievement,
2. recognition,
3. the work itself,
4. responsibility, and
5. advancement.

Hertzberg (1959) provided an important foundation for understanding satisfaction and addressing work to improve satisfaction. Managers must understand how hygiene factors prevent work dissatisfaction and how the motivation factors can affect productivity that in turns supports organizational performance and goal achievement. The Herzberg two-factor theory contributes to the foundation of this qualitative inquiry and contributes to the design of the research questions and the interview questions for the study.

Several relevant studies have contributed to the body of knowledge and supported the Herzberg two-factor theory. McFarland (2014) noted faculty satisfaction with work and leadership is just one of the many elements of performance excellence in higher education. Mahoney and Garavan (2012) explained that desired results and business excellence are achieved through outstanding management practices. Similar to Smerek and Peterson (2007), the study is designed to apply the Herzberg two-factor management theory in a higher education setting to better understand faculty satisfaction and provide managers with actionable research for performance excellence. Smerek and Peterson highlighted the importance of understanding this managerial concept of job satisfaction in a higher education setting and the impact that job satisfaction has on improvement at a university. Smerek and Peterson concluded job satisfaction had an impact on organizational outcomes and managers striving for organizational effectiveness should be concerned with job satisfaction. The top two of several factors for job satisfaction were (a) the work itself, and (b) effective supervisors. Several of the survey questions used by

Smerek and Peterson were used to shape the semistructured interview questions for faculty working at ABC University.

In addition to the work of Herzberg (1959), other managerial theories contribute to interpreting this qualitative research, including the work of Fredrick Taylor (as cited in Locke, 1982), who introduced the concept of management as a systematic process. Several years later, building on the work of Taylor (1911), Elton Mayo conducted a study of illumination, wage incentives, and breaks of employees from Western Electric Company. Commonly called the Hawthorne studies, Mayo took a close look at productivity and organizational efficiency (Hassard, 2012). Previous studies (Ambrose et al., 2005; Smerek & Peterson, 2007) also validated the need for additional research on the experiences that lead to faculty satisfaction and encouraged further institution-specific research.

The conceptual framework of this study provides the understanding that job satisfaction in higher education may be affected by different factors. All factors as defined by Herzberg (1959) were explored to better provide managers with solutions for improvement of faculty satisfaction. The results were categorized to highlight the experiences and situations that lead dissatisfaction as well as the situations and experiences that bring more motivation for faculty. Understanding both constructs will allow managers to focus on the more important factors to yield better organizational outcomes and faculty satisfaction.

Nature of the Study

The nature of this study was qualitative. The design most suited for this study was phenomenological case study. Phenomenological studies fall into two categories, hermeneutical or transcendental (Moustakas, 1994). The approach for this study was transcendental focusing on the descriptions of the faculty experiences at ABC University to describe the overall essence of faculty satisfaction, rather than a hermeneutical approach where the researcher makes the interpretation of what faculty satisfaction is on the ABC University campus. Qualitative research such as the use of phenomenological design allows the researcher to use in-depth inquiry to explore and understand the meaning of a problem from the participant's point of view (Qu & Dumay, 2011). Qualitative research allows the researcher to uncover the deeper meanings and relationships the participants experienced and lived, and make explicit the implicit meanings of human experience. Phenomenology expands the research and often reaches conclusions that are overlooked by quantitative research (Qu & Dumay, 2011). This study was designed to understand faculty satisfaction and the impact it had as a managerial problem at HBCUs.

The scope of the study was limited to a single case, ABC University. A multiple case study was not chosen because of the requirement to analyze multiple cases over time, which can often lead to a change or deviation from the stated purpose of the research. Phenomenological case studies have been used to do in-depth research on only one site (DeFeo & Capara, 2014; Lalor & Abawai 2014; Penny & Kinslow, 2006). The phenomenological single case study allows the researcher to explore a single culture such

as ABC University focusing on the lived experiences of faculty functioning in that organization. Although ethnography was considered, the purpose of this study was to focus on the participant's perception and attitude towards satisfaction rather than his or her cultural characteristics. Although study results recommend improvement strategies for higher education, it did not create a theory or theories, as a grounded theory research suggested. The phenomenological approach best aligned with the purpose of exploring the lived experiences of faculty working at ABC University to better understand faculty satisfaction amidst the unique culture and history of HBCUs.

Data was collected using qualitative semistructured interviews (Qu & Dumay, 2011). Data analysis techniques included sorting, coding, and identifying key themes using NVivo qualitative analysis software. The use of computer-assisted qualitative software allowed me to avoid the cumbersome task of hand coding results (Rademaker, Grace, & Curda, 2012). The interview questions were finalized using the Delphi technique to validate the usefulness of the questions and to avoid researcher bias (Landeta, Barrutia, & Lertxundi, 2011).

A purposeful sample of 12 tenured-track faculty working at ABC University participated in semistructured interviews. Semistructured interviews are predetermined questions with open-ended questions (Doody & Noonan, 2013). The use of semistructured interviews, allowed me to explore new and emerging paths. To ensure campus representation, faculty members from each division and a variety of departments were invited to participate in the study. Patton (2002) explained that researchers select sample sizes based on the research goals including usefulness, credibility, time and

resources. Polkinghorn (1989) specified that strong phenomenological studies include a range of between 5 and 25 participants; this study had 12 participants.

Interviews took place on the campus of ABC University to ensure a level of participant comfort. Results were coded, sorted, and analyzed to capture keywords and themes that describe the lived experiences of faculty satisfaction at ABC University. Using the Herzberg two-factor theory, results were categorized as hygiene factors (company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security) and motivators (achievement, recognition, the work itself, responsibility, and advancement). Suggestions for management revolved around ideas to modify work processes and procedures to enhance faculty satisfaction and foster an environment for performance excellence.

I am an administrator at ABC University and, therefore, needed to bracket or identify all personal biases upfront to ensure that perceptions of the participants were captured from a clear and fresh perspective. My biases related to the fact that I had worked in higher education for over 20 years prior to joining ABC University as a staff member. I quickly realized that the culture and experiences on the campus were very unique from my previous experiences and that performance excellence strategies used at predominately white institutions might not all apply to ABC University. As a respected and satisfied administrator of ABC University, I was willing to hear and accept the participants' perspective as truth. Using the Herzberg two-factor theory as an advocacy lens, the unit of analysis or the central research question drove the data collection

process. The results of the interviews were sorted, coded, and grouped into motivators and or hygiene factors as noted by the two-factor theory. Suggestions to modify work processes and procedures for faculty satisfaction and performance excellence were developed. Although data collection relied heavily on information from the faculty, conclusions were not based solely on data collected from the faculty. Other sources of data included organizational artifacts such as faculty profile, tenure and promotion protocol, and best practices in the literature.

The case study explored faculty satisfaction, categorize responses into intrinsic and extrinsic factors, identified which managerial work processes might need modification, and offered suggestions to improve faculty satisfaction and or overall performance excellence at ABC University.

Definition of Terms

Baldrige Criteria for Performance Excellence: A metric established by the U.S. Department of Commerce in 1987 to help U.S. organizations become more competitive in the world. These criteria provide organizations with a systemic business approach to performance excellence and include seven categories: Leadership, Strategic Planning, Customer and Market Focus, Information Management and Data Analysis, Faculty and Staff Focus, Process Management, and Results (Beard, 2009; Beard & Humphrey, 2014).

These criteria define *performance excellence* as

an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability, (2) Improvement of overall

organizational effectiveness and capabilities and (3) Organizational and personal learning.

Faculty satisfaction: A measure that includes factors that contribute to unit cohesiveness, productivity, and turnover (Akroyd, Bracken, & Chambers, 2011).

Historically Black Colleges and Universities (HBCUs): U.S. higher education institutions that were established before 1964 with the purpose of educating the Black community. There are 103 in existence today in the United States. Historically black colleges and universities are a source of accomplishment and great pride for the African American community as well as the entire nation (Gasman & Commodore, 2014) . The Higher Education Act of 1965, as amended, defined an HBCU as

any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation (White House Initiative on HBCUs, 2014).

HBCUs offer all students, regardless of race, an opportunity to develop their skills and talents and they train young people who go on to serve domestically and internationally in the professions or as entrepreneurs and in the public and private sectors (White House Initiative on HBCUs, 2014).

Predominately White institutions: Higher education institutions with a majority White student population.

Factors of faculty satisfaction: Items that contribute to overall faculty satisfaction or the dimensions of faculty dissatisfaction, and to a faculty member's decision to stay at or to leave the institution (Ambrose et al., 2005).

Assumptions

Effective researchers must discuss all facts that are assumed to be true as well as the identified weaknesses of the project. Assumptions of this study included a belief that the participants would openly and honestly provide feedback to assist in answering the research questions, that ABC University represented the ideas and culture of most HBCUs in America, and that experienced faculty would be relatively good informants of their perceptions and attitudes related to satisfaction with the work environment and college leadership.

I also assumed that listening to the voice of stakeholders such as experienced faculty would yield actionable information for the development of strategies for performance excellence. I assumed that the participants chose to be employed at ABC University because of their shared belief in the mission and values of the university, and that they did their best work as defined by the department chairs and provost. The most critical assumption was that all participants wanted to do a good job and would share trustworthy feelings and perceptions about what affected their job satisfaction.

Scope

The scope of this study was limited to ABC University, a small liberal arts HBCU in America. ABC University is one of 103 HBCUs that might benefit from this research on faculty satisfaction as a managerial concern for performance excellence. This study was designed to explore the lived experiences of faculty working at ABC University to better understand faculty satisfaction amidst the unique culture and history of HBCUs. Data were collected via in-depth interviews with experienced faculty from each discipline or school who had taught at ABC University for at least 3 years. Faculty who are at the 5-year mark are considered to have enough experience to apply for tenure with ABC University.

The attitudes, perceptions, and workloads of faculty working in different disciplines may cause variation in faculty satisfaction levels; therefore, purposeful sampling was used to ensure that all schools and departments of the university were represented in the final results. Administrators must understand the unique demands and workload requirements for each academic discipline to assess the indicators of faculty satisfaction accurately. A phenomenological qualitative data analysis plan based on Moustakas (1994) was used to transcribe and code the data collected. Results will be shared with decision makers of ABC University to create positive social change. Populations excluded include part-time faculty and faculty with less than 3 years of experience. Several conceptual frameworks such as the work of Taylor (Locke, 1982) and Taylor, Elton, and Mayo (Hassard, 2012) related to satisfaction were not investigated in depth, but are noted as being important to the possible outcomes of the study.

Delimitations

While this single case study only included one of the 103 HBCUs in America, the results may apply to other universities with similar cultures and faculty demographics and be useful to performance excellence practitioners in the business sectors. Single case studies can not be replicated as they are dependent on one specific context in a definite time and place (Harland, 2014). Usability may be limited to the higher education sector. In order to prepare researchers to replicate this study, detailed instructions with as many steps as possible are included in the design to ensure reliability and repeatability (Yin, 2009).

Preparing HBCUs to thrive and sustain the challenges of the 21st-century must be a priority for all stakeholders and supporters of these institutions. The role of HBCUs in America's higher education sector continues to be a topic of political debate. These institutions must demonstrate the importance and the relevance of their existence (Cantey, Bland, Mack, & Joy-Davis, 2013).

Despite the many challenges these institutions face, HBCUs continue to exceed their intended mission of just providing education for Blacks. They continue to produce many professional and successful leaders in America (Gasman, 2014). Cantey et al. (2013) highlighted several goals of HBCUs as they relate to the Black community. Historically Black Colleges and Universities maintain the cultural traditions of Black Americans, provide leadership for the Black community, produce role models and research agents, and assure economic function. The results of this study are intended to

benefit most HBCUs in the United States as well as provide a framework for any manager seeking to conduct qualitative research on employee satisfaction.

Limitations

Because this study involved only one HBCU in America, the main limitation of this study relates to generalizing the results to explain all HBCUs in America. While the results of the study may be applicable to most HBCUs, qualitative research such as this study occurs in a natural setting creating unique experiences that are only relevant to that setting. Usability is also hindered by the specific researcher and her relationship with the participants (Harland, 2014). Other limitations included the use of self-reported perceptions, the small sample size, and the faculty selection process. To ensure quality, trustworthiness, and credibility in research, I was careful of my behavior, considered interactions with participants, and kept the audience in mind. The results of this study provide similar organizations with usable research for faculty satisfaction.

A trustworthy case study has many sources as well as external validation to support the findings and establish credibility (Archibald, 2012; Unluner, 2012). Yin (2009) suggested that researchers purposely develop strategies to ensure the validity of the study. I used strategies as outlined by the university review board to build trust with participants. This study took place at my place of employment, so validation and triangulation strategies such as member checking were used throughout the data collection and analysis processes.

Significance of the Study

Faculty satisfaction in higher education is aligned with the management concepts of employee satisfaction and total quality management. Similar to results from previous studies (Kaplan et al., 2012; Mafini & Pooe, 2013), insights from this study provided strategies for faculty satisfaction at ABC University. The results of this study provided managers with a better understanding of the hygiene and motivator factors that influence faculty satisfaction and provided relevant strategies to improve faculty satisfaction and develop high-performing faculty. Leaders in the business of higher education are in need of relevant management research that will provide actionable strategies for organizational effectiveness in the 21st century.

Mehralizadeh and Safaemoghaddam (2010) noted the education business model highlighted the faculty member as an internal customer and primary contributor to the process of education, but managers in higher education were sometimes hesitant to embrace managerial business concepts in the academic environment (McFarlane, 2014). Studies on the topic of employee satisfaction revealed that high levels of job satisfaction

have had a positive impact on overall organizational performance (Kaplan, Ogut & Aksay, 2012; Kuzey, 2012; Latif et al., 2013). Leaders striving for excellence understood the impact that work satisfaction has on performance excellence and realized that satisfied employees are more productive and are more committed to the organization (Latif et al., 2013). Insights from this study uncovered specific experiences that explained what it means to be a satisfied faculty member at ABC University and provided an understanding of the factors that influence faculty satisfaction.

Exploring the experiences that lead to faculty satisfaction is an interdisciplinary study significant to the management field in the areas of job satisfaction and performance excellence initiatives. Leaders of organizations who strive to remain viable and meet the challenges of the 21st century have had a focus on performance excellence (Chen, 2011). Moradi et al. (2009) argued experienced faculty can voice a critical perspective on performance excellence and organizational change. Although many researchers have studied faculty satisfaction, institution-specific research needs to be done to expand and better understand the experiences of faculty job satisfaction (Akroyd, Bracken, & Chambers, 2011). Generalized data can assist leaders with improvement strategies, but institution-specific data will provide relevant and timely feedback to develop performance excellence strategies appropriate to that institution.

The HBCU's unique mission is inclusive and allows the underserved and underprepared student an opportunity to excel and become quality graduates who can thrive in the workplace. However, research is limited on the experiences that lead to faculty satisfaction at HBCUs. HBCUs have been around for two centuries, providing

access and education to millions of students who might not otherwise have gone to college (Baylor, 2010; Minor, 2010). Several HBCUs have struggled to maintain their accreditation and fiscal sustainability. Between 1996 and 2002 almost half of the private HBCUs received negative evaluations from the Southern Association of Colleges and Schools (Avery, 2009). Accreditation concerns included managerial issues such as, hiring and retaining a qualified faculty, funding concerns relate to enrollment and available resources, and hiring skilled and knowledgeable leaders who can manage the unique culture and challenges of HBCUs (Avery, 2009). While this single case study only includes one of the 103 HBCUs in America, the results may apply to other universities with similar business cultures and faculty demographics.

The recruitment and retention of qualified faculty is a key driver for organizational effectiveness in higher education. Cantey et al. (2012) concluded that performance excellence at HBCUs can occur through increasing funding resources, improving leadership selection, and hiring a faculty whose focus is on academic excellence. Institutions must create a supportive environment for faculty that allows opportunities for professional development and must explore the imbalances that exist between teaching, research and university service to ensure faculty satisfaction. HBCUs must listen to the voice of the faculty to ensure inclusion and participation in the decision-making process, which can lead to the success and performance excellence of these institutions (Lewis, 2011). Understanding the experiences and factors that lead to faculty satisfaction may assist managers with effective strategies to create an environment of academic excellence.

President Obama identified the HBCU as being a contributor to his goal of the United States being a world leader in producing college graduates by 2020. The federal government plans to spend an additional \$850 million over the next ten years to assist HBCUs (Toldson, 2013). The results of this study can contribute to social change by identifying effective leadership strategies for higher education administrators as well as provide information to improve faculty satisfaction. Research suggested that leaders who are interested in optimizing the learning environment conduct further research to determine faculty attitudes, opinions, and satisfaction with their profession (Lewis, 2011). The results of this study could aid in developing strategies for recruiting and retaining faculty at HBCUs.

Institution-specific research contributes to the body of literature as well as provides the leaders of the individual institutions with actionable strategies for performance excellence. Herzberg's ideas of the motivation behind work are still very relevant today and offers researchers a grounding for additional studies related to job satisfaction (Smith & Shields, 2013). Uncovering the lived experiences of faculty working at ABC University to understand better faculty satisfaction at HBCUs is a relevant study that is significant to the management field, higher education, and scholarly research.

The qualitative study includes a literature review of current research relating to employee satisfaction for effective higher education institutions. Faculty working at ABC University responded to a set of open-ended questions. Gasman and Commodore (2014) examined the research relating to HBCUs over the past 30 years and concluded that there

are still substantial gaps in the literature and HBCUs are worthy of further research to ensure performance excellence. Researchers should consider studies that will close the gaps and provide leaders of HBCUs with the knowledge to strengthen and to sustain these important institutions (Gasman & Commodore, 2014). HBCUs are known for their ability to take underprepared students academically and help them develop skills to compete in a global society. Results of this study will contribute to positive social change by providing leaders of similar institutions with relevant data for faculty satisfaction strategies.

Chapter Summary

Chapter 1 highlighted faculty satisfaction as a key driver for an effective climate in higher education and linked faculty satisfaction as being an element of performance excellence, a worthy management study. The current case study was narrowed to ABC University, a small liberal arts HBCU in America. The study is significant because of the unique HBCU mission and associated challenges as well as the lack of relevant managerial research to assist in social change for these institutions. The differences between HBCUs and non-HBCUs were discussed concerning the need to study this HBCU in more detail. The chapter introduced the need to understand the lived experiences of faculty related to work satisfaction at HBCUs as a problem worthy of research. The purpose and significance to the industry were presented and aligned with the research questions. This study explored the lived experiences of faculty working at ABC University to understand how faculty become satisfied on HBCU campuses. The results of this study may provide administrators of HBCUs with strategies to enhance

faculty performance, create an environment for performance excellence, develop training plans for new faculty, prepare for succession planning, and increase overall faculty satisfaction. The design of the study included a central research question and three supporting research questions. The Herzberg two-factor theory was used as an advocacy lens to shape the conceptual framework. A phenomenological case study approach was used to explore effectively the lived experiences faculty working at ABC University. The scope of the study was limited to a single case. Assumptions and limitations were identified and explained to set the stage for data collection and analysis.

The following chapters will further expand the concepts and research introduced in Chapter 1. Chapter 2 includes a review of relevant literature and practices related to faculty satisfaction in higher education and at HBCUs. Chapter 3 includes a description of the proposed methodology to include data collection and analysis. This study is significant to the field of management, higher education institutions, HBCUs, and faculty development. The results of the study may offer relevant strategies for positive social change at ABC University and similar institutions. In Chapter 4, the results will be analyzed. Chapter 5 includes a summary and interpretation of the results and recommendations for practice and future research.

Chapter 2: Literature Review

Introduction

The purpose of this phenomenological case study was to understand better the situations and experiences that have lead to faculty satisfaction at ABC University (pseudonym), a liberal arts Historically Black Colleges and Univeristies. The results of the study are intended to provide managers with strategies to enhance faculty satisfaction and suggestions to improve work processes and procedures for performance excellence. The methodology selected was designed to uncover the lived experiences of faculty working at ABC University to understand better faculty satisfaction amidst the unique culture and history of HBCUs.

Historically Black Colleges and Universities are facing some of the greatest challenges since their inception in the early19th century (Gasman & Commodore, 2014). The Carnegie Foundation revealed that faculty satisfaction has experienced a drastic decrease over the last 30 years (Russell, 2010). Since little is known about the experiences that lead to faculty satisfaction at HBCUs, the literature review supports the justification and need for the study. Highlighted are the ongoing publications on the topic as well as gaps identified in the research. The review also establishes the framework leading to the overall importance of the study. The central research question was aligned with the problem statement and was the primary focus for the study.

Central Research Question: What are the experiences and factors that influence faculty satisfaction at ABC University?

Three supporting research questions were used to develop questions for the semistructured interviews.

Supporting Question 1: What does it mean to be a satisfied faculty member at ABC University, a liberal arts historically Black university?

Supporting Question 2: What are faculty members' recommendations to senior management to improve faculty satisfaction?

Supporting Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?

This chapter provides a concise synopsis of the literature related to faculty satisfaction and lays the groundwork for understanding the need for research to identify the lived experiences of faculty that lead to satisfaction on an HBCU campus. The details of the literature search strategy are presented including the library databases, search terms, and gaps in the literature. A review of relevant theories is presented to lay the foundation and provide a rationale for the research plan. A connection is made between theory and the research questions, and how the research used theory as advocacy lens in the study. Theory served as an advocacy lens revealing the need for relevant research on the topic of faculty satisfaction at HBCUs. The majority of the chapter is dedicated to the literature review related to the key variables of the study and includes related studies, relevant management theories, and previous approaches and methods used to research faculty satisfaction. This chapter concludes with a synthesis of the literature and discussion of the need for the study.

Literary Search Strategy

The literature review includes research on best practices in the higher education sector as well as a review of previous studies on management theories, performance excellence strategies in higher education, and faculty satisfaction. Sources related to the HBCU culture and faculty expectations were also explored in the literature review. The primary research areas explored in this literature review are

- employee and faculty satisfaction in higher education and related theories,
- indicators of faculty satisfaction,
- the culture and challenges of HBCUs, and
- effective assessment and managerial strategies for higher education.

A variety of sources including peer-reviewed articles, scholarly books, and journals contributed to this literature review. Literature was pulled from databases such as ERIC, EBSCOhost, Education Research Complete, Sage, ProQuest Central, Google Scholar and Academic Search Complete. Title searches used keywords such as *faculty satisfaction, higher education quality, historically Black colleges and universities, employee satisfaction, performance excellence in higher education, leadership and management in higher education, employee satisfaction, and employee satisfaction theories*. As a follow-up and means to gather additional data, I examined bibliographies from relevant articles and books. The literature review also includes other sources such as relevant higher education ranking and assessment sources.

Conceptual Framework

The Herzberg (1959) two-factor theory provided the broad framework for this managerial study on the experiences that lead to faculty satisfaction. The theory was used to shape the research questions and develop the interview question for the study. For this study, theory served as an advocacy lens pointing out what needed to be studied. This study was exploratory in that questions based on the theory were developed, but the outcomes may not necessarily validate or discredit the theory. The purpose of this phenomenological inquiry was to understand and explore the lived experiences of faculty that relate to satisfaction on an HBCU campus.

To investigate key indicators of faculty satisfaction in the 21st century, it is important to understand job satisfaction theories and how they have evolved over the recent decades. Many researchers use words such as *motivation*, *needs*, and *morale* when discussing the concept of job satisfaction, and the literature is vast. For purposes of this study, the literature on faculty satisfaction in higher education, specifically as it relates to the work environment and leadership practices, was reviewed. Building on the two-factor theory of satisfaction introduced by Herzberg in 1965, this study presents a qualitative inquiry to understand the lived experiences and perceptions of faculty working at a small HBCU.

F. W. Taylor, the founder of scientific management, introduced the concept of management as a systematic process. Conducting time studies, Taylor (1911) investigated the efficiency and productivity of workers. Taylor's work contributed to many tools used in the quality movement today, such as statistical process control and the quality

principles that make up total quality management (Edmans, 2012). Elton Mayo (as cited in Hassard, 2012), a faculty member from the Harvard Business School, studied illumination, wage incentives, and breaks of employees from Western Electric Company in the so-called Hawthorne studies. The result was a shift from the traditional ideas of scientific management to the current managerial concepts of social interaction, group norms, and informal leadership (Hassard, 2012). The current study is designed to build upon these theories and investigate faculty satisfaction and its importance as a managerial concern to performance excellence in higher education.

To ensure performance excellence, leaders must understand why employees work and the factors or indicators of motivation. The managerial field is built on many gurus who helped to shape our current understanding of work and satisfaction. Abraham Maslow's theory of hierarchal needs addressed this area of motivation. The theory describes five basic needs that all humans have and explains most human behaviors (Pinder, 2006). Maslow defined the needs from low to high as physiological needs, love and esteem needs, and self-actualization needs. Maslow proposed that humans must have the lower level needs satisfied before realizing the higher needs of esteem and self-actualization.

Douglas McGregor was one of the first researchers to apply behavioral science findings to the business models (Skidmore, 2006). McGregor (as cited in Skidmore, 2006) argued that managers need to understand their personality and style to be effective in the workplace. McGregor's Theory X and Theory Y proposed to explain two opposite management styles, authoritarian and participative, and the effect they have in the

workplace (Skidmore, 2006). According to Weber's bureaucracy theory, five primary characteristics explain the functioning of formal organizations. The principles describe organizational rules, organizational hierarchy, communication methods, and general management rules (Jones, 2009). Many other studies and theories are founded on Weber's principled, including research on informal communication.

Managerial theories helped shape the understanding of job satisfaction and still contributes to relevant research allowing leaders to develop strategies for performance excellence. Hagedorn (2000) introduced a model of faculty satisfaction for the higher education industry. The model defines two constructs, triggers or life events, and mediators or situations that affect satisfaction on the job. The model does not measure levels of satisfaction but presents three points on a continuum that describes an employee's satisfaction, appreciation, acceptance or tolerance, and disengagement. The Hagedorn (2000) model presented a early foundation for research and also offers a framework for faculty satisfaction analysis. Kezar (2013) continued on this foundation and presented a study that examined faculty perceptions and the impact policy and departmental behavior had on student learning.

Researchers must understand the current body of knowledge as a means to contribute to the field of management. Smerek and Peterson (2007) explained that most higher education studies on job satisfaction can be categorized into three main areas, "those that describe and explore differences in the quality of work life by personal characteristics; those that determine the impact of the quality of work life on attitudes; and those that attempt to explain behavioral outcomes caused by the quality of work life"

(p. 232). This phenomenological study falls into the latter category, seeking to explore the lived experiences of faculty to understand better faculty satisfaction as a managerial concern for performance excellence.

Exploring earlier research related to employee satisfaction and motivation provides an understanding of the evolution of the Herzberg two-factor theory and the relevance for today's workforce. Since the 1960s, the two-factor theory of motivation has been the basis for many management training programs and work motivation initiatives (Ghazi, Shahzada, & Khan, 2013). Most of the early research on work motivation was conducted during the era of rigid organizational structures that were both hierarchical and bureaucratic (Kaur, 2013).

The dual theory of motivation as described by Herzberg (1959) suggested that satisfaction and dissatisfaction are two different dimensions known as satisfiers and dissatisfiers, or hygienes and motivators (House, 1967). The satisfiers or motivators are the direct results that one feels from doing the work itself, and dissatisfiers are associated more with the environment where the work is accomplished. Understanding the indicators of satisfaction helps administrators to measure and categorize satisfiers (achievement, recognition, work itself, responsibility, and advancement) and develop strategies that address the essence of satisfaction.

This study was designed using the two-factor theory as an advocacy lens revealing what is important to understand related to faculty satisfaction. The conceptual framework of this study provides the understanding that job satisfaction and job dissatisfaction in higher education may be affected by different factors. All factors were

explored to provide better managers with solutions for improvement of faculty satisfaction. The results were categorized to highlight the experiences and situations that lead dissatisfaction as well as the situations and experiences that bring more motivation for faculty. Understanding both constructs will allow managers to focus on the more important factors to yield better organizational outcomes and faculty satisfaction.

Face-to-face interviews took place as the method of inquiry. House and Wigdor (1967) explained the early criticism researchers expressed about the two-factor theory having a faulty research foundation and having many procedural deficiencies. The two-factor theory is also criticized as being interpreted by the interviewer and his interpretation of the conversations with the participants interviewed. The study is also criticized for not providing overall measures of satisfaction. House and Wigdor (1967) also explained that if the theory is accurate, highly satisfied employees are automatically motivated and will produce at higher rates. They presented several quantitative studies that followed Herzberg's work to assess the correlation between job attitude and productivity. Most of these studies were inconclusive and noted that a specific indicator might be a motivator for one employee and a dissatisfier for another employee. These findings opened the door for continual research on the topic of employee satisfaction.

Despite the criticism about theory validity from researchers like House and Wigdor (1967), the two-factor theory has proven to be a relevant theory for contemporary job satisfaction studies. Smith and Shields (2013) conducted a study using Herzberg's two-factor theory as a lens to examine the job satisfaction of social workers. The results indicated that both motivator and hygiene factors contribute to worker satisfaction.

Factors such as a variety in work, room for creativity, flexibility, autonomy, and relationships with supervisors contributed to job satisfaction for social workers. The results of the study concluded that the social services sector can increase job satisfaction by focusing more on the satisfiers as described by the two-factor theory.

Researchers must stay current and add to the body of literature on new studies that explore foundational theories but provide relevant outcomes that address the culture of the 21st-century workplace. Locke and Lanthem (2004) encouraged researchers to examine work motivation from new perspectives and to be clear on the definitions used to explain their results. Understanding the experiences and situations that lead to faculty satisfaction can also assist administrators in the selection of effective future leaders.

Motivation theories provide a foundation that helps one understand why and what motivates people to work, and what leads to satisfaction and productivity in the workplace (Barrick, Mount, & Li, 2013). Considering these indicators when making promotion and tenure decisions can help administrators make leadership choices that will sustain the organization (Morgan & Baker, 2012). The purpose of this study was to explore the lived experiences of faculty working on an HBCU campus using the theoretical foundation of Herzberg (1965) as an advocacy lens to categorize the experiences that lead to satisfaction. This theory supports the work of higher education faculty who often refer to their work as a vocation with the greater benefits being more than just the pay. Understanding the indicators of faculty satisfaction can contribute to the development of faculty development strategies and leadership training programs.

Phenomenological Studies in Higher Education

The purpose of this study was to gain a deeper understanding of the lived experiences of faculty working at ABC University to better understand faculty satisfaction at HBCUs. The phenomenological approach was chosen as it provides the structure to engage the faculty member in discussions without limiting their expressions or responses to the research question (Gill, 2014; Sanders, 1982). Rather than developing a theoretical model, phenomenology allowed me to describe what the faculty participants had in common as they experience working on the campus of an HBCU. A purposeful sample of 12 faculty members was within the recommendations of Polkinghorne (1989) and met the standard for developing a good account of the experience.

Included in the literature are several phenomenological studies in higher education (Burns & Bossaller, 2012; Davis 2013; Hooker & Johnson, 2011; Jackson, Stebleton, & Laanan, 2013; Peters, 2014; Savage-Austin & Gullaume, 2012; Sedivy-Benton et al.,2015; Tuheim & McLean, 2014; Veletsianos & Kimmons, 2013). Each of these studies allowed the researcher to get at the essence of the research questions as lived by the participants and provided the researchers with relevant strategies to answer the research questions. Savage and Gullaume (2012) conducted a study to understand the phenomenon of servant leadership as lived by 15 business leaders who practiced the servant leadership practices in their organizations. The results revealed the traits and habits of a servant leader and their interactions with followers, as well as the organizational barriers servant leaders face when practicing servant leadership. Managers

can use the results of this study to aid in leadership development programs as well as strengthen their leadership skills.

Communication is a widely discussed but sometimes misunderstood phenomenon. Burns and Bossaller (2012) conducted a phenomenological study to gain insight on the meaning of communication overload as experienced by nine academic librarians. Using this approach allowed the researchers to understand the experience of too much information and concluded that a sense of feeling overloaded is a subjective measure. This study provided managers of librarians with information that could assist in understanding and improving job satisfaction for the participants.

Peters (2014) gained insights into the meaning faculty incivility in the nursing field. The goal of the study was to describe the lived experiences of eight nurses who had experienced incivility and to understand the impact incivility can have on retention of nurses. Five themes emerged as a result of the qualitative narratives: sensing rejection from colleagues, employing behaviors to cope with uncivil colleagues, sensing others wanted new faculty to fail, sensing a possessiveness of territory, and struggling with a decision to stay in the field (Peters, 2014). The results provided academic managers with information to develop strategies and interventions to alleviate or control such inappropriate behavior. This study also contributed to the understanding of nursing faculty job satisfaction as it relates to having a sense of community and support on the campus.

Tunheim and McLean (2014) presented findings from a phenomenological study that examined the lessons learned from 10 college presidents of the Evangelical Lutheran

Church in America (ELCA). The purpose of the study was to inquire into the experiences of these past presidents and understand the common lessons learned while serving the ELCA organization. The findings identified five main themes by which to organize the lessons learned by these college presidents. The results of this study provide current or prospective Christian presidents a rich understanding of effective leadership as well as pitfalls they should avoid.

Phenomenology has also been used to describe faculty experiences of new college initiatives or even technology experiences. Jackson, Stebleton and Laanan (2013) explored the experiences of faculty teaching in learning communities and Veletsianos and Kimmons (2013) explored faculty experiences as they relate to being social network users. Both studies provide the reader with a deep understanding of how the faculty member feels as they experience the phenomena. The use of phenomenology as a research method has proven to be both effective and reliable for understanding the lived experiences of participants.

The phenomenological study of Davis (2013) from the customer service sector is relevant to this study. Davis studied the effects of employee retention as experienced by 20 customer service agents working in the customer service sector. The study also builds upon Herzberg two-factor theory and proposed to understand factors that led to a voluntary turnover and how motivation and job satisfaction affect retention. Ten emergent themes aided in the understanding of the effect of employee retention on an organization and provided readers with suggestions for professional application,

implications for social change. Davis suggested that further studies be conducted to aid in the reduction of turnover across all sectors.

There are many opportunities for additional research in this area, including studies that look closely at satisfaction by faculty discipline and institution type. Russell (2010) noted, “The factors that cause a senior faculty member to leave a public research university may be completely different from those at a private liberal arts college” (p. 68). The purpose of the present study was to understand what it means to be a satisfied faculty member at ABC University, small liberal arts HBCU.

Phenomenological Case Studies in Education

Phenomenological case studies have been used in higher education to understand what or how participants experience a phenomenon or topic of interest. For example, Lalor and Abawi (2014) conducted a phenomenological case study to explore the lived experiences of new teachers engaged in professional learning communities (PLCs). The researchers took on the role as an insider co-participant to better interpret the information and offer ideas for further research. The study took place at a single site and involved eleven participants. The central research question addressed what are the outcomes of establishing structured PLCs? In addition to the central research question, the researcher used three additional questions to explore the lived experiences and what involvement in a PLC means to the participant. The results were sorted into four common themes and four shared experiences. The researchers were able to shed light on the value of professional learning communities and how they benefit new faculty.

Penny and Kinslow (2006) conducted a study to explore experiences of faculty related to their acceptance or adoption of electronic portfolios or e-Folios. The researchers designed the study to understand how faculty perceived the role of electronic portfolios in teacher education. The research took place at a single university and addressed two central research questions. The researchers were interested in what the faculty members experienced and how did they understand and make sense of the role of e-portfolios. The researcher, who was an employee of the University, noted possible biases related to personal perceptions, but also noted that these biases also helped to inform the study in a positive way. Five faculty members engaged in three in-depth interviews. The results were sorted and coded, and six overlapping themes emerged. While this study was conducted at a single university, the results could apply to any higher education industry in need of research on faculty perceptions of electronic portfolios.

DeFeo and Caparas (2014) conducted a study to explore the experiences of writing center tutors at a single university. The researchers collected data via an open-ended survey from eight participants. The goals of this study were to explore the common themes related to the experiences of being a tutor in the writing center. The results highlighted the intrinsic value of being a tutor as well as suggested strategies that writing centers administrators could use to express this value to current employees. A phenomenological case study approach to research provides the researcher with an approach to uncover, understand and explore the essence of a topic. This purpose of this study was to understand what it means to be a satisfied faculty member at ABC

University. The phenomenological case study approach provided the structure to investigate fully the lived experiences of faculty at ABC University.

Historically Black Colleges and Universities

Historically Black Colleges and Universities share a historically rich foundation. These institutions were created shortly after the civil war to educate and or Christianize former slaves. Many were established per the second Morrill Act of 1890 and since that time continues to graduate a large percentage of African American students in the United States (Esters & Strayhorn, 2013). ABC University was founded in the 1800s. Historically Black Colleges and Universities had at one time the sole purpose of educating African Americans. Gasman (2010) reported that HBCUs enroll 16% and graduate 20% of the African-American students in the United States. HBCUs continue to attract students with a desire for a family-like environment, small class size and a close student of faculty relationship. Students also can avoid much of the racial tension experienced off the campus (Gasman, 2010).

In the 19th century, HBCUs became a prominent part of the higher education landscape, serving many who would not otherwise get an education. Philanthropist, church missionaries, and the federal government played a role in funding and sustaining these institutions. HBCUs have produced highly influential scholars and change agents such as W.E. Dubois from Fisk University, Thurgood Marshall from Howard University, Martin Luther King Jr. from Morehouse College, Rosa Parks from Alabama State, Langston Hughes from Lincoln University, Oprah Winfrey from Tennessee State University, and Tom Joyner from Tuskegee University (Davis & Montgomery, 2011).

HBCUs play a vital role in creating productive and professional African American students. The culture is one that embraces the uniqueness of its student while understanding the personal struggles many face just to stay enrolled. Gasman (2010) explained that HBCUS are given credit for “creating the African American middle class as we know it” (p. 55), but leaders of these institutions often find themselves defending the continued need for or the very existence of their HBCU. Financial crisis affects HBCU in a much more drastic than many of the predominately White institutions because (a) they serve primarily low-income students, 90% of whom receive financial aid, and (b) their low endowments. Tuition is often 50% lower than historically White colleges (Gasman, 2010).

HBCUs are facing some of the greatest challenges since their inception in the 1800s. Historically Black Colleges and Universities graduate more than 270,000 students in America and play an essential role in providing access to the underprepared and low-income students; therefore, recruiting and maintaining excellent faculty is critical to effective operations (Toldson, 2013). Gasman (2010) noted that historically Black colleges and universities have all of the economic and academic challenges of non-HBCUs, but “expecting HBCUs to function like historically White institutions, which have a very different history and considerably more resources, can be unrealistic” (Gasman, 2010, p. 55). Faculty play a central role in the educational process for students; therefore, it is critical for the managers at HBCUs to understand what it means to be a satisfied faculty member from the perspective of faculty working at these unique and historically rich campuses. In his second term, President Obama validated the

contributions that HBCUs make in achieving the goal of having America be a world leader in producing college graduates by 2020 (Toldson, 2013). Even with this validation from the president, HBCUs still find themselves having to justify their role and existence within the higher education sector (C. Brown, 2013).

Historically Black Colleges and Universities are a part of the American landscape. Gasman (2010) explained the deeply rooted culture and purpose of these institutions that date back to a vulnerable time in the history of African Americans and the struggles for equality. Many of the processes, rituals, and celebrations today are still based on the HBCU struggle to meet the needs of segregated education in the 1900s. It was not until *Brown v. Board of Education* (1954) that African Americans were even afforded the opportunity to attend other higher education institutions (Esters & Strayhorn, 2013). In 1965, the Higher Education Act defined a Black college as “any college or university that was established before 1964, whose primary mission was, and is the education of Black Americans” (Gasman, 2010). In 1980, Jimmy Carter signed into law Executive Order 12232, which gave HBCUs the support needed to continue their mission and provide quality education. All presidents have renewed the executive order since this time. HBCUs have been around for nearly two centuries providing access and education to millions of students who might not otherwise have gone to college (Baylor, 2010).

After more than 150 years of existence, HBCUs continue to have an open-door admissions policy, giving many underprepared and underrepresented students an opportunity to thrive and become successful. HBCUs are often described as being a unique expression of what the Black culture and an example of their heritage and

challenges. Researchers are presented with a great opportunity to explore and provide strategies to sustain HBCUs. Gasman (2010) explained the struggles of two HBCUs in particular and offered five lessons for today's HBCU leaders: tell the truth, respect tenure, respect due process, respect shared governance, and foster a culture of debate and discussion. This study is designed to contribute strategies related to faculty satisfaction that could improve and sustain HBCUs allowing more promising students to the opportunity to succeed. Faculty working at HBCUs often experience increased teaching loads and are expected to be more of a role model to their students when compared to faculty working at predominately white institutions (Esters & Strayhorn, 2013). It is important for researchers to contribute strategies and research related to HBCUs to assist in the continued growth and mission achievement of these critical institutions of higher education, including the role faculty play and how faculty become satisfied within these unique institutions.

The study took place on the campus of ABC University, a liberal arts HBCU. Due to the confidentiality and ethical issues related to the study, many of the specific details about ABC University will not be shared in this study. ABC University was also founded in the 1800s and has experienced many great accolades and national recognition for its leading indicators of student success. ABC University is among the top HBCUs and liberal arts universities in America. The university has an enrollment of about 2000 students and employees more than 110 full-time faculty members. The university has all of the economic and academic challenges common to most HBCUs. However, there is focus on continuous improvement and performance excellence that has become a key

factor in its sustainability. The faculty are engaged, but recent surveys indicate a downward trend in satisfaction with the work environment and supervisory relationships. Exploring the situations and experiences that lead to faculty satisfaction would provide managers of ABC University with relevant strategies to enhance faculty satisfaction and modify work processes and procedures for performance excellence.

Faculty Satisfaction as a Managerial Issue in Higher Education

Job satisfaction is experienced when an individual's values are aligned with his or her needs in the workplace. The concept of job satisfaction has been around since the 1920s, thereby earning a place in research and became a concept of importance around the 1930s and 1940s (Doyumu, 2013). Several publications related to faculty satisfaction pointed out the need to conduct institution-specific research on the subject and noted that managerial organizational culture plays a role in the outcomes of most studies on faculty satisfaction (Ambrose et al., 2005; Smerek & Peterson, 2007). While the research is vast on the subject of employee satisfaction and satisfaction in higher education, gaps relating to faculty satisfaction studies at HBCUs were identified. Akroyd et al. (2011) argued that faculty satisfaction includes the concept of cohesiveness and productivity, and faculty who are dissatisfied add to poor morale and affect the teaching environment, which, in turn, affected student success. Managers working at HBCUs must understand the experiences and situations that influence faculty satisfaction to maintain performance excellence.

The role of a faculty member can be intense, and the rewards often do not return the effort and time invested in the process of mentoring and supporting students.

Schwartz (2012) assessed the cost of mentoring students of color in the area of undergraduate research as defined and perceived by the faculty member. The results of this study indicated that emotional, professional, and financial cost exceeded the satisfaction faculty gained from assisting students. Because of the mission and student profile of HBCUs, faculty members are expected to play more of a mentoring and supporting role to ensure student success (Cantey et al., 2011). The role of faculty and the work demands are steadily increasing (Mamiseishville, 2012). Student mentoring is expected in many disciplines by faculty who help prepare students for advanced research institutions. This study was designed to understand the lived experiences and barriers to faculty satisfaction in order to provide university leaders with relevant information to manage and improve faculty satisfaction, but understanding that variation exists among disciplines is critical to the success of developing an effective plan for performance excellence.

While quantitative data allows colleges and universities to rank possible factors of faculty satisfaction, managers are often left data that neglect the root causes of satisfaction. Ambrose et al. (2005) studied the importance of collecting qualitative data on faculty satisfaction and retention. Qualitative data allowed the researcher to collect the real meaning for the faculty, the context in which things happen, and allowed for spontaneous responses. Ambrose et al. (2005) argued that “narrative data, provide context and detail, revealing the chronology and interaction of events that shape the professional lives and influence the decisions of faculty members” (p. 807).

Ambrose et al. (2005) summarized into seven categories of factors that affect faculty satisfaction. Salaries were identified as the main reason faculty leave an institution. The most cited issue for faculty dissatisfaction was the collegiality that includes colleagues' lack of time and interest, intradepartmental tensions, and incivility. Mentoring was identified as being important in the areas of intellectual activities, professional and career, and departmental policies. These areas require having more than one mentor. Faculty were dissatisfied with the reappointment, promotion, and tenure processes and skeptical of the process highlighting a lack of communication, regular, open and honest as well as constructive feedback. Lastly, faculty were concerned with the ineffectiveness of department heads (Ambrose et al., 2005).

Ambrose et al. (2005) identified two other sources of satisfaction or dissatisfaction that were related to the specific institution only: city/local region and the interdisciplinary nature of the institution. While all of these factors are critical to understanding faculty satisfaction, they cannot always explain why faculty stay or leave the institution. Ambrose et al. concluded by grouping faculty into four categories (Low Internal Benefits/Low External Benefits, Low Internal Benefits, High External Benefits, High Internal Benefits, Low External Benefits, High Internal Benefits, High External Benefits) and by offering suggestions to improve satisfaction or reduce dissatisfaction. Further research is suggested in this area and is very applicable to organizations such as ABC University.

Managers in higher education lack current research on experiences that lead to faculty satisfaction. Mamiseishvili and Rosser (2011) highlighted the change in faculty

members' perceptions of satisfaction over from 1995 to 1999. Three extrinsic areas called "work-life" were reviewed: professional development, administrative support, and technical support. Four intrinsic areas called "satisfaction" were reviewed: advising and coursework, quality of students, benefits and security, and overall satisfaction. Rosser found a positive correlation between the work life areas and faculty satisfaction. Over time, there were changes in the perception of work life and satisfaction. Rosser (2005) suggested that institutions monitor, assess and evaluate faculty satisfaction using reliable benchmarks and measurable outcomes. Understanding the factors that influence faculty satisfaction as a means to develop strategies to improve work processes and procedures are beneficial for the 21st-century manager.

The voice of the faculty is a key source for creating an environment for performance excellence. Marston and Brunetti (2009) conducted a mixed methods study with an emphasis on faculty voices to assess faculty satisfaction at a moderate sized liberal arts college on the west coast. The study answered four research questions on the following topics: satisfaction with the work, motivators for retention, the role of scholarship, and the importance of service to their institution. The researchers administered the teacher survey to 170 tenured faculty, yielding a 43.5% response rate. A selection of 25 faculty was chosen to interview. The study identified several professional satisfaction factors that rated highly compared to lower rated practical factors such as salary, benefits and summer breaks. The study identified several factors that would be helpful to incoming professors at a university: knowing time constraints, understanding the best time for scholarly output, and service to the institution. The results of this study

informed administrators of several key factors that could be indicators of faculty satisfaction and further suggested that more research is needed clearly to understand the indicators of faculty satisfaction in higher education institutions.

Researchers have suggested that the voices of experienced faculty can assist leaders in preparing new faculty for the workforce and university should consider using the experienced faculty to mentor the newer faculty members. Smerk and Peterson (2007) studied job satisfaction for higher education administrators. Using the theoretical foundation of Herzberg's two-factor theory, a survey was administered to 2,180 employees in the business operations division. The study addressed three research questions: How influential are personal characteristics and job characteristics on job satisfaction? What are the greatest predictors of job satisfaction? Moreover, is Herzberg's duality theory of motivators and hygiene factors verified in this higher education context? The survey included 109 questions related to overall job satisfaction and the topics identified by Herzberg as motivators or hygiene. Smerk and Peterson (2007) explained that many studies can be grouped into one of the following categories: differences in satisfaction by ethnic demographics or personal characteristics, those examining the quality of work life based on employee attitude, and studies that review root causes of indicators such as turnover and performance. The results of the study suggested that college administrators focus on the work itself and an effective supervisor as being key indicators for performance excellence that support the research questions in this study.

Faculty are often expected to be available around the clock to the students and the university. Employee burnout or exhaustion is a real scenario often found in professions

that demand a significant amount of front-line or face to face interaction. Freudenberger (1974) introduced the term burnout, meaning excessive tiredness and loss of commitment. To avoid faculty burnout, leaders must continually assess faculty to understand the indicators that lead to performance excellence (Hakanen & Schaufeli, 2012). Faculty working at small institutions such as ABC University spend a considerable amount of time interacting with students, engaging in student activities both in and out of the classroom. Understanding the experiences that lead to faculty satisfaction can aid in avoiding burnout on campuses such as ABC University.

Effective organizations understand the importance of job satisfaction and its overall impact on organizational performance. Bozeman and Gaughan (2011) explained that there are various other reasons to understand these factors of faculty satisfaction including development of recruitment strategies, formulation of national policies, as well as development of competitive pay packages. When employees are satisfied with their work, they can better serve the customers that in turn create more profits for the organization. Higher education must seek to build faculty assessments and discussion in the normal planning cycle to thrive and retain top faculty members. The purpose of this study was to understand the experiences that lead to faculty satisfaction at ABC University. Results of this study could provide managers with effective strategies for performance excellence and provide a deeper understanding of the situations that lead to satisfaction on the HBCU campus.

Faculty Satisfaction and Performance Excellence

The results of the study provided managers in higher education with suggestions to improve work processes and procedures that in turn could enhance performance excellence at ABC University. Faculty satisfaction is one of the many elements of performance excellence in higher education. Higher education industries are considered to be service organizations with both internal and external customers. In order for higher education institutions to remain competitive, they must focus on employee satisfaction as one of the elements of performance excellence (Chen, 2011). A satisfied faculty member can add value to the quality of the institution and contribute to performance excellence. A dissatisfied faculty member can negatively impact morale, cause increased turnover and affect many elements that lead to performance excellence. Although many studies focus on students and their satisfaction with the institution, Chen (2011) noted that faculty satisfaction studies are often neglected.

While most faculty members view their career as a vocation and are dedicated to a lifelong commitment to the academic profession, the 21st-century faculty demands that administrators provide clear tenure requirements, teaching and scholarship support, a balanced work life structure, and a sense of community on the campus environment (Trower, 2009). While these concerns have always been at the heart of faculty, the new challenges in higher education present university leaders with a need to understand the factors of satisfaction and to develop strategies that address and support faculty satisfaction. Trower (2009) also highlighted the new demands of the 21st-century faculty, including the use of technology in teaching methods, limited resources, increased focus

on accountability and transparency, and the expectation for faculty to be available around the clock to students. These challenges, when not managed effectively for performance excellence, can affect the collegiate environment negatively as well as cause morale issues with the faculty.

Understanding the perceptions and attitudes of faculty working at minority serving institutions can contribute to the effectiveness of these institutions. Hubbard and Stage (2009) studied faculty attitudes, perceptions, and preferences of Hispanic and predominately Black institutions. Hubbard and Stage used two surveys from the NSOPF-99 data set, which includes information on faculty and staff from 819 U.S. institutions, and 18,000 faculty participated in the study. A final sample of 5,870 from 636 institutions was selected for the study. Hubbard and Stage (2009) selected 15 questions from the following topics: academic career satisfaction, perception with teaching and students, instructional duties, and institutional environment. Using ANOVA, the means of minority-serving institutions were compared to those serving less than 10% Latino and African Americans. Results indicated that HBCUs have a positive impact on the education of African American students and are worthy of additional research.

Recent surveys administered by the Collaborative on Academic Careers in Higher Education revealed that mentoring, work-life balance and a sense of community and support for professional development are key indicators of satisfaction for both tenure and pre-tenured faculty (Trower, 2010). The future of tenure-track faculty in the 21st century will include a decline in faculty hired in tenured positions, increased demand for a faculty who can teach a variety of students from all learning backgrounds, and an

expectation for faculty to thrive in the areas of research and publication (Trower, 2010). This study proposed to investigate these topics along with other satisfaction factors that lead to performance excellence with tenure-track faculty working at an HBCU.

Understanding why faculty morale and satisfaction is on the decline is critical to the performance excellence of higher education institutions. Russell (2010) noted that the effectiveness of administrators is a key factor in faculty satisfaction, and that faculty is less satisfied with the leadership than they are with the actual job. Leaders of these institutions must take an active role and seek effective methods to assess, enhance, monitor, and control faculty satisfaction levels on their campuses. Other factors that contribute to faculty satisfaction noted by Russell (2010) included appreciation for work, resources in the form of clerical and graduate students' support, collegiality, salary, and benefits, or even things as simple as satisfactory parking. Faculty workload, as well as a sense of autonomy, also affects the satisfaction levels of faculty members. Effective managers of higher education institutions must create and maintain a focus on faculty satisfaction to include understanding faculty requirements for satisfaction and the link between satisfaction and performance excellence.

Faculty Satisfaction With Management

Effective leadership in higher education is critical to the success of the institution. Nica (2013) explained that there is a direct link between leadership and the culture of a higher education institution. Leaders must possess a clear understanding and belief in the organizational mission and values as well as an understanding of the goals of the faculty. Effective leaders balance the needs of all stakeholders including the governing boards,

which provide the ultimate accountability for performance excellence (Milgiore, 2012).

The future of higher education depends on the ability to develop future leaders. Academic leaders must consider the needs, culture, and dynamics of the organization to effectively prepare future leaders who can manage the demands of faculty, staff, and students (Nica, 2013). Understanding the indicators of faculty satisfaction may provide leaders with actionable research to create effective faculty development programs that refresh and provide tools for faculty growth and success (Haines & Popovich, 2014). Engaging senior faculty as mentors is one effective approach that provides growth from two angles, that of the mentor and the mentee. These strategies will in turn aid in the development of future leaders.

The president of the college campus is the chief planning officer and chief executive responsible for developing and achieving goals as well as for ensuring the overall growth and sustainability of the institution. Transformational leaders share power, have charismatic personalities, and are value driven with high standards (Baesham, 2012). Faculty and staff satisfaction must be on the agenda of any leader wanting to transform or achieve performance excellence (Bateh & Heyliger, 2014). The leader must embrace the style of transformative leadership, where the vision is clearly communicated and attached to strategies that aid in the realization of the vision. Transformational leaders understand the situations that lead to faculty satisfaction.

Trower (2010) described a new generation of faculty based on the research of the Collaborative on Academic Careers in Higher Education (COACHE). This new faculty still has tenure as the goal, but has higher standards for excellence, requires professional

development at all stages of their career, wants mentoring, requires work-life balance and notes that a sense of campus community is important. Baesham (2012) noted, “University presidents recognize that establishing an environment of excellence in their institution inspires trust in their leadership and energizes the entire organization—faculty, staff and students” (p. 22). Twenty-first-century leaders of higher education organizations also recognize that a new or improved approach is needed to meet the challenges of today's institution. Innovation, visionary thinking, and collaboration are minimally the new leadership skill sets needed to achieve performance excellence on these campuses (Baesham, 2012). Organizations wanting or needing to transform and sustain in this century must understand the indicators of faculty satisfaction as being a key driver for performance excellence.

Deans and department chairs are the primary managers responsible for ensuring faculty performance excellence on college campuses. Riley and Russell (2013) conducted a study to understand the perception of department chairs' responsibilities, and 74% of department chairs surveyed responded noted that their most important duty was “evaluating faculty performance and developing procedures for assessing faculty accomplishments and progress toward tenure and promotion” (p. 38). Riley and Russell (2013) discussed the need for research that provides professional development for leaders of academic units. Many deans and department chairs rise to management positions because they excelled as faculty members, but when it is time to lead, to communicate and to implement strategies they often fall short. Migliore (2012) argued that recruiting and retaining leadership with the appropriate skills, experiences, and knowledge is crucial

to achieving excellence in the higher education setting. The academic leadership structure is important to ensuring achievement of organizational goals and objectives. While the purpose of the present study was to understand faculty satisfaction and the impact it has on performance excellence, the deans and department chairs must be willing to implement the needed strategies to ensure faculty satisfaction.

Best Practices for Managing Faculty Satisfaction in Higher Education

Universities that excel in performance are more competitive with regards to receiving external funding and student recruitment. Many federal dollars are linked to the performance of higher education institutions (Asif & Searcy, 2013). Funding agencies rely heavily on ranking mechanisms, reporting, and accreditation standard to assess the worthiness of higher education institutions. Parents and students are becoming more aware of indicators that predict student persistence and success and are college shopping based on these ratings. Institutions of higher education must understand and embrace excellence indicators to thrive in the 21st century. The following section highlights several of the mechanisms used in America to rank, to evaluate or to inform higher education institutions.

U. S. News and World Report Best Colleges

Organizational excellence is comprised of many factors. Faculty satisfaction ratings and various indicators are used in describing how an institution of higher education compares to others in its field. *U. S. News and World Report* has been ranking best colleges since 1983. This resource has become a popular source for prospective college students and parents and is often referenced by federal agencies for funding

decisions. Rankings are based on sixteen nationally recognized and accepted indicators of excellence including faculty resources, which comprise 20% of the score (Best Colleges, 2014).

The faculty resources category includes indicators such as class size, faculty salary, faculty highest education, student-faculty ratio, and percent of full-time faculty. All of these indicators are used to define or argued the quality of institutions and to rank them compared to peers in the industry. Understanding indicators of faculty satisfaction provides leadership with strategies that will aid in achieving performance excellence as recognized by the academic profession and the business of higher education and nation. *U. S. News and World Report* has ranked HBCUs for the last 8 years. The 2015 ranking included 69 eligible HBCUs, where the rankings are based on the same categories as the overall rankings, but have slightly different weights and include a 25% peer assessment as a part of the overall rankings (Morse & Brooks, 2014). The White House Initiative on HBCUs (2014) described HBCUs as a part of the fabric of America and pride for the African American community and entire nation.

American Association of University Professors

The American Association of University Professors (AAUP) produces an annual report on the economic status of the higher education teaching profession. The 2014 report highlighted the factors that hinder higher education from maintaining a clear focus on the mission and core objectives of the field (Curtis & Thorton, 2014). The focus and growth of more college administrators, the shift in spending priorities away from teaching and research, and the increased focus on athletic programs and spending has

clouded the view of what the true mission of higher education once was. Faculty salaries continued to remain stagnant while all other priorities seem to experience continued growth. The author encouraged all who care about the higher education industry to get involved and bring to light those things that hinder institutions from being the transformative figure they once were. One purpose of is the current to contribute to the call for understanding and highlighting the indicators that lead to faculty satisfaction.

In their study on faculty satisfaction at Missouri State, Test and Cornelius-White (2014) concluded that indicators of faculty satisfaction revolved more around governance issues than budgetary items. Results of studies conducted over the last 40 years revealed that faculty members felt more satisfied when support for teaching and research was made available to them (Test & Cornelius-White, 2014). The faculty identified factors such as the ability to contribute to shared governance, mission and direction of the institutions, administration adherence to stated policies, as well as the policies and procedures themselves. The results of the study indicated that overall faculty satisfaction can be affected by the level of faculty satisfaction with governance. Institutions should strive to maintain a high level of faculty satisfaction by providing the factors that contribute to satisfaction the most.

Education Criteria for Performance Excellence

The Baldrige Criteria were established in 1987 to stimulate economic growth in America. The education criteria were added with a particular focus on student learning results. The criteria use a seven-part framework that supports a systems perspective to managing higher education institutions. The model is made up of three groups of

questions to guide organizational excellence: the profile, which defines the organizational environment, the process items that define organizational processes, and results that for the organization's processes. The model is designed to increase alignment via the use of key performance measures that drive change and improvement (NIST, 2014).

Category 5 of the seven-part framework is where faculty satisfaction is addressed. Part 1 of Category 5, Workforce Focus, presents questions that address skills, competencies, hiring, retention, performance expectations and workplace climate. Part 2 of Category 5, Workforce Engagement, presents questions relating to elements of engagement, organizational culture, performance management, learning and development and career progressions. The Baldrige model heavily relies on performance indicators as a means for accountability, systemic performance and improvement (Asif & Searcy, 2012). Although faculty satisfaction is just one small dimension of the overall framework, understanding the indicators that lead to satisfaction is key to organizational success. Several higher education institutions have been recognized by using this model to achieve levels of excellence, including Wisconsin-Stout University, Richland College, and Montfort School of Business. The Baldrige model offers managers a framework to establish work systems that foster satisfaction and fulfillment in the workplace (Karimi, Safari, Hashemi, & Kalantar, 2013). Implicit in the research and embedded throughout the study was the understanding of employee satisfaction as described and evaluated by the Higher Education Baldrige Criteria for Performance Excellence (Schaefer, 2011). The results of the study may be used to develop suggestions for performance excellence as outlined in the criteria. The Malcolm Baldrige Education Criteria for Performance

Excellence provides a useful managerial framework for evaluating and implementing quality initiatives in a higher education setting, but there is limited research examining the benefits of using the education criteria to improve performance (Abdullah Badri et al., 2006). Managers in industries such as healthcare and manufacturing are familiar with the concept of employee satisfaction as a driver for organizational effectiveness; however an interdisciplinary study using managerial concepts to offer improvement strategies for higher education may enlighten managers of HBCU on the importance of workforce satisfaction.

Category 5 of the Baldrige Criteria for Performance Excellence addresses workforce engagement and satisfaction in organizations. Results of this qualitative inquiry may be categorized into some of those dimensions, such as work systems, the faculty performance management system, hiring and career progression, faculty learning and motivation, faculty education, faculty training and development, faculty well-being and satisfaction, faculty work environment and faculty support. The criteria support creating and sustaining a high-performance workplace that focuses on student and employee satisfaction. Beard (2009) explained that using key performance indicators to evaluate the performance has benefited many Baldrige recipients. Abdullah Badri et al. (2006), identified several dimensions within the Baldrige Criteria for Performance Excellence that evaluate faculty and staff satisfaction, engagement, and retention. The Baldrige framework provides the managerial framework for understanding faculty satisfaction as it relates to performance excellence. The results of this study may provide strategies for performance excellence at ABC University and similar higher education

institutions. Mahoney and Garavan (2012) explained that desired results and business excellence are achieved through outstanding management practices. Management must understand the impact of job satisfaction as a contributor to productivity in the organization.

Great Colleges to Work For

The *Chronicle of Higher Education* administers a program to recognize successful higher education institutions that provide great places to work. The Modern Think Higher Education Insight Survey is administered annually to volunteer institutions to measure employee engagement and workplace quality. The 60-statement survey measures satisfaction with 12 categories using a 5-point Likert scale. The recognition categories are collaborative governance, professional/career development programs, compensation and benefits, respect and appreciation, confidence in senior leadership, supervisor/chair relationship, diversity, teaching environment, facilities, tenure clarity and process, job satisfaction, and work/life balance. Many institutions use this instrument to assess and improve campus morale and as a key tool for listening to the voices of the faculty and staff. ABC University has participated in this program for three years. Current 2015 ABC University results indicate a downward trend in faculty satisfaction with the work environment and supervisor relationship. Exploring the experiences and situations that lead to faculty satisfaction at ABC University may provide managers with actionable strategies for performance excellence.

Higher Education Research Institute

The Higher Education Research Institute (HERI) informs and promotes higher education improvement by providing relevant research to aid in the understanding of higher education and the impact these institutions have on students. HERI provides longitudinal research that is disseminated through journals, books and at conferences (Hurtado, Eagan, Pryor, Whang, & Tran, 2012). The 2010-2011 undergraduate teaching faculty survey includes feedback from 23,824 full-time faculty members and provides a wealth of information related to faculty satisfaction. The survey identifies the top sources of stress among faculty as being institutional budget cuts. Following behind budget cuts is working with underprepared students, subtle discrimination, institutional procedures, and red tape. The survey also highlights the importance of understanding behavioral and pedagogical differences of faculty in different disciplines. This research supports the need for understanding the indicators of faculty satisfaction with higher education institutions. Results of the study informed the higher education sector on the experiences and situations that lead to faculty satisfaction and provided relevant research to promote improvement in HBCUs.

Gap in the Literature

Although many studies are available in the body of literature on the topic of employee satisfaction in higher education, the literature does not provide a conclusive summary of faculty satisfaction and its impact on performance excellence at HCBUs. In their review of 30 years of research about HBCUs, Gasman and Commodore (2014) encouraged those who understand, work, and believe in these institutions to become the

voice for social change by contributing relative research that will increase the knowledge and understanding of the value of an HBCU. A limited number of phenomenological case studies in higher education (Defeo & Caparas, 2014; Lalor & Abawi, 2014) have been completed, but current research is limited on the factors that influence faculty satisfaction at HBCUs.

Faculty working at HBCUs are key stakeholders in developing the plans for performance excellence of these institutions. Gasman (2010) identified the value added impact of an HBCU education is their willingness and ability to educate the “successfully at-risk” students. At-risk students are those students with placement scores, academic standing, and financial resources below national averages, yet these students persist and can find a successful place in society. The HBCU provides a nurturing environment that involves a significant amount of support from faculty and staff (Irvine & Fenwick, 2011). Marston and Brunetti (2009) explained the value of listening to the voice of the experienced faculty to develop strategies for organizational success. Jones (2010) highlighted the value of the HBCU in the 21st century and the need for future leaders of HBCUs to understand and share effective approaches to sustain and aid these education institutions in their quest for performance excellence. Cantey et al. (2012) explained that the success of the HBCU will depend on its ability to hire a faculty whose focus is academic excellence. The purpose of this study was to address the gap in research on faculty satisfaction at HBCUs and to provide HBCUs and other higher education institutions with strategies to assist in the development of strategies to improve work processes and procedures that influence faculty satisfaction.

Historically Black Colleges and Universities are known for their diverse faculty. Mamiseishville (2011) examined faculty workload and job satisfaction of foreign-born and U.S.-born faculty employed at 4-year postsecondary U.S. institutions. The results of the study addressed the need to stay abreast of growing trends and demographic changes in the faculty population to ensure faculty satisfaction. Mamiseishville pointed out the specific need to understand the satisfaction of foreign-born faculty members working in the United States. The dataset used in this study presented many limitations that explained how the faculty member's culture of origin affects teaching satisfaction and expectations. ABC University and many HBCUs employ a large percentage of foreign-born faculty members, and the present study included a representation of foreign-born faculty members in the research.

Although many relevant quantitative studies focused on specific variables of faculty satisfaction (Arslan & Acar 2013; Bozzeman & Guaghan, 2011; Mamiseishville & Rosser, 2010; Tahir & Sajid, 2014; Tang & Tang, 2012), qualitative inquiry provides a deeper understanding of the faculty experience as lived by the faculty member on a specific campus. Several studies related to faculty satisfaction have been done over the last few decades, but there are limited qualitative or phenomenological studies on faculty satisfaction at HBCUs (Gasman & Commodore, 2014). Foor (2011) surveyed 323 faculty members working in the specialization of agriculture to determine which factors predicted overall job satisfaction. Based on Herzberg's two-factor theory, the study was designed to assess faculty satisfaction with policy administration, personal growth and satisfaction, fiscal resources, and overall job satisfaction. While the results were

beneficial to deans and department chairs, Foor (2011) recommended future research such as phenomenological studies should be done to gain a richer and deeper understanding of faculty job satisfaction. Barratt, Choi & Li (2011) reveals the limited number of qualitative case studies in the management field and suggests that researchers continue research using case study methodology. An organization-specific study that explores the lived experiences of faculty to understand better how faculty are satisfied would benefit ABC University and contribute positively to the body of literature.

Chapter Summary

This chapter included a review of the literature related to faculty satisfaction and performance excellence in higher education. The chapter highlighted the various studies that shape and contribute to the need to study faculty satisfaction at HBCUs. Included in the chapter was a review of relevant theories related to work satisfaction, the history and relevance of HBCUs, and phenomenological studies in higher education. Also reviewed were faculty satisfaction studies in higher education to include indicators of satisfaction and the role of leadership, and best practices for faculty satisfaction in higher education. The chapter concluded with a review of five well-known U.S. rating and assessment practices related to faculty satisfaction to validate the importance and need for understanding faculty satisfaction as an element of performance excellence in the higher education sector of business.

Although many studies are available in the body of literature on the topic of employee satisfaction in higher education, the literature does not provide a conclusive summary of the lived experiences of faculty related to satisfaction at HCBUs (Gasman,

2014). This study was designed to add to the body of knowledge in the key areas of management strategies for higher education, faculty satisfaction in general, and strategies for performance excellence at HBCUs. Gasman (2014) encouraged those who understand, work, and believe in HBCUs to become the voice for social change by contributing relative research that will increase the knowledge and understanding of the true value of an HBCU. The literature also suggested that institution-specific research be done to expand the current body of knowledge. The results of an interdisciplinary study could benefit the management discipline, the higher education industry, and the specific HBCU population.

Faculty working at HBCUs contribute to the overall success of these institutions. Russell (2010) argued that reasons faculty may leave public research universities may be different than the reasons faculty leave private liberal arts universities. Gasman (2014) identified the value added impact of education imparted in HBCUs is their willingness and ability to educate the at-risk students, those with placement scores, academic standing, and financial resources below national averages successfully. These students persist and can find successful places in society. The HBCU provides a nurturing environment that involves a significant amount of support from faculty and staff. It is important to understand and share approaches and methods used by these HBCUs to assist other higher education institutions in the quest for performance excellence. As such, the literature reveals additional studies are needed, in particular, on faculty satisfaction at HBCUs.

Chapter 3 includes a description of the proposed approach and methodology for completing a study to explore the lived experiences of faculty working at ABC University to better understand faculty satisfaction and the experiences and situations that influence satisfaction at ABC University.

Chapter 3: Research Methodology

Introduction

The purpose of this phenomenological case study was to understand what it means to be a satisfied faculty member at the pseudonymous ABC University, a liberal arts Historically Black College and University (HBCU). Using the Herzberg two-factor theory as an advocacy lens, the study was designed to explore the situations and experiences that play a role in faculty satisfaction and to offer suggestions on how managers can modify work processes and management behaviors to increase faculty satisfaction and foster performance excellence at a college or university. According to the institution's faculty handbook, faculty play a central role in the educational process for students. At the time of this study, ABC University employed 110 full-time faculty members with diverse ethnic backgrounds, education, and experience. A representative sample of the faculty was invited to participate in semistructured interviews. Faculty engaged in open-ended discussions to explore situations that led to faculty satisfaction and to share suggestions for management to enhance performance excellence on the campus of ABC University. Understanding these common experiences is critical to managerial effectiveness at HBCUs.

Qualitative research must be carried out and presented in an effective manner to be respected by peers. Tracy (2010) presented eight criteria of quality in qualitative research that should be met to have an effective research project: a worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. Qualitative research can serve as a means to cover effectively a phenomenon

(Bluhm, Harman & Lee, 2011; Defeo & Caparas, 2014; Lalor & Abawi, 2014). In the past few years, quantitative survey results administered on the campus of ABC University indicate a significant decline in faculty satisfaction. Harland (2012) advised that quantitative surveys can be included in the case study if they help to answer the research questions. The purpose of this qualitative study was to explore the lived experiences that lead to faculty satisfaction at ABC University. Administrators of ABC University may use the qualitative results to invoke positive social change on the campus via new strategies to enhance faculty satisfaction.

Included in this chapter are details on the methodology, population and sampling method, data collection and the process of data analysis. Also shared are human protection protocols related to privacy and ethical concerns. The chapter includes the research questions and discusses the role of the researcher in the phenomenological study to include relationships with participants, researcher biases, and ethical concerns. The methodology is presented, and the research sampling strategies are explained. It also documents the data analysis plan, its connection to the research questions are highlighted, and internal validity. The process and analysis plans are also included.

Research Questions

The central research question is aligned with the problem statement and was the primary focus for the study.

Central Research Question: What are the experiences and factors that influence faculty satisfaction at ABC University?

Three supporting research questions were used to develop questions for the semistructured interviews.

Supporting Question 1: What does it mean to be a satisfied faculty member at ABC University, a liberal arts historically Black university?

Supporting Question 2: What are faculty members' recommendations to senior management to improve faculty satisfaction?

Supporting Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?

Phenomenological Case Study Methodology

The research design most suited for this study was a phenomenological case study. Phenomenological case studies have been used to do in-depth research at only one site (DeFeo & Capara, 2014; Lalor & Abawai 2014; Penny & Kinslow, 2006). The approach for this study was transcendental, focusing on the descriptions of the faculty experiences at ABC University to describe the overall essence of faculty satisfaction, rather than a hermeneutical approach where the researcher makes the interpretation of what faculty satisfaction is on the ABC University campus. Qualitative research such as the use of a phenomenological design allows the researcher to use in-depth inquiry to explore and understand the meaning of a problem from the participants' point of view (Englander, 2012; Harland, 2014; Qu & Dumay, 2011).

Case studies are known as one of the most challenging approaches in the social sciences (Yin, 2009). Case studies provide a useful method to answer research questions that require in-depth descriptions of a social phenomenon such as faculty satisfaction

(Easton, 2010; Harland, 2014; Piekkari, Plakoyiannaki, & Welch, 2010). Because of the complexity of seeking to understand the experiences that lead to faculty satisfaction at HBCUs, the single case study approach was chosen with a phenomenological method of inquiry.

Case studies are useful methods for researching seeking to explain the current situation and when the research questions “requires an in-depth” description of some social phenomenon (Yin, 2009, p. 4). This case study did not test or validate the Herzberg’s two-factor theory, but instead focused on how managers can apply the theory to modify current processes and procedures for performance excellence and greater faculty satisfaction. The Herzberg-two factory facilitates managers obtaining groundbreaking insights into employee motivation and attitudes towards work (Smerek & Peterson, 2007). The results of a quality case study, therefore, were expected to generate tactics to consider before implementing change, as suggested by Harland (2014). The results of this study were intended to provide managers of ABC University and similar organizations with advanced insights into the experiences, attitudes and situations that lead to job satisfaction.

The conceptual framework of this study provided a means for understanding that job satisfaction and job dissatisfaction in higher education as being affected by different factors. Key factors were explored to provide better managers with solutions for improvement of faculty satisfaction. The results were categorized to highlight the experiences and situations that lead dissatisfaction as well as the situations and experiences that bring more motivation for faculty. Understanding both constructs will

allow managers to focus on the more important factors to yield better organizational outcomes and faculty satisfaction.

Phenomenological research, as described by Moustakas (1994), allows the researcher to explore a phenomenon as experienced by those involved, and to process and analyze significant meanings, thereby providing readers with an exhaustive account of the phenomenon. Due to the unique culture and demands of the field of higher education, a phenomenological approach was appropriate and feasible to answer the research questions and provided a deeper meaning of faculty satisfaction on HBCU campuses (Qu & Dumay, 2011). Phenomenological research was appropriate because it allows the researcher to study an experience shared by a group of people, while also drawing on each participant's personal experience.

The results of this study present the lived experiences of faculty working at ABC University to better understand faculty satisfaction. The conceptual framework of the study was based on the Herzberg two-factor theory, which served as an advocacy lens for developing the research and interview questions. Motivations theories help explain why people work and conditions that lead to satisfaction or dissatisfaction. Herzberg's two-factor theory is categorized as a content theory and was used as a framework to understand the experiences that lead to faculty satisfaction in this study.

Rationale for the Study

The single case study focused on one HBCU, ABC University. There were several rationales for selecting the single case study design. The rationales chosen for using a single case study are typical and revelatory (Yin, 2009). The typical rationale was

based on ABC University being representative or typical of most HBCUs (Harland, 2014). Yin (2009) explained that a single case study is valid when the case may be typical of many others and “the lessons learned from these cases are assumed to be informative about the experiences of the average institution” (p. 48). Because I had access to the situation and the descriptive information and because the results were revelatory to similar institutions, the revelatory rationale applied to this study. Piekkari et al. (2010) conducted a review of 145 case studies in the marketing industry and concluded that best practices for case studies include those that were theory building with a link between research effort and theory, used purposeful sampling, and were collected from participants with different perspectives relative to the phenomena being studied. The most common type of case study was the interview-based case study.

A multiple case study was not chosen because of the requirement to analyze multiple cases over time, which can often lead to a change or deviation from the stated purpose of the research. The phenomenological single case study allowed the researcher to explore a single culture such as ABC University focusing on the lived experiences of faculty functioning in that organization. Although ethnography was considered, the purpose of this study was to focus on the participant’s perception and attitude toward satisfaction rather than his or her cultural characteristics. Although this study offers improvement strategies for ABC University, it did not generate a theory or theories, as a grounded theory research suggests. The phenomenological case study approach best aligns with the purpose of exploring the lived experiences of faculty working at ABC University to better understand faculty satisfaction amidst the unique culture and history

of HBCUs. This study was designed to add to the body of knowledge by providing a deeper understanding of the culture of HBCUs and the experiences and perception that faculty have regarding satisfaction. In addition, the results may provide leaders of HBCUs with actionable recommendations for performance excellence on the university campus. This approach allowed for a deeper understanding of the lived experiences that lead to faculty satisfaction on ABC University's campus.

The Role of the Researcher

In qualitative methodologies, the researcher is the primary instrument. Effective researchers deliver quality research that addresses and manages personal biases (Unluner, 2012). Researchers must clarify their role up front to give the study credibility. I was considered an insider researcher since I belonged to the organization or group that is being studied, according to the criteria of Pezalla, Pettigrew, and Miller (2012) and Unluner (2012). There are both advantages and disadvantages of being an insider researcher. Advantages included the knowledge I already had about ABC University and an understanding of how the university works and informs change. Challenges include the loss of objectivity due to familiarity with participants and researcher bias. Tracy (2010) highlighted the importance of achieving rich rigor in qualitative research. The researcher must consider several questions as the sole data collector, including the amount of data needed to support or answer the research questions, the amount of time needed to gather significant data, and the appropriate sample size and data collection methods (Tracy, 2010). Similar to Unluner (2012) and Lalor and Abawi (2014), I understood the processes that work well and those that need improvement. Therefore, a

case study design allowed me to understand the issues surrounding faculty satisfaction as a managerial concern.

The most effective qualitative research is conducted in the participants' natural settings. The researcher must strive to make the participants comfortable and open enough to share accurate and sincere opinions, feelings, and thoughts about the topic (Doody & Noonan, 2013; Xu & Storr, 2012). I used the interview guide outlined in Table 2 to ensure that participants were questioned in a manner that is comfortable but prompted them to answer effectively the questions. Although I was an insider researcher, I took the role of a nonparticipant faculty member, clarifying and referring to my role on the staff side of the University (Unluer, 2012). This nonparticipant role placed me in a position to seek to understand and supported my goal of collecting rich data related to the lived experiences of faculty at ABC University.

Researchers must collect data that are free from personal opinions and presented in a trustworthy manner to readers. Patton (2002) encouraged researchers to set aside personal biases and avoid all prejudices by making themselves aware of their prejudices. I have been employed at ABC University for the last 6 years as both an administrator and adjunct faculty member. I am a trusted decision maker at the University and I am well known by most of the faculty on the campus. The success of this study depended on my ability to lead the participants effectively into discussions that answered the research questions without the interference of my personal biases (Unluner, 2012).

The transcendental approach for qualitative research suggests that the researcher brackets or express all personal biases upfront to ensure the interviews are conducted

from a fresh perspective (Patton, 2002; Yin, 2009). My personal biases related to my experiences as a college administrator and faculty member for more than 25 years. I have biases related to what I think a satisfied faculty member might experience or should see as benefits that lead to satisfaction. Biases such as faculty having many benefits and perks compared to staff, faculty not embracing the rich historical mission of ABC, faculty having conflicting personal agendas, faculty being overworked, and certain disciplines having more flexibility were bracketed before conducting interviews. I bracketed my biases by noting them in my interview journal and reading them before each interview. I incorporated self-reflexivity to remain honest about the research and data collected, as well as transparent in transcription to achieve sincerity throughout the study (Pezalla et al., 2012; Tracy, 2010). My ability to effectively collect data while remaining objective, fair, and transparent was essential to the success of this study.

Participants in the Study

Sampling is one of the keys to an effective qualitative study. The goal of the sample in qualitative research is to examine the range and representation of opinions of a topic or issue; therefore, effective sampling helps the researcher get at the richness of the data (Palinkas et al., 2013; O'Reilly & Parker, 2012). Qualitative research provides researchers an avenue to investigate problems that are not easy to access using quantitative methods (Carrera-Fernandez, Olmos, & Ceborllero, 2013). Open-ended questions were used to inquire from 12 faculty working at ABC University, a small liberal arts HBCU.

ABC University's 110 full-time faculty are organized into four separate divisions and eight departments. The provost provides the leadership for each division and serves on the president's cabinet. School deans and department chairs provide the management for each academic school. The sample from this study came from the 65 full-time faculty who had more than 3 years of teaching experience at ABC University. To ensure campus representation, I invited a pool of faculty members from each of the eight departments who were tenure-track and have been employed for at least 3 years. The goal was to interview 12-16 faculty members. Interviews continued until accurate representation from each division is obtained. This sample size represents 25% of the experienced faculty population and provided more than a reasonable sample needed to understand the common experiences that lead to faculty satisfaction at ABC University (Patton, 2002). Patton (2002) explained, "Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 244). The sample size of 12 was comparable to and exceeded several phenomenological case studies where the selected sample size ranged from 5 to 11 participants (Abawi & Lalor, 2014; Defeo & Caparas 2014; Penny & Kinslow, 2006). Mason (2010) warned researchers that more data does not always lead to more information. Qualitative researchers use labor-intensive methods to make meaning of phenomena therefore, large sample sizes can be impractical. In a single case study such as ABC University, the main unit of analysis is the organization and its relationships, as a result, single case studies can provide a significant amount of research to offer insights on a phenomenon such as faculty satisfaction (Easton, 2010).

Faculty at ABC University are eligible for tenure after 5 years and by Year 3 usually have a thorough understanding and acceptance of the mission and vision of the university, as well as an understanding of how to teach and advance the student body towards personal and academic goals. At the 3-year point, ABC faculty members have participated in student engagement, campus life, and faculty evaluations, giving them relevant experiences from which to discuss their satisfaction as faculty members. The interviews were conducted in a private conference room on the campus of ABC University. Since this study involves the higher education sector, permission was obtained from appropriate campus IRB boards. After approval of the proposal, Walden's Institutional Review Board approval was obtained (#02-02-16-0039413). A list of faculty members employed as of the 2015-2016 academic year was obtained from the Human Resources office and served as the pool to select participants.

Researchers must ensure the findings of the study are factual, credible and believable. In order to ensure credibility, the researcher must think about missing data and account for its impact upfront (Crow, 2010). The concept of missing data refers to effective topic coverage as well as when there are variations in issues covered among participants. The decision to use a purposeful sample in this study left several groups out of the study who could have benefited the research goals (Allison, 2002; Robinson, 2014). The participants in this study came from a population of tenure track faculty having at least 3 years of experience at ABC University. Adjunct faculty, faculty employed less than 3 three years, and faculty who had left ABC University created the possibility for missing data. Theses omitted groups could have contributed to suggestions

for improvement, such as the onboarding and orientation process of new faculty and the processes and procedures that relate to part-time faculty. While inclusion of all groups might have allowed for a more robust study, due to time constraints and the limitations of a single case study, these groups are identified and noted as future research opportunities in the conclusion of the study.

Procedures

Qualitative research must be methodical, ensuring procedures are organized and systemic (Moustakas, 1994). I used the following sequential steps to carry out the study:

1. Contacted the IRB chair of ABC University to gain approval of the study.
2. Obtained the current list of full-time tenure-track faculty at ABC University.
3. Selected a sample of 16 full-time faculty members.
4. Invited each participant in person to participate in the study.
5. Followed up with a personal phone call or office visit.
6. Scheduled a 60-minute interview with participating faculty in a mutually agreed upon location.
7. Required participants to review and sign a consent form that described the study and use of results.

Data Collection

The data collection process must be well planned out to ensure high quality in qualitative research. Qualitative data collection occurs in the natural setting, originates from the participants' view, is responsive and reflexive in adapting as the situation changes and is not standardized (Bluhm et al., 2011; Covell, Sidani, & Ritchie, 2012;

Doody & Noonan, 2013). The majority of the qualitative data were collected in a relaxed setting using the optimum environment for effective interviewing. All participants in this purposeful sample fully understood the purpose, goals, and intended use of results before attending any of the interviews or focus groups (Mason, 2010). A list of tenured track faculty members with at least 3 years of experience at ABC University was obtained from the Human Resources office and served as the pool to select participants. To ensure confidentiality and assure participant's privacy, selected faculty received an in-person invitation with the stated purpose, methods, and interview protocol.

The semistructured interview is the most commonly used technique in qualitative research. Semistructured interviews allow for flexibility and freedom for the participants to answer questions using their preferred communication style (Adams, 2010; Doody & Noonan, 2013). Qu and Dumay (2011) noted, "Researchers can learn about organizational culture from different individuals' points of view thus bring into the open an often hidden environment" (p. 246). The participants were invited to participate in 60-minute one-on-one interviews to capture their lived experiences and attitudes towards faculty satisfaction at ABC University. Interviews were taped with permission of the participant and deleted after the interviews were transcribed. Open-ended questions with follow-up inquiries were used to obtain what the participants experienced and believed about faculty satisfaction at an HBCU. Collected data were transcribed and kept in a secure location during the entire process. Selected faculty were invited to review the transcription for clarity before publishing the results (Harper & Cole, 2012).

Semistructured interview questions were developed using the typology described by Qu and Dumay (2011). I included introductory questions to build rapport with the participants before moving into the main interview questions (Adams, 2010; Turner, 2010). I included a variety of probing and specifying questions to collect detailed narratives. I asked follow-up questions and left room for participants to address concerns that I might not have addressed but were relevant to faculty satisfaction.

The interview consisted of several questions that were grouped into five main categories. All questions were based on either a hygiene factor (company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security) or motivators (achievement, recognition, the work itself, responsibility, and advancement). While phenomenological studies are designed to allow free flow conversations and ideas around the phenomenon of satisfaction, the open-ended questions prompted participants to explain the experiences that might be considered hygiene factors or motivators.

Suggestions for management revolved around ideas to modify work processes and procedures to enhance faculty satisfaction and foster an environment for performance excellence. Category 1 was designed as an icebreaker and to reveal faculty members' perceptions of the unique environment of ABC University and how faculty members perceive their place and role in an HBCU. Category 2 questions were designed to explore the sense of satisfaction as described in the Herzberg (1965) two-factor theory, distinguishing between hygiene and motivators. Category 3 questions addressed the

specific skill set perceived as needed to be effective at ABC University. Category 4 interview questions were designed to aid in describing the relationship faculty members have with students and how those experiences might influence or affect satisfaction. Category 5 questions addressed the work environment and relationships with management with the purpose of understanding the role it plays in faculty satisfaction and to collect faculty input on recommendations for performance excellence strategies related to ABC University.

The primary source of data collection came from faculty working at ABC University. Yin (2009) explained the importance of human subject protection being built in the design of the study. Human protection includes collecting informed consent from all participants, ensuring that only volunteers participate, eliminating the use or appearance of deception in the study and most importantly, protecting the privacy and confidentiality of all participants. As an employee of ABC University, I needed to avoid putting faculty in undesirable positions (Harland, 2014; Yin, 2009).

To effectively collect valid data, I had to understand the case study research questions. Adams (2010) advised researchers to remain nonjudgmental, manage emotions and be well prepared before conducting a semistructured interview.

Researchers must also be careful not to confuse the unit of data collection with the unit of analysis. The research questions cater to the unit of analysis, and the interview questions relate to the data collection of the case (Yin, 2009). The data collection sources were the tenured track faculty members working at ABC University. The interview questions can be found in Appendix A.

In case study designs, the unit of analysis or the central research question drives the data collection process (Yin, 2009). Figure 1 provides a visual of the data collection design. I interviewed faculty working at ABC University to determine the experiences and situations that led to faculty satisfaction. The results of the interviews were sorted, coded, and grouped into motivators and or hygiene factors as noted by the two-factor theory. Suggestions to modify work processes and procedures for faculty satisfaction and performance excellence were developed. Although data collection relies heavily on information from the faculty, conclusions were not based solely on data collected from the faculty. Other sources of data included organizational artifacts such as faculty profile, tenure and promotion protocol, ABC policy and best practices in the literature.

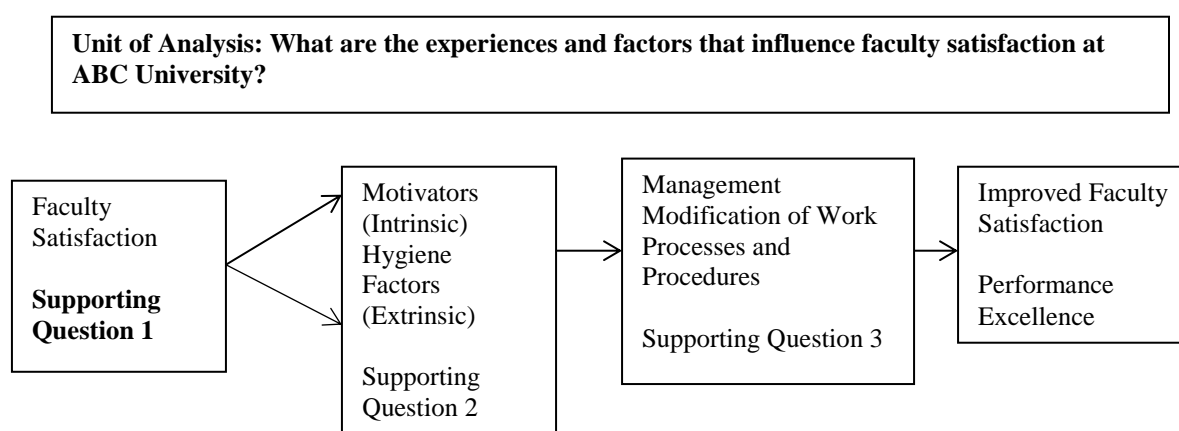


Figure 1. Data collection model for exploring faculty satisfaction.

Delphi Technique

The Delphi technique was used to come to a consensus and validate the interview questions for the study. Delphi is often used to explore underlying assumptions that might lead to different judgments, to generate consensus, and to correlate informed judgments

(Gomez-Sanz & Fernandez, 2015). Hasson, Keeney, and McKenna (2000) described Delphi as a “group facilitation technique that seeks to obtain consensus on the opinions of experts through a series of structured questionnaires” (p. 1009). While the technique is useful and provides the feedback needed for a study such as this, I needed to be careful to avoid opinions that were biased or manipulated for my benefit (Landeta, Barrutia, & Lertxundi, 2011). The provost, vice president for assessment and planning, and the four academic deans of ABC University were selected to vet the questions because of their knowledge of ABC University, and they provide the leadership for the faculty. This group of experts would also be considered primary users of the results of the study. The following process was used to formulate the final interview questions for this study. The expert panel was given a short overview of the research project and invited to participate in the Delphi process via email.

1. Upon their agreement to participate, an overview of the study and the list of interview questions were sent with a short survey to allow for open feedback and opinion on the list of questions.
2. The panel confirmed that the questions were appropriate and valid for this study. Few revisions of the interview questions were needed.
3. Final interview questions were developed and added to the proposal for committee and IRB review.

The Relationship between Interview Questions to the Research Questions

Qualitative research requires effective skills and is not to be seen as a trivial exercise. The researcher must effectively use intensive listening and note taking, be

informed on the topic, and have genuine respect for the opinions of others (Adams, 2010; Qu & Domay, 2011). Decisions and the selection process should be completed using a systematic process to understand the worldview of each participant. The interview questions were carefully designed to answer the central research questions and were related to each of the supporting research questions for optimum discussion and engagement of the participants. The relationship of interview questions to the research question appears in Table 1. The interview questions are carefully designed to answer the central research question and three supporting research questions. The interview questions were designed for a semistructured interviewing process allowing the flexibility to explore all situations that relate to the topic and to collect sufficient responses needed to answer all of the research questions (Doody & Noonan, 2013). Follow-up and probing questions were included to expand the participants' responses, as well as keep the conversation moving effectively (Qu & Dumay 2011).

The Qualitative Interview Guide

The typology described by Qu and Dumay (2011) was used to develop the proposed interview questions and approaches for the interview. Table 2 provides an overview of the types of interview questions chosen, the purpose of using the selected types of interview questions, and a sample question.

Data Analysis

Data analysis occurs in three phases throughout the study (Yin, 2009). The results of the qualitative inquiry were analyzed using categorical strategies to determine the meaning of faculty satisfaction and the experiences that contribute to satisfaction at ABC

University. Results were coded to identify key recommendations for faculty satisfaction and performance excellence. Using NVIVO software to sort and code responses, I collected in a manner that led to effective inductive analysis for determining key themes.

Table 1

Relationship of Interview Questions to Research Questions

Research questions	Interview questions
Supporting Question 1: What does it mean to be a satisfied faculty member at ABC University, a liberal arts historically Black university?	<p>Culture of ABC University</p> <p>1.1. Describe the culture/work environment of ABC University?</p> <p>1.2. How do the faculty contribute to that culture?</p> <p>2. Faculty satisfaction defined</p> <p>2.1. What is your definition of faculty satisfaction?</p> <p>2.2. What experiences shaped or contributed to this definition of faculty satisfaction?</p> <p>Satisfaction-hygiene and motivators</p> <p>2.3. Describe examples of when you have you experienced satisfaction as an ABC faculty member?</p> <p>2.4. Describe the instances when you felt less satisfied?</p> <p>3. Faculty Skill Set for HBCU</p> <p>3.1. What is the skill set needed to be an effective faculty member at ABC University?</p> <p>3.2. In your opinion is it different from a skill set needed to work at a Predominately white institution?</p> <p>3.3. Is the skill set different across disciplines at ABC University</p> <p>4. Student impacts on faculty satisfaction</p> <p>4.1. Describe your personal experiences as it relates to the work of teaching students at ABC University.</p> <p>4.2. What do you find positive?</p> <p>4.3. What do you find challenging?</p> <p>4.4. How does the ABC student contribute to you being satisfied or dissatisfied?</p>
Supporting Question 2: What are faculty members' recommendations to senior management to improve faculty satisfaction?	<p>5. Faculty Satisfaction and Leadership</p> <p>5.1. How would you describe the leadership culture at ABC University?</p> <p>5.2. What are your experiences relating to supervisor support?</p> <p>5.3. Does this support or lack of contributes to your satisfaction levels at ABC University?</p> <p>5.4. What can ABC University do to ensure or enhance faculty satisfaction? How does your satisfaction contribute to the effectiveness of the university?</p> <p>5.5. How do faculty contribute to the success of ABC University?</p> <p>5.6. What resources are needed to ensure faculty satisfaction at ABC</p> <p>5.7. Describe the type of leadership support needed to ensure faculty are satisfied at ABC University?</p>
Supporting Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?	

Table 2

Qualitative Interview Guide

Type of Question	Purpose	Example
Introduction	To start the conversation, develop rapport with the interviewee and move to the main interview.	How would you describe the culture of ABC University and how faculty contribute to the culture?
Direct Questions	To gather direct Responses	Describe the experiences where you felt satisfied as a faculty member at ABC University.
Specifying Questions	To develop more precise descriptions from general statements	What are the challenges you face as a faculty member at ABC University?
Indirect Questions	To pose projective questions	How do you think other faculty members in different departments feel about ABC University?
Follow-up Questions	To direct questioning to what has just been said	Could you follow up and describe experiences when you felt dissatisfied at ABC University?
Probing Questions	To draw out complete narratives	Could you argued more about the instance where you felt dissatisfied?
Silence	Allow the participants' time to reflect and contribute significant information. Allow them to break the silence	

Qualitative analysis occurs almost simultaneously with collection of the data, causing an iterative process of repeatedly collecting and analyzing the data (Teddlie & Tashakkori, 2011). I used journaling and observation of body language to capture further the experiences of the participants. Appropriate coding of keywords and themes was done

using Nvivo qualitative analysis software techniques. Use of computer-aided software aided in ensuring the accuracy of coding themes during the data analysis process (Leech, & Onwuegbuzie, 2011; Rademaker et al., 2012). Specific phrases, words, and expressions were captured and organized. Nvivo software assisted in the development of final themes that describe the common experiences and allow for visual presentations to better share the results. The results were reported anonymously while assuring the participants of their confidentiality. Records and transcripts will be kept in a secure location for 5 years following the study. I followed the Walden University IRB as well as best practices for reporting qualitative research (Koch, Niesz, & McCarthy, 2013).

Effective data transformation and consolidation strategies are another key to this project. Using the model for phenomenological analysis outlined by Moustakas (1994), the steps below were used to analyze and code each interview.

1. Initial grouping and listing: I listed all expressions relevant to the experience of faculty satisfaction. I ensured that I have a thorough understanding of how to use the coding software, established a code book, and assigned numeric values to each experience or situations of satisfaction.
2. Eliminating unnecessary terms: I verified that that the record is necessary and sufficient to describe or argued the experience. I avoided repetitive and vague terms.
3. Clustering and theme development: I captured and clustered the key themes from all responses.

4. Finalizing the theme: I verified themes are explicit and compatible with data collected in the original transcripts and eliminated themes that are not explicit or compatible. The use of member checking allowed for maximum verification and clarification of themes.
5. Aligning data collected to final themes. I included exact examples from the participants' transcripts.
6. Individual structural descriptions: I developed a description of the experiences and perceptions as described by each participant noting variations.
7. Developing summary description: Per the individual textual descriptions, I developed a composite description that summarizes and represents the group as a whole. I looked for repeated responses to detect trends, and developed tables to report the results.
8. Writing suggestions for management: Using the Herzberg two-factor theory, results were categorized as hygiene factors (company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security) and motivators (achievement, recognition, the work itself, responsibility, and advancement). Suggestions for management will revolve around ideas to modify work processes and procedures to enhance faculty satisfaction and foster an environment for performance excellence.

Validity

Construct validity requires that researcher defines the case regarding specific concepts and identify other published studies that make the same claims (Yin, 2009). Several relevant past studies in the literature related to job satisfaction both in the higher education business sector and outside of higher education (Bozeman & Gaughan 2011; Davis, 2013; Foor & Cano, 2011; Latif et al., 2013; Mamiseishvili & Rosser, 2010); however, there was a gap in the literature related to exploring the experiences that lead to faculty satisfaction at HBCUs. Over the last 30 years, several researchers have used the principles of the two-factor theory as a framework for understanding the factors of job satisfaction (Gaziel, 1986; Iiacqua, Schumacher & Li, 1995; Sanjeev & Surya, 2016; Schroder, 2008; Smerek & Peterson, 2007; Waltman et.al., 2012), but little has been published relating to how managers might use the two-factor theory to modify work processes and procedures for performance excellence at HBCUs. This single case study focused on the concepts related to the lived experiences and situations that lead to faculty satisfaction at ABC University, a liberal arts HBCU. Results of the study provided managers at ABC University and similar universities with suggestions to modify work processes and procedures for performance excellence.

External validity tests the ability of the study's finding to be generalized or repeated beyond ABC University. ABC is one of 103 HBCUs in America. Although the design of the study can be implemented at any HBCU or organization where there are employees and managers, the external validity must be tested in the future with other institutions to make a valid generalization. To prepare researchers to replicate this study,

detailed instructions with as many steps as possible are included in the design to ensure reliability and repeatability (Yin, 2009).

Construct and external validity rely on the skills of the investigator. Yin (2009) explained that a good investigator needed several skills to investigate a case. I needed to ask good questions, be a good listener, be flexible, have a firm grasp of the issues being studied, and be unbiased. I interpreted the data as they were being collected and be able to recognize conflicting or contradictory information as a means to seek additional evidence or information (Yin, 2009). Throughout the study I tested my tolerance for contrary findings by sharing results with colleagues who can provide relevant input and ensure my objectivity.

Issues of Trustworthiness

The goal of the research was to extend knowledge, improve practice, generate more research, and empower (Tracy, 2010). I used a verification process that includes the participant's review of the data to ensure the accuracy and trustworthy. Triangulation occurs when research is completed using at least two points to validate a third point (Archibald, 2012). While this case study was interview-based, observations and archival data such as historical satisfaction survey data were included. Triangulation of the data occurred through the cross-referencing of field notes with the audiotaped interviews and through member checking (Buchbinder, 2010; Carlson, 2010). The final interpretations of the interview were shared with the participants for verification. Carlson (2012) advised researchers to use member checking as a means to clarify and verify themes and patterns that have been identified rather than the having members view the full transcripts

themselves. During the interview, I also practiced the method of repetition, meaning repeating the question and responses as I captured them to ensure responses are recorded correctly.

Ethical Concerns for Participants

Qualitative researchers have a responsibility to ensure that all ethical concerns of the participants are addressed and that all rights are respected. Following the recommendations of the Walden University IRB, measures were taken to ensure the rights and desires of the participants are respected. Approval of the study was sought via the Walden University Institutional Review Board. Participants had the right to withdrawn from participating at any time. Clear objectives of the study were explained to each participating faculty member as well as my role as an insider researcher (Unluer, 2012). Participants have full rights and must understand the consequence of participating in the study and exactly how the results will be used and shared (Tracy, 2010).

Other ethical concerns related to my relationship with ABC University. I avoided skewing the data to benefit the organization and other stakeholders. I strived to establish good rapport with the participants, and avoided leading them to expect incentives or personal benefits for participating (Adams, 2010; Carlson, 2010).

Summary

Chapter 3 provided an in-depth review of the methodology, data collection process, the rationale for the study, the role of the researcher, and participant selection process, as well as ethical and trustworthy issues. The definition and justification for a phenomenological case study were explained, as well as the interview questions and

proposed method of analysis. In a phenomenological case study the researcher is the primary tool for the collection of data and, therefore, must have interest and ability to create an environment where participants feel comfortable sharing information and comfortable about how the results of the study were used to create social change. The goal of this study was to explore the lived experiences of faculty working at ABC University to better understand faculty satisfaction and to provide managers of HBCUs with strategies for performance excellence. The gap in the literature supported the need for a phenomenological case study that focused on the lived experiences of faculty to better understand the faculty satisfaction as a managerial concern at ABC University.

Chapter 4: Findings

Introduction

Black Colleges and Universities (HBCUs) are facing some of the greatest managerial challenges since their inception in the early 19th century (Gasman, 2010). At one point, more than 70% of all Blacks attending U.S. colleges enrolled in an HBCU; by 1976, only 18% of Blacks attended them, and more recently about 14% of all Blacks attending college in the United States attended an HBCU (Avery, 2009; Brown 2013). Because of the decline in Black enrollment, many in the higher education sector have questioned if the original mission of HBCUs is still relevant (Brown, 2013). A 30-year review of the literature related to HBCUs revealed the need for research yielding actionable improvement strategies (Gasman & Commodore, 2014).

The purpose of this phenomenological case study was to better understand the experiences that lead to faculty satisfaction at ABC University (pseudonym), a liberal arts HBCU. Using the Herzberg two-factor theory, the study was designed to explore the situations and experiences that lead to faculty satisfaction and to offer suggestions on how managers can modify work processes and management behaviors to increase faculty satisfaction at a college or university. Faculty members are the ABC University's primary employees and play a central role in the educational process for students (Finkelstein & Cummings, 2012). Understanding the common experiences that lead to faculty satisfaction from the perspective of faculty working at these unique and historically rich campuses is critical to assuring managerial effectiveness.

The general management problem was a lack of understanding by managers in the higher education industry concerning the situations that influence faculty satisfaction and the specific experiences that lead to faculty satisfaction on a higher education campus (Russell, 2010). The results of the study addressed a gap in the literature and local problem relating to the need to understand the situations that influence faculty satisfaction at ABC University, a liberal arts HBCU (Gasman & Commodore, 2014).

Chapter 4 includes the perceptions and experiences related to faculty satisfaction from 12 faculty members working at ABC University. The findings addressed the central and supporting research questions:

- Central Research Question: What are the experiences and factors that influence faculty satisfaction at ABC University?
- Supporting Question 1: What does it mean to be a satisfied faculty member at ABC University, a liberal arts historically Black university?
- Supporting Question 2: What are faculty members' recommendations to senior management to improve faculty satisfaction?
- Supporting Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?

The findings are presented as hygiene and motivator factors of faculty satisfaction at ABC University. Also presented are suggestions to management from faculty and recommendations to improve key processes that may enhance faculty satisfaction.

Setting

The data collection process primarily included semistructured interviews with 12 faculty members at ABC University. I reviewed relevant ABC University documents related to faculty and their satisfaction to include, recent Great Colleges to Work for Satisfaction results, faculty handbook, process procedures for tenure and promotion, and the overall faculty profile for ABC University in order to better understand the responses and concerns faculty discussed as it related to the work environment. After determining that a key factor of faculty satisfaction was student success, I reviewed the ABC 2011 Student Success Initiative to provide effective recommendations in chapter five. Reviewing these documents helped me to better understand the concerns that faculty might have as well as the process for tenure and promotion. The ABC Institutional Review Board granted approval of the study and allowed for data collection on the campus. The organizational setting was conducive to a normal work setting for data collection on the campus. Faculty members were in the spring semester and very focused on the work of the university, but seem to be excited about upcoming campus graduation and summer break. Organizational changes included the recent appointment of two new deans, but those changes did not hinder or influence full participation as outlined in the consent form.

Demographics

I identified and selected 20 faculty members were identified and selected to be a part of the original pool to interview. Thirteen agreed to participate and one faculty member left the university prior to the study being completed. The final number of

faculty interviewed was 12. All participants were willing to participate and were very interested in contributing to the overall goal of improving faculty satisfaction at ABC University. In order to ensure the strictest confidentiality, faculty were coded by their assigned number, departments (A-H), divisions (1-4), years employed, ethnicity, gender, tenure status, and the interview length. Their demographic information is summarized in Table 3.

Table 3

Faculty Attributes

Faculty Number	Faculty Department/ Division	Years at ABC	Ethnicity	Gender	Tenured	Interview Length
FAC 1	A-1	16	Asian	Male	Y	31
FAC 2	B-2	5	Black	Female	N	41
FAC 3	C-3	5	Asian	Male	N	62
FAC 4	D-4	3	Black	Female	N	34
FAC 5	B-2	8	White	Male	N	37
FAC 6	E-3	5	Black	Male	Y	27
FAC 7	F-1	10	Asian	Male	Y	54
FAC 8	G-3	8	Black	Male	N	43
FAC 9	H-3	9	Black	Male	Y	46
FAC 10	B-2	10	White	Male	Y	34
FAC 11	I-3	4	Black	Female	N	45
FAC 12	E-3	8	Black	Female	N	64

Using textual and structural descriptions, the phenomenological data analysis appear in this chapter. Textual descriptions describe what the participants experienced

related to job satisfaction, and structural descriptions describe the setting or situation that influenced how the participants experienced faculty satisfaction (Moustakas, 1994). Results were further coded and categorized according to hygiene and motivator factors in order to effectively address faculty members' concerns and their suggestions that may lead to performance excellence at ABC University.

Data Collection

Figure 1 illustrates the data collection process I used and how the supporting research questions contributed to the central research question. The case study explored faculty satisfaction, categorized responses into key factors, identified which managerial work processes might need modification, and offers suggestions to improve faculty satisfaction and or overall performance excellence at ABC University.

Interviews and member checking were conducted over a 3-week period during the spring semester. Faculty were contacted in person and asked to voluntarily participate in the study. I only encountered two faculty members who were not comfortable and open enough to share their honest feelings on faculty satisfaction at ABC University, so they were not included in the pool. I started the interviews as faculty members became available. I explained to each participant the right to withdraw at any time, the anonymous coding process, and the methods for confidentiality. The faculty, all of whom had a terminal degree, understood the process and benefits of conducting valid research.

During the interviews, the faculty participants were relaxed, and conversations flowed easily and smoothly. I noticed no nervousness or visible resistance to participation. The participants were amenable to my recording the conversation, with the

understanding that recordings would be destroyed after records were converted to written transcripts and following publication of the dissertation. The interviews ranged from 27 to 64 minutes. Several of the first interviews concluded in a shorter time frame than expected, so I made sure I member checked with those to ensure I captured their responses accurately. Regardless of the length, all interviews contributed to the development of the key themes. Faculty members understood that all interpretations, notes and signed consent forms would be held in confidence for five years as noted by Walden's IRB.

I transcribed the interviews and within 48 hours wrote a succinct synthesis of the interview transcript for member checking where needed. I began to notice saturation or no new data collected after the seventh interview. I did, however, notice trends based on gender and possibly ethnic groups and continued to collect a total of 12 interviews.

Data Analysis

Data analysis occurred throughout the process. The conversations were recorded using a mobile phone app called smart voice recorder, which allowed for ease of access for transcription and coding. I also took field notes where possible as the interviews occurred. I found it most effective to interview the participant, listen to the recording within 24 hours, and transcribe within 48 hours. This was time consuming, but it led to immediate interpretation while the interview responses were fresh in my mind. A synthesis summary was prepared for each conversation to allow for easy reference and member checking where necessary. The member checking process aided in the validation of key themes and factors and ensured I collected the interview responses correctly. As I

interviewed the last six participants, I recognized that my interviewing skills and expertise were sharper, and I was able to better clarify and verify responses during the first interview.

Using the model for phenomenological analysis outlined by Moustakas (1994), I followed the steps below to analyze and code each interview.

1. *Initial grouping and listing.* I designed the NVivo Project according to the established protocol outlined in the methodology section. External sources included the 12 interview transcripts for each faculty member (FAC 1-FAC12). Classifications were established in order to sort and capture faculty demographics (age, tenure, ethnic group department). Nodes were set up to correspond with hygiene and motivator factors for easy coding. Each transcript was loaded into the appropriate external source.
2. *Elimination of unnecessary terms.* I cleaned up the transcripts where necessary to avoid repetitive and vague terms.
3. *Clustering and theme development.* I read and coded each interview separately using the 10 nodes. This allowed me to capture and cluster the key themes from all responses. I member checked where needed to verify accurate collection of responses.
4. *Finalize the theme.* I verified that themes were explicit and compatible with data collected in the original transcripts and eliminated themes that are not explicit or compatible. I listened to the audio and read the transcripts once more before finalizing the key themes.

5. *Alignment of data collected to final themes.* The findings include exact examples from the participants' transcripts.
6. *Individual structural descriptions.* Description of the experiences and perceptions as described by each participant noting variations are shared throughout the findings.
7. *Summary description.* A composite description that summarizes and represents the group as a whole is also shared in the findings. Tables are also used to report trends and results for better clarification.
8. *Suggestions for management.* Using the Herzberg two-factor theory, results are categorized as hygiene factors (company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security) and motivators (achievement, recognition, the work itself, responsibility, and advancement). Suggestions for management revolved around faculty ideas to modify work processes and procedures, enhance faculty satisfaction and foster an environment for performance excellence.

I used NVIVO 10 to effectively sort and code each transcript. As outlined in Table 4, key themes were identified based on the number of sources and references. Twelve faculty members made 87 references to hygiene factors, and 11 faculty members made 46 references to motivator factors.

The Herzberg two-factor theory was developed using a qualitative inquiry to determine factors that were present when employees felt satisfied and other factors when

employees felt less satisfied. Herzberg (1959) identified 10 hygiene factors or dissatisfiers: company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security. The top five motivators, also called determinates of satisfaction, were achievement, recognition, the work itself, responsibility, and advancement. Table 4 provides a definition of the nodes used to code each transcript and also explains how I related the Herzberg factors to factors that influence faculty satisfaction at ABC university. The Nodes summary reports, Tables 5 and 6 list the hygiene and motivator factors that influence faculty satisfaction in order of priority.

The NVIVO summary report (see Table 7) helped to effectively identify the key themes. The top hygiene factors were work conditions, company policy and administration, and supervision. The top motivator factors were achievement and the work itself. The source summary report (Table 7) provides a detail analysis of the contributions of each source to the total coded text. The percent of coded indicates the percentage of the total transcript used in the overall analysis. For example, 65% of FAC 1 transcript was coded, and only 26% of FAC 4 was coded. During member checking with FAC 4, I was sure to allow ample time to validate responses to ensure that I captured all of the concerns adequately. During member checking, several new thoughts were added, but all were still in line with the key themes. For example, FAC 2 better explained how much time she spent outside of teaching on the student and that it was a personal choice.

Table 4

Definitions and Relationship to Herzberg Factors

Factor	Description: How factor relates to faculty at ABC University
	Hygiene
Company policy and administration	ABC tenure and promotions process and other leadership practices and policies.
Supervision	Deans and department chairs and their management qualities.
Relationship with supervisors	The support or lack of in career goals. Feelings of inequity
Work conditions	Workload— Broken into two child Nodes <ol style="list-style-type: none"> 1. A culture where faculty must know how to do everything, research, teach, advise, and remediation. 2. The ABC University Student profile
Salary	Lower salary, limited resources
Relationships with peers	Overall relationship with peers were great. Two faculty members expressed negativity towards peers—describing them as lazy, non motivated.
Personal life	Only one faculty member described satisfaction as dependent on personal life.
Relationships with subordinates	Direct reports
Status	Faculty want and need appropriate recognition
Security	Safety and freedom to express themselves on campus.
	Motivators
Achievement	Broken into two child modes <ol style="list-style-type: none"> 1. Tenure and promotion--when faculty receive tenure achievement was present 2. Student success--when students excel, faculty achievement was present.
Recognition	Tenure process. Appreciated and recognized for good work.
Work itself	All faculty members expressed the work itself as being rewarding in one fashion or another.
Responsibility	Work ethics, responsible to ABC University.
Advancement	Tenure track limitations and concerns. No clear track for promotion.

Table 5

Nodes: Hygiene Factors Summary

Node	# of Sources	# of coding references	# of words coded	# of paragraphs coded
Total hygiene factors	11	87	4,032	121
Company policy and administration	10	22	1,185	35
Personal life	1	1	32	1
Relationship/peers	0	0	0	0
Relationship/subordinates	0	0	0	0
Relationship/supervisors	2	4	138	4
Security	0	0	0	0
Status	0	0	0	0
Supervision	7	14	568	19
Work conditions	11	36	1,833	42
Culture	9	12	451	13
Student profile	8	19	1,187	23

Table 6

Node Motivators Factors Summary—NVIVO 10

Node	# of Sources	# of coding references	# of words coded	# of paragraphs coded
Total Motivators	11	46	11,033	447
Achievement	9	21	3,917	157
---Promotion and Tenure	5	6	1,311	51
---Student Success	8	13	1,521	61
Advancement	2	2	1,080	44
Recognition	4	6	1,242	49
Responsibility	1	1	1,060	46
Work itself	7	11	1,478	59

Table 7

Source Summary Report—NVIVO 10

Faculty	Total paragraphs in source	# of nodes coded	Coded % of source	# of text references
1	34	12	.6586	40
2	49	11	.5259	38
3	35	6	.2865	13
4	36	10	.4640	30
5	31	9	.2606	19
6	33	8	.2295	10
7	42	10	.6217	34
8	43	11	.4341	25
9	44	9	.8915	19
10	42	9	.4434	23
11	36	10	.3266	25
12	44	12	.2356	29

Document Review

I reviewed documents that would foster a more complete understanding of the policy and guidelines ABC faculty operate under. A faculty handbook was one of several means adopted by ABC University to acquaint faculty with pertinent information concerning the institution. The purpose of the handbook is to provide faculty employed by ABC University with policies and procedures to govern their actions and interactions on the campus. According to ABC University policy as outlined in the handbook, all faculty are expected to abide the policies and are held accountable for their actions during annual performance evaluations.

ABC University shares its faculty handbook publically via its website. The handbook is divided into several sections, which include a description of the organization, the administration duties and roles, the academic administration roles and

duties, the role of faculty in governance, faculty expectations, terms of employment, rank descriptions, and many details related to specific processes to carry out the role of faculty. According to the faculty guidelines and procedures, faculty are expected to read the handbook annually and use it as a reference to guide their actions and decisions in the work place.

This handbook also describes the tenure and promotion process. According to these guidelines, faculty hired in a tenured-track position are expected to be ready to apply for tenure during their fifth year at ABC University. In addition to effective performance, committee work, and other campus duties, faculty are expected to have three publications in professional journals. If a faculty member does not meet the tenure requirements, they are offered a terminal contract for one additional year. When member checking, FAC 2 explained in further detail how the thought of receiving a terminal contract after five years of excellent service in the classroom could be very disheartening. The document review helped me to understand the perceptions and concerns of ABC University faculty much better.

Evidence of Trustworthiness

The goal of research is to extend knowledge, improve practice, generate more research, and empower (Tracy, 2010). Triangulation of the data occurred through the cross-referencing of field notes with the audiotaped interviews and member checking. The final interpretation of the interview was shared with six participants for verification. The member checking process provided the validation needed to confidentially report the key themes and factors that influence faculty satisfaction at ABC University. During the

interviews, I repeated the question and responses as I captured them to ensure responses were recorded correctly. The more I interviewed, the more skilled I became with each interview, so member checking was done with the six participants to ensure I was capturing the responses accurately. The faculty members involved in member checking expanded the themes by providing more details to help me to better describe the factors that influence faculty satisfaction. A faculty member added the new thought of faculty needing travel abroad experience, but it did not evolve as a key theme. Faculty at ABC University seemed to enjoy the opportunity to share and offer improvement suggestions for management.

Faculty were very candid, open and honest with me and said a few surprising statements related to students, other faculty, and the administration. I always maintained professionalism and kept the conversation focused. I avoided skewing the data to benefit the organization and other stakeholders. I maintained good rapport with the participants, but did not lead them to expect incentives or personal benefits for participating.

Presentation of Findings

The central research question that directed the study was: What are the experiences and factors that influence faculty satisfaction at ABC University? A purposeful sample of 12 faculty responded to five sets of interview questions related to their perceptions and experiences of faculty satisfaction (see Table 1 in chapter 3). The sample provided enough diversity and experience to answer the research question, but also allowed for repetition and saturation. In addition to the effective responses to answer the central research question, faculty provided rich data on the culture of ABC

Table 8

Top Faculty Satisfaction Indicators

Faculty satisfaction indicator	Faculty
Student success: When students learn and excel in the classroom and at academic goals.	FAC1, FAC 2, FAC4, FAC5, FAC 6, FAC8, FAC10
Administrator support: When leaders provide the resources and support to be an effective faculty member.	FAC7, FAC12
Academic freedom: Allowed to be free to teach in the classroom.	FAC 9, FAC11
Not dependent on students or ABC University: It is a personal choice.	FAC3

Hygiene Factors That Influence Faculty Satisfaction

Nodes were developed for each of 10 hygiene and motivator factors. The most referenced node was a hygiene factor, work conditions, with 42 references coded. I further aggregated the work condition node into child nodes culture and student profile to better understand the perception of work condition at ABC University. The faculty described the culture and often referenced the student profile as a contributor to faculty satisfaction at ABC University. The child node, Culture of ABC, had 13 paragraphs referenced, and student profile had 23 paragraphs referenced. When member checking, three faculty members noted that HBCUs seemed different from non-HBCUs at which they had taught prior to coming to ABC University.

The culture and student profile of ABC University seem to contribute to faculty satisfaction in both positive and negative ways. FAC 4 said, “The main barrier to faculty

satisfaction is the underprepared student.” FAC 1 said, “ABC University is overloading faculty with teaching demands.” On the other hand, FAC 4 said, “I see a lot of enthusiastic students and we need to capitalize that. There are opportunities to align with the academic goals with teaching expectations of the university.”

FAC 12 seemed to articulate the situation best:

When I came to ABC University, I understood the primary job was teaching.

When you have people that come with a different understanding, then teaching suffers. When faculty have a lowered expectation for the student.... You don't think it's worth their time.... We are missing on-boarding when we bring faculty on.

Several faculty members expressed the desire to teach better. FAC 6 said, “ABC University does not do a good job of preparing faculty to teach this student profile—they need to train us for this profile instead of learning on our own and from the students.”

FAC 1 said, “At an HBCU, if we recognize our population of student is different, then there needs to be another level of training . . . understanding culture expectations.”

Culture of ABC University

Employee embracement of culture and organizational mission play a vital role in employee satisfaction. To break the ice and to assess the consistency of culture and mission as defined by the faculty, I initially asked faculty to describe the culture and how they fit into the culture of ABC. Each faculty member had a unique perception of the culture of ABC University. Responses included descriptions of the organizational culture ranging from the student profile of lower SAT scores, family-oriented with colleagues as

friends, slowness and lack of urgency, developing Black students, research oriented, sexist with a bias towards men, and oligarchic. Some faculty used positive descriptions to describe the culture of ABC University.

FAC 2 described the culture as “family oriented. We are small and know what is going on, we take the students under our wings as children.” FAC 7 described a “culture of respect, and I love that. My colleagues are my personal friends.” Several faculty described the culture in terms that could be viewed as less positive. FAC 1 said, “The culture is whatever we get, lower SAT scores. We may have to make them good enough to be competitive with other institutions. Sometimes we have to lower our standards for them (students) to be successful.” FAC 7 said,

We are going through a crisis that is led by the higher education system of the U.S. that affects the academic culture here. We are making the same successes and mistakes as everyone else. It is a huge mistake to take in all students. There is a screening process.

The responses indicated that the culture of ABC University plays a role in how faculty members perceive satisfaction. FAC 3 said,

There is a student culture and faculty culture. . . . If you only stick to African American students you will have difficulty surviving, so we need to include diversity step by step. We can't do it overnight. Many students have low academic standards, but when they get here, they think they have the degree already, so I don't have to study and that is a bad culture. Freshmen year, they are

bright and talented, the second year they get the “ABC flavor” they can get grades without study or showing up in class.

FAC 9 noted,

ABC is getting away from the family feel to more of a research university; it is not like when I started here. It was very family oriented. Every faculty member participated in after work hour activities, getting ready for freshmen were all hands on deck, those were the presidents early years and they were establishing rapport and culture.

FAC 10 said, “We need to change the HBCU mindset a little. I don’t think we can survive just being HBCU...to appeal to non-Black students, stop recruiting programs and activities that focus on just Black history.”

FAC 12 said, “Faculty contribute to the culture by not standing up.... The culture infringes on academic freedom and the fear of students getting back to academic leadership.”

Although the responses were varied, the faculty all believed they somehow contributed to the culture of ABC University. The responses can be summarized into three overarching themes, a culture defined by the type of students (six faculty members), a culture defined by leadership actions (four faculty members), a culture defined by relationships with peers and co-workers (two faculty members).

Student Profile Impact on Faculty Satisfaction

The student profile of ABC University is similar to other HBCUs. The average freshmen SAT scores are around 850. Forty percent are first generation students, 93% of

the students are on financial aid, and 75% come from the rural area of the state. Eleven of the 12 participants referenced the student profile somewhere in the discussion as relevant to understanding the factors of faculty satisfaction at ABC University. All faculty acknowledged that a large percentage students at ABC University are underprepared for college life both academically and socially. FAC 2 said, “ABC does not do a good a job of preparing faculty to teach this profile.” FAC 4 said, “Our students need additional assistance for reading, writing, and math.” FAC 1 said, “Students are underprepared for their major.” Some of the faculty members thought ABC students came to college with the wrong focus. He said, “Some students come to class but borrow paper and pen while wearing new sneakers and carrying an Iphone 6.”

Although faculty believed that students come to ABC University with many challenges, faculty also referenced the drive and motivation of ABC students and the role they play in assisting students with college life transition. FAC 12 said,

Good faculty serve the students and help them realize they can achieve their academic goals, because many students arrive on the campus believing they can't do it.... connecting means more than in the classroom at ABC.

FAC 11 said, “I get physically sick when I can't reach a student. I am really trying to figure out what am I doing wrong. What else do I need to do?” The faculty seemed proud of the work of the university. They all appeared to realize that ABC University provides an exceptional opportunity for many students who might not otherwise have attended college.

Faculty members were led into a discussion about the experiences and indicators that lead to faculty satisfaction at ABC University. Faculty at ABC University are proud of the results they get from the students they teach. Many indicated solely that student success equates to faculty satisfaction. When students learn and excel at academic goals, faculty are satisfied. The HBCU is a unique institution, and faculty members who embrace the students who understand their challenges seemed to better describe a culture that is student driven. When member checking, a faculty member wanted me to understand that he is not complaining about the student profile, but it is a key factor that leadership must take into account when evaluating faculty performance.

FAC 1 said, “My satisfaction is tied to how well the students are doing. If 25% of the students excel, I am happy.” FAC 2 said, “Honestly, my satisfaction comes from students. The biggest thing is to gain rapport with the students and hear I have made a difference from the student.”

FAC 8 said, “You have to love your job, actually seeing my students get jobs or go on to graduate school. I love getting that raw student who comes in, go through my classes, and as a result of the classes seeing the students actually succeed.” FAC 11 said, “I was recruited to a teaching institution, so for me satisfaction is freedom in the classroom and out of the classroom to help my students grow academically and socially, to use methodological ways to help students learn.”

Ten of the 12 faculty stated that because of the student profile and HBCU expectations, a unique skill set is needed to work at ABC University. They often referred to their experiences of working at Non HBCUs and compared it to what is needed to be

successful at ABC University. Additional skills mentioned included understanding diverse learners, understanding of African American culture, nurturer, remediation skills, and multitasker.

Company Administration and Policy

The node “company administration” refers to leadership and the policies that govern ABC University. Overall, faculty shared their appreciation for senior leaders navigating through the many challenges of enrollment and budgets in higher education. The top concern in this node was related to the tenure and promotion process. FAC 12 said,

You need to decide what type of university we are going to be.... Don't call it a teaching university when you know you are going to evaluate faculty on their research. Tenure is not fair. If you can rid of someone because they don't have a publication but 99% of what they do makes ABC look good ... like throwing the baby out with the bath water.

FAC 2 said, “Tenure is doable if you are given the time to do it.... Here you don't get time off to write.” FAC 5 said, “Tenure process is too short, not fair. Tenure adds a new kind of faculty—difference between helping students and publishing.

Other concerns related to company administration were that leadership cares more about graduation rates than if students are learning (FAC 1) and the lack of faculty mentoring (FAC 10), pedagogy training (FAC 2 and 11), and faculty development/travel (FAC 3).

Motivators That Influence Faculty Satisfaction

Table 6 highlights Achievement and the Work itself as the top motivator factor that influences faculty satisfaction at ABC University. The Achievement factor was further categorized into two child nodes, promotion and tenure and student success. In this case, promotion and tenure and student success provided the faculty member with an intrinsic feeling of satisfaction. Achievement was described as those intrinsic feelings of satisfaction felt by faculty for the work they do. Many faculty told personal stories related to student success. I saw the emotional connection of faculty to the HBCU students. Several faculty indicated their role and responsibility for student success with passion that seemed to go over and above the average expectations of faculty. I wondered if this was the HBCU experience, or if this type of passion can be found at most universities. When member checking, three faculty members highlighted the uniqueness of the HBCU and the intrinsic rewards they receive from working at ABC university. When member checking one faculty member explained that she has to close her door to stop the many students who love her from dropping in just to say hello. Another faculty member explained that the student body is sometimes his extended family.

FAC 9 spoke of a student who did not have the talent to be in the program but how he gave the student hope and a chance to participate and learn. The student excelled and later was able to become a part of the program. FAC 9 said,

If faculty don't understand the raw materials, they are going to have a problem being satisfied or meeting their expectations. . . . I am here to apply heat and

pressure, because every diamond is a rock, every rock is not a diamond. You will turn into the diamond if I applied the heat and pressure.

FAC 12 said, “You have to challenge our students. You can’t challenge and humiliate at the same time.” FAC 12 explained in detail how many young Black students buy into the idea of being inferior, being told they were not good enough. FAC 12 takes on the responsibility to change this idea of “learned helplessness.”

FAC 2 explained that faculty members at ABC University are often counselors. She shared a story of a gay student who came to her because she made them feel comfortable enough to talk about the challenge she was facing. The student’s mother threw her out of the house, and FAC 2 was able to give counsel and provide a safe place for the student to talk about this tough situation. “My experiences with the students drive my satisfaction.... I love them like they are mine, and they keep me here.” FAC 9 said, “I’ve enjoyed teaching because I feel that I have had an effect. Students walk in the door who didn’t have a fighting chance to go anywhere else. We help them define who they are and what they can become.” FAC 11 said, “I get emotionally invested. I get physically sick when I can’t reach a student. I am trying to figure out what am I doing wrong, what else do I need to do.” When member checking, a faculty member added an additional idea of the feeling of pride he receives when students come back to say thank-you. He explained the gratitude and described work as an opportunity to serve.

The Work Itself

The HBCU is a unique culture, and the demands for faculty often exceed those of faculty working at non-HBCUs. Faculty were asked if the skill set needed for ABC

University is different than at a non-HBCU. Four of the faculty interviewed said that no additional skills are needed, and 10 faculty noted although there is no basic difference in the academic knowledge needed, faculty must have additional characteristics to be successful at ABC University. The work itself was a highly referenced node pointing out the need to take note of the skills and workload of faculty at ABC University. Faculty also highly referenced the struggle of teaching the underprepared student. Skills were needed such as experience with diverse learners, teaching underprepared students, understand diversity, not be racist, relationship building, understanding the needs of first generation, HBCU culture, nurturing, multitasking, and understanding the history and product of ABC. Managers of HBCUs must understand the additional skills needed to teach and be effective. Many faculty suggested an onboarding process that includes targeted training.

FAC 4 said,

HBCUs have a unique culture of their own. Faculty must be willing to go the extra mile. Many of our students are first generation, so they can't go home and talk about it at home if they are the first to get a degree. Faculty are knowledgeable in content, but not on how to teach these students.

FAC 1 said, "Faculty must have experience on teaching diverse learners, they must have taught good and bad students or they will have to adjust their teaching style to accommodate our students who lack the skills."

Some faculty referenced the need to understand and relate culturally to the students at ABC University. FAC 3 said, "I am able to relate to my students because my

personal culture is very similar to the African American student—they know that I am not looking down on them.” FAC 11 said,

There is a lot going on at the HBCU that faculty have to grapple with, when students speak to you their own form of English, do I have the skills to tell them when it is appropriate.... We need to onboard faculty to understand the culture, I was not shocked being a graduate of an HBCU, I was more shocked by the administrative shenanigans.

FAC 7 said,

There is a nurturing skill needed . . . to help them. You have to allow more time. Given the scenario of 27 hours to teach if you need to help students after teaching 27 hours, you have very little energy left to provide that kind of help. A credit hour here is not the same as a credit hour somewhere else.

FAC 8 said, “You have to know how to do everything here, while at other institutions you teach your specific craft.” FAC 9 said, “Faculty have to understand the product, you have to be able to understand the student, counseling skills are needed, being able to listen without passing judgment, you become a parent.” FAC 11 said, “Most of us only know our discipline, but at an HBCU, if we recognize our population of students is different, then there needs to be another level of training.”

Managerial Solutions for Faculty Satisfaction

Faculty were also asked to express those times when they were less satisfied as a faculty member at ABC University. Factors leading to less satisfaction on ABC University campus but not necessarily to dissatisfaction were teaching overloads, the

tenure process, lack of resources for development, department stagnation, salary, lack of recognition, committee work, and poor leadership. Faculty at ABC University expressed many concerns about the leadership and practices that affect faculty satisfaction. Many of the challenges expressed relate to a lack of transparency, lack of support from the top, lack of managerial skills, and lack of personal interaction with president and provost. FAC 9 thought the college had a “very hands-on leadership culture. My colleagues feel that is micro-management or plantation mentality. I feel that it has to be that way because so many of our HBCUs fail for poor governance.” FAC 5 said that the “administration has a focus on the students and students have more of a voice than they should.... This gives students more power to intimidate faculty and some faculty get fearful.” FAC 7 said, “The leadership is broken, chair and dean are broken, and I don’t see good leadership. There is no path. As a chair you need to rotate the position.” FAC 12 “Faculty need to have a real voice. Shared governance and it has to be true, a real idea of shared governance. We need to be respected for the professionals we are.”

Positive comments related to the ability of senior leaders to navigate through financial challenges, leaders who care about what they are doing, and faculty getting more support than before. Faculty believed that several leaders lack the managerial skills needed to thrive in this educational setting. Faculty expressed a miss-alignment between business goals and learning and teaching goals as well as a disconnect between the mission and objectives of the university.

FAC 11 said, “You need to decide what type of university we are going to be, you can’t be all things to all people.... You have to have a mission and think to that mission, be honest when recruiting students, faculty and staff.”

FAC 1 said,

Every institution in this country is business oriented. ABC University seems to care about the graduation rate, rather than if students are learning or not. A student is seen as \$20,000 in revenue, but, is they capable of finishing their program? So, when there is student failure, the administration feels that we are not doing our job.

FAC 2 said, “Some leaders want the title but not the job.” FAC 3 said, “The highest group of leaders have this cohesive and close ranks among themselves and they treat the university as their own property, which is a little bit improper.” FAC 4 said, “There is a clear line between faculty and administration.... You may voice your opinion but you won’t alienate yourself—you know how far to take it.” FAC 9 said, “The satisfaction is really coming from the students, not the administration.” When member checking, one faculty member said the faculty leadership is lacking vision. Deans have to do so many activities; they don’t have time to be visionary.

Improvements for ABC University

Supporting Research Question 3: How can the managers of ABC University modify processes and systems to increase faculty satisfaction?

Faculty offered the following suggestions around the themes of faculty development and growth, leadership, and the work environment.

Faculty Development and Growth

- Create a path for younger faculty. Several faculty discussed the feeling of being stuck without a clear path to advance. Faculty who were at the tenure phase (FAC 2, 4, 5, 11, 12) expressed feelings of frustration with the tenure process. The workload of being a new faculty member, teaching underprepared students, and research requirements were overwhelming and felt unachievable. FAC 2 suggested a rotation of the chair position to give other faculty a chance at leadership.
- Improve the tenure process. The tenure process at ABC University is a tedious process requiring specific goals and publications by faculty. Eight faculty members thought the process was too intense and unfair, given the workload of teaching and the underprepared student. When member checking, a faculty member explained that she may receive a terminal contract for lack of publications. Her expressions were very sad as she explained that she met or exceeded every rating except publications. On the other hand, one tenured faculty member called the faculty lazy and felt the process was very achievable.
- Faculty development. The faculty expressed the need for more faculty development. Faculty are not taught how to teach. Faculty 11 said, “We need more pedagogy training.” When member checking, a faculty member suggested that ABC university provide release time for faculty development as a reward when university goals are met.

- Salary adjustment. While money was not at the top of the list, many faculty members expressed a concern with ABC University not meeting national standards (FAC 4, 7, 3).

Leadership and Management

- Management training for deans and chairs. Many faculty rise from the trenches of teaching to a department chair or dean's position. The progression does not always include management training.
- Transparency in how decisions are made. The faculty had the need for more transparency from the senior leaders in terms of decision-making.
- More recognition of faculty and living out the university's guiding principle of valuing people.

Work Environment

- Faculty thought that the university should raise the bar on the academic requirements for student admissions to the university. ABC University accepts many students of potential who often lack college-level skills in reading, writing, and math. The underprepared students can cause an extra workload for faculty teaching first- and second-year students. Faculty want to be better prepared to teach the underprepared students. When member checking, faculty said that if ABC University continues to build a good brand they will get more college level prepared students.
- Ensure faculty understands what a HBCU is and the history of ABC. Several of the faculty interviewed did not understand the original purpose or mission

of ABC University as an HBCU. There was variation in how the faculty viewed teaching underprepared students.

Actionable Solutions

Based on the perceptions and experiences of faculty working at ABC University, the following improvement themes arose from 12 interviews.

Suggestion 1: Develop a faculty onboarding process that unites faculty on a common understanding of the culture and mission of ABC University. Doing so may eliminate the variation in student expectations and establish a common expectation for all faculty in terms of teaching and learning. Each faculty member had his or her own perception and definition of the culture of ABC University. An onboarding process may eliminate some of this variation.

Suggestion 2: Provide a training program for managers that address how to effectively manage faculty. The program should include strategies for assessing faculty needs, and teaching the student profile.

Suggestion 3: Review and improve the tenure process to include a fair accounting for faculty workload and teaching the underprepared students. Several faculty discussed the work load and expectations of teaching underprepared students. Some even lowered their success expectations based on the profile of the student body. ABC, like many other HBCUs, enrolls students of potential. Many are first generation and come from rural areas of their states. Many students might not have been able to attend anywhere else if not given the opportunity to attend an HBCU. It was evident from the interviews

that these factors must be considered when establishing promotion and tenure of a faculty member.

Themes by Gender and Ethnic Groups

ABC University employs a diverse group of faculty members in terms of gender, race, age, and years of experience. The sample in this study included four women and eight men. Seven were Black, two were White, and three were Asian. There was difference in the way men viewed the work itself compared to the way female faculty viewed the work. The women referred to the students in a family or childlike description, often sharing detailed stories about how they helped students and pointing out pictures and other memories in their offices. FAC 2 said, “These are my babies.” FAC 4 said, “Our students are accustomed to being coddled and they want a one-on-one relationship. . . I go out of my way to foster that.”

The female faculty expressed a motherly-like role, highlighting the nurturing skills needed to be effective, while the male faculty often focused on the characteristics of the student profile and how that affected their workload at ABC University. For example, FAC 1 described students based on how they impacted their work: “The main barrier to faculty satisfaction is the underprepared student.” FAC 5 said, “Students are challenging and rewarding at the same time; they have a sense of self-confidence to challenge faculty.” FAC 6 said, “I take satisfaction among myself. I’ve learned not to expect students to contribute to satisfaction. I don’t put expectations on young people.” FAC 7 said, “Students hold a lot of power because of the evaluation system and that is degrading our faculty system.”

I noticed that while the Asian faculty were passionate about teaching and learning, they were also very concerned about the academic under preparedness of ABC University students. They (FAC 1, FAC 7, FAC 3,) often spoke of an institutional culture of giving students too much power. The Asian faculty freely shared their opinion of the attitudes students have towards learning and entitlement at ABC University. These opinions were not shared among other ethnic groups. FAC 7 said, “Some students think [because they are] Black, [they] can go to ABC University no matter what SAT score. And when they get here, they act like they have the degree already. That is a bad culture.” FAC 1 said, “Sometimes we have to lower our standards for students to be successful. Even though we put something in the syllabus, we don’t cover it all because they are not getting it all.” When member checking, one Asian faculty member further clarified that student learning is extremely important and key to his success at ABC University, but our students have embraced a sense of entitlement without always wanting to put in the work.

The sample size of ethnic groups was probably too small to draw significant conclusions and should be seen as solely the perception of the researcher. In chapter five I offer suggestions for further research in this area.

Summary

Chapter 4 provides the results of 12 semistructured interviews with faculty working at ABC University. Key themes were developed using NVIVO 10 software, and individual structural texts were included to support the identified themes. The word cloud (fig. 2), provide graphical validation that that student success was at the center of faculty satisfaction at ABC University. The results of the single case study explained faculty

satisfaction as lived and experienced by faculty working at ABC University, categorized responses into hygiene and motivator factors identified which managerial work processes might need modification, and led to a list of suggestions from faculty to improve faculty satisfaction and or overall performance excellence at ABC University.

Using the data collection model for exploring faculty satisfaction shown in Figure 1 in Chapter 3, I started by having faculty define job satisfaction and the experiences that shaped their definition of satisfaction at ABC University. Responses to the interview questions were coded into motivators or hygiene factors as defined by Herzberg (1959). In response to the supporting Research Question 3, faculty offered ways for management to improve faculty satisfaction and enhance performance excellence. The top experiences and factors that influence faculty satisfaction at ABC University are related to the work itself. Faculty experienced satisfaction when students excelled in their classroom and reached academic goals, but the faculty members were concerned about their ability to effectively teach this underprepared population. Faculty at ABC University seemed to love their craft of teaching. ABC University has experienced exceptional ratings from several of the national higher education associations as well as increased retention rates over the years which indicate faculty are doing a good job. Faculty at ABC University are intrinsically motivated and continue to work in the absence of extrinsic factors such as salary, company policy and administration, and effective supervision.

The top managerial solutions for faculty satisfaction at ABC University as expressed by faculty include the development or enhancement of two key processes, orientation and onboarding of faculty, to create a consistency of mission and

understanding of the student profile and a management development program for chairs and deans. Other enhancements to work processes that might influence faculty satisfaction at ABC University include developing a leadership path for junior faculty, enhancement to the tenure and promotion process to take into account the work needed to teach underprepared students, developing a process for shared governance and transparency in decision making, and adjust the faculty salaries to meet national standards.

In Chapter 5, I present the limitations, recommendations, and implications of the study.

Chapter 5: Recommendations

Introduction

The purpose of this study was to explore what it means to be a satisfied faculty member and to understand the factors that influence faculty satisfaction at ABC University (pseudonym), a liberal arts Historically Black College and University. Twelve faculty members shared their lived experiences and perceptions of working at ABC University. Although HBCUs are known for such strengths as the willingness to educate at-risk students, affordability, preparing future generations to lead, and having a supportive learning environment, they are challenged in the areas of student retention, graduation, sustainable administrative leadership, and financial resources (Gasman & Commodore, 2014). Despite the importance of retaining well-qualified faculty, there has been a national decline in the rate of faculty satisfaction over the last 30 years (Russell, 2010). The study was conducted to provide managers at ABC University and similar higher education institutions with viable solutions to enhance faculty satisfaction and possibly increase performance excellence on the campus.

The top experiences and factors that influence faculty satisfaction at ABC University are related to the work itself. Faculty experienced satisfaction when students excel and reach academic goals, but they were concerned about their ability and the work environment in which they teach this underprepared population. Faculty at ABC University were intrinsically motivated to do a good job in the absence of extrinsic or hygiene factors, such as salary, company policy and administration, and effective supervision.

The top suggestions for managerial solutions for faculty satisfaction expressed by faculty working at ABC University were:

- developing or enhancing the orientation and onboarding of faculty to create a consistency of mission,
- providing faculty with tools to better teach the student profile, and
- creating a management development program for chairs and deans.

Other proposed enhancements to work processes that might enhance faculty satisfaction at ABC University include:

- developing a leadership path for junior faculty,
- enhancing the tenure and promotion process to take into account the work needed to teach underprepared students,
- developing a process for shared governance and transparency in decision making, and
- refining the salary allocation as compared to national standards.

The findings offer managers several viable solutions to improve faculty satisfaction at ABC University and similar higher education institutions.

Interpretation of the Findings

The dual theory of motivation as described by Herzberg (1959) suggests that satisfaction and dissatisfaction are two different dimensions known as satisfiers and dissatisfiers (also referred to as hygienes and motivators; House, 1967). The satisfiers or motivators are the direct results that one feels from doing the work itself, and dissatisfiers are associated more with the environment where the work is accomplished. The results of

this study confirmed that faculty at ABC University are satisfied as a direct result of doing the work itself. Faculty were most satisfied when students excelled in the classroom and reached academic goals. The most cited node or factor was the work itself. The node was further analyzed into two subcategories: the culture of ABC University and student profiles. The motivator factor achievement also played a key role in faculty satisfaction at ABC University. Achievement was further defined as the intrinsic reward or feelings faculty experience when reaching tenure and promotion and helping students succeed. Understanding the indicators of satisfaction helps administrators to measure and categorize satisfiers (achievement, recognition, work itself, responsibility, and advancement) and develop strategies that address the essence of satisfaction.

This study was designed using the two-factor theory as an advocacy lens, and it revealed what is important to understand related to faculty satisfaction at ABC University. The conceptual framework of this study provides the understanding that job satisfaction and job dissatisfaction in higher education may be affected by different factors. The results of Smerk and Peterson (2007) reflect the responses of this qualitative study on ABC University faculty; the top factor of each was the work itself. Faculty at ABC University also shared concerns related to direct supervisors not being properly trained to lead. Smerk and Peterson (2007) explained that college administrators focus on the work itself and supervision as key indicators for performance excellence. Effective leadership in higher education is critical to the success of the institution. Nica (2013) explained that there is a direct link between leadership and the culture of a higher education institution. Effective leaders balance the needs of all stakeholders, including

the governing boards that provide the ultimate accountability for performance excellence (Migliore, 2012). Recruiting and retaining leadership with the appropriate skills, experiences, and knowledge is crucial to achieving excellence in the higher education setting (Migliore, 2012; Russel, 2013).

Despite the many challenges these institutions face, HBCUs continue to exceed their intended mission of providing merely an education for Blacks. They continue to produce many professional and successful leaders in America (Gasman, 2014). Cantey et al. (2013) highlighted several goals of HBCUs as they relate to the Black community. Historically Black colleges and universities maintain the cultural traditions of Black Americans, provide leadership for the Black community, produce role models and research agents, and assure economic function. The results of this study are intended to benefit most HBCUs in the United States as well as provide a framework for any manager seeking to conduct qualitative research on employee satisfaction in higher education.

Although many studies are available in the body of literature on the topic of employee satisfaction in higher education, the literature does not provide a conclusive summary of the lived experiences of faculty related to satisfaction at HCBUs (Gasman, 2014). These results add to the body of knowledge in the key areas of management strategies for higher education, faculty satisfaction in general, and strategies for performance excellence at HBCUs. It is imperative that managers understand the factor of student success as described by faculty working at HBCUs. Faculty were most satisfied when students mastered the materials in the classroom and successfully

completed their courses, but strategies are needed to help faculty teach this population.

The key recommendations to management of ABC University can be summarized in three categories: faculty development and growth, leadership and management training, enhancements to the work environment.

Student Success as a Key Indicator of Satisfaction

Arroyo and Gasman (2014) presented the first HBCU-based theoretical model for black student success. The model first described a supportive environment that affords students the opportunity to engage with peers, faculty and staff beyond the classroom. It addresses a focus on access and equity for diverse students and once the student is inside this supportive environment, he is provided the necessary tools for positive identity formation, values cultivation and achievement, which in turn leads to holistic student success. Holistic success was defined by graduation, career attainment and civic contributions. This model affords leaders of HBCU a framework to design an infrastructure that will foster student success. Although ABC University does not use this framework in its entirety, the framework was described in part by several of the faculty at ABC University. The ABC University faculty often referenced the culture or environment as being one of support and access to the diverse student body. They also referenced the many hours spent outside of the classroom to support the student body.

Faculty at ABC University defined student success as it related to the classroom they control. They were most satisfied when students mastered the material taught and successfully passed their courses. ABC University is a leader among HBCUs and has received many accolades and funding endorsements for their approach to student success.

In 2011, ABC University engaged national retention and student success consultants to aid in the development of a university-wide student success initiative. The initiative focused on developing the whole student and identified key processes and systems that impact student success to include freshmen orientation and first year experience, proactive advising, enhancement of gatekeeper courses (English and Math), financial management, student services, retention, and service excellence. With the help of a significant funder, the university further expanded the initiative in 2015 to include a stronger focus on faculty and staff development. The expanded plan includes a center for excellence in teaching to aid in developing the faculty member to make them productive in teaching underrepresented and underprepared students. Although ABC University has recently experienced a significant increase in student retention from 71% to 77%, the results of this study validated the need for ABC University to continue this focus on faculty development and even focus more on student success as it relates to what goes on inside the classroom.

Managers must understand the factor of student success and how it impacts faculty satisfaction. Faculty performance and student success are connected to each other. Rutz, Condon, Iverson, Manduca and Willet (2012) explained that faculty who are developed in teaching, teach, have better performance in the classroom which leads to higher student success. Arroyo and Gasman (2014) identified the challenge of leaders staying abreast of their role of understanding and ensuring that faculty members are recognized as key facilitators for student success. As noted in the Chapter 4 findings, HBCU faculty play a critical role in providing the personal touch and facilitating real

change in the student's life. Because of the valuable contributions faculty make to student success, in addition to providing content, they must also instigate change (Arroyo & Gasman, 2014). The HBCU must employ faculty whose teaching philosophy is aligned with the needs of students and the mission of the university. It is imperative for HBCUs to invest in the development of faculty and create a campus-wide focus on student success (Atherton, 2014; Irbeck, 2014). Arroyo and Gasman (2014) further explained that the effectiveness of a university like ABC University is dependent on a committed faculty who makes this cause a personal calling.

Faculty Development and Growth

In a qualitative single case study, Davis (2015) examined strategies used by one HBCU, Southern College, to reverse a severe financial deficit and again become a credible university. Included in the data sources were 21 individual interviews, focus groups, documents, and observations. Four major themes surfaced from the research: pruning operationally and enforcement of strict fiscal policy, implementing effective marketing strategies, involving faculty in strategic planning, and revising and implement tenure and promotion policies.

Davis (2015) explained that the ambiguity of the tenure and promotion process created a hostile environment in several departments. Many leaders were able to keep positions regardless of how effective they were. Effective leadership coupled with transparency was key to turning to Southern University around.

Although the strategies discussed are not necessarily new and may not be perceived as specifically relevant to HBCUS, they are unique to these institutions

given the different history and initial goals of HBCUs to provide education to African Americans in an overtly racist society. (Davis, 2015, p.20)

Herreid, Genereux, Schiller, and Wright (2014) surveyed 20,000 members of the National Center for Case Study Teaching to investigate perceptions of tenure and promotion packages. One of the key outcomes was the lack of value towards teaching scholarship in the tenure and promotion evaluation. The tenure and promotion process can be ambiguous and unclear at most institutions of higher education, even though they have been around for decades (Pyle, 2014). When trust and consistency in a process are lacking, the faculty's perception of equity is impacted (Hoppes & Holley, 2013). The results of this study points to the need to review and enhance the tenure and promotion process at ABC University. Several of the ABC University faculty referenced the same feelings about the tenure and promotion process and offered improvement of the process as a management strategy to enhance faculty satisfaction. Tilley-Lubbs (2014) described the tenure and promotion process as being full of mental anguish and chaos. Faculty at ABC University wanted a tenure process is both fair and achievable given the workload they already have.

HBCUs produce 18% of all bachelor's degrees earned by African Americans, but current higher education success measures do not include the additional workload HBCUs take on to prepare the academically underprepared student for college work (Gasman & Collins, 2014). Arroyo and Gasman (2014) suggested that, rather than blaming the underprepared or underperforming Black students, institutions should embrace initiatives that foster student success. The faculty of ABC University

unanimously reported that student success gives them a sense of achievement. The faculty want managers to implement new institutional initiatives at ABC University to help them accomplish this. More recent models of faculty development programs include programs that assist faculty with teaching skills that support student learning. Institutions like ABC University must understand that development programs cannot be generic and must take into account individual needs, career stages and faculty appointment type (Austin & Sorcinelli. 2013).

Enhancements to the Work Environment

Organizational culture is established and defined by the image and reputation of the organization (Davis, 2015). Therefore, HBCUs are expected to meet the same fiscal, accreditation, and success rates as predominately white institutions. Effective leadership is important to organizational success, but faculty working at HBCUs have often traded involvement in leadership and governance for teaching and mentoring their students. In order to survive, HBCUs are implementing new recruiting strategies for diversity, changes to faculty workload, and making research a priority. Many of these changes are compromising the unique work of the HBCU. HBCUS must be careful of the claims they make if the original mission is changing (Davis, 2015). The faculty at ABC University questioned if the university is still holding true to its original mission. Several were dissatisfied with the new demands of producing scholarly research while balancing the needs of the student profile at ABC University. FAC 11 asked that ABC University “decides what they want to be.” FAC 11 was referring to the mission of the university and clarification as to whether they were a research institution or teaching institution.

The interviewed faculty at ABC University were vocal about their challenges related to teaching underprepared students. Gasman (2010) found the value-added impact of an HBCU education is these colleges' willingness and ability to educate the "successfully at-risk" students. At-risk students are those students with placement scores, academic standing, and financial resources below national averages; yet these students persist and can find a successful place in society. The HBCU provides a nurturing environment that involves a significant amount of support from faculty and staff (Irvine & Fenwick, 2011). These findings confirmed that managers of faculty at ABC University must take into consideration the workload and soft skills needed to be successful in the HBCU environment. ABC University provided a nurturing environment that involves a significant amount of support from faculty.

Faculty members shared varied definitions when asked to describe the culture of ABC University. The type of students, leadership actions, or relationship with peers and co-workers defined the culture of ABC University. Because of the mission and student profile of HBCUs, faculty members are expected to play more of a mentoring and supporting role to ensure student success (Cantey et al., 2011). The role of faculty and the work demands are steadily increasing (Mamiseishville, 2012).

Leadership and Training for Managers

Historically Black colleges and universities have graduated more than 270,000 students in America and play an essential role in providing access to the underprepared and low-income students; therefore, recruiting and maintaining excellent faculty is critical to effective operations (Toldson, 2013). Faculty play a central role in the

educational process for students; therefore, it is critical for the managers at ABC University and all HBCUs to understand what it means to be a satisfied faculty member from the perspective of faculty working at these unique and historically rich campuses. In his second term, President Obama validated the contributions that HBCUs make in achieving the goal of having America be a world leader in producing college graduates by 2020 (Toldson, 2013). Even with this validation from the President, HBCUs still find themselves having to justify their role and existence within the higher education sector (I. C. Brown, 2013). Effective managers at ABC University must be able to manage all of these perspectives while employing engagement strategies to facilitate the use of ideas and creativity of faculty (Kadlec & Rowlett, 2014).

America is facing a huge challenge: finding the next generation of academic managers and leaders. Baby boomers are retiring, and currently employed faculty are reluctant to replace them in leadership roles as it removes them from the classroom and teaching (DeZure, Shaw, & Rjewski, 2014). The tenured faculty at ABC University did not mention wanting an opportunity for leadership, while the younger non-tenured faculty did. In light of the changing higher education environment, there is a need for managers who can effectively lead in the 21st century. Often, however, higher education institutions lack mentoring or leadership development programs for faculty (Collins, 2014). Like ABC University, the leadership model for most higher education institutions is top-down, which can breed an environment where faculty do not feel valued or that their input matters (Harrill, Lawton, & Fabianke, 2015). It is critical for managers in the

higher education industry to foster a mindset that focuses on relationships, leadership actions and less on the leader as the primary control agent (Davis & Jones 2014).

Dezure, Shaw, and Rjewski (2014) argued that to develop future leaders the following must be in place: Leadership cultivation should be seen as a part of a leader's role, let faculty pilot or try it out with small tasks, simply ask faculty of their interest to lead, and encourage and talk often about leadership on the campus (p.10). A successful mentorship program for faculty should first recruit willing faculty, pair similar interest, allow sufficient time for mentoring, and use experienced mentors. Such a program could lead to more than 90% of mentees being satisfied with their support and mentoring (Jackevicus et al., 2014). ABC University should consider the value of mentoring young faculty early as a means to prepare them for future leadership roles. Similar to the results of Ambrose et al. (2005), in this study a number of ABC faculty were dissatisfied with the promotion and tenure processes and skeptical of the process highlighting a lack of communication, regular, open and honest, and constructive feedback. ABC faculty were also concerned with the ineffectiveness of department heads.

Limitations of the Study

A limitation of the study was my decision to focus on only one of the 103 HBCUs in America. The results directly benefit ABC University. The results may apply to other universities with similar cultures and faculty demographics and be useful to performance excellence practitioners in the business sectors, but may not be applicable to all HBCUS. Single case studies cannot be replicated, as they are dependent on one specific context in a definite time and place (Harland, 2014). Usability may be limited to the higher

education sector. In order to offset this limitation and to prepare researchers to replicate this study, detailed instructions with as many steps as possible were included in the design to ensure reliability and repeatability (Yin, 2009).

As an insider researcher, transferability may be limited by my relationship with the participants. While the results of the study may be applicable or transferable to most HBCUs, qualitative research such as this study occurs in a natural setting, creating unique experiences that are relevant only to that setting. While I enjoyed and maintained a professional relationship with all participants, other researchers may not experience the same results or process.

Other limitations included the use of self-reported perceptions, the small sample size, and the faculty selection process. A purposeful sample was used because of time constraints related to the time it takes to effectively analyze, sort and code qualitative inquiries. The sample did not include part-time faculty who also contribute to the success of ABC University and might have offered management suggestions for improved strategies. Although I tried to remain unbiased, objective, and sensitive to each participant, there are limitations to being an insider researcher. Faculty provided self-reported responses and, because of my role as an insider, may or may not have disclosed all of their feelings and perceptions related to faculty satisfaction. To ensure quality, trustworthiness, and credibility in research, I looked closely at my actions, considered all interactions with participants, and always kept my role as an insider researcher in mind.

The final limitation is related to the methodology itself. Qualitative research requires the researcher to be the primary instrument. Coding all results consistently was a

challenge and required several reviews of the transcripts and audiotapes. One goal of this study was to provide similar organizations with research to learn from (Harland, 2014). As Yin (2009) suggested, I developed strategies to ensure the validity of the study. I followed the strategies as outlined by the ABC University and the Walden review board to establish trust with participants, but there was no guarantee that trust was completely established.

Recommendations

Recommendations for future studies include exploring faculty satisfaction at other HBCUs to validate or contradict the findings at ABC University. I noticed a couple of trends forming related to gender and ethnicity, but because of the limited sample size, I could not draw conclusions. Thus, researchers may want to explore the differences in satisfaction as they relate to gender and ethnicity with a larger sample size (Box-Steffensmeier et al., 2015). Researchers may also consider expanding the methodology to include a quantitative survey coupled with qualitative inquiry to expand the reach of a study on faculty satisfaction. And finally, researchers may want to explore faculty satisfaction using different groups other than those in this sample, for example part-time faculty. There are many opportunities to add to the body of literature as it relates to the management of HBCU. The results of this study provide a foundation for others to build and or expand on.

Implications

HBCUs are facing the most critical times of their existence. Preparing HBCUs such as ABC University to thrive and sustain the challenges of the 21st-century must be a

priority for all stakeholders and supporters of these institutions. The role of HBCUs in America's higher education sector continues to be a topic of political debate. These institutions must demonstrate the importance and the relevance of their existence (Cantey et al., 2013).

With changing higher education environments, the results of this study provided many avenues for social change at ABC University and similar universities. The suggestions offered by faculty from ABC provide a platform for continuous improvement and enhanced faculty satisfaction that could lead to enhanced performance excellence, faculty retention, and improved student performance.

Managers of HBCUs. Implications include the development of future leaders for HBCUs. Marston and Brunetti (2009) explained the value of listening to the voice of the experienced faculty to develop strategies for organizational success. Jones (2010) highlighted the value of the HBCU in the 21st century and the need for future leaders of HBCUs to understand and share effective approaches to sustain and aid these education institutions in their quest for performance excellence. Cantey et al. (2013) explained that the success of the HBCU would depend on its ability to hire a faculty whose focus is academic excellence. Managers of HBCUS must also identify the key processes and university systems that impact student success as a key factor of faculty satisfaction. Faculty are satisfied when students learn and excel in their classroom, therefore processes and systems related to teaching the under-prepared students must be in place on the HBCU campus.

Faculty of HBCUs. The results of this study confirmed the uniqueness of HBCUs. All faculty members who work and will consider working at HBCUs must understand the mission, culture, student profile, and demands of the university. Faculty must have the academic skill set as well as the nurturing ability to mentor first-generation underprepared college students.

Higher education. Using the data collection model designed in this study (See Figure 1), managers working in higher education institutions similar to ABC University can further explore the factors that influence faculty satisfaction on their campus. The case study explored faculty satisfaction, categorized responses into intrinsic and extrinsic factors, identified which managerial work processes might need modification and offered suggestions to improve faculty satisfaction and or overall performance excellence at ABC University.

Conclusion

As shown in Figure 2, the most commonly used words identified in the transcripts were *faculty*, *students*, and *satisfaction*. The faculty of ABC University have concerns with the work environment, but results indicated that student success drives their satisfaction. The top factor of faculty satisfaction was the work itself. Faculty at ABC University reported being satisfied when students excel, even in the absence of extrinsic or hygiene factors. This is aligned with Herzberg's two-factor theory, which suggests that satisfaction or motivator factors are the direct results one feels from doing the work itself, and dissatisfiers are associated with the environment in which the work is accomplished. Managers in higher education have been hesitant to embrace managerial business

concepts in the academic environment (McFarlane, 2014). Managers working in higher education must operate using the basic principles of management, which include a primary focus on the internal (faculty) and external (students) customers. Higher education is a business model where faculty and students come together in a process called education. Higher education has evolved to include greater access leading to a much more diverse student body. This student body will require faculty members to learn how to balance various responsibilities and teaching methods (Austin & Sorcinelli, 2013). Managers of HBCUs must listen to the voices of the faculty on a consistent basis. The insights and lessons learned from this interdisciplinary study open the door for other researchers who want to add to the field of management specifically in a higher education setting. Gasman (2014) encouraged those who understand, work, and believe in HBCUs to become the voice for social change by contributing relative research that will increase the knowledge and understanding of the true value of an HBCU. The literature also suggested doing institution-specific research to expand the current body of knowledge.

The results this interdisciplinary study has implications for the management discipline, the higher education industry, and, specifically, the HBCU population. The 103 HBCUs make up just 3% of postsecondary schools. Only 14% of Black college students attend a HBCU, but 70% of Black doctors and dentists, 50% of all Black engineers and school teachers, and 35% of Black attorneys received their bachelor's degree at an HBCU. HBCUs award 18% of all degrees awarded to African Americans. At the time of this study, 13% of HBCU students were white, 3% were Latino, and 1% were Asian American (Arroyo & Gasman, 2014; Davis, 2015; Gasman & Collins, 2014).

HBCUs are impactful and have contributed immensely to the higher education sector of business— a managerial cause worth preserving.

References

- Abdulla Badri, M., Selim, H., Alshare, K., Grandon, E. E., Younis, H., & Abdulla, M. (2006). The Baldrige education criteria for performance excellence framework: Empirical test and validation. *International Journal of Quality & Reliability Management*, 23(9), 1118-1157. doi:10.1108/02656710610704249
- Adams, E. (2010). The joys and challenges of semistructured interviewing. *Community Practitioner*, 83(7), 18-21. Retrieved from <http://www.scie-socialcareonline.org.uk>
- Akroyd, D., Bracken, S., & Chambers, C. (2011). A comparison of factors that predict the satisfaction of community college faculty by gender. *The Journal of the Professoriate*, 4, 75-95. Retrieved from <http://jotp.icbche.org/>
- Alexander, J. S., & Gardner, J. N. (2009). Beyond retention: A comprehensive approach to the First College Year. *About Campus*, 14(2), 18-26. doi:10.1002/abc.285
- Allison, P. D. (2002). Missing data: Quantitative applications in the social sciences. *British Journal of Mathematical and Statistical Psychology*, 55(1), 193-196. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)2044-8317](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2044-8317)
- Altbach, P. G., Gumport, P. J., & Berdahi, R. O. (2011). American higher education in the twenty-first century: Social, political, and economic challenges (3rd ed.). *World Future Review (World Future Society)*, 3(2), 96-100.
- Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education*, 46(7), 803-830.

doi:10.1007/s11162-004-6226-6

- Archibald, M. M. (2015). Investigator triangulation: A collaborative strategy with potential for mixed methods research. *Journal of Mixed Methods Research, 10*(3), 228-250. doi:10.1177/155868981557092
- Arroyo, A. T., & Gasman, M. (2014). An HBCU-based educational approach for Black college student success: Toward a framework with implications for all institutions. *American Journal of Education, 121*(1), 57-85. doi:10.1086/678112
- Arslan, R., & Acar, B. N. (2013). A research on academics on life satisfaction, job satisfaction and professional burnout. *Suleyman Demirel University Journal of Faculty of Economics & Administrative Sciences, 18*(3), 282-298. Retrieved from <http://iibfdergi.sdu.edu.tr/en>
- Asif, M. (2015). Determining improvement needs in higher education benchmarking. *Benchmarking: An International Journal, 22*(1), 56-74. doi:10.1108/bij-02-2013-0025
- Asif, M., & Searcy, C. (2013). Determining the key capabilities required for performance excellence in higher education. *Total Quality Management & Business Excellence, 25*(1-2), 22-35. doi:10.1080/14783363.2013.807676
- Asif, M., Awan, M. U., Khan, M. K., & Ahmad, N. (2013). A model for total quality management in higher education. *Quality & Quantity, 47*(4), 1883-1904.
- Asif, M., Raouf, A., & Searcy, C. (2012). Developing measures for performance excellence: Is the Baldrige criteria sufficient for performance excellence in higher

education? *Quality and Quantity*, 47(6), 3095–3111. doi:10.1007/s11135-012-9706-3

Atherton, M. C. (2014). Academic preparedness of first-generation college students: Different perspectives. *Journal of College Student Development*, 55(8), 824-829. doi:10.1353/csd.2014.0081

Austin, A. E. (2012). Challenges and visions for higher education in a complex world: commentary on Barnett and Barrie. *Higher Education Research & Development*, 31(1), 57-64. doi:10.1080/07294360.2012.642840

Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 2013(133), 85-97. doi:10.1002/tl.20048

Avery, S. (2009). Taking the pulse of historically Black colleges. *Academic Questions*, 22(3), 327–339. doi:10.1007/s12129-009-9116-8

Baesham, L. M. (2012). Transformational leadership characteristics necessary for today's leaders in higher education. *Journal of International Education Research*, 8(4), 343-348. doi:10.19030/jier.v8i4.7280

Barr, J., & Schuetz, P. (2008). Overview of foundational issues. *New Directions for Community Colleges*, 2008(144), 7–16. doi:10.1002/cc.341

Barratt, M., Choi, T. Y., & Li, M. (2011). Qualitative case studies in operations management: Trends, research outcomes, and future research implications. *Journal of Operations Management*, 29, 329-342. doi:10.1016/j.jom.2010.06.002

- Barrick, M. R., Mount, M. K., & Li, N. (2013). The theory of purposeful work behavior: The role of personality, job characteristics, and experienced meaningfulness. *Academy of Management*, *38*, 132-153. doi:10.5465/amr.10.0479
- Bateh, J., & Heyliger, W. (2014). Academic administrator leadership styles and the impact on faculty job satisfaction. *Journal of Leadership Education*, *13*(3), 34-49. doi:10.12806/v13/i3/rf3
- Baylor, R. E. (2010). Loss of accreditation at historically Black colleges and universities. *New Directions for Higher Education*, *2010*(151), 29–38. doi:10.1002/he.398
- Beard, D. F. (2009). Successful applications of the balanced scorecard in higher education. *Journal of Education for Business*, *84*(5), 275–282. doi:10.3200/joeb.84.5.275-282
- Bluhm, D. J., Harman, W., Lee, T. W., & Mitchell, T. R. (2011). Qualitative research in management: A decade of progress. *Journal of Management Studies*, *48*(8), 1866-1891. doi:10.1111/j.1467-6486.2010.00972.x
- Bowden, R., & Gonzalez, L. P. (2012). The rise of contingent faculty: Its impact on the professoriate and higher education. *Journal of Applied Research in Higher Education*, *4*(1), 5-22. doi:10.1108/17581181211230603
- Box-Steffensmeier, J. M., Cunha, R. C., Varbanov, R. A., Hoh, Y. S., Knisley, M. L., & Holmes, M. A. (2015). Survival analysis of faculty retention and promotion in the social sciences by gender. *Plos ONE*, *10*(11), 1-22. doi:10.1371/journal.pone.0143093
- Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty:

- Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154–186. doi:10.1353/jhe.2011.0011
- Brown, I. C. (2013). The declining significance of historically Black colleges and universities: relevance, reputation, and reality in obamamerica. *Journal of Negro Education*, 82(1), 3-19. doi:10.7709/jnegroeducation.82.1.0003
- Brown, M. G. (2013). *Baldrige award winning quality: How to interpret the Baldrige Criteria for Performance Excellence*. New York, NY: CRC Press.
- Buchbinder, E. (2011). Beyond checking: Experiences of the validation interview. *Qualitative Social Work*, 10, 106-122. doi:10.1177/1473325010370189
- Burns, C.S., & Bossaller, J. (2012). Communication overload: a phenomenological inquiry into academic reference librarianship. *Journal of Documentation*, 68(5), 597–617. doi:10.1108/00220411211255996
- Cantey, N., Bland, R., Mack, L., & Joy-Davis, D. (2013). Historically black colleges and universities: Sustaining a culture of excellence in the twenty-first century. *Journal of African American Studies*, 17(2), 142-153. doi:10.1007/s12111-011-9191-0
- Carlson, J. A. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15, 1102–1113. Retrieved from <http://www.nova.edu/ssss/QR/index.html>
- Carrera-Fernández, M., Guàrdia-Olmos, J., & Però-Cebollero, M. (2013). Qualitative research in psychology: Misunderstandings about textual analysis. *Quality & Quantity*, 47(3), 1589-1603. doi:10.1007/s11135-011-9611-1
- Chanda, H.(2012). Demographical differences in perceptions of leadership practices for department chairs and job satisfaction of faculty members at a historically Black

- university. *International Journal of Academic Research in Business and Social Sciences*, 2(9), 435-473. Retrieved from <http://www.hrmars.com/journals>
- Chen, S. H. (2011). The establishment of a quality management system for the higher education industry. *Quality and Quantity*, 46(4), 1279–1296. doi:10.1007/s11135-011-9441-1
- Collins, J. P. (2014). Leadership and change in twenty-first century higher Education. *Bioscience*, 64(7), 561-562. Retrieved from: doi:10.1093/biosci/biu080
- Covell, C. L., Sidani, S., & Ritchie, J. A. (2012). Does the sequence of data collection influence participants' responses to closed and open-ended questions? A methodological study. *International Journal of Nursing Studies*, 49, 664-671. doi:10.1016/j.ijnurstu.2011.12.002
- Crow, G., & Powell, A. (2010). What is missing data in qualitative research? In NCRM Research Methods Festival 2010, 5-8 July 2010, St. Catherine's College, Oxford. Recording available <http://eprints.ncrm.ac.uk/1494/>
- Curtis, J. W., & Thornton, S. (2014). Losing focus: The annual report on the economic status of the profession, 2013-14. *Academe*, 100(2), 4. Retrieved from <http://www.aaup.org/reports-and-publications/academe>
- Davis, H., & Jones, S. (2014). The work of leadership in higher education management. *Journal of Higher Education Policy and Management*, 36(4), 367-370. doi:10.1080/1360080X.2014.916463
- Davis, R. J., & Montgomery, S. L. (2011). Honors education at HBCUs: Core values,

- best practices, and select challenges. *Journal of the National Collegiate Honors Council*, 12(1), 73-87. <http://digitalcommons.unl.edu/nhcjournal/>
- Davis, S. (2015). And still we rise: How a black college survives the economic recession. *Journal of Negro Education*, 84(1), 7-24.
doi:10.7709/jnegroeducation.84.1.0007
- Davis, T. L. (2013). A qualitative study of the effects of employee retention on the organization. *Insights to a Changing World Journal*, 2013(2), 25-112. Retrieved from <http://franklinpublishing.net/insightstoachangingworld.html>
- DeFeo, D. J., & Caparas, F. (2014). Tutoring as transformative work: A phenomenological case study of tutors' experiences. *Journal of College Reading and Learning*, 44(2), 141-163. doi:10.1080/10790195.2014.906272
- DeZure, D., Shaw, A., & Rojewski, J. (2014). Cultivating the next generation of academic leaders: Implications for administrators and faculty. *Change*, 46(1), 6-12. doi:10.1108/jstp-10-2014-0230
- Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*, 20(5), 28-32. doi:10.7748/nr2013.05.20.5.28.e327
- Duderstadt, J. J. (2009). Aligning American higher education with a twenty-first-century public agenda. Examining the national purposes of American higher education: A leadership approach to policy reform. *Higher Education in Europe*, 34(3/4), 347-366. doi:10.1080/03797720903355612
- Duderstadt, J. J. (2012). The future of the university: A perspective from the Oort Cloud. *Social Research*, 79(3), 579-600. Retrieved from

http://www.press.jhu.edu/journals/social_research/

- Eagan Jr., M. K., & Garvey, J. C. (2015). Stressing out: Connecting race, gender, and stress with faculty productivity. *Journal of Higher Education*, 86(6), 923-954. Retrieved From <http://dx.doi.org/10.1353/jhe.2015.0034>
- Easton, G. (2010). Critical realism in case study research. *Industrial Marketing Management*, 39(1), 118-128. doi:10.1016/j.indmarman.2008.06.004
- Edmans, A. (2012). The link between job satisfaction and firm value, with implications for corporate social responsibility. *The Academy of Management Perspectives*, 26(4), 1-19. doi:10.5465/amp.2012.0046
- Englander, M. (2012). The interview: Data collection in descriptive phenomenological human scientific research. *Journal of Phenomenological Psychology*, 43, 13-35. doi:10.1163/156916212X632943
- Esters, L. L., & Strayhorn, T. L. (2013). Demystifying the contributions of public land-grant historically Black colleges and universities: Voices of HBCU presidents. *Negro Educational Review*, 64(1-4), 119-134. Retrieved from <http://www.uncfsu.edu/ner>
- Finkelstein, M., & Cummings, W. (2012). American faculty and their institutions: the global view. *Change*, 44(3), 48-59. doi:10.1080/00091383.2012.672882
- Foor, R., & Cano, J. (2011). Predictors of job satisfaction among selected agriculture faculty. *JAE*, 52(1), 30-39. doi:10.5032/jae.2011.01030
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159-165.
- Gasman, M. (2010). Five lessons for campus leaders: academic freedom, shared

- governance, and tenure at an historically Black university. *Change: The Magazine of Higher Learning*, 42(6), 54-57. doi:10.1080/00091383.2010.523411
- Gasman, M., & Collins, H. (2014). The historically Black college and university community and the Obama administration: A lesson in communication. *Change*, 46(5), 39-43. doi:10.1080/00091383.2014.941770
- Gasman, M., & Commodore, F. (2014). The state of research on historically Black colleges and universities. *Journal for Multicultural Education*, 8(2), 89-111. doi:10.1108/jme-01-2014-0004
- Gaziel, H. (1986). Correlates of job satisfaction: A study of the two-factor theory in an educational setting. *Journal of Psychology*, 120(6), 613-626. doi:10.1080/00223980.1986.9915491
- Ghazi, S. R., Shahzada, G., & Khan, M. S. (2013). Resurrecting Herzberg's two-factor theory: An implication to the university teachers. *Journal of Educational and Social Research*, 3(2), 445. Retrieved from <http://www.mcser.org/journal/index.php/jesr>
- Gill, M. J. (2014). The possibilities of phenomenology for organizational research. *Organizational Research Methods*, 17(2), 118-137. doi:10.1177/1094428113518348
- Gomez-Sanz, J. J., & Fernandez, R. F. (2015). Revisiting the Delphi Method for Agents. *Communications in Computer and Information Science*, 2015(1), 367-376. doi:10.1007/978-3-319-19033-4_32
- Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: components, theories,

and outcomes. *New Directions for Institutional Research*, 2000(105), 5-20.

doi:10.1002/ir.10501

Haines, S. L., & Popovich, N. G. (2014). Engaging external senior faculty members as faculty mentors. *American Journal of Pharmaceutical Education*, 78(5), 101.

doi:10.5688/ajpe785101

Hakanen, J. J., & Schaufeli, W. B. (2012). Do burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. *Journal of affective disorders*, 141(2), 415-424.

doi:10.1016/j.jad.2012.02.043

Harland, T. (2014). Learning about case study methodology to research higher education. *Higher Education Research & Development*, 1-10.

doi:10.1080/07294360.2014.911253

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *The Qualitative Report*, 17, 510-517. Retrieved from

<http://www.nova.edu>

Harrill, M., Lawton, J. A., & Fabianke, J. (2015). Faculty and staff engagement: A core component of student success. *Peer Review*, 17(4), 11-14. Retrieved from:

<http://www.aacu.org/peerreview/index.cfm>

Hassard, J. S. (2012). Rethinking the Hawthorne studies: The Western Electric research in its social, political and historical context. *Human Relations*, 65(11), 1431-1461.

doi:10.1177/0018726712452168

- Hasson, F., Keeney, S., & McKenna, H. (2000). Research guidelines for the Delphi survey technique. *Journal of Advanced Nursing*, 32(4), 1008-1015.
<http://www.scimagojr.com/journalsearch.php?q=28186&tip=sid>
- Havlicek, J., & Pelikan, M. (2013). The Globalization of Higher Education-Be Responsible and Survive the Changes. *International Education Studies*, 6(4), 217.
doi:10.5539/ies.v6n4p217
- Herreid, C. F., Prud'homme-Généreux, A., Schiller, N. A., Herreid, K. F., & Wright, C. (2015). A peek behind the curtain of tenure and promotion. *Journal of College Science Teaching*, 45(1), 61-65. Retrieved from: <http://www.nsta.org>
- Hertzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York, NY: John Wiley & Sons.
- Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 18(4), 393-402. doi:10.1111/j.1744-6570.1965.tb00294.x
- Hooker, K., & Johnson, B. J. (2011). African American male faculty satisfaction: Does institutional type make a difference. *Journal of African American Males in Education*, 2(2), 168-187. Retrieved from:
<http://journalofafricanamericanmales.com/>
- Hoppes, C., & Holley, K. (2014). Organizational trust in times of challenge: The impact on faculty and administrators. *Innovative Higher Education*, 39(3), 201-216.
doi:10.1007/s10755-013-9275-y
- House, R. J., & Wigdor, L. A. (1967). Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and criticism. *Personnel*

Psychology, 20(4), 369-389. doi:10.1111/j.1744-6570.1967.tb02440.x

Hubbard, S. M., & Stage, F. K. (2009). Attitudes, perceptions, and preferences of faculty at Hispanic serving and predominantly Black institutions. *The Journal of Higher Education*, 80(3), 270-289. doi:10.1353/jhe.0.0049

Hurtado, S., Eagan, K., Pryor, J. H., Whang, H., & Tran, S. (2012). Undergraduate teaching faculty: The 2010-2011 HERI faculty survey. *Higher Education Research Institute: University of California, Los Angeles*. Retrieved from <https://www.heri.ucla.edu/monographs/HERI-FAC2011-Monograph-Expanded.pdf>

Irlbeck, E., Adams, S., Akers, C., Burriss, S., & Jones, S. (2014). First generation college students: Motivations and support systems. *Journal of Agricultural Education*, 55(2), 154-166. doi:10.5032/jae.2014.02154

Irvine, J. J., & Fenwick, L. T. (2011). Teachers and teaching for the new millennium: The role of HBCUs. *The Journal of Negro Education*, 197-208. Retrieved from: <http://www.journalnegroed.org/archive.html>

Jackevicius, C. A., Le, J., Nazer, L., Hess, K., Wang, J., & Law, A. V. (2014). A formal mentorship program for faculty development. *American Journal of Pharmaceutical Education*, 78(5), 1-7. Retrieved from: <http://www.aacp.org>

Jackson, D. L., Stebleton, M. J., & Laanan, F. S. (2013). The experience of community college faculty involved in a learning community program. *Community College Review*, 41(1), 3-19. Retrieved from <http://search.proquest.com/docview/1319492759?accountid=14872>

- Jones, W. A. (2009) General education assessment at private Historically Black Colleges and Universities: An exploratory study. *The Journal of General Education*, 59(1), 1-16. doi:10.1353/jge.2010.0006
- Justin, B., & Heyliger, W. (2014). Academic administrator leadership styles and the impact on faculty job satisfaction. *Journal of Leadership Education*, 13(3), 34-49. doi:10.12806/v13/i3/rf3
- Kadlec, A., & Rowlett, I. (2014). What we've learned about supporting faculty, administrator, and staff engagement. *New Directions for Community Colleges*, 2014(167), 87-98. doi:10.1002/cc.20113
- Kaplan, M., Ogut, E., Kaplan, A., & Aksay, K. (2012). The relationship between job satisfaction and organizational commitment: The case of hospital employees. *World Journal of Management*, 4(1), 22-29. Retrieved from http://www.wjmpapers.com/previous_issue/March/2012
- Karimi, A., Safari, H., Hashemi, S. H., & Kalantar, P. (2014). A study of the baldrige award framework using the applicant scoring data. *Total Quality Management & Business Excellence*, 25(5-6), 461-477. doi:10.1080/14783363.2013.830386
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, 3(10), 1061-1064.
- Kezar, A. (2013). Examining non-tenure track faculty perceptions of how departmental policies and practices shape their performance and ability to create student

learning at four-year institutions. *Research in Higher Education*, 54(5), 571-598.

doi:10.1007/s11162-013-9288-5

Koch, J. V., & Fisher, J. L. (1998). Higher education and total quality management. *Total Quality Management*, 9(8), 659-668. doi:10.1080/0954412988136

Koch, L. C., Niesz, T., & McCarthy, H. (2013). Understanding and reporting qualitative research: an analytical review and recommendations for submitting authors.

Rehabilitation Counseling Bulletin, 57(3), 131-143.

doi:10.1177/0034355213502549

Kuzey, C. (2012). Impact of health care employees' job satisfaction on organizational performance support vector machine approach. *European Journal of Economic & Political Studies*, 5(1), 65-89. Retrieved from <http://ejeps.fatih.edu.tr/>

Lalor, B., & Abawi, L. (2014). Professional learning communities enhancing teacher experiences in international schools. *International Journal of Pedagogies and Learning*, 9(1), 76-86. doi:10.1080/18334105.2014.11082021

Landeta, J., Barrutia, J., & Lertxundi, A. (2011). Hybrid Delphi: A methodology to facilitate contribution from experts in professional contexts. *Technological Forecasting and Social Change*, 78(9), 1629-641.

doi:10.1016/j.techfore.2011.03.009

Latif, M. S., Ahmad, M., Qasim, M., Mushtaq, M., Ferdoos, A., & Naeem, H. (2013).

Impact of employee's job satisfaction on organizational performance. *European Journal of Business and Management*, 5(5), 166-171. Retrieved from

<http://iiste.org/Journals/index.php/EJBM>

- Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26(1), 70-84.
doi:10.1037/a0022711
- Lewis, V. M. (2011). Faculty participation in institutional decision making at two Historically black institutions. *ABNF Journal*, 22(2), 33-40. Retrieved from <http://tuckerpublish.com/abnf.htm>
- Locke, E. A. (1982). The Ideas of Frederick W. Taylor: An evaluation. *Academy of Management Review*, 7(1), 14-24. doi:10.5465/AMR.1982.4285427
- Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six Recommendations for the twenty-first century. *The Academy of Management Review*, 29(3), 388. doi:10.2307/20159050
- Mafini, C., & Poee, D. R. (2013). The relationship between employee satisfaction and organizational performance: Evidence from a South African government department. *SA Journal of Industrial Psychology*, 39(1), 01-09.
doi:10.4102/sajip.v39i1.1090
- Mahony, K., & Garavan, T. N. (2012). Implementing a quality management framework in a higher education organization. *Quality Assurance in Education*, 20(2), 184-200. doi:10.1108/09684881211219767
- Mamiseishvili, K. (2011). Teaching workload and satisfaction of foreign-born and U.S.-born faculty at four-year postsecondary institutions in the United States. *Journal of Diversity in Higher Education*, 4(3), 163-174. doi:10.1037/a0022354
- Mamiseishvili, K. (2012). Thriving in academia: Understanding and managing the

complexities of faculty work. *Perspective Issues in Higher Education*, 15(2), 77-84. doi:10.1044/ihe15.2.77

Mamiseishvili, K., & Rosser, V. J. (2011). Examining the relationship between faculty productivity and job satisfaction. *Journal of the Professorate*, 5(2), 100-132. Retrieved from <http://jotp.icbche.org/>

Marston, S. H., & Brunetti, G. J. (2009). Job satisfaction of experienced professors at a liberal arts college. *Education*, 130(2), 323-347.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum: Qualitative Social Research*, 11(3), Art.8. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1428/3027>

McFarlane, D. A. (2014). Contemporary barriers to excellence in business education. *Journal of Business Studies Quarterly*, 6(2), 125. Retrieved from http://jbsq.org/wp-content/uploads/2014/12/December_2014_9.pdf

Mehralizadeh, Y., & Safaemoghaddam, M. (2010). The applicability of quality management systems and models to higher education. *The TQM Journal*, 22(2), 175-187. doi:10.1108/17542731011024282

Migliore, L. A. (2012). Leadership, governance, and perceptions of trust in the higher education industry. *Journal of Leadership Studies*, 5(4), 30-40. doi:10.1002/jls.20241

Minor, J. T. (2010). An interesting invitation to discuss the future of hbcus. *Diverse Issues In Higher Education*, 27(3), 24. <http://diverseeducation.com/>

Mitchell Jr, D. (2013). Funding US historically Black colleges and universities: A policy

recommendation. *eJournal of Education Policy*, 1-9.

<http://nau.edu/COE/eJournal/>

- Moradi, E., Almutairi, D. O., Idrus, D., & Emami, R. (2011). The influence of organizational learning culture on job satisfaction among academic staff. *Journal of Global Management*, 5(1), 56-70. <https://ideas.repec.org/s/grg/03mngt.html>
- Morgan, R., & Baker, F. (2012). Developing a conceptual framework for motivation of professional educators according to content and process theories. *In Society for Information Technology & Teacher Education International Conference 2012*(1), 1216-1221. Retrieved from <http://site.aace.org/pubs/jtate/>
- Morse, R., & Brooks, E. (2014). Best colleges. *U. S. News & World Report*. Retrieved from <http://www.usnews.com/education/best-colleges/articles/2014/09/08/historically-Black-schools-rankings-methodology>
- Moss, B., & Bordelon, S. (2007). Preparing students for college-level reading and writing: Implementing a rhetoric and writing class in the senior year. *Reading Research and Instruction*, 46(3), 197-221. doi:10.1080/19388070709558468
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- National Institute of Technology. (NIST) (2014). *Baldrige Criteria for Performance Excellence*. Retrieved from <http://www.nist.gov/baldrige/index.cfm>
- Nica, E. (2013). The importance of leadership development within higher education. *Contemporary Readings in Law and Social Justice*, (2), 189-194. <http://contemporaryscienceassociation.net/journal/view/1151>
- O'Reilly, M., & Parker, N. (2012). "Unsatisfactory saturation": A critical exploration of

- the notion of saturated sample sizes in qualitative research. *Qualitative Research*, 13(2), 190-197. (doi:10.1177/1468794112446106)
- Otieno, T., Ngwudike, R., Vanerson, A., & Ngwudike, C. (2013). Students' evaluation of faculty-student rapport at an urban HBCU. *Researcher: An Interdisciplinary Journal*, 26(2), 19. <http://www.abstract.xlibx.com/a-other/48619-1-the-researcher-interdisciplinary-journal-peer-reviewed-journal.php>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 1-12. doi:10.1007/s10488-013-0528-y
- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Penny, C., & Kinslow, J. (2006). Faculty perceptions of electronic portfolios in a teacher education program. *Contemporary Issues in Technology and Teacher Education*, 6(4), 418-435. <http://www.citejournal.org/vol15/iss1/>
- Peters, A. B. (2014). Faculty to faculty incivility: Experiences of novice nurse faculty in academia. *Journal of Professional Nursing*, 30(3), 213-227. doi:10.1016/j.profnurs.2013.09.007
- Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: An exercise in interviewer self-reflexivity. *Qualitative Research*, 12(2), 165-185. doi:10.1177/1468794111422107

- Piekkari, R., Plakoyiannaki, E., & Welch, C. (2010). Good case research in industrial marketing: Insights from research practice. *Industrial Marketing Management*, 39(1), 109-117. doi:10.1016/j.indmarman.2008.04.017
- Polkinghorne, D. E. (1989). Phenomenological research methods. *In Existential-Phenomenological Perspectives in Psychology* (pp. 41-60). New York, NY: Springer US.
- Pyle, E. (2014). Out with the old and in with the new: One university department's experience with revisions of the tenure-and-promotion policy. *Delta Kappa Gamma Bulletin*, 81(1), 19-25. Retrieved from <http://www.dkg.org/>
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting & Management*, 8(3), 238-264. doi:10.1108/11766091111162070
- Quinn, A., Lemay, G., Larsen, P., & Johnson, D. M. (2009). Service quality in higher education. *Total Quality Management & Business Excellence*, 20(2), 139-152. doi:10.1080/14783360802622805
- Rademaker, L. L., Grace, E. J., & Curda, S. K. (2012). Using computer-assisted qualitative data analysis software (CAQDAS) to re-examine traditionally analyzed data: Expanding our understanding of the data and of ourselves as scholars. *The Qualitative Report*, 17(43), 1-11.
Retrieved from <http://www.aaup.org/media-release/%E2%80%9Cclosing-focus%E2%80%9D-aaup-releases-faculty-salary-report>
- Riley, T. A., & Russell, C. (2013). Leadership in higher education examining professional development needs for department chairs. *Review of Higher*

Education & Self-Learning, 6(21), 38-57. Retrieved from

<http://www.intellectbase.org/journals.php#RHESL>

Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Research in Psychology*, 11(1), 25-41.

doi:10.1080/14780887.2013.801543

Russell, B. C. (2010). Stress in senior faculty careers. *New Directions for Higher Education*, 2010(151), 61-70. doi:10.1002/he.401

Rutz, C., Condon, W., Iverson, E. R., Manduca, C. A., & Willett, G. (2012). Faculty professional development and student learning: What is the relationship?. *Change*, 44(3), 40-47. doi:10.1080/00091383.2012.672915

Sanders, P. (1982). Phenomenology: A new way of viewing organizational research.

Academy of Management Review, 7(3), 353-360. doi:10.5465/amr.1982.4285315

Sanjeev, M. A., & Surya, A. V. (2016). Two Factor Theory of Motivation and Satisfaction: An Empirical Verification. *Annals of Data Science*, 2016(1), 1-19.

doi:10.1007/s40745-016-0077-9

Savage-Austin, A. R., & Oris Guillaume, D. B. A. (2012). Servant leadership: a phenomenological study of practices, Experiences, organizational effectiveness and barriers. *International Journal of Business and Social Research*, 2(4), 68-75.

Retrieved from <http://thejournalofbusiness.org/index.php/site>

Schaefer, C. (2011). Baldrige 20/20: An executive guide to understanding the Baldrige criteria. The Baldrige Performance Excellence Program. Retrieved from

http://www.nist.gov/baldrige/publications/upload/Baldrige_20_20.pdf

- Schroder, R. (2008). Job satisfaction of employees at a Christian university. *Journal of Research on Christian Education, 17*(2), 225-246.
doi:10.1080/10656210802433467
- Schwartz, J. (2012). Faculty as undergraduate research mentors for students of color: Taking into account the costs. *Science Education, 96*(3), 527-542.
doi:10.1002/sce.21004
- Sedivy-Benton, A., Strohschen, G., Cavazos, N., & Boden-McGill, C. (2015). Good ol' boys, mean girls, and tyrants: A phenomenological study of the lived experiences and survival strategies of bullied women adult educators. *Adult Learning, 26*(1), 35-41. doi:10.1177/1045159514558411
- Shan, S., Li, C., Yao, W., Shi, J., & Ren, J. (2014). An empirical study on critical factors affecting employee satisfaction. *Systems Research & Behavioral Science, 31*(3), 447-460. doi:10.1002/sres.2284
- Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education, 67*(5), 603-620.
doi:10.1007/s10734-013-9668-y
- Smerek, R. E., & Peterson, M. (2007). Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education, 48*(2), 229-250. doi:10.1007/s11162-006-9042-3
- Smith, D. B., & Shields, J. (2013). Factors related to social service workers' job satisfaction: Revisiting Herzberg's motivation to work. *Administration in Social Work, 37*(2), 189-198. doi:10.1080/03643107.2012.673217

- Swecker, H. K., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal*, 33(1), 46-53. doi :10.12930/nacada-13-192
- Tahir, S., & Sajid, S. M. (2014). Job satisfaction among college teachers: a comparative analysis. *The IUP Journal of Organizational Behavior*, 13(1), 33-50.
<https://www.questia.com/read/1P3-3259723501/job-satisfaction-among-college-teachers-a-comparative>
- Tambi, A. M. B. A., Ghazali, M. C., & Yahya, N. B. (2008). The ranking of higher education institutions: A deduction or delusion?. *Total Quality Management & Business Excellence*, 19(10), 997-1011. doi:10.1080/14783360802264046
- Tang, T. L. P., & Tang, T. L. N. (2012). The love of money, pay satisfaction and academic tenure: professors in a public institution of higher education. *Public Personnel Management*, 41(1), 97-126.
<https://www.questia.com/library/p4866/public-personnel-management>
- Tarí, J. J., & Dick, G. (2016). Trends in quality management research in higher education institutions. *Journal of Service Theory and Practice*, 26(3). 273-296 .
doi:10.1108/jstp-10-2014-0230
- Taylor, F. W. (1911). *The principles of scientific management*. New York & London: Harper Brothers.
- Test, J. E., & Cornelius-White, J. (2009, November). Governance and faculty satisfaction. 95(6), *Academe*, 8 para. Retrieved from
<http://www.aaup.org/article/governance-and-faculty-satisfaction>

- Tiede, H. J. (2013). Faculty communication with governing boards. *Academe*, 99(3), 8-12. Retrieved from <http://www.aaup.org/reports-and-publications/academe/previous>
- Tilley-Lubbs, G. A. (2014). The inquisition/torture of the tenure track. *Creative Approaches to Research*, 7(2), 51-70. Retrieved from <http://iaqr.org/publications/creative-approaches-to-research/>
- Toldson, I. A. (2013). Editor's comment: How will president Obama handle historically Black colleges and universities? *Journal of Negro Education*, 82(1), 1-2. doi.org/10.7709/jnegroeducation.82.1.0001
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. doi:10.1177/1077800410383121
- Trower, C. A. (2009). Toward a greater understanding of the tenure track for minorities. *Change: The Magazine of Higher Learning*, 41(5), 38-45. doi:10.3200/chng.41.5.38-45
- Tunheim, K. A., & McLean, G. N. (2014). Lessons learned from former college presidents of the evangelical Lutheran church in America: A phenomenological study. *Christian Higher Education*, 13(3), 199-210. doi:10.1080/15363759.2014.904654
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760. <https://www.questia.com/library/p409189/the-qualitative-report>

- Unluer, S. (2012). Being an insider researcher while conducting case study research. *The Qualitative Report*, 17(29), 1. Retrieved from <http://www.nova.edu/ssss/QR/index.html>
- Veletsianos, G., & Kimmons, R. (2013). Scholars and faculty members' lived experiences in online social networks. *The Internet and Higher Education*, 16, 43-50. doi:10.1016/j.iheduc.2012.01.004
- Waltman, J., Bergom, I., Hollenshead, C., Miller, J., & August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure-track faculty. *The Journal of Higher Education*, 83(3), 411–434. doi:10.1353/jhe.2012.0014
- Wang, V. X., & Berger, J. (2010). Critical analysis of leadership needed in higher education. *International Forum of Teaching & Studies*, 6(2), 3-12. <http://www.americanscholarspress.com/article.html>
- White House Initiative on HBCUs. (2014). Retrieved from <http://www.ed.gov/edblogs/whhbcu/one-hundred-and-five-historically-Black-colleges-and-universities/>
- Xu, M. A., & Storr, G. B. (2012). Learning the concept of researcher as instrument in qualitative research. *The Qualitative Report*, 17(42), 1-18. Retrieved from <http://www.nova.edu/ssss/QR/index.html>

Appendix A: Interview Questions

Interview Questions

1. Culture of ABC University

- 1.1. Describe the culture of ABC University?
- 1.2. How do the faculty contribute to that culture?

2. Faculty Satisfaction Defined

- 2.1. What is your definition of faculty satisfaction?
- 2.2. What experiences shaped or contributed to this definition of faculty satisfaction?

Satisfaction-Hygiene and Motivators

- 2.3. Describe examples of when you have you experienced satisfaction as an ABC faculty member?
- 2.4. Describe the instances when you felt less satisfied?

3. Faculty Skill Set for HBCU

- 3.1. What is the skill set needed to be an effective faculty member at ABC University?
- 3.2. In your opinion is it different from a skill set needed to work at a Predominately white institution?
- 3.3. Is the skill set different across disciplines at ABC University?

4. Student impact on faculty satisfaction

- 4.1. Describe your personal experiences as it relates to teaching students at ABC University.
- 4.2. What do you find positive?
- 4.3. What do you find challenging?
- 4.4. How does the ABC student contribute to you being satisfied or dissatisfied?

5. Faculty Satisfaction and Leadership

- 5.1. How would you describe the leadership culture at ABC University?
- 5.2. What are your experiences relating to supervisor support?
- 5.3. Does this support or lack of contributes to your satisfaction levels at ABC University?
- 5.4. What can ABC University do to ensure or enhance faculty satisfaction? How does your satisfaction contribute to the effectiveness of the university?
- 5.5. How do faculty contribute to the success of ABC University?
- 5.6. What resources are needed to ensure faculty satisfaction at ABC
- 5.7. Describe the type of leadership support needed to ensure faculty are satisfied at ABC University?

Appendix B: Participant Consent Form

CONSENT FORM

You are invited to take part in a research study on job satisfaction as perceived by faculty working at Historically Black Colleges and Universities. The researcher is inviting tenured and tenured-track faculty members with at least three years of experience at ABC University to participate in the study. This form is a part of a process called “informed consent” to allow you to understand this study before deciding whether to take part. The study is being conducted by a researcher named Bridget Dewees, who is enrolled as a doctoral student at Walden University. You may already know Bridget Dewees as the Director of Assessment, but this study is separate from that role.

Background Information: The purpose of this study is to explore what it means to be a satisfied faculty member and to explore situations that influence faculty satisfaction at ABC University, a liberal arts HBCU. The researcher will uncover the lived experiences of faculty working at ABC University to understand better faculty satisfaction at Historically Black colleges and universities (HBCUs).

Procedures: If you agree to be in this study, you will be asked to: • Participate in a semistructured interview lasting 60 minutes. • You may be asked to participate in member checking as a means to clarify and verify themes and patterns that have been identified. This would take an additional 30 minutes of your time. Here are some sample questions: 1. Describe the culture of ABC University? a. How do the faculty contribute to that culture? 2. What is your definition of faculty satisfaction?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at ABC University will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study: Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress, discomfort with topic, or becoming upset. Being in this study would not pose risk to your safety or well-being. The benefits of being in the study would be your contribution to social change and input for strategies that could improve faculty satisfaction in higher education.

Payment: There is no payment for participation.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure

by storing research and back-up files on the researcher's personal computers. Data will be kept for a period of five years as required by the university.

The interviews will be audio taped to ensure all responses are captured accurately.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via bridget.deweese@waldenu.edu or by phone at 803-535-5793, 843-367-1244. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott, the Walden University representative who can discuss this with you. Her phone number is 612-3121210. Walden University's approval number for this study is 02-02-16-0039413 and it expires on February 1, 2017.

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant _____

Date of Consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix C: ABC University IRB Approval

January 11, 2016

Ms. Bridget P. Dewees, PI Director,

Re: IRB decision for proposed study

Dear Ms. Dewees,

As Chair of the Institutional Review Board (IRB), I have evaluated the involvement of humans as research subjects in the proposed study entitled:

“Exploring Managerial Solutions for Faculty Satisfaction at Historically Black Colleges and Universities: A Qualitative Case Study”

The data for this experiment will consist of 12-16 interviews with selected faculty. To ensure there is minimum risk to participants, the “questionnaire and consent form will be distributed to participants.” Identities will be coded and collected data will be secured.

In accordance Title 45 Code of Federal Regulations Part 46.101, b, 2. Policy guidelines from the U.S. Department of Health and Human Services, I inform you that this study is determined to be EXEMPT.

No further review and approval by the IRB are required if the study is conducted as proposed. Any proposed change in the study must be submitted to IRB for further review before the proposed change can be implemented.

Appendix D: Current Listing of Historically Black Colleges and Universities

White House Initiative on Historically Black Colleges and Universities School Directory

Alabama A & M University, Normal, AL -Public, 4-year, Enrollment: 5513; Tuition and Fees: 7182
www.aamu.edu

Alabama State University, Montgomery, AL, Public, 4-year, Enrollment: 6782; Tuition and Fees: 8720
www.alasu.edu

Albany State University, Albany, GA, Public, 4-year Enrollment: 4855; Tuition and Fees: 6024
www.asurams.edu

Alcorn State University, Alcorn State, MS, Public, 4-year Enrollment: 4512; Tuition and Fees: 6108
www.alcorn.edu

Allen University, Columbia, SC, Private , 4-year, Enrollment: 789; Tuition and Fees: 11940
www.allenuniversity.edu

Arkansas Baptist College, Little Rock, AR, Private , 4-year Enrollment: 1371; Tuition and Fees: 8040
www.arkansasbaptist.edu

Benedict College, Columbia, SC, Private , 4-year, Enrollment: 3238; Tuition and Fees: 18254
www.benedict.edu

Bennett College, Greensboro, NC, Private , 4-year, Enrollment: 777; Tuition and Fees: 17355
www.bennett.edu

Bethune-Cookman University, Daytona, Beach, FL-Private , 4-year-Enrollment: 3965; Tuition and Fees: 14410
www.cookman.edu

Bishop State Community College, Mobile, AL, Public, 2-year, Enrollment: 5728; Tuition and Fees: 4200
www.bishop.edu

Bluefield State College, Bluefield, WV, Public, 4-year, Enrollment: 2390; Tuition and Fees: 5564
www.bluefieldstate.edu

Bowie State University, Bowie, MD, Public, 4-year Enrollment: 6276; Tuition and Fees: 6971
www.bowiestate.edu

Central State University, Wilberforce, OH, Public, 4-year-Enrollment: 2467; Tuition and Fees: 6058,
www.centralstate.edu

Cheyney University of Pennsylvania, Cheyney, PA, Public, 4-year, Enrollment: 1483; Tuition and Fees: 8806,
www.cheyney.edu

Claflin University, Orangeburg, SC, Private , 4-year Enrollment: 2171; Tuition and Fees: 15010
www.claflin.edu

Clark Atlanta University, Atlanta, GA, Private , 4-year, Enrollment: 3805; Tuition and Fees: 21100
www.cau.edu

Clinton College, Rock Hill, SC, Private, 4-year, Enrollment: 142; Tuition and Fees: 4900
www.clintonjuniorcollege.edu

Coahoma Community College, Clarksdale, MS, Public, 2-year Enrollment: 2744; Tuition and Fees: 2240
www.coahomacc.edu

Concordia College Alabama, Selma, AL, Private, 4-year, Enrollment: 727; Tuition and Fees: 8090
www.ccal.edu

Coppin State University, Baltimore, MD, Public, 4-year, Enrollment: 4805; Tuition and Fees: 6252
www.coppin.edu

Delaware State University, Dover, DE, Public, 4-year, Enrollment: 4976; Tuition and Fees: 7336
www.desu.edu

Denmark Technical College, Denmark, SC, Public, 2-year, Enrollment: 2822; Tuition and Fees: 2662
www.denmarktech.edu

Dillard University, New Orleans, LA, Private, 4-year, Enrollment: 1443; Tuition and Fees: 16094
www.dillard.edu

Edward Waters College, Jacksonville, FL, Private, 4-year, Enrollment: 1030; Tuition and Fees: 11525
www.ewc.edu

Elizabeth City State University, Elizabeth, City, NC, Public, 4-year, Enrollment: 3198; Tuition and Fees: 4429, www.ecsu.edu

Fayetteville State University, Fayetteville, NC, Public, 4-year, Enrollment: 7418; Tuition and Fees: 4605
www.uncfsu.edu

Fisk University, Nashville, TN, Private, 4-year, Enrollment: 643; Tuition and Fees: 20449
www.fisk.edu

Florida Agricultural and Mechanical, University, Tallahassee, FL, Public, 4-year, Enrollment: 13256; Tuition and Fees: 5785, www.famu.edu

Florida Memorial University, Miami, Gardens, FL, Private, 4-year, Enrollment: 1913; Tuition and Fees: 14776, www.fmuniv.edu

Fort Valley State University, Fort Valley, GA, Public, 4-year, Enrollment: 4044; Tuition and Fees: 6438
www.fvsu.edu

Gadsden State Community College, Gadsden, AL, Public, 2-year, Enrollment: 8369; Tuition and Fees: 3900
www.gadsdenstate.edu

Grambling State University, Grambling, LA, Public, 4-year, Enrollment: 5987; Tuition and Fees: 5950
www.gram.edu

H Council Trenholm State Technical, College, Montgomery, AL, Public, 2-year Enrollment: 2152; Tuition and Fees: 3288, www.trenholmstate.edu

Hampton University, Hampton, VA, Private , 4-year, Enrollment: 5680; Tuition and Fees: 20724
www.hamptonu.edu

Harris-Stowe State University, Saint Louis, MO, Public, 4-year, Enrollment: 1807; Tuition and Fees: 5220
www.hssu.edu

Howard University, Washington, DC, Private , 4-year, Enrollment: 10637; Tuition and Fees: 22683
www.howard.edu

Huston-Tillotson University, Austin, TX, Private , 4-year, Enrollment: 1075; Tuition and Fees: 13494
www.htu.edu

Interdenominational Theological Center, Atlanta, GA, Private , 4-year, Enrollment: 697; Tuition and Fees:
www.itc.edu

J.F. Drake State Community and Technical, College, Huntsville, AL, Public, 2-year, Enrollment: 2025;
Tuition and Fees: 3336, www.drakestate.edu

Jackson State University, Jackson, MS, Public, 4-year, Enrollment: 10909; Tuition and Fees: 6348
www.jsu.edu

Jarvis Christian College, Hawkins, TX, Private , 4-year, Enrollment: 653; Tuition and Fees: 11369
www.jarvis.edu

Johnson C Smith University, Charlotte, NC, Private , 4-year, Enrollment: 1907; Tuition and Fees: 18236
www.jcsu.edu

Kentucky State University, Frankfort, KY, Public, 4-year, Enrollment: 3506; Tuition and Fees: 6276
www.kysu.edu

Lane College, Jackson, TN, Private , 4-year, Enrollment: 1609; Tuition and Fees: 9180
www.lanecollege.edu

Langston University, Langston, OK, Public, 4-year, Enrollment: 3140; Tuition and Fees: 3815
www.lunet.edu

Lawson State Community College Birmingham, Campus, Birmingham, AL, Public, 2-year
Enrollment: 5100; Tuition and Fees: 4230, www.lawsonstate.edu

Le Moyne-Owen College, Memphis, TN, Private , 4-year, Enrollment: 1295; Tuition and Fees: 10680
www.loc.edu

Lincoln University, Jefferson City, MO, Public, 4-year, Enrollment: 3912; Tuition and Fees: 6838
www.lincolnu.edu

Lincoln University of Pennsylvania, Lincoln, University, PA, Public, 4-year, Enrollment: 2273; Tuition and
Fees: 9804, www.lincoln.edu

Livingstone College, Salisbury, NC, Private , 4-year, Enrollment: 1194; Tuition and Fees: 16024
www.livingstone.edu

Meharry Medical College, Nashville, TN, Private , 4-year, Enrollment: 790; Tuition and Fees:

www.mmc.edu

Miles College, Fairfield, AL, Private , 4-year, Enrollment: 1978; Tuition and Fees: 11454
www.miles.edu

Mississippi Valley State University, Itta Bena, MS, Public, 4-year, Enrollment: 2860; Tuition and Fees: 5916, www.mvsu.edu

Morehouse College, Atlanta, GA, Private , 4-year, Enrollment: 2510; Tuition and Fees: 25468
www.morehouse.edu

Morehouse School of Medicine, Atlanta, GA, Private , 4-year, Enrollment: 358; Tuition and Fees:
www.msm.edu

Morgan State University, Baltimore, MD, Public, 4-year, Enrollment: 8742; Tuition and Fees: 7218
www.morgan.edu

Morris College, Sumter, SC, Private , 4-year, Enrollment: 1010; Tuition and Fees: 11087
www.morris.edu

Norfolk State University, Norfolk, VA, Public, 4-year, Enrollment: 8147; Tuition and Fees: 7126
www.nsu.edu

North Carolina A & T State University, Greensboro, NC, Public, 4-year, Enrollment: 12275; Tuition and Fees: 5422, www.ncat.edu

North Carolina Central University, Durham, NC, Public, 4-year, Enrollment: 9729; Tuition and Fees: 5526
www.nccu.edu

Oakwood University, Huntsville, AL, Private , 4-year, Enrollment: 2181; Tuition and Fees: 16234
www.oakwood.edu

Paine College, Augusta, GA, Private , 4-year, Enrollment: 1053; Tuition and Fees: 13332
www.paine.edu

Paul Quinn College, Dallas, TX, Private , 4-year, Enrollment: 281; Tuition and Fees: 13525
www.pqc.edu

Philander Smith College, Little Rock, AR, Private , 4-year, Enrollment: 744; Tuition and Fees: 12564
www.philander.edu

Prairie View A & M University, Prairie View, TX, Public, 4-year, Enrollment: 9584; Tuition and Fees: 6764, www.pvamu.edu

Rust College, Holly Springs, MS, Private , 4-year, Enrollment: 1038; Tuition and Fees: 8900
www.rustcollege.edu

Saint Augustine's University, Raleigh, NC, Private , 4-year, Enrollment: 1637; Tuition and Fees: 17890
www.st-aug.edu

Saint Pauls College, Lawrenceville, VA, Private , 4-year, Enrollment: ; Tuition and Fees:

Savannah State University, Savannah, GA, Public, 4-year, Enrollment: 5227; Tuition and Fees: 5415
www.savannahstate.edu

Selma University, Selma, AL, Private , 4-year, Enrollment: 699; Tuition and Fees: 5840
selmauniversity.org

Shaw University, Raleigh, NC, Private , 4-year, Enrollment: 2498; Tuition and Fees: 16480
www.shawuniversity.edu

Shelton State Community College, Tuscaloosa, AL, Public, 2-year, Enrollment: 7955; Tuition and Fees: 3900, www.sheltonstate.edu

Shorter College, N Little Rock, AR, Private , 2-year, Enrollment: 236; Tuition and Fees: 2100
www.shortercollege.org

South Carolina State University, Orangeburg, SC, Public, 4-year, Enrollment: 4211; Tuition and Fees: 9776
www.scsu.edu

Southern University and A & M College, Baton Rouge, LA, Public, 4-year, Enrollment: 7753; Tuition and Fees: 6630, www.subr.edu

Southern University at New Orleans, New, Orleans, LA, Public, 4-year, Enrollment: 3242; Tuition and Fees: 4911, www.suno.edu

Southern University at Shreveport, Shreveport, LA, Public, 2-year, Enrollment: 4177; Tuition and Fees: 3492, www.susla.edu

Southwestern Christian College, Terrell, TX, Private , 4-year, Enrollment: 228; Tuition and Fees: 7620
www.swcc.edu

Spelman College, Atlanta, GA, Private , 4-year, Enrollment: 2221; Tuition and Fees: 24634
www.spelman.edu

St Philip's College, San Antonio, TX, Public, 2-year, Enrollment: 16314; Tuition and Fees: 2038
www.alamo.edu

Stillman College, Tuscaloosa, AL, Private , 4-year, Enrollment: 1108; Tuition and Fees: 15901
www.stillman.edu

Talladega College, Talladega, AL, Private , 4-year, Enrollment: 1017; Tuition and Fees: 11492
www.talladega.edu

Tennessee State University, Nashville, TN, Public, 4-year, Enrollment: 10444; Tuition and Fees: 6498
www.tnstate.edu

Texas College, Tyler, TX, Private , 4-year, Enrollment: 1083; Tuition and Fees: 10008
www.texascollege.edu

Texas Southern University, Houston, TX, Public, 4-year, Enrollment: 10784; Tuition and Fees: 7946
www.tsu.edu

Tougaloo College, Tougaloo, MS, Private , 4-year, Enrollment: 1056; Tuition and Fees: 10227
www.tougaloo.edu

Tuskegee University, Tuskegee, AL, Private , 4-year, Enrollment: 3138; Tuition and Fees: 18900
www.tuskegee.edu

University of Arkansas at Pine Bluff, Pine, Bluff, AR, Public, 4-year, Enrollment: 3138; Tuition and Fees: 5938, www.uapb.edu

University of Maryland Eastern Shore, Princess Anne, MD, Public, 4-year, Enrollment: 5051; Tuition and Fees: 6998, www.umes.edu

University of the District of Columbia, Washington, DC, Public, 4-year, Enrollment: 6873; Tuition and Fees: 5138, www.udc.edu

University of the Virgin Islands, Charlotte, Amalie, VI, Public, 4-year, Enrollment: 3157; Tuition and Fees: 4794, www.uvi.edu

Virginia State University, Petersburg, VA, Public, 4-year, Enrollment: 6831; Tuition and Fees: 7784
www.vsu.edu

Virginia Union University, Richmond, VA, Private , 4-year, Enrollment: 1883; Tuition and Fees: 15130
www.vuu.edu

Virginia University of Lynchburg, Lynchburg, VA, Private , 4-year, Enrollment: 769; Tuition and Fees: 7880, www.vul.edu

Voorhees College, Denmark, SC, Private , 4-year, Enrollment: 676; Tuition and Fees: 10780
www.voorhees.edu

West Virginia State University, Institute, WV, Public, 4-year, Enrollment: 3265; Tuition and Fees: 5932
www.wvstateu.edu

Wilberforce University, Wilberforce, OH, Private , 4-year, Enrollment: 526; Tuition and Fees: 15140
www.wilberforce.edu

Wiley College, Marshall, TX, Private , 4-year, Enrollment: 1551; Tuition and Fees: 11382
wileyc.edu

Winston-Salem State University, Winston Salem, NC, Public, 4-year, Enrollment: 7012; Tuition and Fees: 5468, www.wssu.edu

Xavier University of Louisiana, New Orleans, LA, Private , 4-year, Enrollment: 3560; Tuition and Fees: 20560, www.xula