

2019

Career Pathway and Leadership Attributes of Academic Administrators at Historically Black Colleges and Universities

Dyanne Mitchell-Williams
Walden University

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



Part of the [Social and Behavioral Sciences 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 Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Dyanne Mitchell-Williams

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. Lisa Saye, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Ross Alexander, Committee Member,
Public Policy and Administration Faculty

Dr. Tanya Settles, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2019

Abstract

Career Pathway and Leadership Attributes of Academic Administrators
at Historically Black Colleges and Universities

by

Dyanne Mitchell-Williams

MPS, Tennessee State University, 2014

PhD, Newburgh Theological Seminary, 2009

MA, Trinity Theological Seminary, 2007

BS, Tennessee State University, 1998

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Public Policy and Administration

Walden University

December 2019

Abstract

Academic administrators at historically Black colleges and universities (HBCUs) are faced with multiple challenges regarding retention of students, funding, and maintaining status as an HBCU, yet little is understood about how and why leaders choose a particular career pathway. This lack of understanding creates opportunities for failure related to turnover in leadership, funding discrepancies, and lower rates of retention and persistence for students. Using Maslow's needs theory as the foundation, the purpose of this descriptive study was to better understand the career pathways of established executive level leaders at HBCUs in order to determine attributes of success among leaders with the rank of provost and higher. Data were collected using open-ended surveys from 30 HBCU executives at the rank of provost or higher. These data were analyzed using descriptive statistics, inductive coding, and thematic analysis. Findings indicated that academic administrators tend to move between private and public institutions frequently, and over 20% began an academic career as a faculty member at an institution of higher education. The other key finding is that executives tend to plot a path to higher level, executive positions transitioning over a period of several years, and those who maintain a focus on achieving executive status also participate in a variety of seminars and workshops to build peripheral skill in communication, financial management, and collaboration. The social change implications stemming from this study include recommendations to HBCUs to engage in leadership training opportunities for faculty and academic leaders to encourage internal promotion to executive positions as a mechanism to preserve the unique organizational attributes of HBCUs.

Career Pathway and Leadership Attributes of Academic Administrators
at Historically Black Colleges and Universities

by

Dyanne Mitchell-Williams

MPS, Tennessee State University, 2014
PhD, Newburgh Theological Seminary, 2009
MA, Trinity Theological Seminary, 2007
BS, Tennessee State University, 1998

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Public Policy and Administration

Walden University

December 2019

Dedication

This dissertation is dedicated to my husband, James, who shared his professional opinions along the journey, and my three daughters Evelynne, Tracey and Tiffanie, who always provided words of encouragement. My appreciation goes out to my son-in-law Rod and my mother-in-law Claudia. I want to thank my grandchildren Russell, Jalyn, Chloe, Joshua and Adia for their love of learning and sharing their lives. I have to give a thank you to my sisters Edna, Kathy, Amanda, Abonda, Vivian, Gloria and Clara for their love and support always, and to my brothers Kenneth, Daniel and Calvin. I give all Honor and Praise to G-d for the order of my direction received from the Holy Spirit.

Acknowledgments

I would like to thank my mother, Nora Evelyn Ransom, for instilling in me the courage to face any challenge, and to love the force of education. I would like to extend a special thank you to Dr. Lisa Saye, my committee chairperson for her expertise, recommendations, and comments throughout the dissertation process. I also acknowledge and thank Dr. Ross Alexander, committee member for his helpful recommendations and support, and Dr. Tanya Settles, for her review and comments as my URR committee member. Finally, I would like to thank Dr. S. Keith Hargrove for his suggestion of the topic that began the journey of my dissertation.

Table of Contents

List of Tables	v
List of Figures	vi
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background	2
Problem Statement	3
Purpose of the Study	4
Theoretical Framework	5
Nature of the Study	6
Assumptions	7
Scope	7
Delimitations	8
Limitations	8
Significance of the Study	8
Why This Study is Needed	9
Research Questions.....	10
How the Research Questions Are Answered	10
Operational Definitions.....	11
Key Terms Used in the Study	11
The Impact of This Study for Social Change.....	12
Summary and Transition.....	12

Summary of Key Points in Chapter 1	12
Pointing Ahead.....	13
Chapter 2: Literature Review	14
Introduction.....	14
Organization of the Literature Review	14
Literature Search Strategy.....	15
Summary of the Content of the Literature	16
How Maslow’s Hierarchy of Needs Theory Relates to the Study	16
Literature Analysis of Maslow’s Hierarchy of Needs Theory Application.....	17
Literature Review of Career Pathway for Academic Administrators.....	19
Literature Review of Leadership Attributes for Academic Administrators.....	21
Literature Review for Academic Administrators Success	24
Literature Review for Social Change Success	29
Literature Review Related to Theory.....	32
Content Literature Review	33
Historical Perspective of Literature Review	42
Implications of Past Research on Present Research	42
How the Literature is Related to the Problem Statement.....	43
Conclusion to the Literature Review	44
Chapter 3: Research Method.....	46
Introduction.....	46
Research Design and Methodology	46

Role of the Researcher	47
Researchers Role Defined.....	47
Researcher and Participants Relationship.....	47
Researcher Biases	48
Protection of Participants Rights	48
Participants in the Study	49
Ethical Considerations	50
Data Collection Procedures.....	52
Data Analysis and Management	54
Presentation of Results.....	56
Summary	57
Chapter 4: Results	58
Introduction.....	58
Research Questions.....	59
Organizational Conditions for Participants.....	59
Demographics	60
Informed Consent.....	60
Data Collection	61
Survey Summary for Public Institutions.....	62
Survey Summary for Private Institutions.....	68
Results.....	76
Research Questions Answered.....	78

Data Analysis	79
Coding Process.....	79
Statistical Analysis.....	80
Evidence of Trustworthiness.....	86
Summary	86
Chapter 5: Summary, Conclusion, and Recommendations	90
Introduction.....	90
Interpretation of the Findings.....	90
Limitations	92
Recommendations.....	92
Implications for Social Change.....	94
Reflections of the Researcher	94
Conclusion	96
References.....	100
Appendix A: Letter of Invitation	117
Appendix B: Survey Questionnaire	119
Appendix C: Coding Summary.....	120

List of Tables

Table 1. Career Pathway of Public HBCU Participants	74
Table 2. Career Pathway of Private HBCU Participants	74
Table 3. Leadership Attributes of Public HBCU Participants	75
Table 4. Leadership Attributes of Private HBCU Participants	75
Table 5. Participants General Information.....	77

List of Figures

Figure 1. Career Pathway Relationship at Public HBCU Institutions	82
Figure 2. Career Pathway Relationship at Private HBCU Institutions	83
Figure 3. Leadership Attribute Relationship at Public HBCU Institutions	84
Figure 4. Leadership Attributes Relationship at Private HBCU Institution	85

Chapter 1: Introduction to the Study

Introduction

Higher education is a journey to formal education taught at colleges and universities that provides for many student's diverse possibilities without limits. Empowering students in higher education at historically Black colleges and universities (HBCUs) enables them to become society's future leaders using precollege programs that target 1st through 12th grade students and introduces them to a college experience with classes taught by college students and professionals. Precollege programs enhance communities for academic administrators while they also used them as recruitment and retention tools. Thompson (1973) detailed in "Private Black Colleges at the Crossroad" and revealed vacancies in presidential positions, supporting the crisis of need for academic administrators. Thompson also defined a clearer need for career pathway and leadership attributes in higher education to assist administrators to succeed in their personal journey from provost, vice president (VP), and chief academic officer (CAO) to promotions at HBCUs based on clear, directional, and qualified skills for success. Academic administrators should have the skills to improve a climate for diversity that impacts higher education at HBCUs, while changing the perceptions, and attitudes of their employees, students, and community. Hurtado, Milem, Clayton-Pederson, & Allen (1999) examined behavioral campus environments of diverse groups for the impact of complex student perceptions of discrimination for an improvement of ethnic diversity in higher education. The findings revealed that positive interaction between students and

academic administrators at HBCUs in the United States determines social change for these institutions (Hurtado et al., 1999).

Background

The Higher Education Act of 1965, as amended, recognizes HBCUs as an opportunity for all students in the United States regardless of race, to enhance their talents and skills for private or public sectors from the African American community, and the entire nation. Preparing every student for success in college and careers reflects an educational law enacted in 2015 by President Obama for the nation's schools, the Every Student Succeeds Act, which ensures equal opportunity for every student. This Every Student Succeeds Act also provides a bridge for academic administrators to develop clear career pathways and recognizable leadership attributes for developmental growth within every higher educational institution.

The responsibility for supervision and maintenance of higher educational institutions is performed by academic administrators. The attitude, preparation, and awareness of academic administrators accepting positions often finds them surprised that people do not understand exactly what they do, and through communication as a leadership attribute; it becomes a key to success in leadership, because their leadership skills develop not in a day, but daily (Pate, 2012). A comparative study of academic administrators' career pathways and career attributes at HBCUs in the United States can prepare future leaders in higher education to achieve their desired goals for promotional

success in higher education in the United States, and promotion at all institutions across the nation.

Problem Statement

Academic administrators serving in positions as provost, VP, and CAO are responsible for the supervision of budgetary oversight, and maintenance operation of institutions in higher education. The impact academic administrators have on higher educational institutions reveals a correlation of poor leadership, declining enrollment, and unequal funding at HBCUs in the United States (Sav, 1997). The same challenges have been reported within HBCU organizations that academic administrators have when serving in positions in higher education, and the correlation with their lack of a clear career pathway and inadequate leadership attributes may be the cause of HBCU institutions having problems like the loss of institutional inefficiency and frequent turnaround in these positions revealed at HBCUs in the United States. Researchers have reported in many publications that in higher education, few have identified within the academic community a focus on the career pathway for academic administrator disciplines at colleges and universities in the United States (see Johnson & Boyd, 2019, Veney & Sugimoto, 2017). There is a problem for academic administrators to define a clear career pathway, and skilled leadership attributes direction taken in their service as provost, VP, and CAO in higher education at HBCUs in the United States. This problem creates frequent job turnover, lack of funding, and some closing of many institutions at HBCUs when using academic administrators' decision-making processes that affects students, faculty, staff, and communities. English & Kramer (2017) referenced data from

the *Chronicle of Higher Education* substantiating this problem of frequent academic administrator job turnover and the need for skilled leadership attributes, resulting in a report of an upcoming leadership crisis in higher education, validated by a need for employment of skilled academic administrators. An analysis in understanding the career pathway and leadership attributes of academic leaders working as provost, VP, and CAO may lead future leaders to a point of a clear career pathway direction with skilled leadership attributes for success at HBCU institutions across the nation.

Purpose of the Study

Identifying poor budgetary oversight and lack of maintenance operations tied with frequent job turnover of academic administrators serving in positions of provost, VP, and CAO at HBCUs in the United States may be the result of these individuals having no clear career pathway or skilled leadership attributes. The purpose of this study was to address the identified problem using a qualitative inquiry of Maslow's needs theory as the foundation method for a solution. This approach allowed for the development of understanding the experiences of academic administrators currently working at HBCUs in the United States, and their challenges of funding restraints and operational maintenance of academic program. The direction for understanding through an analysis of how a clear career pathway, and leadership attributes for academic administrators has adversely influenced academic and budgetary programs at HBCUs within the United States was the purpose for this study. Using Maslow's hierarchy of needs theory as a foundation provided insight into a clearer career pathway and ineffective leadership characteristics when inadequately hiring academic administrators with little access to

clear career pathways, and inadequate leadership attributes as academic administrators in higher education at HBCUs exhibit today in attributing to their financial demise of success (Taormina & Gao, 2013).

An survey questionnaire was used, which consisted of academic administrators working as provosts, VPs, and CAOs at 30 HBCU public and private institutions within the United States and a qualitative research study was applied for a remedy of the situation with an execution of strategic planned flexibility of analysis, interpretation, and reporting explicit qualitative inquiry (Creswell, 1998). The research purpose statement and problem statement are clearly identified through a logical link to the research questions (see Rudestam & Newton, 2015).

Theoretical Framework

The theoretical framework was the structure for this research study that reflects the research questions, with the combination of literature used to define the analysis of career pathway and leadership attributes of academic administrators working in higher education at HBCUs in the United States. The interpretation of motivational theories allowed clear access to career pathway and leadership attributes for academic administrators and allowed discovery into what influences their decision-making process for institutional successful operation of HBCUs in the United States while serving as the developmental tool for this research study. Maslow's hierarchy of needs theory is a classification system of psychological development, and was the foundation that influenced this study using the motivational theory of behavior for academic

administrators (Maslow, 1954). What motivates people to move and what keeps them moving is what scholars study, and the literature review in Chapter 2 was the supporting data that may assist academic administrators in their quest for career pathway and leadership attributes while working at HBCUs in the United States. Motivation is a force that creates goal-oriented behaviors and leads individuals to thrive and excel in their inherent potentials (Leib & Synder, 1967).

Nature of the Study

The nature of the study was a qualitative research inquiry in which I developed descriptions and interpretations of career pathway and leadership attributes for academic administrators working as provosts, VPs, and CAOs at HBCUs in the United States. The study allowed academic administrators to present a clearer understanding of higher education, career pathways and leadership attributes at HBCUs in the United States (Stake & Trumbull, 1982). In this qualitative study, I used Maslow's hierarchy of needs theory to present a direct interpretation of academic administrators' experiences reported by the participants themselves, which allowed me to interpret survey data as facts directing the study. When defining the nature of a qualitative study, Erickson (1986) defined the characteristics of qualitative research as the essential quality of interpretation, and he reported the findings of a study are not only findings, but confident facts or beliefs as a researcher may ultimately present a personal view through such behavior as language from a study of data gathering.

Assumptions

Things assumed to be true began with participants agreeing to provide true and honest data when relating to their questionnaire. I also assumed that academic administrators working as provosts, VPs, and CAOs at HBCUs in United States are very excited, confident, and enjoy their positions working within their institutions with staff, students, operating boards, and all stakeholders. I assumed that once academic administrators are placed in these positions in higher education, their goals are to enhance their institutions through higher enrollment, creative academic programs and additional resource funding from industry, government, and their communities. All assumptions have not been verified, but were necessary for the study of academic administrators working in higher education at public and private institutions at HBCUs in the United States.

Scope

In this qualitative inquiry, the setting of the study was the higher educational environment of academic administrators working as VPs, CAOs and in provost positions at HBCUs in the United States. Important for the study was the limitation of not having access to all academic administrators due to time, and funding for the research. Travel was also a limitation for the study. The data for the qualitative research inquiry encompassed an survey questionnaire including 30 set of data surveys for career pathways, and leadership attributes of academic administrators at HBCUs in the United States.

Delimitation

It is understood that limitations are an opposite of delimitations. The delimitation of exploring the factors of career pathways and leadership attributes of provosts, VPs, and CAOs working at HBCUs in the United States have the limited number of 30 participants, the required number for the rule of thumb for saturation. An additional delimitation is that the number of research questions did not exceed 20. Subsequent studies on the career pathway and leadership attributes of academic administrators may allow the limitations to prevail.

Limitations

In situations of a natural setting for qualitative research, it is difficult to duplicate a study, as there may be explanations that have several possibilities (Wiersma, 2000). A limitation for qualitative research is that it may involve similar or different findings and the researcher's interpretations may be limited. Additionally, qualitative research is time consuming, and the experiences of provosts, VPs, and CAOs at 107 public and private HBCUs in the United States influenced their time in responding to the questionnaire. Travel across the United States to obtain data from each HBCUs entailed limitations for me; therefore, travel was limited as it was not cost effective.

Significance of the Study

I conducted this qualitative research study to contribute to existing literature on higher education, HBCUs, academic administrators, and the career pathway and

leadership attributes for future leaders in the United States. Very little information is known of the experience in higher education regarding a clear career pathway and skilled leadership attributes that allows future leaders a clearer direction to career pathways and skilled leadership attributes for the position of academic administrator. These results can fill the gap for knowledge of clear career pathways, and skilled leadership attributes for future academic administrators. This study is essential and may also allow academic administrators to develop a higher quality of institutional funding and academic programs success for future leaders in education, as well as enhance social change required for successful future leaders.

Why This Study Is Needed

The results of this study may help in the creation of professional development programs, and provide guidance in preparing the next generation of academic leaders. This qualitative research study may provide insight of how academic administrators in higher education at HBCUs in the United States achieve organizational efficiency in academic affairs educational and funding programs, as leaders in higher education are becoming limited due to retiring presidents. There is also frequent turnover with over 60% of sitting presidents now at the age of 61 or older (Myer, 2017). Higher education will have unprecedented leadership turnover in the next decade, and should prepare leaders with leadership attributes, skill sets, and gender diversity as future leaders for society (Myer, 2017). This project is unique because it addresses public and private HBCU organizational leadership in the selection of academic administrator experience through career pathways and leadership attributes in higher educational institutions

within the United States. This study is needed because the next generation of academic leaders in higher education may benefit from this qualitative research study of academic administrator's experiences of career pathways and leadership attributes. Leadership is often difficult to describe and is thought to be that which influences others. Leadership is required in the administration of higher institutions, especially required at HBCUs in the United States because of the challenge of budget restraints (Thrash, 2012). Critical in today's economy is the need for academic administrators at HBCUs in the United States to address their decentralized budgets, and academic programs for a global economy. Strategically addressing academic administrator's career pathway and leadership attributes to master academia for promotional success is why this problem needs to be addressed.

Research Questions

Research Question (RQ) 1: What are the experiences of academic administrator's working as provosts, VPs and CAOs at HBCUs in the United States when following a career pathway to leadership in higher education?

Research Question (RQ) 2: What are common traits of leadership attributes exhibited by academic administrators working in positions of provost, VP, and CAO at HBCUs in the United States?

How the Research Questions Are Answered

The research questions were answered in this qualitative research study with a survey addressing open-ended questions for experiences of career pathway and leadership attributes for academic administrators at public and private HBCUs in the United States. I used this strategy to survey provosts, VPs, and CAOs working at HBCUs in the United States to determine if they have similar educational experiences, with a broad consensus of what is average. A survey questionnaire was presented to participants with the assistance of technology: computer mail, internet, iPad, iPhone, email, and/or survey monkey. Participants answered the questions with honest, sincere, professional experienced data from their past, present, and future in higher education.

Operational Definitions

Academic Administrators: An academic administrator is an administrative representative responsible for operational budgets, and the maintenance of a college or university serving in the role of provost, VP, and CAO (Gunsalus, C. K. 2017).

Career pathway: A career pathway allows individuals to develop in their professions with a combination of education, training, and work strategies (Dupree, 2018). Career pathways are professional and personal directions individuals' pursue.

Historically Black colleges and universities (HBCUs): The Higher Education Act of 1965 identifies HBCUs as any historically black college or university established prior to 1964 with a mission of education for Black Americans, accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to

offer to all students, regardless of race, an opportunity to develop their skills and talents (U.S. Department of Education, 2018).

Leadership attributes: Leadership attributes are personal qualities, consisting of traits and a process approach that may include values, character, motives, habits, style, behaviors, and skills (Thrash, 2012). Leadership attributes are learned behavior patterns.

The Impact of This Study for Social Change

This qualitative inquiry may change the nature of higher education for academic administrators. An analysis of career pathways and leadership attributes for provosts, VPs, and CAOs working at HBCU institutions in the United States provides data for future leaders seeking positions in higher education at higher levels of academic management. This qualitative inquiry using the Maslow's hierarchy of needs theory methodology allowed insight into the career promotion for future academic leaders using the exhibited career pathway of experienced administrators, and leadership characteristics that may prove successful for future career leadership in higher education.

Summary and Transition

Summary of Key Points in Chapter 1

Academic administrators have the responsibility of supervision and maintenance for higher educational institutions, which requires administrators to have clear career pathways, and leadership attributes to continue the legacy of public and private HBCUs in the United States funded after the Civil War. Higher education is a journey for students that provides a bridge to possibilities without limits, and empowers students to become society's future leaders. The problem for academic administrator's may be their

lack of skills as leaders, having no clear career pathways to the positions of provost, VP, and CAO, and having no clear leadership characteristics at HBCUs in the United States as defined using a problem statement, background for the problem, and a purpose statement for this qualitative study. The theoretical framework was determined using concepts, theories, and ideas that exist from the identified problem statement and research questions. The literature review allowed for a comparison of how other researchers have identified theoretical concepts and served as a justification for a qualitative inquiry.

Pointing Ahead

There are strategic challenges that public and private HBCU academic administrators face as they encompass 2-year community colleges creatively in fulfilling the nation's goal for college graduates (Strikwerda, 2018). Several challenges facing these institutions are low enrollment, degree offerings, quality of education, finances and affordability, infrastructure, changes in federal and state policies, and academic leadership (Association of Governing Board of Universities & Colleges, 2017). This chapter is followed by a review of pertinent literature in Chapter 2, and Chapter 3 contains a description of the research design, role of researcher, setting and sample, data collection, data analysis, trustworthiness, protection of participant's rights, ethical issues, and presentation of results for qualitative results of the study. Chapter 4 contains data analysis and the results of this study, and Chapter 5 reveals a summary, conclusions and recommendations for the analysis of career pathway and leadership attributes for academic administrators at public and private HBCUs in the United States.

Chapter 2: Literature Review

Introduction

In the introduction of Chapter 1, I provided detailed information regarding the inquiry of academic administrators in higher education working at HBCUs in the United States. I introduced the problem, purpose, research questions, theoretical framework, nature of the study, operational definitions for understanding, assumptions, scope, delimitations, limitations, significance of the study, and transition for a complete reporting of the qualitative study, theoretical issue and its importance. In Chapter 2, I introduce the literature review with a complete synopsis of literature that establishes the problem of study.

Organization of the Literature Review

Several selected sources of information were used in this qualitative literature research, including articles relating to higher education for present leaders and future leaders in higher education seeking development in leadership confidence, efficiency, trust, sustainable participants, empowerment, accountability, effectiveness, leadership theories, and bridging a gap in private and non private government educational institutions through technology. Previous articles found through review and search strategies of authors conducting generalized research provided useful data. The Walden online library provided many of the needed articles for this review, as did the Google

Scholar search. The study includes data from search terms as “*higher education*”, “*HBCUs’ leadership*”, “*academic administrators career pathway*”, “*leadership characteristic*”, and “*academic administrators in 21st century*”. Strategic information was retrieved from “*The U.S. Department of Education, Higher Education Today*”, “*The Chronicle of Higher Education*”, “*Journal of Educational Management Administration and Leadership*”, “*International Journal of Behavioral Development, American Journal of Pharmaceutical Education*”, “*Leadership and Organizational Development Journal*”, “*Journal of Public Administration Research and Theory*”, “*American Journal of Engineering Education*”, “*Journal of Public Affairs*”, “*Journal of Public Administration Research and Theory*”, “*Journal of Diversity in Higher Education*”, “*Review Journal of Philosophy and Social Science*”, “*Academy of Management Journal*”, “*Journal of Educational Administration*”, and “*The American Psychological Association*”.

Literature Search Strategy

The career pathway and leadership attributes of academic administrators at HBCUs in the United States are not clear for future leaders seeking employment in higher education. The direction to a promotional status of leadership in higher education at HBCUs in the United States has not been clearly defined, nor has the leadership characteristics for future leaders been clearly identified. The road map for career development for anyone seeking educational leadership is ambiguous at best. Batch & Heyliger (2014) assert that the views of leadership styles are a predictor for an academic administrator’s job satisfaction in higher education, which may result in effective social

change at a departmental level with colleges, universities, and job satisfaction for faculty and staff.

Summary of the Content of the Literature

The literature inclusive in this study contains content to deliver data on the career pathways and leadership attributes for academic administrators working at HBCUs in the United States. The literature review includes historical and current level substantive data, and theoretical contributions that are associated with academic literature concerning motivational theory of leadership characteristics such as transformational, servant, authentic, team, laissez-faire, and transactional. Data for skilled leadership traits of intelligence, self-confidence, determination, integrity, sociability, emotional intelligence, and leadership ethics are included in the study. Information includes the challenges facing academic administrators working in higher education, their knowledge of sharing information in organizations, organizational trust, accountability, and the field of technology usage in higher education at HBCUs in the United States for academic administrators.

How Maslow's Hierarchy of Needs Theory Relates to Study

Maslow's hierarchy of needs theory was used for this qualitative analysis, and provided methods for a reality oriented inquiry to develop objectivity and truth. An audit trail of rigor and validity was established with the fieldwork procedures, data confirmability and collection from 30 participants. A methodology that uses the motivational theory approach in a qualitative inquiry allows trustworthiness in inquiries

from participants and was used in a systematic academic framework to enhance the relationship of revealing data for career pathways and leadership attributes for academic administrators at HBCUs in the United States. The selected motivational theory and the qualitative study were connected to develop the qualitative inquiry with realism of the experiences of the participants.

Literature Analysis of Maslow's Hierarchy of Needs Theory Application

The motivational theory method used the data in a systematic procedure of gathering information and analyzing it as Maslow's hierarchy of needs theory used the conceptualization of Glaser (2002) for emerging social patterns in data. I collected and analyzed a collection of data from an survey questionnaire of participants from their structural organizational institutions in a real world settings of higher education. I analyzed themes and patterns using coding techniques from participant data in an inductive analysis and a subjective and evaluative analysis were acknowledged from a qualitative paradigm. Cooper, Chenail & Fleming (2012) examined a meta-data-analysis research study conducted over the last 30 years from the experiences of students learning qualitative research. Hein (2004), and Pratt & Dolbin-MacNab (2003) examined students' experiences through qualitative research, and used constructivist Maslow's hierarchy of needs theory to explore the experiences of participants learning qualitative research that included factors of interference or support of their learning experiences, and identified three components of the participants learning experiences: cognitive, affective and experiential. Martin & Turner (1986) argued his study of organizational research on work organizations revealed several different examples of organizational literature with

strategies for preliminary elaboration, concept discovery, note taking, then note writing, and concept definition that enables organizational understanding, and enhanced improvement for the context of work. According to Rich (2012) Maslow's hierarchy of needs theory allows findings for context data of methodological research results for finding themes, coding and findings that provides a focus for a qualitative report. The data provided a narrative methodological process of single interviews for analysis and researchers often agree on this method as the method used in a study (Berg, 2007, Denzin & Lincoln, 2005, and Patton, 2002). Maslow (1969), the creator of Maslow's hierarchy of needs theory was suggested to have a wide influence outside academia and has the concept of cultivating the foundation of motivation. Strauss & Corbin (1998) presented a process of grouping classifications of data as categorization, a step used in qualitative analytical methods of answering questions to identify Maslow's hierarchy of needs theories. Rich (2012) agreed, but suggested a qualitative report analysis of a top-down coding scheme from Maslow's hierarchy of needs theory as an incomplete study that requires more data to validate a behavior theory adoption for students in the classroom. Rich's study did not allow an understanding of how to carry the analysis out, or see the pros, cons, and other distinctions identified in this particular approach. Talib & Rahman (2010) suggested qualitative design has been growing using differing data of Maslow's hierarchy of needs theory about the position and role of qualitative research that is used as a device method for social science researchers. The researchers noted the significant role of qualitative theory in a literature review is a fact that cannot be denied (Tavallaei & Abu Talib, 2010). Sutton & Austin (2015) suggested that qualitative research allows

feelings, participant thoughts, behavior understanding, and determines how and why their behaviors take place. Qualitative research allows data collection, analysis, and management for higher education academic administrators and their stakeholders. Maslow's hierarchy of needs theory suggests that individuals are motivated by basic needs of psychology, safety, love, esteem, and self-actualization, and his theory has an important impact on other researchers (Tay, Kuykendall & Diener, 2015).

Literature Review of Career Pathway for Academic Administrators

While researchers suggest many directional pathways to careers in higher education that may apply to successful organizational operation of HBCUs in the United States with the assortment of applications of each, as Bushouse, Jacobson, Lambright, Llorens & Morse (2011) suggested building bridges between scholars and academic administrators and argued academic administrators have to simultaneously recommend strategies to overcome the executive educational programs in place, promote participant engagement exchange in higher education, and have government mandates that should be relaxed for educational organizations to develop fully with their current environments for successful operation of educational originations. Cameron (2016) suggested strategic responses to conditions of decline as academic administrators in higher education are not prepared to handle effectively these declined conditions in education. There are many predictions regarding the future of the decline of colleges and universities, but unknown is the severity or nature due to funding cutbacks, federal political changes, enrollment trends, and unexpected disasters that may be reasons for higher education decline. Cameron suggested going out of business, becoming small, consolidating, merging,

getting bigger, changing emphasis, and some may become entrepreneurial. He argued higher education institutions must create a response to their conditions of decline as a major requirement for academic administrator positions. Christman & McClellan (2012) suggested sex and gender are resilient leadership career tools that may be used for successful operation of institutions, as Guba & Lincoln (1994) agreed, and added they are also power structures reinforcements. These researches suggested the possibility of a binary trap viewing leadership past and present social construction of gender, the ability to overcome such a view is the desired vision of the researchers, and that the image is resilient leadership that may be seen as a middle space regardless of gender and sex. Christman & McClellan (2008) used participants from a women's study and men from a men's study with both groups from academic administration. They noted that participants with the ability to negotiate a fluid use of gender obtained resiliency in the performance of their academic leadership ability and developed negotiating boundaries for interaction with gender norms. The middle space of building a new area for both men and women meeting with socially-constructed abilities and expectations may negotiate complex boundaries.

Academic administrators in their careers often are not aware of their employee's perceptions of them. Connelly & Kelloway (2003) suggested organizational factors for employee's perceptions of management's knowledge and sharing an organizations culture, size and available technology. The researchers suggested positive social interaction is significant in employee's maintaining a positive perception of their organizational leaders for successful development and support in an organization.

Blenkinsopp & Stalker (2004) suggested managers develop their career pathway from a manager to the promotion of academic management and the phenomenon of practitioners currently moving from managers into an academic administrators' position are normally welcomed when addressing recruitment problems, and when benefiting the institution by bringing practical experience into the academic institution as education is always a given element. Blenkinsopp & Stalker identified transitional elements of credibility, experience of management vs knowledge of academia and defined knowledge of a clear career pathway to academic positions, higher education viewed the academic knowledge relevant, and considered for the higher stepping points for promotion little thoughts to the management of the academic administrators' day-to-day interactions as emergent management academics. These researchers also suggested customer engagement and social media participation impact the success of academic administrator's tools of marketing their institutions as they move upward in their career pathways.

Literature Review of Leadership Attributes for Academic Administrators

While the articles used in this research agree on some of the same leadership attributes, advancement for skilled academic administration of institutions requires identification. Bass (2000) suggested transformational leadership as the future for organizational leadership in higher education that academic administrators should use. He believed transformational leadership used in higher education may be seen in academic administrators by followers and will allow each other to move to a higher level of motivation and morality. Bass developed the transformational leadership theory that was used to create a guide for change and continues to inspire followers. Bass believed

transformational leadership allows organization commitment, satisfaction and effectiveness, and uses a six-factor model for transformation and transactional structure showing leadership related to maintenance in the creation of learning for organizations. Successful leaders, according to Bass, use a full range of leadership skills, while many others use some at frequency of levels. He believed future educational leaders' relationship to instructors and students will exhibit transformational leadership as agents of change. Batch & Heyliger (2014) suggested leadership styles of academic administrator and their impact on the job satisfaction of higher educational individuals rest with transformation, transactional and passive/avoidant with academic administrators having proactive actions when disseminating information to employees, and refining their leadership styles to conform to their organizations. Batch & Heyliger suggested employee satisfaction cultivates the skillset of transformational characteristics of leaders as they become aware of their leadership attributes, identify employees with transformational qualities, and assist followers in developing professional training programs for future academic administrators. Gardner & Stough (2002) suggested relationships between leadership and emotional intelligence promotes successful organizational leadership with transactional, laissez-faire and transformational styles with all elements of transformational leadership containing components of understanding external emotions, emotional management, and transformational leadership style as styles for success. Holmberg & Rothstein (2016) examined organizational trust of other people and the importance of interpersonal social trust, its difficulty in building societies and reducing many kinds of transactional costs. The researchers suggested building high

levels of trust within organizations, while developing minimum levels of trust between economic and political groups, which was useful in higher education for executive administrators. Holmberg & Rothstein argued the identification of individuals with university degrees, healthy and employed gainfully trust each other, but do not trust others with lower education levels, unhealthy and not gainfully employed. Less privileged and less fortunate individuals globally tend to have lower levels of interpersonal trust and they feel trust is not good for society. Marx (2014) examined leadership success with organizational operations as a strategy for leadership development in the early 1960s, with a strategy using consultants for an analysis of external environment that eliminated the need for leadership judgment, values, skills or intuition, while Montgomery (2012) argued leadership and strategy have to be reunited in organizations at the highest levels. Sun-Tzu (1994) linked leadership and military strategy and modern academic links, and Mintzberg (1973) agreed, and related leadership and strategy allows a natural alliance of developing basic human needs of Maslow's hierarchy of needs theory and suggested the elimination of the classroom eliminates critical interaction that does not allow students to become effective leaders and allows developing leadership concepts, skills, principles, with the ability to access effective performance in organizations to achieve their goals. Rowley & Sherman (2003) suggested organizational success requires effective leadership characteristics, utilizing fundamental practice and character, non-academic personnel, and faculty presence in leadership roles at institutions often creates confusion and ambiguity, particularly with issues of academic administrators seeking to achieve levels of higher performance,

mutual trust with everyone, and cooperation. Rowley & Sherman defined changes of set guidelines for personnel in their leadership characteristic decision making and practices for effective leadership institutions in higher education.

In most cases, different research studies compare leadership styles, and Stone, Russell & Patterson (2004) examined the difference between transformational and servant leadership, with transformational leadership focused towards the organization with the commitment of employers direction on the behavior of building the organizations objectives, mission, and goals: servant leadership has a subordinate focus for the organization's objective, with a primary focus on the organization's employees. The transformation and servant leaders' ability to shift the primary focus of leadership from the organization to the employees is the distinguishing factor that classifies a leader as either transformation or servant. Stone, Russell & Patterson summarized both transformational leadership and servant leadership are dynamic leaderships, although they are different.

Literature Review for Academic Administrators' Success

While the administration of academic institutions may vary across the nation and change is rarely welcomed, Denissen, Neumann & VanZalk (2010) examined web-based data research on the internet to determine the change in social behaviors and traditional research methods in higher educational institutions for operational success. Neumann & VanZalk suggested higher educational institutions have to adapt to the multimedia environments today or be left behind. Online educational programs, with the psychosocial consequences of cyber psychology has its impact on data. The internet used

for data development in learning organizations require technical developmental guidelines set for educational studies to cover complex issues, to protect participant's anonymity, protection of minors, and the assessment of repeated developmental changes that take place on the web. Partnerships are a concept for organizational operations to foster development of creative funding, increased admission and program effectiveness using business operations as suggested Diaz-Gibson, Zaragoza, Daly, Mayayo & Romani (2016). The group suggested partnerships of communities and school organizations for innovative policy and leadership strategies for 18 educational collaborative networks in Barcelona, Spain. The partnership goals were to use educational collaborative networks that allowed partnerships with educational institutions and community organizations, and the emergence of political strategies that were used globally through innovative leadership that address global educational issues. The interconnected creativity of the partnerships due to the educational leadership that were developed created leadership network partnerships for future change between educational institutions and communities building a collaborative performance culture for the global future.

Dorweiler & Yakhou (2005) suggested a scorecard for academic administrators' performance on college campus in the United States. The challenge for academic administrators from literature reviews reveal the institutions are rethinking strategies and operations due to their changing environments that requires more accountability from government and the public. The balance of a scoreboard with goals and measures for evaluation as a guide incorporates ways of effective improvement that demonstrates accountability: social disclosure, mandatory audits translated through a business basis for

academic administrator's usage to balance the scoreboard in academic institutions to become successful. Literature articles on academic administrator's success in higher education does not eliminate their downfalls as Downes (2017) suggested in recent university scandals and those of decades ago: drugs, sex scandals, hazing, cheating, on-the-job consumption, murder, athletics, admissions and diplomas scandals, and according to Gray, Fan & Llanes (2003) a university's reputation, good or bad, is an important dimension for higher education. Ng & Forbes (2009) suggested an institution's reputation as a core value that creates activities for universities. Ressler & Abratt (2009) viewed university reputation from a stakeholder's view, concluding university scandals jeopardize their reputation in the community. Solutions to remedy university scandals suggested punish perpetrators, structural changes, fines, terminations, institutional policies, and sanctions as proactive behavior of academic administrators to avoid university scandals in the future.

Harris & Ellis (2017) suggested competing pressures and demands presidents in higher education at institutions are comforted with in their work environment and the positions of president is almost second to the president of the United States. Presidents unsuccessful in their tenure of performance causes higher education to faces high involuntary turnover revealed in 7 cases of presidential involuntary turnovers from causes of financial controversy, board rejection, faculty rejection, poor judgment, athletic scandals, system confidence loss, presidential poor fit at an institution, and presidential lack of training and professional support. Jones, Lefoe, Harvey & Ryland (2012) suggested the need in higher education for professional and specialized leadership that

eliminates the gap between academic employees and academic administrators with the use of market competition, managerial control, organizational restructuring, and government scrutiny. Agreeing, Coates, Dobson, Edwards, Friedman, Goedegebuure & Meek (2009) & Szekeres (2004) suggested government scrutiny and distributed leadership for higher education as shared, inclusive philosophy and collective focus on traits, skills, and behaviors of individual leaders (Jones, Harvey, Lefoe, Ryland & Schnieder, 2011). Johnes & Ruggiero (2017) suggested revenue efficiency in higher educational institutions under imperfect competition should focused on maintaining vector output of monopolistic competition because of highly publicized issue with HBCUs in the Unites States. Many issues surrounding the modeling process were discussed with the determination for a demand function for each type of outputs, the selection of the outputs, and outputs to be used in the models for revenue efficiency. Further study may be required. The success of higher education at HBCU in the United States may come at the suggestion of Leveille (2006) with the effective ability of colleges and universities providing accountability and trust when serving the public. Trust and accountability are increasingly important in higher education as functions significantly change over time. Leadership and coordination to establish methodologies, funding policies, and excessive elimination of state oversight were suggested by Morris & Laipple (2015), many administrators have no leadership training prior to taking their new positions. Carroll & Wolverton, 2004, and Hecht, 2004 suggested that many leaders with skills in business, human resource, leadership, behavioral psychology, and industrial-organizational psychology are better prepared for their positions. Scholars suggested

higher education in the United States have a need to continue management training, leadership development and create mechanism that support leaders with wellness behavioral management. Bushouse, Jacobson, Lambright, Llorens & Morse (2011) examined building bridges between scholars and academic administrators and the challenges of developing the bridge that crosses the divide to strengthen research practice and teaching. Academic administrators also have to simultaneously recommend strategies to cover their executive educational programs in place and promote participant engagement exchange in higher education. Literature review revealed the importance of government mandates have to be relaxed for some educational organizations to develop fully with their current environments. Cameron (2016) examined strategic responses to conditions of decline in higher education are because they are not prepared to handle effectively their decline conditions. There are many predictions regarding the future of the decline of colleges and universities, but unknown is the severity or nature, just an era of cutback. Cameron suggested some reasons are the environment in higher education of financial exigencies, federal political changes, enrollment trends, and unexpected disaster or the reasons for higher education decline. The author's results for his report is a new set of organizational and administrative responses to counteract this decline with institutions responding with going out of business, becoming small, consolidating, merging, getting bigger, changing emphasis, and some may become entrepreneurial. Cameron's study indicates higher education institutions must create a necessary response to their situations as the management of decline is a major requirement for academic administrators.

Literature Review for Social Change Success

While there are many articles for social change, Brown & Baltes (2017) suggested social change for education and its relationship results in a statistically significant relationship between the level of education and an individual's importance to their involvement in positive social change. It is suggested that as the level of education increases, an individual's involvement in positive social change increases. Frahm & Brown (2007) suggested the importance of linking change receptivity to change communication and the importance of using lens of communication when viewing the change process with an open mind for change. Organizational change requires leaders who recognize receptive change as a factor for success in their organizations and researchers' suggest leadership should align employee's expectations for change with an understanding of the organizations' goals for change.

Suggs & Stirgus (2018) suggested many HBCUs in the United States face perilous times with the stability and health of 101 institutions undertaking low enrollments, questionable student retention, core revenue, and graduation rates. Reviews revealed by the scholars reported 6 institutions closed since 1988, with 2 being HBCUs in name only institutions, closing due to poor financial decisions results that put some HBCUs on the list for closure, with these institutions never having large budgets, change is inevitable. Hein (2004), and Pratt & Dolbin-MacNab (2003) explored students experiences in qualitative research using Maslow's hierarchy of needs theory to explore the experiences of participants learning qualitative research that included factors of

interfere or support of their learning experiences. The results identified three components of the participants learning experiences; cognitive, affective and experiential. The analysis allowed the researchers to develop a Maslow's hierarchy of needs theory for qualitative research education and believed the participants learning experiences were enhanced with an inductive approach to qualitative research education that includes experiential learning early for students. Frahm & Brown (2007) examined the importance of linking change receptivity to change communication that expressed the importance of using lens of communication when viewing the change process with an open mind for change. Organizational change requires leaders who recognize receptive change as a factor for success in their organizations. The paper reviewed the relationship of change communication to employee change receptivity using multiple methods in their study: focus groups, archival data, surveys, and participant observations. The findings revealed initial change is problematic for employees in a 100 day study and suggested leaders should align employee's expectations for change with an understanding of the organizations goals for change. Hannan & Freeman (1984) examined structural inertia and organizational change with influence on social change. The clarification of structural inertia and the theory treats the selection process as a precondition as research and theory involves an organizations environment. The theory of levels of high structural inertia are a consequence of the selection process and not a precondition for selection. The strength of an inertial force when confronted with complexity, age and size will vary and results in organizational change for a variety of structural changes in an organization.

Martin & Turner (1986) examined the Maslow's hierarchy of needs theory in organizational research approach in work organizations, and reviewed several different situations of organizational literature. Specific strategies are identified for the theory that are purposeful for success; preliminary elaboration, concept discovery, note taking, then note writing and concept definition. The results enabled organizational understanding, and enhanced improvement of the context of work. Palmer, Davis & Hilton (2009) explored challenges that threaten to impede the academic success of academically underprepared African American males at an HBCU. The authors stated education has historically played a central role in the lives of African Americans and the males have not fared very well going through the pipeline. Data from a qualitative study emerged showing factors that promoted success for underrepresented males at HBCUs. The study of participants revealed their challenges that threatened their success of graduation as they persisted through to their graduation. The study provided results of colleges and universities working effectively toward preventing attrition for African American males in higher education, particularly at HBCUs.

Parker (2015) introduced his overview of critical race theory (CRT)/critical race studies (CRS) for qualitative research in education, its theoretical framework, and how race neutral practices, laws, and policies perpetuate ethnic/racial subordination. The author introduced race critical methodological precept with cultural and historical contexts that allowed the deconstruction of racism and race (Bell, 1995; Ladson-Billings, 2006; Crenshaw, Gotada, Pellar & Thomas, 1995). The framework challenges the racial discourse of dominant color blindness, meritocracy of the vision created that people of

color gain some advantages, but not at the expense of others (Bell, 1995). CRT explored with qualitative research racial productivity of people of color choices made with daily negotiations with each other and others at institutions in the context of neo-liberal racism in a society that is post-racial. The results suggested hope for different types of critical race realism emerging of methodologies, critical research, and acts of social change. Rabovsky (2012) examined performance-based accountability in higher education, and its impact on higher education and institutional spending patterns of government that has become prevalent in recent years. Higher education has been a major focus for many states in their attempt to tie institutional funding to performance of objective measures. The policies of restructuring financial incentives, and exerting influence for administrative behavior has shown little effectiveness through data from integrated higher educational data systems. Results suggested that using data from the integrated higher education data system has had some influence in regards to institutional spending priorities and that spending is greater at public research universities than at public colleges.

Literature Review Related to Theory

Cooper, Chenail & Fleming (2012) examined a behavioral theory of inductive qualitative research in education using a meta-study conducted by the authors on research conducted in the last 30 years of the experiences of students learning qualitative research. Hein (2004) & Pratt, Dolbin-MacNab (2003) examined students' experiences in qualitative research. These authors used Maslow's hierarchy in needs theory to explore the experiences of participants learning qualitative research that included factors of

interfere or support of their learning experiences. Results identified three components of the participants learning experiences; cognitive, affective and experiential. The analysis allowed the researchers to develop a Maslow's hierarchy of needs theory for qualitative research education and believed the participants learning experiences were enhanced with an inductive approach to qualitative research education that included experiential learning early for students. Frahm & Brown (2007) examined the importance of linking change receptivity to change communication and expressed the importance of using lens of communication when viewing the change process with an open mind for change. The paper reviewed the relationship of change communication to employee change receptivity using multiple methods in their study: focus groups, archival data, surveys, and participant observations. Finding revealed initial change is problematic for employees in a 100-day study and suggested leaders should align employee's expectations for change with an understanding of the organizations' goals for change. Martin & Turner (1986) examined the management theory and organizational research on work organizations and reviewed several different situations of organizational literature. Specific strategies are identified for the Maslow's hierarchical of needs theory that are purposeful for success: preliminary elaboration, concept discovery, note taking, note writing, and concept definition. Results suggested that the management theory enables organizational understanding and enhanced improvement of the context of work.

Content Literature Review

Bass (2000) investigated the satisfaction of transformational leadership as the future for organizational leadership in higher education for academic administrators. The

author believes transformational leadership used in higher education may be seen through academic administrators when followers allow each other to move to a higher level of motivation and morality. The Bass transformational leadership theory is used to create a vision that guides change with follower inspiration. Results revealed transformation leadership allows organization commitment, satisfaction, and effectiveness. A six-factor model was used for transformation and transactional structure showing leadership related to maintenance and the creation of learning organizations. Bass suggested successful leaders use a full range of leadership and many use less frequency levels. Batch and Heyliger (2014) examined the leadership styles of academic administrator and their impact on the job satisfaction of faculty and examined three leadership styles; transformation, transactional, and passive/avoidant. The research questions were answered using the methodology design of correlation logistic regression model with important finding resulting from the data: higher education requires academic administrators to have proactive actions when disseminating information to employees, refining their leadership styles to conform with their faculty, faculty satisfaction cultivate the skillset of transformational characteristics of leaders, and academic administrators must become aware of their leadership attributes. Academic administrators should identify employees with transformational qualities and seek that individual to develop their professional training programs for future academic administrators.

Blenkinsopp & Stalker (2004) suggested managers should develop their career pathway from a manager to the promotion of academic management with the phenomenon of practitioners currently moving from managers into an academic

administrator's position when addressing recruitment problems, benefiting the institution when bringing practical experience into the academic institution. Transitional elements of credibility were identified with the experience of management's knowledge of relevant academia. The knowledge of a clear career pathway to positions in higher education view the academic knowledge relevant and considered for the higher stepping points for promotion with little thoughts to the management of the academic administrators' day-to-day interactions as emergent management academics. Customer engagement and social media impact the success of academic administrators' tools of marketing their institutions.

Fisher (2018) examined the vision for California's higher education plan became an international educational example model. The master plan for California's colleges and universities has put the institution in high regards and too high for its students. The capacity and budgetary strains began to cause students to struggle as many were turned away and the higher educational resources were a mismatch with where they were going, and the needs of education. There were problems with the master plan that caused many students in college that could not make it to the finish line. Fisher reported the plans lack sufficient data on key elements in education. The success of the educational plan caused it to fail as Fisher detailed in efforts to change public policy, neglect, and inertia the plan was not able to produce within the means of its students. Gardner & Stough (2002) examined the relationships between leadership and emotional intelligence of senior level managers with a study of the swinburne university emotional intelligence test with 110 participants using transactional, laissez-faire, and transformational multifactor for

leadership. Results revealed that effective leaders were those identified whose test reported transformational, as appose to transactional behaviors. Correlated highly were the emotional intelligence with all elements of transformational leadership, contained components of understanding external emotions, emotional management and test with high components predictors for transformational leadership style as a style for success. Harris & Ellis (2017) suggested competing pressures and demands presidents in higher education institutions are comforted with in their work environment and investigated presidents that were unsuccessful in their tenure of performance and eventually faced high involuntary turnover. Investigated were 1,029 presidential terms from 256 major ranking institutions during the years 1988 through 2016. Harris & Ellis (2017) revealed in their study 7 cases of presidential involuntary turnovers from causes of financial controversy, board rejection, faculty rejection, poor judgment, athletic scandals, system confidence loss, and presidential poor fit at an institution. The study proposed a presidential framework turnover to explain the constant turnover of presidents within higher education and recommend presidential training and additional professional support.

Sun-Tzu (1994) linked leadership and military strategy, and Mintzberg (1973) linked modern academic. Their results related leadership and strategy allowed a natural alliance of developing basic human needs and the elimination of the classroom eliminates critical interaction that does not allow students to become effective leaders. Leadership and strategic teaching in the classroom is essential: developing leadership concepts, skills, principles, and the ability to access effective performance in organizations to

achieve their goals. Morris & Laipple (2015) performed a national study of academic deans, associate deans, directors, and department chairs totaling 1,515 individuals of leadership skills, administrative rolls readiness, and their job satisfaction. The survey revealed the majority of participants were least prepared in the area of handling grievances, appeals, developing entrepreneurial activities, and creating a metric to document progress. There were many administrators' who had no leadership training prior to taking their new positions (Carroll & Wolverton, 2004; Hecht, 2004).

Participants with skills in business, human resource, leadership, behavioral psychology, and industrial-organizational psychology were better prepared for their positions as the authors reported participants revealed indications of role strain, and less enthusiastic, and less interested in their jobs since their appointments in administrative positions. Also reported half of the participants were felt their administrative positions interfered with their quality of life and well-being. Twenty-one percent of participants reported enjoying their jobs and women reported feelings of being overwhelmed, less compensated the men, and better skilled with inspiring others and addressing poor performance. The study revealed higher education in the United States has a need to continue management training, leadership development, and create mechanism that support leaders with wellness behavioral management. The study represents a baseline for academic administrators experience and is part of an ongoing study of leadership in higher education. Rabovsky (2012) examined performance-based accountability in higher education and explored the impacts on higher education and institutional spending patterns of government that has become prevalent in recent years. Higher education has

been a major focus for many states in their attempt to tie institutional funding to performance of objective measures. The policies of restructuring financial incentives, and exerting influence for administrative behavior has shown little effectiveness through data from integrated higher educational data systems. Results showed using data from the integrated higher education data system has had some influence in regards to institutional spending priorities, and the spending is greater at public research universities than at public colleges. Rubin (2012) examine social class differences in social integration among students in higher education in a study of 35 meta-analysis socioeconomic statues and their relationship to the social integration among students in higher education. The author revealed that middle class students are more integrated than working class students as related across gender and years of study factoring into account parental education and parental income. Results found effects that were significant using measures for a sense of belonging and participation in formal and informal social activities. It was noted that future research may be needed in the area of multidimensional measures of social integration, and potential mediation of the social class, and social integration relationships. Sahu, Pathardikar & Kumar (2018) examined the relationship of an intention to leave through the mediating role of employee branding, engagement, and psychological attachment and the relationship of transformational leadership. The authors based their study questionnaire from data on 405 employees working full-time as information technology (IT) for an organization in India. The questionnaire was a measurement of a structured analysis. Results from the data revealed transformational leadership influenced employee intention to leave an organization and

employer branding is mediated by employee engagement and leadership relation of psychological attachment is mediated with employee branding, accounting for a high turnover of organizations in India and transformational leaders in teams contribute to employee branding, engagement and their psychological attachment. Transformational leadership training for team leaders in an organization will assist in the elimination of high organizational turnovers. Stone, Russell & Patterson (2004) examined the difference between transformational and servant leadership to determine if there are similarities or differences in their focus. The results discovered were the transformational leader's focus is maintained towards the organization with the commitment of his employers focused on the behavior of building the organizations objectives, mission and goals. The authors reveal servant leadership has a subordinate focus for the organization's objective, with a primary focus is on the employees. The transformation and servant leaders' ability to shift the primary focus of leadership from the organization to the employees is the distinguishing factor that classifies a leader as either transformation or servant. Reviewed were the servant leadership's stage of development, the challenges facing their examination and the changes regarding the thinking currently about a servant leaders approach in an organization. Final results revealed both transformational leadership and servant leadership are dynamic leaderships, although they are different.

Sutton & Austin (2015) examined qualitative research use for researchers that allows feelings, thoughts of their participants, understanding their behaviors, and determined how and why their behaviors take place. The focus was on pharmacies and

used for every subject matter. Qualitative research allows data collection, analysis and management for higher education academic administrators and their stakeholders. Maslow's hierarchy of needs theory introduced interaction and interviews to explore research and assisted in explaining problems not understood, situations and context. Results allowed answers to problems and questions for pharmacists in understanding their issues for individual patients, develop better relationships, and understand relevant issues of data collection, analysis, and management. Assessing individual's feelings and thoughts allowed Sutton & Austin to suggest additional reading of qualitative research. Taylor (2017) examined post-qualitative inquiry that draws on theories to reformulate the methodological assumptions of humanist research and outline 5 key components of post-qualitative inquiry to decentralize the human aspect to enable the ability to recognize objects, matter and things shared in the world of humans, to eliminate the possibility of objectivity, to focus on practice doings and actions to the real world, to move from consciousness-based experience to knowing in being of an uncontained ability of happenstance, and to write inventively. Harman (2011) defined anything undefined as an object autonomous from its context and own pieces. Results identified three theoretical approaches of Bennett (2010) thing-power, Barad (2007) agential realism in higher education, and Harman (2011) object-oriented ontology. Taylor's results provided the ability for readers to access post-qualitative inquiry with rethinking the empirical in a broader aspect for an inquiry. Thrash (2012) discussed the leadership approach of academic deans in Ohio. The quantitative study analyzed and researched different variables of age, number of faculty supervised, years of experience and their leadership

styles. The theory used five leadership styles was the managerial grid of Black and Mouton with a leadership style survey that was mailed to the participants. The results revealed very little differences: some similarities and some differences. Thrash commented on a similar study by Wood (2004) that revealed low to moderate significance. It is suggested additional research may be required and results may be due to the size disparity of the study.

Tsal (2017) examined knowledge transfer intra-organizational networks. Tang (2011) suggested the exact topic of knowledge transfer in intra-organization networks. Tsal reported the knowledge transfer in intra-organizational networks and its effects of network position and absorption capacity on business unit innovation performance for 60 different business units to draw upon their network of organizational knowledge of producing innovation, and enhanced performance of centralized networks organizational positions. Building upon this knowledge of network positions provides an avenue to new knowledge developed from other units to successfully duplicate new networking positions for organization innovation and performance in higher education to be successful. Tierney (1988) examined the effects of organizational culture in higher education. The idea of practitioners and researchers viewing a new management approach to culture explains almost every event that happens in organizations. Tierney explained standards and research methods in understanding culture often creates confusion more so than insight. Tierney's suggests that understanding organizational culture in organizations provides an antidote of folly for administrators and the implication of successive definitions for culture in organizations makes the study of

organization culture meaningful for academic administrators in higher education. The discussion for colleges and universities of a working framework to diagnose culture, subculture, ant culture and disciplinary culture are problems that may be overcome. Determinates of increased awareness of organizational performance of time, communication, and space may be sorted with a comprehensive study. Additional work of informality and formality is required, and further investigation of higher education for an understanding of individual institutions.

Historical Perspective of Literature Review

The current literature research based qualitative study approached the data in a systematic procedure for gathering information and analyzing it from a Maslow's hierarchy of needs theory viewpoint of motivational theories. Academic administrators are the participants and their life experiences will be analyzed by interviewing them to learn about their background, education, careers, leadership attributes, and culture. A collection of educational data and questionnaires are collected and studied for comparative analysis (Strauss & Corbin, 1998). Participant's structural organizations of a real-world settings are observed in an inquiry approach for qualitative data through fieldwork interviewing. An analysis and comparison of themes or patterns from participant to participant are analyzed in an inductive analysis. Subjective and evaluative analysis acknowledged from a qualitative paradigm. A comparison for leadership attributes using the literature research data contained in the study, and the experiences of participants to compare developments of a professional nature of social characteristics.

Implications of Past Research on Present Research

The current literature research based qualitative study approached the data in a systematic procedure for gathering information and analysis using Maslow's hierarchy of needs theory viewpoint. Academic administrators are the participants using their life experiences with interviews to learn about their background, education, careers, leadership attributes, and culture. A collection of educational data and survey questionnaires were collected, studied and analyzed for comparative analysis using IBM SPSS statistical analysis that allowed bias protection. Participant's organizational culture of real-world workplace were observed from an inquiry approach for qualitative data through fieldwork interviewing. An analysis and comparison of themes or patterns from participant to participant analyzed in an inductive analysis. Subjective and evaluative analysis acknowledged from a qualitative paradigm. A comparison for leadership attributes using the literature research data contained in the study and the experiences of participants to compare developments of a professional nature of social characteristics.

There is very little research on career pathways for academic administrators with defined clear education and training direction that lead to credentials for these skilled and demanding jobs in higher education. The National Conference of State Legislatures, (2010) explored the challenges of financial, academic, family, time and work balance for participants. Research reports many faces of leadership for the educational arena that reveal different qualities and skills and studies of leadership attributes and success in higher education with little focus on leadership attributes skills for academic administrators (American Council on Education, 2014).

How the Literature is Related to the Problem Statement

The problem statement addresses the lack of information dissimulated for the career pathways and leadership attributes of academic administrators working at HBCUs in the United States. Data from the literature review provides the challenges addressing HBCUs in the scandals, lack of funding, and possible closure. Data from the literature review reveals the leadership characteristics for academic administrator's secession throughout their professional career. All data contained within the literature review is relevant to the qualitative research study of career pathways and leadership attributes of academic administrators at HBCUs in the United States.

Conclusion to the Literature Review

The most significant findings justifying the qualitative analysis of Maslow's hierarchy of needs theory for academic administrators career pathway and leadership attributes at public and private HBCUs within the United States was the lack of findings for career pathway and skilled leadership attributes data. Leadership attributes in higher education data revealed the satisfaction of transformational leadership for future leaders in higher education for academic administrators, and the Bass transformational leadership theory is used as a guide that changes follower inspiration (Bass, 2000). Bateh & Heyliger (2014) present significant finding examining the leadership styles of transformational, transactional and passive/avoidant produce employee satisfaction. The significant findings of web-based data research and internet/social media usage in higher education are methods used in research. This significant usage alerts academic administrators regarding cyber security and security for higher education (Denissen, Neumann & VanZalk, 2010). Transitional data that allows connection to Chapter 3 to

Chapter 2 are the literature articles of data of a qualitative research study revealing Maslow's hierarchy of needs theory for systematic research using rigorous procedures of interview questions stated in Chapter 3.

Chapter 3: Research Method

Introduction

In Chapter 1, I introduce an analysis of career pathway and leadership attributes of academic administrators working at HBCUs within the United States. Chapter 2 contained a literature review of substantive secondary sources of data on the study of Maslow's hierarchy of needs theory allowing an understanding for an analysis of career pathway and leadership attributes of academic administrators at HBCUs in the United States. In Chapter 3, I explain academic administrators experience, which adds value to an analysis of their professional career pathway and leadership attributes that guided administrators through their professional, personal, and future developments, allowing them to reach higher executive levels of administration working at public and private HBCUs in the United States. I outline the design, methodology, researcher's role, data collection, and protection of participants with ethical considerations that assisted me in understanding the career pathway and leadership attributes of academic administrators working at public and private HBCUs in the United States. The procedure for the collection of data, data analysis, verification of findings, and procedure of results are also stated in this chapter.

Research Design and Methodology

This qualitative research design inquiry uses Maslow's hierarchy of needs theory for motivational behavior of career pathway and leadership attributes of academic administrators working as provosts, VPs and CAOs HBCUs in the United States (Kaur, 2013). I systematically developed a qualitative methodology that explained the actions

and interactions of current academic administrators by theoretically conducting sampling using open-ended interview questions from 30 participant experiences to allow for an appropriate theory discovery. Data also consisted of field notes and transcripts. Open, selective coding was used to identify themes, in addition to building the theory, as the study design was flexible and adjusted according to learned data (see Strauss & Corbin, 1998).

Role of the Researcher

Researcher's Role Defined

In qualitative research, the researcher plays the role of an instrument (Patton, 2015). I viewed social reality as an objective entity and performed the job of a scientist to investigate the social reality of participants for truth. Alvesso & Skoldberg (2000) viewed this type of research as an imprint of “*reality*” to access a motivational conclusion to proceed toward theory building. The significance of this qualitative research was for me to ask “*why*”, and to perform as the role of a researcher in thematising, designing, interviewing, transcribing, analyzing, verifying, and reporting. The techniques of data collection and the character of the data are decisions that I made to present a quality study (Fink, 2000). A researcher has many roles in constructing a qualitative research study, and develops their role as an architect designing a new community for society.

Researcher and Participants Relationship

In qualitative research, the role of a researcher in relationship to participants may be challenging. I approached participants in an environment that empowered them, while

always maintaining a professional relationship. My role as the researcher and the role of participants were well defined using guidelines and protocols for all stages of this qualitative research. I acted daily with participant's participation of the study, and I was aware of the value in my investigative performance. I was also conscious of my prejudices and potential influence on data in the study, resulting in my use of abstract thinking. The relationship and intimacy that is established between the researchers and participants in qualitative studies create different ethical concerns, and researchers must operate from the standpoint of respecting the privacy of participants, establishing honest and open interactions, and avoiding misrepresentation (Patton, 2015).

Researcher Biases

In qualitative research, there is no solution to eliminate bias, although different forms of research are prone to different forms of error. There are methodological strategies for handling validity and lesser consideration provided for researcher bias. A researcher is required to detach oneself, acquire a willingness to review self and the way it influences data quality when reporting the data. Eliminating bias requires the researcher to accept criticism, judgment, allow transparency, and become open to peer reviews and audits (Norris, 1977). I used IBM SPSS statistical software to help in eliminate bias with logical reasoning of knowledge and inference.

Protection of Participants Rights

The target population was academic administrators currently working as provosts, VPs, CAOs at HBCUs in the United States. The environmental setting was higher

education and I conducted a qualitative inquiry using Maslow's hierarchy of needs theory to explore career pathways and leadership attributes for clarity of direction of current and future academic leaders. According to O'Sullivan, Rassel, Berner, & Taliaferro (2017) participant observation allows a complete understanding and context in a natural environment with less intrusiveness. Participants were recruited through social media, emails, mail, and telephone communication based on holding positions of provost, VP, and CAO at public and private HBCUs within the United States. Interview questionnaires were communicated through technology to academic administrators currently employed as provosts, VPs, CAOs at public and private HBCUs in the United States. The recruitment arrangements consisted first of communication with academic administrators via telephone, face-time, and emails for consent. Interested employees were sent a questionnaire, and it was explained to participants their relationship with Walden University, and that their educational institutions were not affected by their participation in this study. No participant encountered any hurt, harm or danger during this qualitative inquiry. If a participant had experienced harm or difficulty associated with participating in this study, a referral to a local service provider for counseling would have been made in the form of providing an appropriate telephone number.

Participants in the Study

Each participant completed a participant consent form, which included confidentiality for participant protection. All files, audiotapes, and transcripts are stored in a locked office cabinet. All identifying information was removed from data prior to

data validation. Participant's in the study eligibility was based on their positions of currently working as provosts, VP's and CAO's at public and private HBCUs in the United States. The qualitative inquiry of an analysis of career pathway and leadership attributes for academic administrators currently working as provosts, VP's and CAO's at public and private HBCUs in the United States were identified from 10 public and private HBCU institutions in the United States, down from 121 institutions in 1930 (Anderson, 2017). The participants were contacted after approval from IRB, and recruited for this qualitative inquiry.

Ethical Considerations

In qualitative inquiries, researchers are confronted with ethical challenges in all stages of the inquiry; designing and reporting. This includes anonymity, confidentiality, informed consent, and the researchers' potential impact on inquiry of participants and vice versa. Ethical concerns were taken into account when conducting this qualitative research for confidentiality, anonymity, do participants no harm, maintain privacy of participants, and participant informed consent. The *Ethical Standards of the American Educational Research Association*, were adopted in 1992, and revised in 2000 to “*evoke voluntary compliance by moral persuasion*” (see American Educational Research Association, 2005).

The formal steps of protection for participants in this qualitative inquiry were to provide participants with a letter explaining the process of their participation as a voluntary basis. Participants were informed of the purpose of the interview through a

questionnaire that was clear, honest and transparent about its purpose. Participant's time was honored and the guiding principle to do no hurt, harm, or danger to any participant. Participants were provided with a consent form that explained the study, background information, voluntary nature of the inquiry, risk, benefits of being in this qualitative analysis, and their privacy protection measures were also explained. Information to contact Walden University's Institution Review Board (IRB) was provided informing them if they have questions and my contact information. The qualitative research inquiry had the permission of Walden University Committee Chair, Dr. Lisa Saye, Committee Member, Dr. Ross Alexander, URR Department, Dr. Tanya Settles, and approval of the Program Director. Additionally, the Institutional Review Board (IRB) at Walden University approved this qualitative inquiry.

This qualitative research inquiry ensured privacy of participants during their recruitment, the data collection process and the data stored security process with a lock and key for at least 5 years. The data records do not contain names of participants and the data analysis procedures ensure the participant's identities are not directly or indirectly disclosed. Confidentiality agreements will be signed an individual who may view data, and there were no conflict of interest for participants. The participants did not have any risk and participants were benefiting society. The participants made an informed decision to participant in accordance with the ethical principle of "*Respect of Persons*" knowledge of informed consent procedures explained before participants consented to participate. The informed consent form provided to participants were documented with plain English for understanding the data collection procedures, their

right to decline, no gifts were provided, participation was voluntary, and the information to contact the University's Research Participant Advocate or me with any questions, and the knowledge that the participant may keep a copy of their responses. In this qualitative inquiry, my focus was on the ethical principles of confidentiality, coercion, consent, care, and communication as referenced above (Rudestam & Newton, 2015).

Data Collection Procedures

Data collection procedures were used to inform and recruit participants, collect and analyze data and validate findings for this study in a systematic procedure that included interviews, observations, field notes, interview questionnaire, and a review of documents from online sources of data collection (Ravitch & Carl, 2016). Data collection utilized homogeneous sampling and purposeful sampling of participants that shared similar characteristics or traits. The study was focused on understanding a group of academic administrators in higher education and bringing together participants with similar experiences in this setting of academic administrators at public and private HBCUs in the United States.

Data sampling included samples from the defined population of academic administrators currently working at public and private HBCU institutions in the United States. In qualitative analysis, the sample size should be large enough to obtain the perception of saturation, which required participant's results with additional information. Glaser and Strauss (1967) recommended for saturation of data the sample size maybe appropriate using 25 - 30 samples for achievement in qualitative studies with Maslow's hierarchy of needs theory. Morse (1994) recommended 30 - 50 samples and Creswell

(1998) suggested 20 - 30 sample size. In qualitative research, the sample size is determined best by the time allotted, study objectives and resources available (Patton, 2002). The sample size determination for this qualitative inquiry used an adequate sample size of 30 participants for interviewing using a survey questionnaire. The questions were knowledge base open-ended questions for academic administrators at public and private HBCUs in the United States, who were identified, communicated with through telephone, mail, email, and provided information about the qualitative study. A letter with information detailing the nature of the study was electronically sent to academic administrators at public and private HBCUs in the United States with a copy of the consent form. Using random selection to complete interview questionnaires, 91 surveys were electronically sent to participants, with 31 returned and 30 were included and excluded participants who submitted incomplete questionnaires or were not provosts, VPs or CAOs at public or private HBCUs in the United States to produce reliable and reproducible results. Letters were mailed or emailed to 91 public and private HBCUs to interested participants for the study detailing their career pathway and leadership attributes through a detailed questionnaire and a copy of the confidentiality form.

Data was collected from a survey questionnaire that focused on the career pathway and leadership attributes of the participants with the intent to put the participants experiences in context. The participants sign a consent form or emailed their response of acceptance, and the interview questionnaire then submitted that allowed gathering data about the participants career pathway and leadership attributes exhibited in their present roll as provosts, VPs, and CAOs. Ravitch & Carl (2016) suggested qualitative data

collection provides rich, deep, individualized and contextualized data that is the utmost importance to a qualitative study. Additionally, the survey questionnaire allowed knowledge of the participant's experiences and understanding how participants make decisions regarding their career pathway and leadership attributes. Data was collected from the survey questionnaire that provides insight into the career pathway and leadership characteristics through a detailed survey questionnaire. A survey questionnaire was submitted with online technology that allowed participants to feel comfortable, free from distraction, privacy, and relaxed when supplying their answers describing their life-cycle of experiences. Participant's responses served to validate the overall meaning of discovery through the analysis of data. Notes were taken to document all verbal communication, with data organized by creating files of the questionnaires. The organization of files is the first step for the beginning of the process of data analysis and files were maintained in a locked file cabinet, with copies storage in a room with both locations to be locked and maintained for five years (Creswell, 1998).

Data Analysis and Management

This qualitative analysis identified the appropriate approach for data management when acquiring, validating, storing, and protecting the information obtain using Maslow's hierarchy of needs theory. Surveys using predetermined questions, direct observations, and participant observations with note-taking were used. The selection of this type of data collection is easy to administer and allowed access to a holistic perspective by seeing the full context and looking for unexpected outcomes that occur in a natural setting. Also, active participant observation allowed a complete understanding

of the context in a natural environment with less intrusiveness (O'Sullivan, Rassel, Berner & Taliaferro, 2017). In qualitative research, data analysis is the interpretation of data, transcribing and checking that allows reading between the lines, coding, and data synthesis. This allowed finding the meaning that the participants ascribe to their life experiences. According to Rubin & Rubin (2012), data may take the form of pictures or words, with key concepts interpreted from the data through a process of coding, sorting, sifting, identifying themes, and coding is finding and labeling themes, concepts, examples, and events that may be in a researcher's transcripts that speak to the research questions.

Coding is one way to analyze qualitative data and was used to code the survey transcripts, field notes and journals. Sorting the data from the coded interviews extracted for first cycle coding method using single words or sentences to the second cycle coding method, then it was sorted into single computer files that allowed the generation of a theory (see Saldana, 2015). Data management with IBM SPSS software was used for the process of cleaning, inspecting, transforming, and modeling data with a goal of discovering useful information, recommending conclusions and supporting the decision making process. Data analysis software allowed the process of data analysis easier to sort through data orderly and identify patterns, trends, and themes. Rubin & Rubin (2012) explained the use of computer-assisted qualitative data analysis programs that allow researchers to undertake all stages of data analysis. There are many programs to use for qualitative research: QSR and NVIVO, Survey Monkey, IBM SPSS, MAXQDA, and in this qualitative research inquiry, the data contains qualitative research amounts of

evidence of participant data that had trustworthiness through the insurance of transparency, consistent observation, peer review, and an audit trail as practical methods for data collection, analysis, and management.

Presentation of Results

The qualitative research study verified the data results, and the verification of data findings allowed the spirit of qualitative inquiry to remain intact and stand on its own by using two of an eight step process: triangulation, peer review, clarifying researchers bias, rich and thick description, external audit, persistent observation, and negative case analysis (Creswell, 1998). The audience identified as future higher educational academic leaders and current higher educational employees who wish to study the analysis that explored for verification of finding peer review, clarifying the research bias, rich, thick description, and persistent observations with journal notes. Lincoln & Guba (1985) suggested trustworthiness allows creditability for qualitative research. Trustworthiness is the worth of this study with the position established for trustworthiness: transferability allowed the findings to be applicability, credibility allowed truth in a this study's findings using peer reviews, and dependability allowed consistency of findings using an audit. Confirmability allowed neutrality of findings using an audit trail and eliminated the bias, interest, or motivation. Lincoln & Guba evaluative criteria for trustworthiness of the research study was important for evaluating the worth of the research. Credibility allowed confidence in the truth of the research findings, and the techniques for obtaining credibility were persistent observation, triangulation, peer debriefing, member checking and referential adequacy. Findings

were consistent and may be repeated. The technique used to obtain dependability was to obtain an inquiry audit to foster the accuracy or validity of a research study, and confirmability was the extent to which a finding of a study was shaped by the respondents and not my bias, interest, or motivation. All techniques used in this qualitative inquiry of Maslow's hierarchy of needs theory obtained confirmability with an audit trail and reflexivity, which was systematically attending to the context of knowledge construction, and triangulation. Techniques also involves accessing multiple data sources in an investigation to produce understanding when completing bias-free writing from IBM SPSS statistical software to assist in preventing bias using predictive analysis of academic administrators' experiences.

Summary

Chapter 3 restates the purpose of the qualitative study and describes chapter 1. The research questions are restated with a combination of the research design and methodology. Chapter 3 defined my role and explained the relationship between participants and me. The methodology of participant selection logic and specific participant identification procedures were explained. Data collection procedures and instruments chosen were explained, data analysis using IBM SPSS statistical software for supercomputing data collection, issues of trustworthiness, the protection of participants rights and all ethical issues were detailed in chapter 3.

Chapter 4: Results

Introduction

The purpose of this study was to address the identified problem using a qualitative inquiry with Maslow's hierarchy of needs for management, relationship, behavioral and expectancy theories. This approach developed an understanding of the experiences of academic administrators currently working at public and private HBCUs in the United States and their challenges of funding restraints, student retention and operational maintenance of the academic program. Inquiry understanding using IBM SPSS statistical software revealed career pathway and leadership attributes for academic administrators have adversely influenced academic and budgetary programs at HBCUs within the United States and explained the purpose for this study. Using the Maslow's hierarchy of needs theory allowed the discovery of the cause for the lack of a clear career pathway and ineffective leadership characteristics as the cause for inadequately hiring academic administrators with little access to clear career pathways and inadequate leadership attributes as academic administrators in higher education at HBCUs exhibited today in attributing to their financial demise of success.

In this chapter, I introduce and explain data analysis and the results of the analysis process. The interview process was explained using a consent form for surveys to participants as the data collection process. I also describe the interview setting, demographics, number of participants, and results while discussing the relationship to each question.

Research Questions

The research purpose statement and problem statement are clearly identified through a logical link to the research questions (Rudestam & Newton, 2015). The research questions were as follows:

- RQ1: What are the experiences of academic administrators working as a provost, VP, and CAO at HBCUs in the United States when following a career pathway to leadership in higher education?
- RQ2. What are common traits of leadership attributes exhibited by academic administrators working in positions of provost, VP, and CAO at HBCUs in the United States?

Organizational Conditions for Participants

Academic administrators working at public and private HBCUs in the United States have challenges in operating their colleges and universities on decentralized budgets and need practical implications of management (Greenberg & Baron, 2003). The U.S. Senate's bill for all HBCUs allowed an additional \$5 million in 2018, with a 14 % funding increase (Hudson, 2018). According to Hudson, the funds assist HBCUs, while they continue to struggle due to low federal investment, smaller endowments, and less funds from alumni giving. Administrators may feel a lack of financial security with the stated funding. The results of the funding challenges caused some HBCUs to close, as many of these institutions have not been able to train their students in careers for the 21st Century (Hudson, 2018). Academic administrators were also faced with the condition of

a pay gap among genders, which may not matter according to the American Association of University Professors (2014), because there is also a gap in the representation of fewer women in higher-ranking positions in higher education. Data revealed that women at doctoral universities make approximately 78 cents on the dollar as an average ratio for all women. Although there are organizational challenges academic administrators face, the crisis for leadership in higher education is well documented in research publication (Tierney, 2018).

Demographics

Participants in the analysis of career pathway and leadership attributes of academic administrators at public and private HBCUs in the United States are working as provosts, VPs and CAOs, sharing their experiences as academic leaders in higher education. The public HBCU participants contained a mixture of men – (13) and women – (6); the private HBCU participants were a mixture of men – (6) and women – (6). The date of birth range for academic administrators working at public HBCUs in the United States sharing their experiences were from 1947 to 1977, who were from ethnic groups of African-American, Afro-Caribbean, and White. Similarly, the date of birth range for academic administrators working at private HBCUs in the U.S. sharing their experiences ranged in births of 1948 to 1979, from ethnic groups of African-American and White.

Informed Consent

According to Williams & Pigeot (2017), participants involved in research require a researcher to ethically protect all participants' confidentiality, and to obtain participants informed consent of their willingness to participate in a study. A consent form with

detailed information regarding the study was submitted to each participant to officially obtain their willingness to participate, indicating their understanding of this interview process. The participant consent form was approved by the Institutional Review Board (IRB) and this study was approved with approval number 12-24-18-0081498 from Walden University.

Data Collection

The data collection strategy used in this study involved academic administrators completing a survey of 20 open-ended questions that revealed their experiences as a current employee working in higher education at public and private HBCUs in the United States, with the findings validated in a systematic procedure as they were received from online sources of data collection (Ravitch & Carl, 2016). Upon receipt of the Walden University IRB approval, 91 surveys were submitted to a noted 102 HBCU institutions, down from 121 institutions that existed in 1930, with an increased diversity of students (see National Center for Education Statistics, 2019). After several repeated mail-outs and online requests, 30 surveys were returned containing an assortment of data, with career pathway and leadership attributes from academic administrators currently using to manage their HBCU institution.

Survey Summary of Public Institutions

Participant #P1: Male, White, birth year – 1963, highest level of education – PhD, status of institution – public, student enrollment – 650. P1 has held the professional academic positions of provost, senior vice chancellor, and dean. Participant has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of courage to initiate action, communication, and organization of people. P1 would like to develop further the leadership attributes of social skills. P1 believes the perception for their most dominant leadership style is “integrity”. P1 prefers to work at a public HBCU institution.

Participant #P2: Female, White, birth year – 1959, highest level of education – PhD, status of institution – public, student enrollment – 10,240. P2 has held the professional academic positions of vice president, private industry. P2 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of accountability. P2 would like to further develop the leadership attributes of resilience. The P2 believes the perception for their most dominant leadership style is empathy. P2 prefers to work at a public HBCU institution.

Participant #P3: Female, African American, birth year – 1955, highest level of education – PhD, status of institution – public, student enrollment – 4480. P3 has held the professional academic positions of vice president, assistant professor, and adjunct. P3 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of self-assurance, confidence, and enthusiasm. P3 would like to develop further the leadership attribute of communication skills. P3

believes the perception for their most dominant leadership style is social boldness. P3 prefers to work at a private HBCU institution.

Participant #P4: Female, African American, birth year – 1977, highest level of education PhD, status of institution – public, student enrollment – 2130. P4 has held the professional academic positions of vice president, professor, adjunct, private industry. P4 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of accountability, and leadership policies. P4 would like to develop further the leadership attributes of resource allocation. P4 believes the perception for their most dominant leadership style is administration of finance. P4 prefers to work at a public HBCU institution.

Participant #P5: Female, African American, birth year – 1965, highest level of education PhD, Status of Institution – public, student Enrollment – 9607. P5 has held the professional academic positions of Interim vice President, U.S. government, and private industry. P5 has a mentor, does not desire to be promoted to the position of president at a college or university, and has the major leadership attribute of communication. P5 would like to develop further the leadership attribute of time management. P5 believes the perception for their most dominant leadership style is mismanagement. P5 prefers to work at a private HBCU institution.

Participant #P6: Male, ethnic group – n/a, birth year – n/a, highest level of education – PhD, status of institution – public, student enrollment – 6750 approx. P6 has held the professional academic positions of provost, associate vice president, assistant vice president, dean, assistant professor. P6 has a mentor, does desire to be promoted to

the position of president at a college or university, and has the major leadership attributes of empathy and consistency. P6 would like to develop further the leadership attributes of confidence, and the ability to delegate. P6 believes the perception for their most dominant leadership style is honesty. P6 prefers to work at a public HBCU institution.

Participant #P7: Male, White, birth year – 1964, highest level of education – PhD, status of institution – public, student enrollment – 6600. P7 has held the professional academic positions of provost, vice president of academic affairs, executive vice president, dean, and chief executive officer. P7 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of communication and honesty. P7 would like to develop further the leadership attributes of consistency. P believes the perception for their most dominant leadership style is honesty. P7 prefers to work at a public HBCU institution.

Participant #P8: Male, White, birth year – 1951, highest level of education – PhD, status of institution – public, student enrollment – 5512. P8 has held the professional academic positions of provost, vice president of academic affairs, professor. P8 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attribute of effective communication. P8 would like to develop further the leadership attribute of empathy. P8 believes the perception for their most dominant leadership style is honesty. P8 prefers to work at a public HBCU institution.

Participant #P9: Male, African American, birth year – 1967, highest level of

education PhD, status of institution – public, student enrollment – 4970. P9 has held the professional academic positions of provost, dean, associate professor, assistant Professor. P9 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of servant leader and communication. P9 would like to develop further the leadership attributes of visionary, and democratic. P9 believes the perception for their most dominant leadership style is honesty. P9 prefers to work at a private HBCU institution.

Participant #P10: Male, African American, birth year – 1964, highest level of education PhD, status of institution – public, student enrollment – 4200. P10 has held the professional academic positions of provost, associate provost, professor, associate professor, and assistant professor. P10 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of analytical skills and organizational skills. P10 would like to develop further the leadership attributes of communication skills. P10 believes the perception for their most dominant leadership style is trust. P10 prefers to work at a private HBCU institution.

Participant #P11: Male, African American, birth year – 1962, highest level of education PhD, status of institution – public, student enrollment – 6100. P11 has held the professional academic positions of vice president, professor, and associate professor. P11 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of communication skills and diversity in leadership. P11 would like to develop further the leadership attributes of international

communication. P11 believes the perception for their most dominant leadership style is republican. P11 prefers to work at a public HBCU institution.

Participant #P12: Male, African American, birth year – 1947, highest level of education - PhD, status of institution – public, student enrollment – 1800. P12 has held the professional academic positions of vice president, professor, associate professor, and private industry. P12 has a mentor, does desire a promotion to the position of president at a college or university and has the major leadership attributes of communication, democratic leadership, and transactional. P12 would like to develop further the leadership attributes of visionary. P12 believes the perception for their most dominant leadership style is democratic. P12 prefers to work at a private HBCU institution.

Participant #P13: Male, African American, birth year – 1954, highest level of education PhD, status of institution – public, student enrollment – 8090. P13 has held the professional academic positions of vice president, dean, professor, associate professor. P13 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attribute of accountability and commitment. P13 would like to develop further the leadership attributes of communication. P13 believes the perception for their most dominant leadership style is do not know. P13 prefers to work at “n/a” HBCU institution.

Participant #P14: Female, African American, birth year – 1948, highest level of education – PhD, status of institution – public, student enrollment – 4320. P14 has held the professional academic positions of vice president, associate professor, assistant professor. P14 has a mentor, does desire promotion to the position of president at a

college or university, and has the major leadership attributes of follower persuasion, vision and a commitment to the university. P14 would like to develop further the leadership attributes of communication and an understanding from peers. P14 believes the perception for their most dominant leadership style is I have their trust. P14 prefers to work at a private HBCU institution.

Participant #P15: Male, Ethnic Group – no response, birth year – 1950, highest level of education – PhD, status of institution – public, student enrollment – 2300. P15 has held the professional academic positions of provost, vice president, private industry. P15 does not have a mentor, does not desire promotion to the position of president at a college or university and has the major leadership attributes of accountability, and commitment. P15 would like to develop further the leadership attributes of trust and communication. P15 believes the perception for their most dominant leadership style was no response. P15 prefers to work was no response.

Participant #P16: Male, African American, birth year – 1965, highest level of education - PhD, status of institution – public, student enrollment – 2480. P16 has held the professional academic positions of provost, professor, government industry. P16 does not have a mentor, does not desire to be promoted to the position of president at a college or university and has the major leadership attributes of effectiveness in communication, and motivation. P16 would like to develop further the leadership attributes of collaboration. P16 believes the perception for their most dominant leadership style is good management practices. P16 prefers to work at a public HBCU institution.

Participant #P17: Male, Afro-Caribbean, birth year – 1951, highest level of education – PhD, Status of Institution – public, student enrollment – 2130. P17 has held the professional academic positions of interim vice president, vice president, and professor. P17 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of accountability and communication. P17 would like to develop further the leadership attributes of enthusiasm. The participant believes the perception for their most dominant leadership style is sociability. P17 prefers to work at a public HBCU institution.

Participant #P18: Female, African American, birth year – 1951, highest level of education – PhD, status of institution – public, student enrollment – 2130. Participant has held the professional academic positions of provost, vice president, and government industry. P18 has a mentor, does desire promotion to the position of president at a college or university and has the major leadership attributes of trust, motivating others, and integrity. P18 would like to develop further the leadership attributes of communication. P18 believes the perception for their most dominant leadership style is social skills. P18 prefers to work at a public HBCU institution.

Survey Summary – Private Institutions

Participant #P19: Male, White, Birth Year – 1948, highest level of education – PhD, status of institution – public, student enrollment – 1362. P19 has held the professional academic positions of vice president, professor, private industry, and government industry. P19 has a mentor, does desire promotion to the position of

president at a college or university and has the major leadership attributes of democratic leadership style, laissez-faire, and transformational. P19 would like to develop further the leadership attributes of social skills. P19 believes the perception for their most dominant leadership style is integrity. P19 prefers to work at a public HBCU institution.

Participant #P20: Female, African American, birth year – 1954, highest level of education – PhD, status of institution – public student enrollment – 810. P20 has held the professional academic positions of senior vice president board of trustees, senior vice president of administration, senior vice president for trustee relations and protocol, director board of trustees, and assistant to the president. P20 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of integrity, courage, humility, and a willingness to share. P20 would like to develop further the leadership attributes of strategic planning, would like to be great at it. P20 believes the perception for their most dominant leadership style is effective leadership style. P20 prefers to work at a public or private HBCU institution.

Participant #P21: Female, African American, birth year – 1974, highest level of education – PhD, status of institution – public, student enrollment – 3100. P1 has held the professional academic positions of associate provost, assistant provost, professor, associate professor and assistant professor. P21 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of organizational skills, project management, academic accomplishments, calm demeanor, analytical, learner (top Clifton strength), objective, thinker (DiSC). P21 would like to develop further the leadership attributes of Impromptu verbal

communication. P21 believes the perception for their most dominant leadership style is democratic. P21 prefers to work at a private HBCU institution.

Participant #P22: Female, White, birth year – 1975, highest level of education – PhD, status of institution – private, student enrollment – 230. P22 has held the professional academic positions of vice president, professor, adjunct, private industry. P22 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attribute of the supervision of others. P22 would like to develop further the leadership attributes of enthusiasm. P22 believes the perception for their most dominant leadership style is team player. P22 prefers to work at a private HBCU institution.

Participant #P23: Female, African American, birth year – 1961, highest level of education – PhD, status of institution – private, student enrollment – 2,130. P23 has held the professional academic positions of provost, vice president, professor, private industry. P23 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of communication, encourage others. P23 would like to develop further the leadership attributes of sociability. The participant believes the perception for their most dominant leadership style is empathy. P23 prefers to work at a public HBCU institution.

Participant #P24: Male, African American, birth year – 1948, highest level of education PhD, status of institution – private student enrollment – 740. P24 has held the professional academic positions of provost, chancellor, vice chancellor and professor. P24 has a mentor, does desire promotion to the position of president at a college or

university, and has the major leadership attributes of integrity and communication. P24 would like to develop further the leadership attributes of motivating others. P24 believes the perception for their most dominant leadership style is effective communication. P24 prefers to work at a public HBCU institution.

Participant #P25: Female, African American, birth year – 1961, highest level of education – PhD, status of institution – private, student enrollment – 7130. Participant has held the professional academic positions of vice president, associate vice president, and government industry. P25 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of execution of duties in a college environment. P25 would like to develop further the leadership attributes of communication. P25 believes the perception for their most dominant leadership style is tyrant. P25 prefers to work at a private HBCU institution.

Participant #P26: Male, African, Birth Year – no response, highest level of education – PhD, status of institution – private, student enrollment – 6367. P26 has held the professional academic positions of provost and chief academic officer, assistant provost, dean, and director. P26 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of changing communities and people's lives. P26 would like to develop further the leadership attributes of social skills. P26 believes the perception for their most dominant leadership style is lack of communicating. P26 prefers to work at a private HBCU institution.

Participant #P27: Female, White, birth year – 1951, highest level of education –

PhD, status of institution – private, student enrollment – 870. P27 has held the professional academic positions of provost, private industry. P27 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of integrity, courage, and humility. P27 would like to develop further the leadership attributes of strategic planning. P27 believes the perception for their most dominant leadership style is effective. P27 prefers to work at either public or private HBCU institution.

Participant #P28: Female, African American, birth year – 1969, highest level of education – PhD, status of institution – private, student enrollment – 6022. P28 has held the professional academic positions of provost, associate professor, private industry. P28 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of empathy, resilience, and integrity. P28 would like to develop further the leadership attributes of sociability. P28 believes the perception for their most dominant leadership style is empathy. P28 prefers to work at a private HBCU institution.

Participant #P29: Male, African American, birth year – 1950, highest level of education – PhD, status of institution – private, student enrollment – 10,398. P29 has held the professional academic positions of associate vice president academic affairs, dean, professor, U.S. government. P29 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of accountability, communication, and, forerunner. P29 would like to develop further the leadership attributes of follower influence. P29 believes the perception for their most

dominant leadership style is commitment to institution. P29 prefers to work at a private HBCU institution.

Participant #P30: Male, African American, birth year – no response, highest level of education – PhD, status of institution – private, student enrollment – 4117. P30 has held the professional academic positions of associate provost, assistant provost, professor, associate professor, assistant professor. P30 has a mentor, does desire promotion to the position of president at a college or university, and has the major leadership attributes of integrity. P30 would like to develop further the leadership attributes of communication. P30 believes the perception for their most dominant leadership style is empathy. P30 prefers to work at a private HBCU institution.

Table 1 and Table 2 reveal data for the participants working at public and private institutions, and their career pathway directions using the IBM statistical software for average data and standard deviation or the dispersion of data values for variation. The data contains career pathway information for the 18 public institution participants and the 12 private institution participants.

Table 3 and Table 4 contains data for participants working at public and private institutions, and their leadership attributes using the IBM statistical software for their average data and standard deviation or the dispersion of data values for variation of 18 public institution participants and the 12 private institution participants.

Table 1

Career Pathway – Public Institution Participants

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Participants	18	100.0%	0	0.0%	18	100.0%

Average of Participants Career Directions	N	Std. Deviation of Participants Careers
5.3944	18	2.78409

Table 2

Career Pathway – Private Institution participants

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Participants	12	88.9%	2	11.1%	18	100.0%

Average of Participants Career Directions	N	Std. Deviation of Participants Careers
5.3188	16	2.86292

Table 3

Leadership Attributes – Public Institution Participants

	Included		Cases Excluded		total	
	N	Percent	N	Percent	N	Percent
Participants	12	66.7%	6	33.3%	18	100.0%

VAR00002

Average Participant Leadership Attributes	N	Std. Deviation of Participant Leadership Attributes
5.0833	12	2.91418

Table 4

Leadership Attributes – Private Institution Participants

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Participants	18	94.4%	1	5.6%	18	100.0%

Average Participant Leadership Attributes	N	Std. Deviation Participant Leadership Attributes
5.7941	18	2.78421

Results

Statistical data analysis with deep learning evaluating public and private participants career pathway experiences working at HBCU institutions in a standardized form were created when subtracting from the center of distribution and dividing results with the standard deviation from the distribution. Survey results from 30 participants in positions as provosts, VPs and CAOs at HBCU institutions within the United States were completed for this study. The majority of participants shared their gender, race, birth year, desires for promotion, mentorship, outside activities that related to their academic careers, career pathways taken throughout their professional journey, and leadership attributes currently utilized, their desire to improve, and what they believe their strongest leadership attribute as perceived by their peers. These experiences revealed using Maslow's hierarchy of need theory an insight to institutional motivational patterns of participants. Their experiences allowed an analysis of career pathways and leadership attributes of academic administrators working at HBCUs in the United States and provided a pattern of similarities, sequences, and differences of leadership styles for effective leadership analysis (Fiedler, 1967), and career pathway directions as illustrated in the tables below. The journey academic administrators have taken to reach their destination for success revealed causation as shown in the data provided. (Saldana, 2016). Academic administrators must maintain a healthy environment for employees while maintaining their physiological, safety and social needs, and develop growth of employee esteem and self-actualization needs for successful higher educational institutions (Kaur, 2013).

Table No: 5

Participant General Information

Number	Gender	Race/Gender	Birth Year	Highest Degree	Public/Private Institution
1.	Female	African American	1974	PhD	Private
2.	Female	African American	1954	PhD	Private
3.	Male	White	1948	PhD	Private
4.	Female	African American	1979	PhD	Private
5.	Male	African American	1948	PhD	Private
6.	Female	African American	1961	PhD	Private
7.	Male	African American	n/a	PhD	Private
8.	Female	White	1973	PhD	Private
9.	Female	African American	1949	PhD	Private
10.	Male	African American	1950	PhD	Private
11.	Female	White	1975	PhD	Private
12.	Male	White	1969	PhD	Private
13.	Female	White	1959	PhD	Public
14.	Female	African American	1955	PhD	Public
15.	Female	African American	1977	PhD	Public
16.	Female	African American	1965	PhD	Public
17.	Male	n/a	n/a	PhD	Public
18.	Male	White	1964	PhD	Public
19.	Male	White	1951	PhD	Public
20.	Male	African American	1967	PhD	Public
21.	Male	African American	1964	PhD	Public
22.	Male	African American	1962	PhD	Public
23.	Male	African American	1947	PhD	Public
24.	Male	African American	1954	PhD	Public
25.	Female	African American	1948	PhD	Public
26.	Male	n/a	1950	PhD	Public
27.	Male	African American	1965	PhD	Public
28.	Male	Afro-Caribbean	1951	PhD	Public
29.	Female	African American	1951	PhD	Public
30.	Male	African American	1967	PhD	Public

Research Questions Answered

RQ1. What are the experiences of academic administrators working as a provost, VP, and CAO at HBCUs in the United States when following a career pathway to leadership in higher education?

The experiences of 30 participants in this study working as provosts, VPs and CAOs at public and private higher educational institutions at HBCU in the United States revealed that they started from the same direction; government and private industry, or higher education as an adjunct, assistant professor, professor, dean, and then veering upward toward higher directional management to the position of provost, VP and CAO. Several career pathway directions for academic administrators at private institutions were as director of the board of trustees, assistant to the president and chancellor. The public institution academic administrator's journeys also lead them in the direction of senior vice chancellor, adjunct, and lead engineer.

RQ2. What are common traits of leadership characteristics exhibited by academic administrators working in positions of provost, VP, and CAO at HBCUs in the United States?

The participants in this study are academic administrators working as provost, VP and CAOs in private and public higher educational institutions that are HBCU, sharing their leadership characteristics in their journey of professional career experiences. A pattern emerged revealing the leadership attributes of academic administrator are the

same and/or similar between the 30 participants that view education as service for HBCU institutions (Ng & Forbes, 2009).

Data Analysis

According to Rubin & Rubin (2012), data may take the form of pictures or words, with key concepts interpreted from the data through a process of coding, sorting, sifting, identifying themes, and coding in finding and labeling themes, concepts, examples, and events that were in my transcripts that spoke to the research questions. Chapter 3 revealed the data analysis process that consisted of accurately interpreting data collected by organizing the data and identifying patterns and themes that resulted in a holistic description of the lived experiences of academic administrators working at HBCUs in the United States. The data was organized in a manageable process, and coding utilized to classify and categorize the data to appropriately interpret meaning from all participant's experiences (Miles et al., 2014). Data analysis included IBM SPSS statistical software that provided the average career pathways and leadership attributes for academic administrators at private and public HBCUs in the United States. The standard deviation was also computed using the statistical software program to provide a measure of deviation for both public and private academic administrators working at HBCUs in the United States.

Coding Process

Coding in this study used words and numbers as a numeric representation for the participants, maintaining their confidentiality, also to categorize the data to correctly interpret meaning of career pathway and leadership attributes from participant's

experiences. Numbers were assigned as participants names to protect their identity, and maintain confidentiality of their transcription. Participants were informed of the numeric procedure to make them aware of their individual identify within the study. The participant data was coded using manual coding to organize, analyze and compare the in-depth interviews of 30 (rule of thumb for saturation) participants for recurring themes, and content qualitative analysis was used (Glaser & Laudel, 2013). The data were then coded as themes and began to emerge to form the results of the study. Field notes created as a device to secure additional secondary data, and obtain actions, thoughts, and observations were taken while conducting fieldwork, with inductive coding used for categories and themes during data collection (Patton, 2015).

Statistical Analysis.

The final analysis for the collected data files was performed using the capabilities of the IBM SPSS statistics software (Wager, 2017). The objective of the statistical analysis for the data files was to determine the career pathway and leadership attributes of academic administrators working as provost, VP and chief academic officers at public and private HBCU institutions in the United States and their correlations or connection of relationships for career pathway and leadership attributes. IBM SPSS statistics for research methods for social science statistics allowed for the data files of participants experiences of career pathway and leadership attributes for statistical analysis development. The mean and standard deviation of each group, public and private were detailed in table form. The average mean value for both groups was 5, revealing the typical or similarity of the academic administrators working at public and private HBCU

institutions. Academic administrators working at HBCU institutions in the United States shared the same and similar career pathway experiences of entering into higher education through government or private industry, and with promotions to professor, dean, and chancellor, they are able to reach the positions of provosts or higher levels. Similarly, leadership attributes utilized by each academic administrator range from honesty, communication, empathy, self-assurance, vision, and accountability. No unusual circumstances occurred in during the data collection process. Figure 1 shows the linear design for the career pathway of participants at public HBCU institutions, and Figure 2 shows the linear design for the career pathway of participants at private HBCU institutions. Figure 3 shows the linear design for leadership attributes of participants at public institutions and Figure 4 shows the linear design for leadership attributes of participants at private institutions. The data revealed the similarities for the 30 participants career pathways and their leadership styles when managing HBCU institutions.

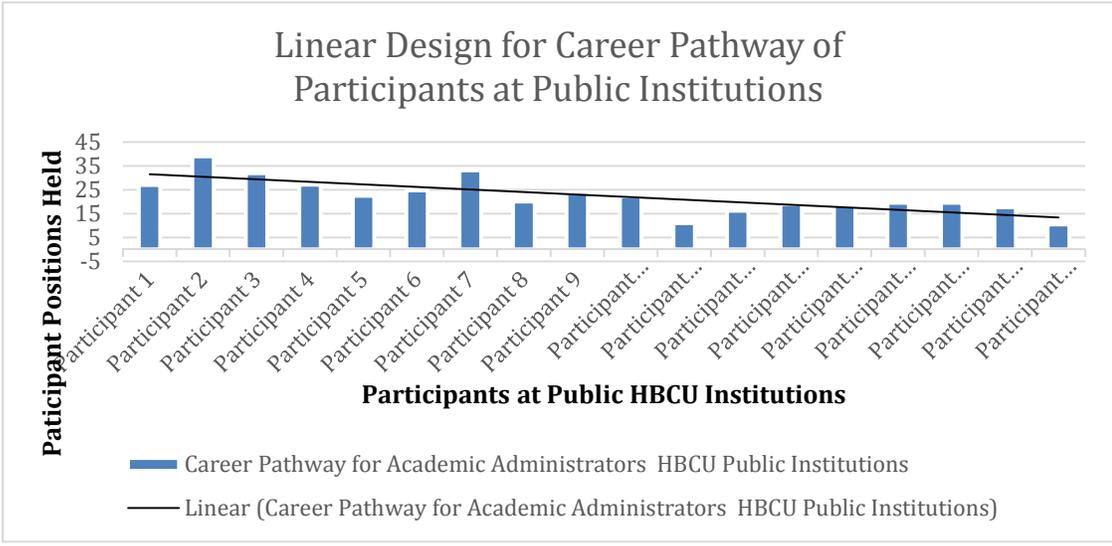


Figure 1. – Career pathway relationship at public HBCU institutions

Career Pathway Participant's Values:

- 10 Provost
- 9.5 Associate Provost
- 9.2 Assistant Provost
- 9.0 Vice President (VP)
- 8.5 Associate VP
- 8.2 Assistant VP
- 8.0 Chief Academic Officer (CAO)
- 7.0 Chancellor
- 6.5 Vice Chancellor
- 6.2 Senior Chancellor
- 6.0 Dean
- 5.0 Professor
- 4.5 Associate Professor
- 4.2 Assistant Professor
- 4.0 Director
- 3.5 Lead Engineer
- 3.0 Adjunct
- 2.0 Private Industry
- 1.0 Government Industry
- 0.5 High School Industry

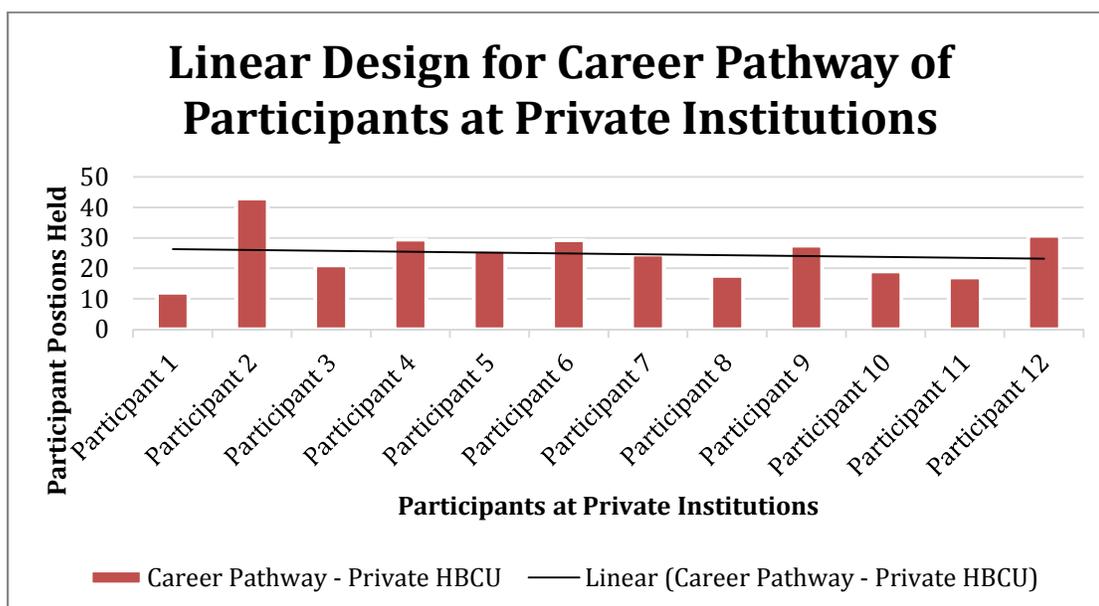


Figure 2. –Career pathway relationship at private HBCU institutions

Note: Participants held many positions

Career Pathway of Participants Values:

- 10 Provost
- 9.5 Associate Provost
- 9.2 Assistant Provost
- 9.0 Vice President (VP)
- 8.5 Associate VP
- 8.2 Assistant VP
- 8.0 Chief Academic Officer (CAO)
- 7.0 Chancellor
- 6.5 Vice Chancellor
- 6.2 Senior Chancellor
- 6.0 Dean
- 5.0 Professor
- 4.5 Associate Professor
- 4.2 Assistant Professor
- 4.0 Director
- 3.5 Lead Engineer
- 3.0 Adjunct
- 2.0 Private Industry
- 1.0 Government Industry
- 0.5 High School Industry

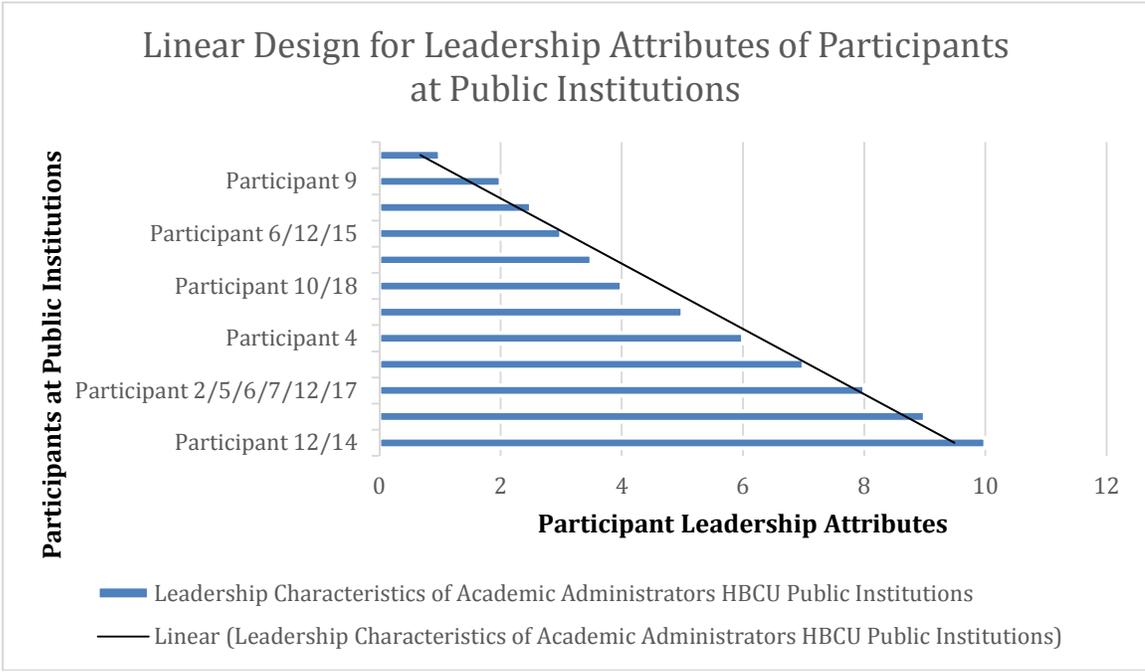


Figure 3. – Leadership attributes relationship at public HBCU institution

Leadership Attributes of Participants Values:

- 10.0 Integrity
- 9.5 Transformational Leader
- 9.0 Analytical Skills
- 8.5 Communication
- 8.0 Project Manager
- 7.5 Accountability
- 7.0 Calm Demeanor
- 6.5 Democratic
- 6.2 Organizational Communities
- 6.0 Execution of Duties
- 5.2 Visionary
- 5.0 Resilience
- 4.0 Humility
- 3.5 Empathy
- 3.0 Supervision of Others
- 2.5 Laissez-faire
- 2.0 Changing Communities
- 1.0 Courage

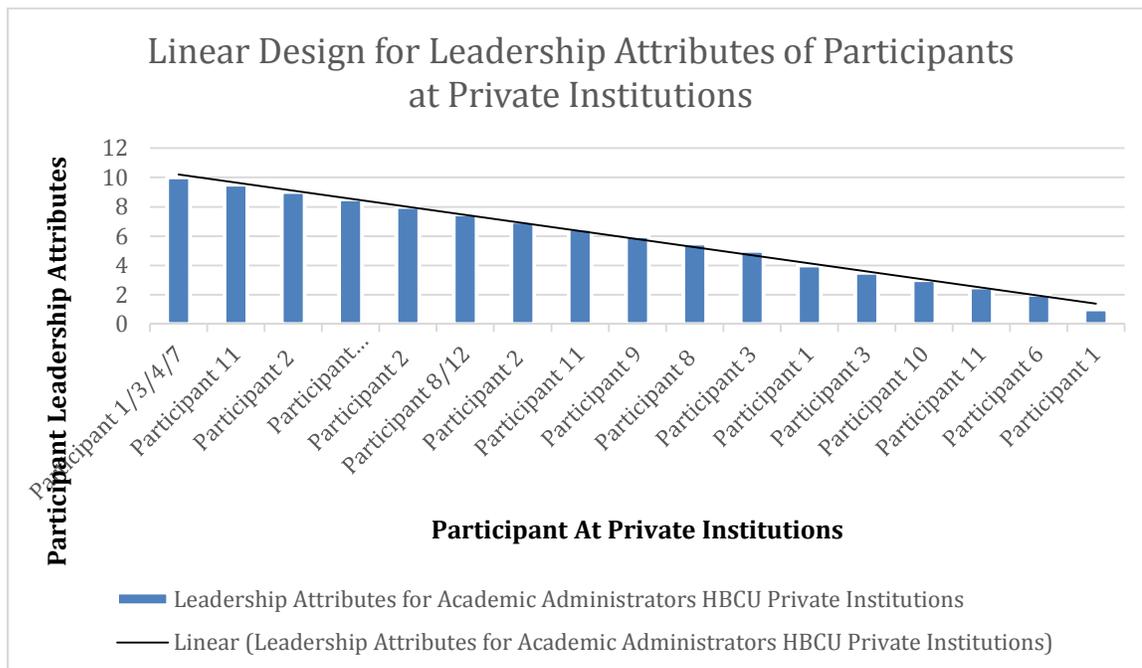


Figure 4. – Leadership attribute relationship at HBCU private institutions

Leadership Attributes of Participants Values:

- 10.0 Integrity
- 9.5 Transformational Leader
- 9.0 Analytical Skills
- 8.5 Communication
- 8.0 Project Manager
- 7.5 Accountability
- 7.0 Calm Demeanor
- 6.5 Democratic
- 6.2 Organizational Communities
- 6.0 Execution of Duties
- 5.2 Visionary
- 5.0 Resilience
- 4.0 Humility
- 3.5 Empathy
- 3.0 Supervision of Others
- 2.5 Laissez-faire
- 2.0 Changing Communities
- 1.0 Courage

The association between the academic administrators working as provosts, VPs and CAOs at private and public HBCUs in the United States revealed from the linear designs the pattern of academic administrator's career pathway experience as adjunct, assistant professors, associate professors in higher education as a premier to a higher level of positions of provost, VP and CAO. Additionally, government workers in leadership positions were hired in higher education at HBCU institutions over deans, professors, and adjuncts. The relationship between private and public institution academic administrators working at HBCUs in the United States as provost and higher level executives positions exhibited the same and similar examples of career pathway and leadership attributes shown in the linear graphic form in the 4 - figures above.

Evidence of Trustworthiness

The study of the career pathway and leadership attributes of academic administrators at HBCUs in the United States revealed truth of 30 participants. The trustworthiness is the study is in its value to higher education, and the researcher's position established for trustworthiness. Transferability allowed the findings to be relevant and appropriate; credibility allowed truth in the study as my findings used credible reviewers. Qualitative study allowed the study to bring a unique perspective of career pathway and leadership attributes experiences from academic administrators working at HBCUs in the United States (Lincoln & Guba, 1985). The findings of the study are consistent, and may be repeated, as I checked and rechecked the data throughout the study. The technique used to obtain dependability was to obtain an inquiry audit to foster the accuracy or validity of this research study, and confirmability

was obtained from the extent to which the findings of the study were developed by 30 participant's response and not my bias, interest, or motivation. Techniques in this qualitative inquiry used Maslow's Hierarchy Needs theory methodology to obtain confirmability with an audit trail for checking and rechecking to confirm data, reflexivity systematically attending to the context of knowledge construction, and triangulation, which involved accessing multiple data sources in the investigation of the study to produce understanding when completing bias-free writing, and using IBM SPSS statistical software to assist in preventing bias with predictive analysis of academic administrators experiences as provost, VP and CAO that revealed their career pathway and leadership attributes at HBCUs in the United States (Norris, 1997).

Summary

The theoretical foundation of this study is Maslow's hierarchy of needs theory that allowed an analysis of motivational similarities of participants behaviors for what influenced their decision making process for career pathway process and leadership attributes while working as academic administrators at public and private HBCU institutions in the United States. The qualitative study empowered me to discover descriptions and interpretations of career pathway and leadership attributes of provosts, VPs and CAOs administrators and explore factors from real life experiences of participants for skilled assessment of leadership for successful academic operations of HBCU institutions. Effective leadership dictates the success or failure of an organization, according to Starr-Glass (2017), and leadership creates the environment or atmosphere for acceptable behavior, ethics, and favoritism as the in-group or out-group of an

organization. The 30 participants appeared to have shared an association in their career pathway experiences that allowed for a statistical relationship of data (Taylor, 1990). Data was documented using IBM SPSS statistical software that allowed illustrations in graphic design. The knowledge from the experiences of participants allows the identification for career pathway and leadership attributes revealing no insight to budgetary oversight and maintenance operation of HBCU institutions that are related with frequent job turnover for provosts, VPs and CAOs, and the use of the qualitative inquiry with Maslow's Hierarchy Needs theory method allows a preview for problem solution.

Data was analyzed using IBM SPSS statistical software that allowed computing data on degrees of truth as oppose to true or false logic for in-depth learning of experiences of academic administrators at HBCUs in the United States (Oren & Ghasem-Aghaee, 2003). The descriptive information regarding career pathway and leadership attributes encourages academic administrators to participate in developmental programs for leadership, seminars and workshops regularly to promote skills in financial management, communication and collaboration. Maslow's hierarchy of needs theory revealed academic administrators exhibited motivational skills in their experiences of career pathway to higher educational positions and in their leadership attributes exhibited throughout their careers. As academic administrators seek Maslow's hierarchical pyramid of needs for their employees; physiological, safety, social, esteem and self-actualization, motivational behaviors of employee's performance change, which impacts organizational culture an entire institutions success. Performance implications are accepted as scientific

fact based upon theory of human performance, organizational management and organizational culture (Jerome, 2013).

Chapter 5: Summary, Conclusions and Recommendations

Introduction

Data was provided for clear career pathways and leadership attributes for academic administrator working as provosts, VPs, and CAOs revealing how the two sets of data influences their decision-making processes for institutional operation of HBCUs in the United States. The motivation to analyze the experiences of academic administrators working at HBCUs in the United States served as the developmental tool for this research study. The theoretical framework introduced, described, and explained why the research problem in this study exists, and its foundation was in Maslow's hierarchy of needs theory (Maslow, 1954). In this chapter, I identify the purpose of the study, the nature of the study, and the reason for the study using participants identified as provosts, VPs and CAOs at HBCU private and public institutions in the United States.

Interpretation of Findings

The conclusion of the experiences of academic administrators when following a career pathway to leadership in higher education working as a provosts, VPs and CAOs at private or public HBCUs in the United States were revealed in this study from the experiences of 30 participants who responded to a 20-question survey of gender, race/ethnicity, birth year, highest degree, professional journey, leadership attributes, leadership attributes they wanted to improve, leadership attributes that are the perceptions of their peers, and if the participant was seeking promotion in higher education. The survey data revealed that academic administrators traveled several pathways moving between private and public for their leadership positions;

1. Private HBCU institutions

- 33.33% of academic administrators began their careers in the public and private industry
- 8.33% began their careers within the government industry.

2. Public HBCU institutions

- 21.2% began their careers at public and private industry
- 15.8% began their career in higher education
- 5.3% began their career at government institutions.

A little over 20% of academic administrators working at private and public HBCU institutions began their academic careers in higher as a faculty member. Also, the data revealed that as these executives plot their career pathway to a higher level of executive positions, they tend to transition over several years, while participating in a variety of seminars and workshops to build peripheral skills in communication, financial management and collaboration. Findings reveal typical or similar relationships of career pathway and leadership attributes for academic administrators working at private and public HBCU institutions in the United States experiences through government or private industry, and with promotions to professor, dean, and chancellor, they are able to reach the positions of provosts or higher levels. Similarly, leadership attributes utilized by each academic administrator range from honesty, communication, empathy, self-assurance, vision, and accountability. The descriptive information regarding career pathway and leadership attributes encourages academic administrators to participate in developmental

programs for leadership, seminars and workshops regularly to promote skills in financial management, communication and collaboration.

Limitations

The study was a case-based study, designed to obtain qualitative insight that may further the study of creative methods of leadership characteristics and career pathway directions for academic administrators at HBCUs in the United States. The analysis solely focused on provosts, VPs and CAOs, who work at HBCUs. Targeting these academic administrators from public and private HBCUs provided useful data for this specific group's experience. A further comparison might entail an analysis of academic administrators from a diverse range of colleges and universities in the United States, Canada and other countries. The study contained limitations from academic administrators working at HBCUs in the United States who submitted their surveys and chose to make notations of "n/a" when deciding not to answer the questions, thereby providing limited data. I was thankful that the participants responded and I accepted the limitations of questions not answered. The data for career pathway and leadership attributes was provided extensively from the experience of academic administrators.

Recommendations

Academic administrators working at HBCUs in United States institutions detailed their leadership attributes centering on perceptions of their followers. Strong attributes were described with one perception as a tyrant for an administrator. I recommend for academic administrators working at HBCU institutions in the United States should have mandatory leadership training once a year to maintain refreshed ideas, and further

develop creative thinking toward achieving their mission and goals for their organization. Flexibility and agility for leadership is essential today, as 21st Century leaders recognize that they have the ability to be architects for their company's culture. Leadership is a distinct set of skills and abilities that determine behavior. It is recommended that public and private partnerships in higher education are identified for creating multi-million dollar operations for success in higher education, and implement developing outsourced colleges and universities for additional funding (see Carlson, 2019). Public and private partnerships in higher education may be an answer for HBCUs that require additional funding to maintain their operations. The practices of an exemplary leader models how followers are treated, and how goals are pursued, envisions the future with innovative ways for improvement, develops an atmosphere of trust and dignity that causes followers to act, and recognizes the contributions of others (The Leadership Challenge, 2018). Academic administrators must implement these leadership qualities as effective leadership requires leaders to model desired behavior for followers that establishes an organizational culture that will accomplish the goals and mission of the organization (Eisenbeib & Brodbeck, 2013).

This study employed a qualitative research design and the number of participants were limited. I also recommend for future researchers to use different research designs that will counter the design limitation, and study the kinds of skills, training, and strategic career development for strategic leadership skills that are required to deliver strategic academic administrators working at HBCUs in the United States for successful growth of these institutions. Additionally, HBCU institutions are challenged with shortfalls for

funding, which causes these organizations to hire individuals from industry and government sources that may bring new funding sources into the institutions, but with little or no academic program skills for the college or university. Based on the data collected, it is recommended that provost, VP, and CAO positions have academic skills, financial management skills, financial recruitment skills, and leadership skills to bring forward a college or university into the 21st Century. According to Baumeister & Leary (1995) interpersonal relationships that are stable and strong, are powerful motivational factors for relationship bonds that maintain trends for success in an organizational structure. In review, keys for successful HBCU public and private institutional operation by academic administrations are developing interpersonal relationships with followers as it completes their need to belong and is a fundamental motivation tool for individuals.

Implications for Social Change

Academic administrators working as provosts, VPs, and CAO at HBCUs in the United States have to know the problems they are trying to solve before committing to the positions at these particular higher educational institutions. The challenges academic administrators address in society are bullying, decreased funding, pressure from globalization, the growing technological gap between teachers and students, and fluctuation of demand and supply of higher educational services (Gibbs & Barnett, 2014). Leadership styles implement social change, as does knowledge sharing for higher education (Shu, 2015). According to Lynch (2015), HBCUs have served as incubators for social change throughout history, and HBCU students have taken stances on important issues to fight political, economic, and social disparities. Academic

administrators have to cultivate relationships with faculty, students, and staff to accomplish an open line of communication. Social media today is used to reach the masses, and HBCU students have taken steps via social media to address systemic issues; such as financial aid, customer service, and school infrastructure (Lynch, 2015). A transformation toward dismantling racial color-blindness, and allowing students to pursue a journey through education with a direction for justice and social issues produces social change for the masses. Researchers have suggested an examination of racial color-blindness, privilege awareness and social justice altogether, but the relationship of academic and knowledge management for social change is required (Brennan, 2008; Garrett-Walker, Poole, Williams, Banks, Stallings, Balgobin & Moore, 2018). Academic administrators that have clear career pathway and skilled in strategic leadership create effective social change for higher education.

Reflection of the Researcher

As a minister, I believe servant leadership is effective biblically, ethically, and morally, and has results that show practically and philosophically. Servant leadership is leadership that deems the highest priority of followers, and establishes collaboration, accountability, authentic leadership, effective communication, appreciating and valuing people, and relationship skills. Academic administrators must create master-apprentice relationships with followers who are on a cadence with a passion and a purpose, while thinking bigger than big with a large vision for higher education that excites others (Neuschel, 2005). Effective leaders have to change the norm, think outside-the-box in creating a collaborative engaging culture that is diverse, and see followers as more

successful than themselves. Leadership is leading with humility, which was 10.5% of one of the leadership attributes for academic administrators working at public HBCU institutions. Additionally, a roadmap for public-private partnerships, that create growth in assessing a campus plan with the appropriate partners from across the country that benefits HBCU academic administrators may restructure their institutions for 21st Century career ready students, may be found in outsourcing institutions.

Conclusions

The purpose of this study addressed an identified problem in higher education of academic administrators working at HBCUs in the United States and having no clear identified career pathway and leadership attributes. A resolution for discovery was using a qualitative inquiry of Maslow's hierarchy of needs theory of motivation that included management, relationship, expectancy, and behavioral theory for a solution. This approach allowed for the development of understanding the experiences of academic administrators working at HBCUs in the United States, and their challenge's of funding restraints, and operational maintenance for academic program. An analysis of career pathway and leadership attributes for academic administrators at HBCUs in the United States was the purpose for this study. Using Maslow's hierarchy of needs theory allowed the discovery of experiences for academic administrators as provosts, VPs and CAOs provided a clearer understanding of these executives start of career pathways with leadership in high schools, as adjuncts, and assistant professors. Participants also started their leadership characteristics using empathy, integrity, self-assurance and accountability. A survey questionnaire was used that consisted of academic

administrators working at 30 HBCU institutions within the United States. A qualitative research study was performed with an execution of strategic planned flexibility of analysis, interpretation, and reporting explicit qualitative inquiry (Creswell, 1998). The research purpose statement and problem statement clearly identified a logical link to the research questions (Rudestam & Newton, 2015). The study was a case-based study, designed to obtain qualitative insights that may further the study of different methods of leadership characteristics and career pathway directions for academic administrators at HBCUs in the United States. The analysis solely focused on provosts, VPs and CAOs work at HBCU institutions. Targeting these academic administrators from public and private HBCU provided useful data for this specific group's experiences. A further comparison might entail an analysis of academic administrators from a diverse range of colleges and universities in the United States, Canada and other countries for future executive leaders. The study contained limitations from academic administrators working at HBCUs in the United States that submitted their surveys and chose to make notations of "n/a" when deciding not to answer the questions, thereby providing limited data. I was thankful that the participants responded and accepted the limitations of questions not answered. The experiences of academic administrators when following a career pathway to leadership in higher education working as a provosts, VPs and CAOs at public or private HBCUs in the United States are revealed in this study from the experiences of 30 participants that responded to a 20 question survey of gender, race/ethnicity, birth year, highest degree, professional journey, leadership attributes, leadership attributes they want to improve, leadership attributes perceptions of

participant's peers, and if the participant are seeking a promotion in higher education. The survey data revealed academic administrators journey toward their leadership positions; at private HBCU institutions – 33.33% of academic administrators began their careers in public/private industry, and 8.33% began their careers with government industry. Academic administrators working at public HBCU institutions - 21.2% began their careers at public/private industry, 15.8% began their career in higher education, and 5.3% began their career at government institutions. The data revealed that academic administrators move between private and public institutions frequently and 20% of these executives began their academic careers as a faculty member. The descriptive information regarding career pathway and leadership attributes encourages academic administrators to participate in developmental programs for leadership, seminars and workshops regularly to promote skills in financial management, communication, and collaboration. Maslow's hierarchy of need theory revealed academic administrators exhibited these motivational skills in their experiences of career pathway to higher educational positions and in their leadership attributes exhibited throughout their careers. As academic administrators seek Maslow's hierarchical pyramid of needs for their employees; physiological, safety, social, esteem and self-actualization, motivational behaviors of employees performance change, which impacts organizational culture an entire institutions success. Performance implications are accepted as scientific fact based upon theory of human performance, organizational management and organizational culture (Jerome, 2013). The career pathway and leadership attributes of academic administrators at HBCUs in the United States have exhibited successful careers and

committed leadership skills while working in higher education to advance students, faculty, staff and stakeholders.

References

- Academic Pathways Study. (n.d.). In dep. Washington.edu. Retrieved from http://depts.washington.edu/celtweb.caee/about_APS.html
- Alveson, M. & Skoldberg, K. (2000). Reflexive methodology: New vistas for qualitative research. *European Journal of Psychotherapy and Counseling*, 12(1), 89-9
<https://doi.org/10.1080/13642531003746857>
- American Association of University Professors (AAUP). (2014). Losing focus: The annual report on the economic status of the profession, 2013-14. Washington, DC. Retrieved from <https://www.aaup.org/reports-publications>
- American Council on Education (ACE). (2014). Executive summaries: National challenge for higher education conference, 1-21. Washington, DC. Retrieved from <https://www.acenet.edu/documents/executive-summaries-national-challenge-for-higher-education-conference.pdf>
- American Educational Research Association. (2005). Ethical standards of the aera. Code of Ethics. Washington, DC. Retrieved from <https://cdn.ymaws.com>
- Anderson, M. (2017). A look at historically black colleges and universities as howard turns 150. *Pew Research Center*. <http://pewrsr.ch/2m2kz1o/>
- Association of Governing Board of Universities & Colleges. (2017). *Strengthening HBCU governance and leadership*. Washington, DC: AGB Report. Retrieved from <https://agb.org>
- Barad, K. (2007). *Meeting the university halfway: Quantum physics and the entanglement*

of matter and meaning. Durham, NC: Duke University Press.

Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership and Organizational Studies*, 7(3), 18-40.

<https://doi.org/10.1177/107179190000700302/>

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: 1012806/V13/13/R3

Baumeister, R. F. & Leary, M. R. (1996). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529. <http://dx.doi.org/10.1037/0033-2909.117.3.497>

Bell, D. A. (1995). *Who's afraid of critical race theory?* University of Illinois Law Review. Retrieved March 8, 2012.

Bennett, J. (2010). *Vibrant matter: A political ecology of things*. Durham, NC: Duke University Press.

Berg, B. L. ((2007). *Qualitative research methods for the social sciences* (6th ed.). Boston, MA: Pearson, Allyn and Bacon.

Blenkinsopp, J. & Stalker, B. (2004). Identify work in the transition from manager to management academic. *Management Decision*, 42(3/4), 418-429.

<https://doi.org.1108/00251740410518903>

Brennen, J. (2008). Higher education and social change. *Higher Education*, 56, 381-393.

Brown, M. S. & Baltes, B. (2017). The relationship between social change involvements and education. *Journal of Social Change*, 9 (1), 131-140.

doi: 10.5590/JOSC.2017.09.1.13

Bureau of Labor Statistics (2014). *Occupational outlook handbook*. Retrieved from

<http://www.bls.gov>

Bushouse, B., Jacobson, W. S., Lambright, K. T., Llorens, J. J. & Morse, R. S. (2011).

Crossing the divide: Building bridges between public administration practitioners and scholars. *Journal of Public Administration Research and Theory*, 21(1), 99-

112. <https://doi.org/10.10931/jopart/muq063>

Cameron, K. (2016). Strategic responses to conditions of decline. *Journal of Higher*

Education, 54(4), 359-380. doi: 10.1080/00221546.1983.11778210

Carrol, J. B. & Wolverton, M. (2004). Who becomes a chair? *New Directions for*

Higher Education, 126(3/10). doi: 10.1002/he.144

Carlson, S. (2019). The outsourced university: How public-private partnerships can

benefit your campus. *The Chronicle of Higher Education*. Washington, D.C.

Christman, D. E. & McClellan, R. L. (2008). Living on barbed wire: Resilient women in higher education administration. *Educational Administrative Quarterly*, 44, 3-29.

<https://doi.org/10.1177/0013161X07309744>

Christman, D. E. & McClellan, R. L. (2012). Discovering middle space: Distinctions of sex and gender in resilient leadership. *Journal of Higher Education*, 83(5), 648-

670. doi: <https://doi.org/10.1353/jhe/2012.0035>

Coates, H., Dobson, I., Edwards, D., Friedman, T., Goedegebuure, L., & Meek, V.

- (2009). *The attractiveness of the Australian academic profession: A comparative analysis*. Research Briefing, L. H. Martin Institute, Education Policy Unit, ACER.
- Connelly, C. & Kelloway, K. (2003). Predictors of employees' perceptions of knowledge sharing cultures. *Leadership and Organization Development Journal*, 24(5), 294-301. <https://doi.org/10.1108/01437730310485815>
- Cooper, R., Chenail, R. J., & Fleming, S. (2012). A Grounded Theory of Inductive Qualitative Research Education: Results of a Meta-Data-Analysis. *The Qualitative Report*, 17(52), 1-26. Retrieved from <https://nsuworks.nova.edu/tqr/vol17/iss52/3>
- Crenshaw, K., Gotanda, N., Pellar, G. & Thomas, K. (Eds.). (1995). Critical race theory: The key writings that formed the movement. New York, NY: New Press.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Denissen, J. A., Neuman, L. & VanZalk, M. (2010). How the internet is changing the implementation of traditional research methods, people's daily lives, and the way in which developmental scientists conduct research. *International Journal of Behavioral Development*, 34(6), 564-575. [doi:10.1177/0165025410383746/](https://doi.org/10.1177/0165025410383746/)
- Denzin, N. K. & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. *Handbook of Qualitative Research*, (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Diaz-Gibson, J., Zaragoza, M., Daly, A. J. & Romani, J. R. (2016). Networked

leadership in educational collaborative networks. *Journal of Educational Management Administration and Leadership*, 45(6).

doi: 10.1177/1741143216628532.

- Dorweiler, V. P. & Yakhou, M. (2005). *Scorecard for academic administration performance on the campus*. *Managerial Auditing Journal*, 20(2). 138-144.
- Downes, M. (2017). University scandal, reputation and governance. *International Journal of Educational Integrity*, 13(8). doi:10.1007/s40979-017-0019
- Dupree, D. (2018). *Definition of a career pathway*. Career Trends. Retrieved from <http://www.careertrend.com>
- Eisenbeib, S. A. & Brodbeck, F. (2013). Ethical and unethical leadership: A cross-cultural and cross-sectional analysis. *Journal of Business Ethics*, 122(2), 343-359. doi:10.1007/s10551-013-1740-0
- English, D. and Kramer, R. (2017). Can deans fix higher-ed dysfunction? *The Chronicle of Higher Education*. Washington, DC.
- Erickson, F. (1986). Qualitative methods in research on teaching. In Merlin Wittrock, editor, *Handbook of Research on Teaching*. Washington, DC: AERA.
- Fiedler, F. E. (1967). *Theory of leadership effectiveness*. New York, NY: McGraw Hill Inc.
- Fink, A. S. (2000). The role of the researcher in the qualitative research process: A potential barrier to archiving qualitative data. *Forum: Qualitative Social Research*, 1(3).
- Fisher, K. (2018). A grand plan for public higher education is aging. Can it be

reinvented? *The Chronicle of Higher Education*, Washington, D.C.

Frahm, J. & Brown, K. (2007). First steps: Linking change communication to change receptivity. *Journal of Organizational Change Management*, 20(3), 370-387.

doi: 10.1108/09534810710740191

Gardner, L. & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organizational Development Journal*, 23(2), 68-78. [doi.10.1108/01437730210419198/](https://doi.org/10.1108/01437730210419198/)

Garrett-Walker, J., Poole, S. M., Williams, S. L., Banks, C. J., Stallings, J. A., Balgobin, K. R., & Moore, D. P. (2018). Racial color-blindness and privilege awareness in relation to interest in social justice among college students. *Journal Committed to Social Change on Race and Ethnicity*, 4(2), 38-64.

Gibbs, P. & Barnett, R. (2014). Thinking about higher education.

doi:10.1007/978-3-319-03254-2

Glaser, B. (2002). Conceptualization: On theory and theorizing using Maslow's Hierarchy of Needs theory. *International Journal of Qualitative Methods*, 1(2).

<http://www.ualberta.ca/~ijam/>

Glaser, J. & Laudel, G. (2013). Life with and without coding: Two methods for early-stage data analysis in qualitative research aiming at causal explanations.

Qualitative Social Research Journal, 14(2), 1-2.

<http://dx.doi.org/10.17169/fqs-14.2.1886>

Glaser, B. & Strauss, A. L. (1967). The discovery of Maslow's Hierarchy Needs theory.

Strategies for Qualitative Research. Chicago, IL: Aldine De Gruyter.

- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of Maslow's Hierarchy Needs theory: Strategies for qualitative research*. Piscataway, New Jersey: Transaction.
- Gray B. J., Fan, K.S. & Llanes, V. A. (2003). Branding universities in asian markets. *Journal Product and Brand Management*, 12(2), 108–120.
<https://doi.org/10.1108/10610420310469797>
- Greenbank, P. (2003) The role of values in educational research: The case for reflexivity. *British Educational Research Journal*, 29(6), 791-801.
<https://doi.org/10.1080/0141192032000137303>
- Greenberg, J. & Baron, R. A. (2003). Behavior in organization: Understanding and managing the human side of work (7th ed.), 47-120. Upper Saddle River, New Jersey: Prentice-Hall
- Guba, E. G. & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 105-117. Thousand Oaks, CA: Sage Publications Inc.
- Gunsalus, C. K. (2006). *The college administrator's survival guide*. Cambridge, MS: Harvard University Press.
- Hannan, M. T. & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review*, 49(2), 149-164. doi:10.2307/2095567
- Harman, G. (2011). *The quadruple object*. Alresford, England: Zero Books.
- Harris, M. S. & Ellis, M. K. (2017). Exploring involuntary presidential turnover in

- american higher education. *The Journal of Higher Education*, 89(3), 294-317.
doi: 10.1080/00221546.2017.1390969
- Hecht, I. W. (2004). The professional development of department chairs. *New Directions for Higher Education*, 126, 27-44. doi: 10.1002//he.146.
- Hein, S. F. (2004). "I don't like ambiguity": An exploration of student experiences during a qualitative methods course. *Alberta Journal of Educational Research*, 50(1), 22-38.
- Holmberg, S. & Rothstein, B. (2016). Trusting other people. *Journal of Public Affairs*. doi: 10.1002/pa.1645.
- Hudson, W. (2018). Hbcus to get funding hike in federal budget. *Diverse: Issues in Higher Education*. Fairfax, VA.
- Hurtado, S., Milem, J., Clayton-Pedersen, A. & Walter, A. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report*, 26(8).
- Jerome, N. (2013). Application of maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee performance. *International Journal of Business and Management Invention*, 2(31), 2319-8028.
- Johnes, G. & Ruggiero, J. (2017). Revenue efficiency in higher education institutions under imperfect competition. *Public Policy and Administration*, 32(4).
doi:10.1177/0952076716652936
- Johnson, H. L. (2017). *Pipelines, pathways and institutional leadership: An update on*

the status of women in higher education. Washington, DC: American Council on Education.

Johnson, K. E. & Boyd, M. K. (2019). Developing deans and chairs as leaders. *American Council on Education*, Washington, DC.

Jones, S., Harvey, M., Lefoe, G., Ryland, K. & Schneider, A. (2011). *Report to altc leadership meeting*. LE9-2222, February. Unpublished report.

Jones, S., Lefoe, G., Harvey, M. & Ryland, K. (2012). Distributed leadership: a collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy and Management*, 34(1), 67-78. doi: 1080//1360080X.2012.642334.

Kalemanova, A., Schmid, B. & Werner, R. (2007). The normal inverse Gaussian distribution for synthetic cdo pricing. *The Journal of Derivatives*, 14(3), 80-94. <https://doi.org/10.3905/jod.2007.681815>

Kaur, A. (2013). Maslow's need hierarchy theory: Application and criticisms. *Global Journal of Management and Business Studies*, 3(10). <http://www.ripublication.com/gjmbs.htm>

Kuntz, A. & Presnall, M. (2012). Wandering the Tactical: From Interview to Interview. *Qualitative Inquiry*, 18(9), 732-744.

Ladson-Billings, G. (2006). The evolving role of critical race theory in educational scholarship. *Journal Race Ethnicity and Education*, 8(1), 115-119. <https://doi.org/10.1080/1361332052000341024>

Leib, J. & Snyder, W. (1967). Effects of group discussion on underachievement and

self-actualization. *Journal of Counseling Psychology*, 14(3).

<http://dx.doi.org/10.1037/h0024544>

Leveille, D. E. (2006). Accountability in higher education: A public agenda for trust and cultural change. *Center for Studies in Higher Education*.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

Lynch, M. (2015). Hbcu insights: A social justice toolkit for university administrators. *The Advocate*. <https://www.theadvocate.org>

Martin, P. Y. & Turner, B. A. (1986). Grounded theory and organizational research. *The Journal of Applied Behavioral Science*, 22(2), 141-157.

doi: 10.1177/002188638602200207

Maslow, A. H. (1954). The instinctoid nature of basic needs. *Journal of Personality*, 22, 326-347. <http://dx.doi.org/10.1111/j.1467-6494.1954.tb01136.x>

Maslow, A. H. (1969). Toward a humanistic biology. *American Psychologist*, 24(8), 724-235. <http://dx.doi.org/10.1037/h0027859>

Marx, T. G. (2014). The leader as chief strategist. *Journal of Leadership Education*.

doi:10.12806/V13/11/T1

McClellan, R. L. & Christman, D. E. (2008). Ulysses' return: Resilient male leaders still at the helm. *Journal of Leadership Education*, 3(1), 1-31.

Meyer, K. (2017). Ace report underscores need for comprehensive leadership development. *American Council on Education, Leadership and Advocacy*.

Miles, M. B., Huberman, M. A. & Saldana, J. (2014). *Qualitative data analysis: A*

methods sourcebook and the coding manual for qualitative researchers. Thousand Oaks, CA: Sage Publication.

Mintzberg, H. (1973). *The nature of managerial work*. New York, NY: Harper and Row.

Montgomery, C. A. (2012). *The strategist*. New York, NY: HaperCollins.

Morris, T. L. & Laipple, J. S. (2015). How prepared are academic administrators?

Leadership and job satisfaction within US research universities. *Journal of Higher Education Policy and Management*, 37(2), 241-251.

doi: 10.1080/1360080X.2015.1019125

Morse, J. M., Barrett, M., Mayan, M., Olson, K. & Spiers, J. (2002). Verification

Strategies for establishing reliability and validity in qualitative research.

International Journal of Qualitative Methods, 1(2).

Morse, J. M. (1994). Designing funded qualitative research. *Handbook of Qualitative*

Research (2nd ed.). Thousand Oaks, CA: Sage Publication.

National Center for Education Statistics (NCES). (2008). Characteristics of minority-serving institutions and minority undergraduates enrolled in these institutions.

Postsecondary Education Descriptive Analysis Report.

<https://nces.ed.gov/upbs2008/2008156.pdf>

National Conference of State Legislatures (NCSL). (2010). Improving school leadership

through legislation: Lessons from Illinois-august 6, 2012 in Chicago, Illinois.

Washington, D.C.

Neuschel, R. P. (2005). *The servant leader: Unleashing the power of your people*.

London, England: Northwestern University Press.

- Newman, J. (2014). There is a gender gap in academia, but it may not be the gap that matters. *The Chronicle of Higher Education*. Washington, DC.
- Ng, I. & Forbes, J. (2009). Education as service: the understanding of university experience through the service logic. *Journal of Management for Higher Education*, *19*(1), 38–64.
- Norris, N. (1997). Error, bias and validity in qualitative research. *Educational Action Research*, *5*(1), 172-176. <https://doi.org/10.1080/09650799700200020>
- O’Sullivan, E., Rassel, G., Berner, M. & Taliaferro, J. D. (2017). *Research methods for Public administrators* (6th ed.). New York, NY: Routledge.
- Palmer, R. T., Davis, R. J. & Hilton, A. A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared black males at an HBCU. *Journal of College Student Development*, *50*(4), 449-4451.
- Parker, L. (2015). Critical race theory in education and qualitative inquiry: What each has to offer each other now? *Qualitative Inquiry*, *21*(3), 199-205. doi: 10.1177/1077800414557828
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal experiential perspective. *Qualitative Social Work*, *1*(3), 261-283. <https://doi.org/10.1177/1473325002001003636>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publication.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal experiential perspective. *Qualitative Social Work*, *1*(3), 261-283.

- Pate, J. (2012). Ten tough realities of academic administration. *The Department Chair: A Resource for Academic Administrators*, 23(2), John Wiley & Sons.
- Pratt, D. M. & Dolbin-MacNab, M. L. (2003). Marriage and family therapy students learning qualitative research: Frameworks identified through participatory-observation. *The Qualitative Report*, 8(3), 333-352. Gale Group.
- Rabovsly, T. M. (2012). Accountability in higher education: Exploring impacts on state budgets and institutional spending patterns. *Journal of Public Administration Research and Theory*, 22(4), 675-700. <https://doi.org/10.1093/jopart/mur069>
- Ravitch, S. M. & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical and methodological*. Thousand Oaks, CA: Sage Publication.
- Ressler, J. & Abratt, R. (2009). Assessing the impact of university reputation on stakeholder intentions. *Journal of General Management*, 35(1).
- Rich, P. (2012). Inside the black box: Revealing the process in applying a grounded theory analysis. *The Qualitative Report*, 17(Art. 49). 1-23.
- Rowley, D. J. & Sherman, H. (2003). The special challenges of academic leadership. *Management Decision*, 41(10), 1058-1063.
<https://doi.org/10.1108.00251740310509580>
- Rubin, M. (2012). Social class differences in social integration among students in higher education: A meta-analysis and recommendations for future research. *Journal of Diversity in Higher Education*, 5(1), 22-38.
- Rubin, H. J. & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage.

- Rudestam, K. E. & Newton, R. R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). Thousand Oaks, CA: Sage Publication.
- Sahu, S., Pathardikar, A. & Kumar, A. (2018). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership and Organizational Development Journal*, 39(1), 82-99. <https://doi.org/10.1108/LODJ-12-2014-0243>
- Saldana, J. (2015). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publication Inc.
- Sangeeta, S., Pathardikar, A. & Kumar, A. (2018). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership and Organizational Development Journal*, 39(1), 82-99. <http://doi.10.1108/LODJ-12-2014-0243>
- Sav, G. T. (1997). Separate and unequal: State financing of historically black colleges and universities. *Journal of Blacks in Higher Education*, 15, 101-104.
doi: 10.2307/2962709
- Stake, R. E. & Trumbull, D. J. (1982). Naturalistic generalizations. *Review Journal of Philosophy and Social Science*, 7(1-2), 1-12.
- Starr-Glass, D. (2017). Strategic leadership in higher education: Adding value and restoring the value proposition. *Journal of International Students*, 7(4).

doi: 10.4018/978-1-5225-1049-9cj106

- Stone, A. G., Russell, R. F. & Patterson, K. (2004). Transformational versus servant leadership. *Leadership and Organizational Journal*, 25(4), 349-361.
<https://doi.org/10.1108/01437730410538671>
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research-techniques and procedures for developing Maslow's Hierarchy Needs theory* (2nd ed.). London, England: Sage Publication.
- Strikwerda, C. J. (2018). Why community colleges are good for you. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/why-community-colleges-are/242359/>
- Suggs, E. & Stirgus, E. (2018). Perilous times for black colleges. *The Atlanta Journal-Constitution*. <https://www.ajc.com/news/local/perilous-times-for-black-colleges/>
- Suha, A. K., Olufunke, M. I. & Heather, L. V. (2018). Health beliefs and practices related to pregnancy and childcare in qatar: A qualitative study. *Journal of Nursing Education and Practice*, 3(2).
- Sun-Tzu. (1994). R. Sawyer (Trans). *The art of war*. New York, NY: Barnes and Noble.
- Sutton, J. & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, 68(3), 226-231.
- Szekeres, J. (2004). The invisible workers. *Journal of Higher Education Policy and Management*, 26, 7-22.
- Talib, F. & Rahman, Z. (2010). Studying the impact of total quality management in

- service industries. *International journal of Productivity and Quality Management*, 6(2), 249-268. Inderscience, UK.
- Tang, F. (2011). Knowledge transfer in intra-organization networks. *Systems Research and Behavioral Science*, 28(3). <https://doi.org/10.1002/sres.1074>
- Taorina, R. J. & Gao, J. H. (2013). Maslow and the motivation hierarchy: Measuring satisfaction of needs. *American Journal of Psychology*, 126(2), 155-177.
- Tay, L., Kuykendall, L. & Diener, E. (2014). *Satisfaction and happiness: The bright side of quality of life*. International Handbook of Quality of Life. Springer, Dordrecht.
- Taylor, C. A. (2017). Rethinking the empirical in higher education: Post qualitative inquiry as a less comfortable social science. *International Journal of Research and Method in Education*, 40(3), 311-324. doi:10.1080/1743727X/1256984
- Taylor, R. (1990). Interpretation of the correlation coefficient: A basic review. *Journal of Diagnostic Medical Sonography*.
<https://doi.org/10.1177/875647939000600106>
- Tavallaei, M. & Abu Talib, M. (2010). A general perspective on role of theory in qualitative research. *The Journal of International Social Research*, 3(11), 570-577).
- The Leadership Challenge. (2018). *The five practices of exemplary leadership model*. Retrieved from www.leadershipchallenge.com/about-section-our-approach.aspx
- Thompson, D. C. (1973). Private black colleges at the crossroads. (Contributions in afro-american and African studies, number 13). *The American Historical Review*, 79(5), 1666-1667. <https://doi.org/10.1086/ahr/79.5.1666>

- Thrash, A. (2012). Leadership in higher education. *International Journal of Humanities and Social Science*, 2(13). Wilberforce, OH: Central State University.
- Tierney, W. G. (2018). How a successful presidency failed, one day at a time. *Chronicle of Higher Education*. Washington, DC.
- Tierney, W. G. (1988). Organizational culture in higher education. *The Journal of Higher Education*, 59(1), 2-21. doi:10.2307/1981868.
- Tsal, W. (2001). Knowledge transfer intra-organizational networks: Effects of network position and absorptive capacity on business unit innovation and performance. *Academy of Management Journal*, 44(5), 996-1004.
<https://doi.org/10.5465/3069443>
- Veney, R. M. & Sugimoto, L. H. (2017). Transforming higher education: The guided pathways approach. *Educause Review*. Mountain View, CA: Creative Commons.
- Wager, W. E. (2017). Using ibm spss statistics for research methods and social science statistics. Thousand Oaks, CA: Sage Publications.
- Walker, W. G. (1965). Theory and practice in educational administration. *Journal of Educational Administration*, 3(1). <http://doi.org/10.1108/eb009586>
- Wiersma, W. (2000). *Research methods in education: An introduction*. Boston, MA: Allyn and Bacon.
- Williams, G. & Pigeot, I. (2017). Consent and confidentiality in the light of recent demands for data sharing. *Biometrical journal*, 59(2). Retrieved from <http://doi.org/10.1002/bimj.201500044>
- Wilson, S. (2016). Thinking differently about leadership: A critical history of leadership

studies. Edward Elgar Publishing.

Wood, E. J. (2004). Problem-based learning: Exploiting knowledge of how people learn to promote effective learning. *Journal Bioscience Education*, 3(1), 1-12.

doi: 10.3108/beej.2004.03000006

Wright, B. E., Moynihan, D. P. & Pandey, S. K. (2012). Pulling the levers: Transformational leadership, public service motivation and mission valence. *Public Administration Review*, 72(2), 206-215.

U.S. Department of Education. (2018). *White house initiative on historically black colleges and universities*. Retrieved from <https://www.ed.gov/>

Appendix A: Title of Appendix

*Appendix A: Letter of Invitation to Participants*Career Pathway and Leadership Attributes of Academic Administrators
at Historically Black Colleges and Universities

I am currently involved in a research project addressing career pathways and leadership attributes issues related to academic administrators at HBCUs in the U.S. The projects examines the experiences of academic administrators currently working as provost, Vice President, and Chief Academic Officers in higher education. The study is performed as a partial fulfillment of the requirements for my PhD degree in Public Policy and Administration at Walden University under the supervision of Dr. Lisa Saye.

Your participation in this project will provide useful information on career pathways and leadership attributes for academic administrators at HBCUs in the U.S. You qualify for participation as a current academic administrator working at an HBCU in the U.S. You will be asked to complete a brief interview questionnaire that will take about 30 minutes.

Participation in this study is strictly voluntary, and you may withdraw from the study at any point without penalty. Participation is not associated with your higher educational institution. All data from this project are confidential, and will be used for research purposes only. Data from the questionnaires and any instruments are anonymous. Names of participants will not be connected to information and scores.

There are no foreseeable risks to the participant from the interview questionnaire contains, but if you feel the interview questionnaire may upset you, feel free to decline from participation at any point in this project. Thank you for your assistance.

Dyanne Mitchell-Williams
Researcher

Appendix B: Open-Ended Interview Questions

- What is your gender?
- What is your racial or ethnic group?
- What is your birth year?
- What is your current marital status?
- What is your level of education, and degrees obtained?
- What is the status of your HBCU Institution – Private or Public?
- What is the total student enrollment of your College/University?
- What are your paid professional academic positions (Job Titles Only) you have held, beginning with your current position?
- What are your external professional activities, which you feel have contributed to your professional advancement as an academic administrator?
- Academic administrators participate in community activities for various reasons. Do you believe participation in organized community activities has been important to your career advancement?
- Do you have a mentor or mentors guiding your career in higher education administration?
- Job change is important for an administrator's career development. Are you seriously considering or actively seeking career advancement?
- In your opinion, what are some organizational changes that may be made at your current institution to enhance your career?
- What are your most important responsibilities as an academic administrator?
- What do you believe are your leadership attributes?

- What leadership attribute(s) do you wish to develop further?
- In your opinion, what do you believe the perception is for your most dominant leadership style?
- Do you see yourself as president of a university/college in the future?
- Have you every applied for a position as president at a university/college?
- Do you prefer to work as an Academic Administrator at a Private or Public HBCU institution?

Appendix C: Coding Data

Research Question 1: What are the experiences of academic administrators when following a career pathway to leadership in higher education working as provosts, vice presidents (VP), and chief academic officers (CAO) at HBCUs in the U.S.?

Primary Coding – Leadership Attributes:

Code Category Response	Subcategory	Possible Interview
Confident, devoted	Integrity	4, 2, 3
Secure, extensive experience	Skilled	3
Mentoring others, youth	Willingness to share, Courage	2,1
teaching, training	organizational skills	1
collaboration	communication	6
liability, responsibility	accountability	1
ethics, principle, humility	honesty	2, 2

Secondary Coding –Theoretical Framework:

Code Category Response/Theme	Subcategory	Possible Interview
theory	experience	information
strategic leadership	technology	follower influence

Research Questions 2: What are common traits of leadership characteristics exhibited by academic administrators working in positions of provost, vice president (VP), and chief academic officers (CAO) at HBCUs in the U.S.?

Primary Coding – Career Pathway:

Code Category Question/Themes	Subcategory	Possible Interview
financial management	leadership shared	9, 5/Instruction
academic planning,	coordinating	16, 6/Influencing others

Secondary Coding –Theoretical Framework:

Code Category Themes	Subcategory	Possible
theory	focus	knowledge
strategic leadership attributes	learning continuously	visioning