

A Qualitative Study of African American Males in Administrative Roles in Higher Education

by

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ABSTRACT

Published documentation has suggested that many colleges and universities have a sufficiently diverse population of staff relative to the student population. However, research has shown the steady decline of African American males as instructors and educational leaders, particularly in higher education. This study explored the perspectives and experiences of eight educational leaders who are multi-degreed in various areas of education and hold leadership positions in secondary and postsecondary institutions throughout the United States. The findings shed light on the importance of the presence of African American males, the need for colleges and universities to market their graduate and postgraduate offerings, and the long-term benefits of making finances available to prospective students.

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S. O. C.

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CHAPTER 1: INTRODUCTION

As a Black man with a broad background in education and a familial lineage of educators and those employed in education, I have always been intrigued by the lack of educational leaders who look like me. From formative years in private and Catholic elementary school to public secondary school, and even through undergraduate, graduate, and postgraduate years, my encounters with those educators have been sporadic at best. Living in an urban center, and with all schools attended being in the surrounding locales, one would expect to have interacted with a significant number of male role models of the same hue and cultural background. From a personal experience during my elementary years, the only Black male encountered was a sixth-grade instructor, who had poor classroom management and was a subpar instructor. In high school, the only Black males with which I made a connection were academic, performing arts, or Career and Technical Education (CTE) instructors, disciplinarians, truancy officers, or guidance counselors. While there were myriad Black female administrators, there were no Black males who held positions of authority. As I matriculated through my undergraduate years, I recall two African American men who held administrative positions: one the Provost of the school, the other the Director of Jazz Studies. In my graduate and postgraduate years, even though all with whom I have had contact are superb administrators, I have regressed to not having worked with any who looked like me.

Consistently inspired by family members who have taken this educational journey before me, I looked forward to meeting and collaborating with men who looked like them. I had a great-uncle who held two graduate degrees (one from Teachers College, Columbia University) and was Board Secretary for a technical and vocational school district in New Jersey. I also had an older cousin who has been the Dean of Admissions and Head of School for a few private

elementary and secondary schools throughout the country. Additionally, having worked in secondary public schools for the past 15 years, I have encountered a number of formidable Black male counterparts. Of them, only five have served or currently serve in an administrative role, which poses a major concern, especially looking at the overall racial breakdown of the student population.

In the world of academia, specifically in higher education, there is a resounding lack of diversity in the educators present in classrooms and administrative roles. While enrollment continues to diversify, the number of male educators—and on a greater scale, that of male educators of color—continues to decline (Goldhaber et al., 2019). More than two decades ago, then-Secretary of Education Richard Riley (1998) said, “Our teachers should look like America.” Even further, theoretical arguments and empirical evidence suggest that a more diverse teacher workforce can help improve outcomes for students of color (Goldhaber et al., 2019). A significant body of literature has argued that a match between the race and ethnicity of teachers and students leads to better student outcomes, particularly in high-poverty environments with significant at-risk student populations. Yet in the present, there continues to be a lack of recruitment of educators of color and, fundamentally, a lack of recruitment of students for collegiate undergraduate and graduate educational programs.

For the past three decades, two concerns have dominated the national conversation about the teaching workforce: diversity and talent (Boser, 2014). The teaching profession is not as racially diverse as it needs to be. In most states, there is a large and growing gap between the percentage of students of color and the percentage of teachers of color (Partelow et al., 2017). These numbers are not just relative to those in the classroom, but also to those who hold

administrative positions, especially on the collegiate level—a once-cited source of a variety of races, ethnicities, and cultures.

Universities are often regarded as sites for embracing multiculturalism and diversity; however, historically this aim has often conflicted with an enduring legacy of racial inequality. While widening participation interventions have focused on student recruitment and better representation, inequalities continue to persist for academic ethnic minority staff, especially at leadership levels. As a site for social diversity, equity, and inclusion, universities have a responsibility to incorporate diversity into their organizational structures and cultures (Arday, 2018).

While many would suggest that having some diversity in staff is inclusive enough, others would suggest that such menial inclusion is not enough to satisfy the need for active presence. A full representation of the diversity within the student population should be offered equally within the faculty and staff. Though institutions are making an effort to diversify staff population, recent literature has espoused that unconscious biases persistently impact aspects of racial equality regarding the disparity in Black and Minority Ethnic (BME) leadership appointments within higher education (Arday, 2018). From 2005-2015, the proportion of doctoral degrees awarded to African Americans increased from 6.2% to 6.5%, marking a 31% increase over a 10-year period (Kang, 2016). The American Council on Education (2016) reported that 17% of college/university presidents were minorities, with African Americans making up only 8% of all presidents, while 42% of the students enrolled identified as minorities.

Statement of Problem

Given the ongoing phenomenon of the lack of male educators who hold administrative roles in higher education, a necessary concern is enrollment opportunity and professional growth

offered through undergraduate and graduate educational programs. Although the percentage of Blacks earning college degrees has nearly doubled over the past 20 years, Blacks earn only 10.3% of college degrees, 13.4% of graduate degrees, and 9.2% of doctoral degrees (National Center for Education Statistics [NCES], 2022). The Coleman Report of 2019 indicated that African American teachers (who tended to be more likely to instruct African American students) tended to be less well-credentialed than those who instruct White students. This report also noted that African American students enrolled at institutions of higher education were attending schools that had less prestige and fewer resources. Furthermore, Blacks are more likely to attend lower-quality institutions and less likely to graduate (Naylor et al., 2015). This translates into possibly fewer Black men completing degrees in public affairs education and seeking public service. Literature has also shown that Black male undergraduates have experienced both overt racism and more subtle insults on some college campuses, which serve as a barrier to integration into the college system (Naylor et al., 2015).

Through intentional leadership, educators should create or support existing Black male initiative programs on their campuses as this evidence-based practice contributes to the performance, retention, and college engagement of Black male undergraduates. To address underrepresentation of minority faculty and staff, educational leaders may consider advocating for an empirically supported three-pronged approach to include a hiring search toolkit, a bias video or workshop, and professional mentoring (Egan, 2019). The suggested interventions by no means serve as a “solution” to these complex issues, but collegiate leaders should take concrete actions that bend toward more just institutions. If we are to secure a representative bureaucracy (Krislov, 1974) in which both public administrators and college faculty mirror the nation’s

demographics, then we must ensure that Black males have equal access to an affordable, quality college education resulting in degree completion.

Research Questions

This study was guided by the following questions:

1. What steps should colleges and universities take to increase interest for African American males to encourage them to pursue leadership roles in education?
2. What are the causes for African American male employees to depart or leave from entry and mid-level management positions in higher education?
3. What prevents African American males from advancing in educational leadership roles in secondary and postsecondary education?

Significance of the Study

Personal perceptions of currently or formerly employed faculty give a better perspective of what it is to “work on the inside,” as they also provide more informed opinions and possible opportunity for prospective candidates for leadership roles in higher education. Additionally, with the use of a three-dimensional narrative inquiry approach, participant narratives make sense of life as an organizational leader experiencing racial microaggressions. Applying the qualitative method of narrative inquiry in this instance demonstrates how participants respond to the effects of cumulative racial stressors in ways that positively influence college persistence. Emergent themes were reactive invisibility and responsive interest preservation (Hotchkins & Dancy, 2015).

Past studies have examined the significance of strengthening the African American educational pipeline as they peer through the annals of history from days of slavery to the 1960s to the present and determine the correlation between the functionality of education programs at

both the undergraduate and graduate levels, specifically relating to African American males (Jackson, 2007).

To better understand teacher shortages in American public schools, it is important that educational leaders, administrators, and policymakers be aware of the pitfalls in the educational pipeline before recommending any interventions to improve the recruitment and retention of African American male teachers and leaders. More specifically, Gordon (2000) reported that African American teacher shortages are prevalent because of economic, education, and social and cultural factors. Economic reasons include low pay, too much education for the return, and a wider range of career choices than previous generations of African Americans had. Educational reasons were associated with inadequate K-12 schooling, negative experiences in the school setting, and a lack of emotional and intellectual mentoring. Social and cultural reasons were related to experiences of racism, lack of encouragement, and racelessness (Lewis, 2006).

Furthermore, this study took a closer look at the connection between foundational impacts made by African American male educators on the interviewed parties, and the connection to the desire to pursue roles in educational leadership.

Limitations of the Study

The number of African American males in educational leadership/administrative roles within postsecondary education is quite small, resulting in a relatively small sample size, which included only eight African American males who participated in a questionnaire survey. The validity of this study is limited to the reliability of interview questions, responses from those interviewed, and the interviewer's ability to conduct credible interviews. Other potential challenges could include researcher bias and respondent bias.

Gay et al. (2009) noted the following limitations concerning self-reported data solicited via questionnaires:

Self-report instruments [...] have notable limits. The researcher can never be sure that individuals are expressing their true attitudes, interests, values, or personalities. A common problem with studies that use self-report instruments is the existence of a response set, the tendency of an individual to respond in a particular way. (p. 153)

Definitions of Key Terms

Career Technical Education (CTE) - an institution that provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

Ethic of Care - feminist philosophical perspective that uses a relational and context-bound approach toward morality and decision making. The term *ethic of care* refers to ideas concerning both the nature of morality and normative ethical theory. The ethic of care perspective stands in stark contrast to ethical theories that rely on principles to highlight moral actions—such as Kantian Deontology, utilitarianism, and justice theory—and is not meant to be absolute and incontrovertible (Burton & Dunn, 2013).

Affirmative Action - defined as a set of procedures designed to eliminate unlawful discrimination among applicants, remedy the results of such prior discrimination, and prevent such discrimination in the future. Applicants may be seeking admission to an educational program or looking for professional employment. In modern American jurisprudence, Affirmative Action typically imposes remedies against discrimination on the basis of (at the very least) race, creed, color, and national origin (Cornell University, n.d.a).

Leadership - a process of social influence, which maximizes the efforts of others towards the achievement of a goal (Kruse, 2015).

Institutional leaders do far more than simply manage or administer their systems and campuses. Chancellors, presidents, provosts, vice presidents, and department chairs lead by helping to set the vision for reform and by facilitating the structural changes necessary to implement at scale (Texas Creative, 2019).

Presidents and Chancellors establish a vision for math pathways connected to the institutional mission and integrate it into the institutional strategic plan; make and communicate a long-term institutional commitment to mathematics pathways; establish and set the charge for a leadership team; work with other presidents and chancellors to mobilize and support cross-institutional efforts; and monitor and celebrate progress (Texas Creative, 2019).

Vice Presidents of Academic Affairs or Undergraduate Studies, Provosts, and Deans ensure follow-through on the commitment made by the President; set expectations for data-driven goals and decision making; identify resources to support implementation; maintain communications and oversight until math pathways are fully implemented; serve as the administrative lead on the leadership team; collaborate with the math faculty lead to manage implementation and support cross-institutional action; and facilitate cross-institutional communications and engagement (Texas Creative, 2019).

Racial Microaggressions - brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color (Sue et al., 2007).

CHAPTER 2: LITERATURE REVIEW

In recent years, researchers have noted that there is a deficit of males in higher education, particularly Black/African American males. This is attributed to the number of Blacks who do not minimally obtain baccalaureate degrees. While the percentage of Blacks who earn degrees has drastically increased over the past 20 years, Blacks only earn 10% of undergraduate degrees, 12% of graduate degrees, and 7% of doctoral degrees (Naylor et al., 2015). Degree attainment for Black men is lower in states with higher concentrations of Black men. For example, in Mississippi, Louisiana, Georgia, Maryland, Alabama, South Carolina, and Delaware, the seven states in which Black men comprise at least 10.0% of the population, the average attainment rate is 22.4%. However, in states where Black men comprise less than 5.0% of the population, attainment rates among Black men are seven percentage points higher (29.4%) (Anthony et al., 2021).

In said time, there has been a steady decline in the number of Black teachers and principals, bringing writers and analysts to the conclusive idea that they are an “endangered species” (Irvine, 1988). It is projected that the declining numbers are the result of various political, economic, and sociological factors, namely declining college enrollment, the declining number of education majors, the declining number of Black college students specifically, the breadth of new career options for Blacks, and the focus on state-mandated teacher competency assessments (Irvine, 1988). From the achievement gap to the employment gap to the racial divide, the number of Black men in education has waned dramatically.

If we are to secure a representative bureaucracy in which both public administrators and college faculty mirror the nation’s demographics, then we must ensure that Black males have equal access to an affordable, quality college education resulting in degree completion. In their

study, Naylor et al. (2015) examined disparities in higher education along three procedural areas: (a) access, (b) affordability, and (c) attainment. They provided substantive policy recommendations toward ensuring both access and degree attainment for all individuals, regardless of race or income (Naylor et al., 2015).

Underrepresentation of Black men and women results in their marginalization concerning opportunities and access to senior leadership roles in higher education (Jernigan et al., 2020).

According to Hawkins (2015):

It's not just about Black and brown teachers teaching children who look like them. It's about White children, too, who will be able to see Black men and people of color at the front of the classroom. White kids will hopefully reflect on their positive interactions with Black, male teachers and teachers of color and be able to debunk stereotypes that link them to negative things.

In other words, it can be surmised that White children, who are more likely to hold leadership roles, would benefit from positive interactions with Black teachers, especially males.

Affirmative Action

Education has long been considered an essential foundation of democracy, particularly in education. For African Americans, the centuries-old struggle for access to and success in higher education has been emblematic of a larger fight for personhood and equality (Allen et al., 2000). The dearth of representation regarding Black and Ethnic Minorities (BEM) in senior educational leadership roles within higher education has become a salient issue as egalitarian notions associated with equality and diversity continue to be contradicted by university institutions, despite increased calls for greater diversification (Arday, 2018).

From the 1850s to the early 1950s, equal employment opportunities evolved to allow for affirmative action and diversification in employment, particularly for the African American population (Aka, 2009). The term *affirmative action* made its first appearance in the 1960s. On March 6, 1961, shortly after President John F. Kennedy took office, he signed Executive Order 10925, opening a new chapter in achieving access to good jobs by requiring government contractors to “take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color or national origin” (U.S. Department of Labor, 2022).

Affirmative action permits the use of race and other “minority” factors, such as gender and ethnic origins, in decisions relating to allocations of public benefits, such as government employment, admissions into public schools, and awarding of government contracts. Affirmative action programs play a critically important role in the Black experience in America. They originated as techniques designed to promote equality for Blacks and metamorphosed into programs of special preference, beginning from the third quarter of the 20th century, when equal opportunity techniques alone proved inadequate to secure equality for Blacks (Aka, 2009).

Prior to the Civil Rights Movement of the 1950s and the *Brown v. Board of Education* Supreme Court decision, schools that were predominantly composed of Black students employed Black educators nearly in total. In the integration of schools at the passage of the Civil Rights Act of 1964, more than 40% of the Black teachers were left unemployed because the integrated schools were not likely to employ them (Thompson, 2020). Before 1964, nearly half of college-educated African Americans in the South were teachers (*The Economist*, 2019). In one case, at the Burke Industrial School in Charleston, South Carolina, a group of Black educators were noted as luminaries who practiced and enforced pedagogies of protest, as they also doubled as

activists, creating spaces within segregated schools where they bred dissatisfaction with White supremacy. These individuals were also noted as critical contributors to the Civil Rights movement, as they created curricula and extracurricular activities that would support the movement and promote integration (Baker, 2010).

As the evolution of affirmative action continued, the definition became broader and less defined than it once was. Although the primary agenda of affirmative action was to remove unfair barriers to the equal participation of underrepresented racial groups and women in all sectors of society, the outcomes have been skewed. White women were by far the greatest beneficiaries of affirmative action, realizing significant gains in all areas of education, employment, contracting, and careers. As regards access to higher education in particular, enrollment of White women increased by 26% between 1978 and 1994 (Wilson, 1998), compared to lesser increases over the same period for both genders of African Americans (1%), Asian Americans (3.6%), and Chicanos/Latinos (2.9%) (Allen et al., 2000). While affirmative action was originally meant to assist the African American man, through attrition and evolution, it lost its functionality in its purest form, thus resulting in what can be considered an educational apartheid in higher educational systems (Allen et al., 2000). The dilution of its focus also led to discriminatory employment practices.

Discriminatory Hiring Practices

Following the *Brown v. Board of Education* decision—a decision that outlawed racial, color, religious, and sexual discrimination—discriminatory firing was still prevalent. Court cases over discriminatory firing in southern states were thrown out repeatedly, until the federal government mandated non-discriminatory employment practices in public education (*The Economist*, 2019). This downturn had far-reaching effects that caused more and more teachers of

color to take flight from education. It also created a skewed perception of the role of the educator. In 2019, Lisa Bass conducted research to delve into the leadership of Black male leaders and the operationalization of the ethic of care in their practice by analyzing the educational leadership of Black men through an ethic of care lens.

Bass's study examined the lived experiences of 10 African American male administrators to understand their perceptions of caring leadership. The phenomenon of interest was investigated using qualitative, exploratory study methodology to facilitate the collection of rich data that told the stories of the participants. The themes discovered during the focus group were used during the one-on-one interviews to probe more deeply into the issues and evaluate the consistency of the themes. Striking similarities that fit logically into themes emerged in the data from the focus group and the individual interviews. The themes that emerged from this study did not support the stereotype so often set forth regarding Black male leadership. The major emergent themes were: Black male leaders cared and liked being associated with caring; they felt they had to mask their caring nature because of societal expectations; they viewed themselves as father figures; they strongly identified and connected with a sense of spirituality; they believed that action must follow caring; and they practiced "rough love" as care. The research concluded that the core foundational principles of Black Masculine Caring included a framework that acknowledges Black men have the capacity to care, and often care deeply. Black men's capacity to care depends on their prior experience as Black men. The caring exhibited by Black men is influenced by their culture, and caring demonstrated by Black men is often misunderstood or misinterpreted (Bass, 2019).

"Higher and postsecondary education research literature is replete with considerations of affirmative action and diversity initiatives for African Americans at colleges and universities.

However, there have been few statistical analyses with regard to the gains made by African Americans in executive-level administrative positions” (Jackson, 2004). Though some institutions understand and acknowledge the necessity of affirmative action, they do very little to increase the presence of minority faculty and staff. To illustrate, of a total of 3,900 faculty, a stratified random sample of 616 tenured and tenure-track faculty were surveyed in the University of Missouri system. Collectively, the faculty population was positive about affirmative action on their campuses and very knowledgeable of affirmative action policies, but perceived that there was a scarcity of women and minority faculty in their fields. In addition, they believed that their institutions were committed to the recruitment of underrepresented groups (Woodhouse, 2003). Such egregious data only help to diminish further the role of the minority educator and to emphasize the need of the same in order to diversify the total faculty population to mirror the student population effectively and be an impetus to increase minority applicants for future enrollment.

Access to and attainment of senior and academic leadership roles for Black men and women in higher education are met with unique challenges and barriers relative to racial and gender identity. Supportive and productive social networks bolster the leadership efficacy of Black leaders in higher education and are further improved by formal and informal mentoring relationships. Mentorship experiences of Black leaders form the intersection of these concepts within the framework (Jernigan et al., 2020). Gender and racial identity continue to impart unique challenges within the social networks of Black men and women in higher education leadership. As it concerns Black men, race and gender are impactful for the Black male leadership trajectory (Hatch, 2018). Correlating concepts from one’s primary, peer, and mainstream society groups provide further insight into how perceptions of Blackness and

maleness impact the ability to acquire positions of leadership. Cultivation of these social networks provide Black men and women with agents for mentorship, leadership development, and sponsorship to obtain senior leadership position (Jernigan et al., 2020).

The role of educator (current or prospective) comes with many challenges, including unfair remuneration solely based on student achievement (Lewis, 2002a), classroom educators not being regarded as the masters of their profession (Martino & Rezai-Rashti, 2012), concern about achieving tenure, and concerns about supervisorial manipulation and abuse (Perna, 2002). Racial inequality in economic outcomes, particularly among the college-educated, persists throughout U.S. society. Scholars have debated whether this inequality stems from racial differences in human capital (e.g., college selectivity, GPA, college major) or employer discrimination against Black job candidates. However, limited measures of human capital and the inherent difficulties of measuring discrimination using observational data make determining the cause of racial differences in labor-market outcomes a difficult endeavor (Gaddis, 2014).

Underrepresentation of minority faculty has been deemed “a contributing factor to the climate that inhibits the integration of Black male students into the college system” (Egan, 2019). Additionally, many Black male student leaders in predominantly white institutions (PWIs) experience a great number of racial encounters, causing the students to become fatigued, despondent, and eventually indifferent. “Emergent themes were reactive invisibility and responsive interest preservation” (Hotchkins & Dancy, 2015). As part of the Civil Rights Act of 1964, the U.S. Office of Education was commissioned to produce information regarding the inequalities in education; this document was named The Coleman Report. The Coleman Report of 1966 asserted that Black instructors were generally less well-credentialed than their counterparts of predominant European background, which lent itself to the idea that Black

instructors were less capable but more innovative, having attended schools of lesser prestige with fewer resources (Lewis, 2002b). However, the Higher Education Act of 1965, initially signed by President Lyndon B. Johnson, afforded more opportunities for marginalized students, with a secondary aim to provide policymakers with an evidence base to craft legislation aimed at increasing the ethnoracial diversity of the U.S. educator workforce. It cited that *students of color* potentially excel academically with the support of educators of color—particularly Latinx and Black educators (Bristol & Martin-Fernandez, 2019).

Employment Disparity Theories

Social network theory as a part of the conceptual framework emphasizes the building and maintaining of relationships and examines how these relationships affect the flow of information, personal relationships, trust, goods and services, and one's influence within and outside of an organization. Analysis of influence of relationships and patterns across systems and actors is key when discussing and considering academic leadership development and activity, due to the importance of ego as well as organizational (internal) and interorganizational (external) network relationships within higher education (Jernigan et al., 2020).

In the majority of states, there is a growing deficit of teachers of color compared to the percentages of students of color. This is due to the retention of Black students, administrators, and faculty at PWIs (Perna, 2002), and mainly because the Black male is not seen as an organic intellectual (Martino & Rezai-Rashti, 2012). Currently, teachers of color make up approximately 18% of the U.S. total teaching force. Students of color compose 54% of the total student population (Easley, 2020). The changing and challenging regimes have come as a result of not identifying the person as an organic whole instead of simply an animatronic employee.

Additionally, there are more issues within the educational pipeline from the formative years through collegiate years that make the aforementioned more difficult.

To better understand teacher shortages, it is important that education readers, administrators, and policymakers are aware of the pitfalls in the educational pipeline before recommending any interventions for improving the recruitment and retention of African American male teachers. More specifically, Gordon (2000) reported that African American teacher shortages are prevalent because of economic, educational, social, and cultural factors. The economic reasons were low pay, too much education for the return, and a wider range of career choices than previous generations of African Americans had (Lewis, 2006).

Educational leaders continue to search for the magical silver bullets [to] solve testing issues, school choice dilemmas, discipline challenges, and generational poverty. African American school leadership is an under-researched, underdeveloped, and undervalued topic within school administration and leadership dialogue. One could argue the same is true for leadership in community organizations that serve schools during in and out of school time. (Generett, 2017)

A significant body of literature has argued that a match between the race and ethnicity of teachers and students leads to better student outcomes, particularly in high-poverty environments with significant at-risk student populations (e.g., Ogbu, 1992). Commonly cited theoretical rationales suggested why racially matched teacher role models have positive educational benefits for students of color in particular. The first is that students of color, particularly those living and attending schools in disadvantaged settings, benefit from seeing role models of their race in a position of authority (Villegas & Lucas, 2004). In particular, some scholars have suggested that

having an adult role model who exemplifies academic success could alleviate the stigma of “acting White” among some students of color (Goldhaber et al., 2019).

Successful navigation of one’s social networks is important for the leadership development and trajectory of Black men and women in higher education leadership. Nuances relative to race and gender have a great impact on one’s leadership efficacy. While leadership styles differ, leader-member exchange theory (LMX) may be a useful way to characterize and analyze mentoring relationships. Given LMX’s focus on the relationship between two individuals, it may yield a method for studying and interpreting the dynamics of mentoring relationships (Burns, 2010).

Educational Leadership Through Varied Lenses

Black leadership as a lens from which to approach this work is key as the belief of interdependence and interconnectedness is unique to the Black and Afrocentric experience (Schiele, 1994). Black women, operating from a uniquely Afrocentric lens, identify systemic gender inequality and emphasize an Afrocentric approach to the promotion of Black gender equality (Jernigan et al., 2020).

In accordance with bicultural theory, the interrelationships of individuals within the context of their environment are principal in determining identity and career development (Alfred, 2000). This is especially salient for Black and African American men and women who navigate positions of senior leadership, as perceptions of Black leadership are met with negative stereotypes and limiting expectations. How African American males are socialized and perceived by others within their primary, peer, and mainstream socialization groups can affect their network position, leadership development, and efficacy (Hatch, 2018).

Teacher attrition is the primary contributor to the national teacher shortage, yet thousands of individuals enter the teaching profession each year. Among those entering, roughly 80% of them are white females and 7% of them are Black; however, the number of Black male teachers entering the profession is roughly 2% (Gaspard, 2019).

Listening to students' descriptions of their interaction with teachers, specifically Black teachers, further speaks to the necessity of the presence of minority (specifically Black) educators in the classroom and administration. Demographic and empirical data have continually shown the minority teacher shortage and racial imbalance within the teaching profession (Wilder, 2000).

Though they are generally not the initial thoughts while in the hiring process, there are many beneficial factors [for all students of color] to Black males being present in the classroom and educational leadership. The three universally cited theoretical perspectives suggest that students of color from predominantly disadvantaged educational and living environments are more prone to identify and connect with educators who share the same demographics, whether past or present (Villegas & Lucas, 2004); the theory that educators of color will hold students of color in higher regard and to a higher expectation of academic achievement; and the theory that educators of color will find a variety of pedagogical strategies to be to effectively educate students, meeting their academic needs and dismissing the educational stereotypes placed on them (Goldhaber et al., 2019). Positive interactions with encouraging teachers and the opportunity to have direct teaching experience in the community helps students see themselves as potential educators. (Goings & Bianco, 2016)

Additionally, various studies and analyses have proven that Black male educators view education from a varied stance that is not subject to simple curricula, but that Black male educators are more apt to alternative educational ideologies and philosophies that are relevant to students of color, allowing them to create effective, nurturing, antiracist schooling environments for Black students, while reclaiming social and political responsibilities (De Royston et al., 2017). In order for the Black teacher to be effective and affective, “the educator must (a) adopt an antiracist, social just stance; (b) cultivate authentic relationships; (c) believe in students’ and teachers’ capacity for growth and excellence; (d) strategically navigate the sociopolitical and policy climate; and (e) embrace a spirit of radical hope” (Rivera-McCutchen, 2020). This will enhance not only retention rates of faculty, but also the level of learning for the students. The disparity of availability of minority teachers is the cause of the lack of student population growth and academic success. There must be critical considerations of the intersection of race, gender, and profession to inform the future of teacher education, along with the meaning of “male” and “of color” in context, so as to establish the aims of racial and ethnic diversity in education (Woodson & Bristol, 2020). This will help to establish and encourage collegial partnerships and perceptions with other genders, and how they establish expectation of performance as a role model in the classroom and/or position of leadership (Woodson & Bristol, 2020).

Early research on mentorship points to the seminal work of Levinson (1978), who profiled impressions of the career lives of 40 male participants. Levinson’s work not only provided a standard definition of a mentor as guide, teacher, and counselor, but also described the role as career coach (Dudley, 2011). Williams and Williams-Morris (2010) found that many faculty of color feel alone and isolated at PWIs because they are but a few among all faculty members within their departments and divisions. Contributing to feelings of isolation, faculty

members of color at PWIs also felt their efforts, credentials, and areas of expertise were not celebrated equitably in comparison to their White counterparts (Williams & Williams-Morris, 2010). Lack of mentorship and necessary information to be promoted in addition to lack of respect for research efforts were also described by participants, all of which were perceived to impact opportunities to be promoted and/or earn tenure (Williams & Williams-Morris, 2010).

Faculty at Historically Black Colleges and Universities (HBCUs) greatly value mentoring interactions, feeling that formal mentoring programs for new faculty would assist them in adjusting to their new positions (Freeman & Kochan, 2019). Black and African American males greatly benefit from mentoring and mentoring relationships in higher education. Social networks and mentorships are important for the development and inclusion of junior faculty members. Black male faculty often attribute their professional success to mentoring, suggesting that other Black men in senior faculty roles should mentor their junior counterparts (Freeman & Kochan 2019).

Research has further suggested that Black male educators serve as surrogate mentors and parents. This is made evident through established expectations that encourage the student to push himself or herself to another level of excellence. In the United States, African American men are dominant in the entertainment industry, mainly in sports and music. However, their success in entertainment does not translate to education. Many Black men grow up not having a positive experience in education; thus, they do not see its value. However, many see the value in striving after a false sense of masculinity comprised of sex, drugs, money, and crime (Gibson, 2017).

Based on the results of previous research, other scholars have suggested programs like the African-American Male Initiative and other programs like AAMI that promote more Black men working in education as teachers, counselors, principals, or school district administrators.

Another recommendation was to promote HBCUs to participants because research has shown that Black males have not only support, but a positive Black male role model. Guiding, showing, and directing as themes are defined as the combination of informal mentoring strategies and leadership development activities enacted and experienced by leaders. Black and African American men and women in senior leadership roles in higher education have described mentorship as a key experience that influenced their development and as a strategy for how they developed their followers. Additionally, combinations of leadership development experiences, such as on-the-job training and previous job experience, were also indicated as integral to the preparation of senior higher education leadership (Jernigan et al., 2020).

Mentoring as a professional development strategy describes the intentional development of formalized programs or structures for the purpose of professionally developing followers within their network. This formalized programming includes identifying career goals and expectations of the protégé (follower) and the mentor (leader) and developing an agreed-upon timeframe complete with clear expectations for performance and development. Scandura and Schriesheim (1994) distinguished mentorship as relationships that develop over time and focus on long-term career goals. Black and African American men and women in senior leadership positions in higher education participate in the purposeful development of followers as part of their leadership strategy. As followers grow and excel as a result of guided formal mentoring, the leadership efficacy of those in senior leadership is bolstered. Vested interests describe the personal connections and intrinsic motivations that sustain the experiences and desire for one's leadership role (Hatch, 2018). Being underrepresented in senior leadership, even at an HBCU, African American men have a vested interest in supporting one another. The desire to support one another is considered a professional and personal responsibility (Jernigan et al., 2020).

Current Educational Offerings

In order for adult educators to understand the experiences of Black men, we must recognize the systems in place that are complicit in creating the disenfranchised conditions from which they operate (Drayton et al., 2014). Because many Black men from impoverished neighborhoods are first-time college students, they lack the social competence necessary for college life. Beyond the immediate need of financial and academic support, career guidance, mentoring, and cultural social support are needed to help students transition into and complete their educational programs (Drayton et al., 2014).

In recent years, researchers have devoted much discussion to finding ways to increase the academic success of Black males in K-12 and higher education. Despite this emphasis, Black male enrollment in higher education stands at 4.5%, which is the same as it was in 1976. One factor noted by researchers for the stagnation among Black male college enrollment is their disproportionate departure from high school (Scott et al., 2012). Simultaneously, necessary changes are being made to make educational opportunities available.

In an effort to increase the African American male faculty member population, some secondary schools have conducted studies and implemented programs to market themselves to African American males who are fully certified or hold substitute certification. One such program is a pipeline program from University of California, Berkeley Graduate School to Oakland Unified Schools in Oakland, California. Oakland Unified's "pipeline" programs work to attract, grow, develop, and retain Black educators in the city. The pipeline programs were specifically aimed at providing underrepresented groups the resources they need to enter specific professions. The district also provides support for alternate route licensure, debt relief, license test preparation, and tuition stipends. As a result of this plan's development and implementation,

Black teacher net retention rates increased from 73% in 2016-17 to 86% in 2020-21 (Tadayon, 2022). However, this was an isolated program that did not reach beyond one college and one pipelined high school.

In another study, Sparkman (2021) focused on the leadership and career advancement of Black male executive leaders in PWIs. The stakeholders were Black academics seeking or holding executive leadership roles in higher education. This qualitative, phenomenological examination of the lived experiences of 10 Black male executive leaders in predominantly White institutions of higher education described what it was like for them to persist in their leadership roles, despite negative experiences related to their social identity. The findings revealed how their existence in racialized environments impacted their leadership approach and the trajectory of their careers, which was 10 years or less (Sparkman, 2021).

Online education is expanding within higher education. However, attrition rates for African American males enrolled in higher education in general, and in online courses specifically, is on the rise. Because the future of our nation depends on how well our educational institutions develop, nurture, and deploy talent, this study identified factors that promoted online course completion among African American male undergraduate students. (Salvo et al., 2019)

Though African American males are enrolling in college, much of the focus has moved from education to other degree programs. Broadening participation of racially and ethnically underrepresented minorities (URMs) in science, technology, engineering, and math (STEM) fields is a national policy priority in the United States. Case in point, President Barack Obama challenged the nation in a “State of the Union” address to regain its status as the global leader with the highest proportion of postsecondary graduates in the world by 2025 (Obama, 2009).

Meeting this national goal of significantly increasing college degree production rates in highly technical majors such as STEM fields requires us to broaden the talent pool from which we currently draw college students generally and STEM workers specifically (Strayhorn, 2017).

CHAPTER 3: METHODOLOGY

The purpose of this chapter is to introduce the research methodology for this qualitative study regarding the causes for the disparity of African American males in postsecondary classrooms and educational leadership roles. This approach has afforded a deeper understanding of men's experiences working in various roles in education on the secondary and collegiate levels and offered a way to develop theory from the data to understand what has caused African American males to choose not to work in educational roles. The research plan, including the methodology, study participants, procedures, analysis method, and ethical concerns, are also primary components of this chapter.

Research Questions

This study sought to construct a theory in answer to the following research questions:

1. What steps should colleges and universities take to increase interest for African American males to encourage them to pursue leadership roles in education?
2. What are the causes for African American male employees to depart or leave from entry and mid-level management positions in higher education?
3. What prevents African American males from advancing in educational leadership roles in secondary and postsecondary education?

Methodology

A qualitative study is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person's experience in a given situation (Stake, 2010).

Qualitative research is an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied (Aspers & Corte, 2019). Because the purpose of this study was to

examine the experiences of African American males in education, a qualitative approach was most appropriate.

Qualitative Grounded Theory Methodology

This qualitative study was performed using grounded theory methodology. Grounded theory sets out to discover or construct theory from data, systematically obtained and analyzed using comparative analysis (Chun Tie et al., 2019). Grounded theory, introduced in the 1960s, was described as the discovery theory from data (Glaser & Strauss, 2017). Grounded theory is a qualitative method that allows one to study a particular phenomenon or process and discover new theories based on an analysis of real-world data in an attempt to extract theory.

Kathy Charmaz (2011) determined that there are two methods for creating theory—constructivist and positivist, with the former method focusing on generating new theories through inductive analysis of the data gathered from participants rather than from pre-existing frameworks. The constructivist philosophical position is generally described as a view that comes from the human experience relative to their paradigm, subsequently influenced by society, culture, or other external influences (Birks & Mills, 2011; Charmaz, 2011).

From this perspective, the study explored the interviewed candidates' experiences with African American males in education as instructors and administrators. The researcher inquired through the means of interview questions with a continued focus on objectivity in order not to skew the final product by means of subjectivity. The researcher had to remain aware to identify the differences and similarities in the subtleties of the data disaggregation (Charmaz, 2006).

The Researcher

The researcher has worked in education for 15 years and holds a Bachelor of Arts in English Literature and a Master of Arts in Educational Leadership. No participant held a

relationship with the researcher that would create conflict of interest, including, but not limited to, contractual or any other relationship that would impose bias on the research study.

The researcher was trained in the skills necessary to conduct the designed study. He has interviewed multiple people with the intent to postulate a solution for recruitment and hiring. The researcher obtained all necessary skills through qualitative and quantitative research courses offered in graduate and postgraduate courses at Saint Peter's University. Since 2019, he has been responsible for evaluating instructors, the school's current curriculum, and the implementation of culturally responsive, cross-curricular education in Humanities courses, including English Language Arts, History, Psychology, Spanish, and Chinese.

Study Participants

The sample was drawn from a population of men who work, have worked, or intend to work in education. Those currently employed have worked for at least 5 years in education. All participants were United States citizens and fluent English language speakers. There was no age limitation. All participants (of diverse ethnicities) held a college-level degree and/or certification in education in subjects including, but not limited to, English, History, Music, Political Science, and Education. Career examples included, but were not limited to, classroom instructor, supervisor of instruction, dean, department chair, vice principal, and principal. Participants were recruited through the researcher's professional networks: the Newark Public Schools (NPS), the National Council of Teachers of English (NCTE), NJ State Principals and Supervisors Association (NJPSA), the New Jersey Education Association (NJEA), the National Convention of Gospel Choirs and Choruses, Inc. (NCGCC), and the Hampton University Ministers' Conference and Organists' Guild (HUMC). The researcher emailed contacts in his professional networks using the Email to Potential Participants (Appendix A) and asked for interested parties

who would adhere to the prescribed criteria. The researcher then contacted the participants via phone to confirm their participation as described in the Email to Potential Participants. The researcher is an active member of four of the six organizations (NCTE, NJPSA, NCGCC, and HUMC) but holds no positions of authority in either.

The participants were asked to respond to a brief questionnaire (Appendix B) via email to help the researcher document the level of candidate diversity. Within the questionnaire, each participant was able to describe their level of education and the type of institutions they attended.

Data Collection

This study used an interviewing method (Appendix C), in which both the interviewer and the interview questions were the instrumentation used. Video and audio recorders were used to capture all thoughts during and after each interview. The interviews were recorded using an Apple iPhone 13 Pro and an Apple iPad Pro. The interviews began with open-ended questions regarding the interviewed persons' educational background and reason for pursuit of an educational career. Interviews were conducted in person.

Procedures Followed

Approval from the Institutional Review Board (IRB) of Saint Peter's University was sought. Upon said granting, the researcher emailed individuals within his professional contacts, using the Email to Potential Participants (Appendix A). Potential participants were selected based on a demographic survey, ensuring they met the selection criteria and provided variety to the selected. Said survey inquired about the participants' highest level of education; the specific type of educational institutions attended for formative, secondary, undergraduate, graduate, and/or postgraduate levels; and experience with African American male instructors or

educational leaders; the survey was relegated to African American males in education. An informed consent form was required for each participant prior to participating.

All participants were interviewed via secured Zoom where only the participant and the interviewer shared the same space, socially distanced in line with the suggested COVID pandemic restrictions. As part of the interview introduction, the researcher confirmed that the information shared would be solely used for the purpose of this qualitative study.

At the completion of each interview, the researcher reviewed all notes taken and video and audio recordings, which were later transcribed by the researcher and a transcriptionist.

Data Analysis

The coding of transcripts was completed in the order of the interviews conducted, in segments of three at a time, allowing the researcher to edit and enhance the interview questions as theories emerged from the data. Coding was used to assist the researcher in understanding the perspectives of each participant, as well as analyzing and synthesizing their combined experiences. Codes were created during the research process for the purposes of analyzing the data (Urquhart, 2013). Coding was conducted using qualitative data analysis software.

Coding the transcriptions was an intricate and critical part of the data analysis, in that it provided meaningful and organized data. Coding used in grounded theory helped to focus the interview analysis on the experiences of the participants in a formulaic manner. Coding prevented the interviewer from overemphasizing the importance of any one aspect early in the study and ensured a thorough analysis of the interview in entirety (Charmaz, 2006; Stake, 2010). The process of analyzing, reanalyzing, and comparing new data to already-existing data is referred to as constant comparison (Birks & Mills, 2011; Urquhart, 2013). It was imperative to review the data continually in every phase to make connections until saturation occurred. Coding

terminology used for this dissertation was adapted from *Grounded Theory for Qualitative Research* (Urquhart, 2013), wherein the three phases of coding are termed as open, selective, and theoretical.

Open Coding

Open coding is the phase when each line of transcribed interview text is coded line-by-line (Urquhart, 2013). Line-by-line coding is a critical part of grounded theory methods (Birks & Mills, 2011; Charmaz, 2006; Glaser & Strauss, 2017; Urquhart, 2013). This method of coding helped the researcher's focus for each individual interview. Coding line-by-line in open coding typically results in many codes (Birks & Mills, 2011; Urquhart, 2013), which also helps to solidify the discipline within grounded theory that states that the theory emerges from the data.

Selective Coding

Selective coding occurs when there are no new open codes or when codes relate only to the core categories that begin to emerge (Urquhart, 2013). The terms *categories* and *constructs* are interchangeable within the grounded theory methods (Birks & Mills, 2011; Urquhart, 2013). At times, a single selective code may become a prominent theme, also known as a theoretical code (Birks & Mills, 2011; Urquhart, 2013).

The researcher strove to find categories emerging from the research and interviews. In order not to have many selective codes as open codes, Urquhart (2013) suggested revisiting the selective codes categories to make them succinct and not as prevalent. Coding is an iterative process, and the researcher reviewed selective code names to determine if names ascribed best represented the codes identified, based on Urquhart's textual suggestion. Urquhart also suggested that reviewing selective code attributes and potential relationships can help distinguish between open, selective, and theoretical codes.

Theoretical Coding

Charmaz (2011) insisted that theoretical sampling begins after categories emerge, while Birks and Mills (2011) asserted that theoretical sampling can begin during open coding as the inaugural data begin to reveal concepts that lend themselves to other potential theories or explanations of phenomena. Theoretical coding occurs when codes and categories emerge during open coding and selective coding and are easily compared, finding relationships between codes or categories (Urquhart, 2013). While all coding is iterative and theories and phenomena emerge from the various relationships, it is imperative to compare existing data constantly to determine relationships and to identify new categories that may have developed.

Trustworthiness

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Polit & Beck, 2014). Credibility, dependability, confirmability, and transferability are all needed to establish trustworthiness properly (Connelly, 2016). To further ensure credibility and transferability are achieved, it is imperative to have the interviewed party discuss the phenomena the researcher seeks to explore (Lincoln & Guba, 1993). It is also imperative to solidify that there is no researcher bias to establish confirmability. All information presented from the data is shared in a fully objective manner. Transcription of interviews and coding ensured a greater understanding of the participant's intent and content.

To establish trustworthiness, the research is fully accessible. The data for this research will be available for 5 years following the completion of the study, at which time all transcripts and recordings will be destroyed and disposed.

Birks and Mills (2011) stated that the researcher should increase attention to verbal communication to cover the impact of missing nonverbal cues. For consistency among the interviews, all interviews were conducted in person to avoid potential limitations to the study.

Ethical Concerns

The research ensured ethics remained the foremost priority throughout the study, following the methods as outlined in the chapter and ensuring the validity and reliability of the study. The required consent form was read to each participant prior to the interview, and any subsequent questions were answered accordingly. The letter of Informed Consent followed all federal guidelines, including “a fair explanation of procedures, descriptions of reasonable risks, description of benefits, an offer of inquiry regarding procedures, and an instruction that the person is free to withdraw” (Frankfort-Nachmias et al., 2015). All participants were over age 18 and did not demonstrate any impaired mental capacity that would diminish their ability to participate. Meeting these criteria solidified their qualification to participate in the study. Additionally, all recorded materials will be erased after 5 years, following final approval by the research committee, thereby minimizing any future risks of confidentiality infringement.

Summary

The goal of this chapter was to outline the research method used to answer research questions posed. A grounded theory methodology was used to develop theory on the impact of the presence and participation of African American males in the classroom and in educational leadership roles on the secondary and postsecondary levels. All student participants contributed to this theory by sharing personal experiences with former and/or current African American male instructors and/or administrators. The goal of Chapter 4 is to provide the study results and demonstrate that the methodology in the preceding chapter was followed.

CHAPTER 4: FINDINGS

Research Results

This chapter reviews the results and analysis of the qualitative data, the compilation of the questionnaire, and the results and analysis of the quantitative findings of the study. The purpose of this study was to understand not only the importance and effectiveness of African American males in education, but also the reasons why many do not have long tenure and what steps can be taken to reverse the declining numbers within degree programs and educational institutions. The research was guided by the following questions:

1. What steps should colleges and universities take to increase interest for African American males to encourage them to pursue leadership roles in education?
2. What are the causes for African American male employees to depart or leave from entry and mid-level management positions in higher education?
3. What prevents African American males from advancing in educational leadership roles in secondary and postsecondary education

The findings are also discussed in relation to previous research findings and applicable available literature to identify similarities and differences between this study and previous studies and published literature (a comprehensive description of the research methodologies was provided in Chapter 3).

Analysis of the Qualitative Data

During the initial phase of this study, the researcher collected qualitative data. The first step of the research was the development of the research questionnaire. This questionnaire was then distributed to those selected for interviewing. Subsequent to the questionnaire completion, the researcher scheduled interviews via Calendly and conducted them either in person and/or via

Zoom. After transcribing the interviews (Appendix C), the researcher analyzed the data, as prescribed in Chapter 2, and answered the research questions.

Data and Analysis

The eight participants of this research served as representatives for all degreed and certificated African American male educational professionals. The results from this research have been applied to all African American males who serve in educational administrative capacities. All submitted questionnaires were coded manually through open coding, while the questionnaires were screened and analyzed individually. The section headings that follow indicate the codes that emerged from the data. Each of three themes is discussed independently of one another: the power of presence, the lack of collegiate marketing and solicitation, and the lack of employment opportunities.

About the Participants

BA holds a Ph.D. in Organizational Communication and Leadership from Rutgers University and a postdoc in Educational Management from Harvard University. He is currently Chief Operating Officer and Managing Partner for an organizational consulting firm. In this position, he seeks to offer valuable resources and feedback to educational leaders to better their offerings to personnel and students from an outside consultant's perspective with no bias or prejudice.

JD holds a Master of Arts in Educational Leadership from Seton Hall University. He is currently Director of Teaching and Learning for a charter school. In this position, his objective is to make teaching effective and learning conducive to producing greater opportunities, in addition to opening doors for educators and pupils alike.

MB holds a Master of Arts in Sociology (with a concentration in Diversity Studies) from William Paterson University. He is a retired professor in African American Caribbean Studies at a state university in New Jersey. In his former position, his objective was to educate students in music as it relates to African American culture, with primary focus on history and performance of Gospel music.

ER holds a D.M.A. from the University of Notre Dame. He is currently the Director of Choirs at a private research university in Georgia. In this position, his objective is to educate students in music as it relates to the progression of African American music composition and performance in multiple genres of music.

BW holds a Ph.D. in Music Education (with a concentration in Choral Conducting) from Florida State University. He is currently Director of Choral Activities and Assistant Professor of Vocal Music Education at a state university in Michigan. In his position, his objective is not only to educate faculty and students on the art of choral conducting as it relates to African American music, but also to expose all faculty and students to the breadth of African American influence on all genres of music.

EAR holds a D.W.S. from Liberty University and is pursuing a Ph.D. in Christian Worship, also from Liberty University. He is currently Minister of Music and Director of Worship and Arts at a large Baptist church in Georgia, an adjunct professor of Spiritual Formation for Leading African American Worship at a private university in Virginia, and an adjunct professor of Spiritual Formation for the African American Worship Leader at a private university in Tennessee. In his positions, his objective is to educate learners on not only the technical aspects of music, but also the intrinsic spiritual essence of Gospel music and how to present it to others.

RAH holds a Bachelor of Arts in English with a minor concentration in Music. He is also a current candidate for the Master of Arts in Religious Leadership at a private theological seminary in Georgia. He is currently the Minister of Music of Worship and Arts at a large non-denominational church in Georgia as well as the Director of Chapel Music for a theological seminary in Georgia. In his positions, his objective is to enlighten all students about the narrative of the African American culture through music.

JB holds a Bachelor of Science (with a concentration in Pastoral Ministry and Psychology) from Nyack College. He is currently the Active Duty and Veterans Liaison for a private university. In his positions, his objective is to assist all active duty and veteran military students throughout their matriculation. This is not relegated to academic assistance; it also ensures that students are financially and psychologically supported.

To determine the causes for African American men to not pursue career roles in education, the researcher asked the expert participants what they presumed to be the causes; from their responses, the following three themes were identified.

The Power of Presence

All of the participants discussed their formative years in education and the lack of presence of African American males as instructors and/or administrators in their schools. The common thread among those interviewed was that most of the teachers encountered were middle-aged Caucasian men and women who were not necessarily as disciplined or disciplinarians as men would have potentially been.

I did not have one in elementary or middle school. In high school, I had an Economics and a Social Studies instructor I can remember, but there was no abundance of African American males in education (classroom or leadership) until I got to [redacted] College,

and I grew up attending school in Detroit. I had many Caucasian male and female teachers and leaders, and I do recall one African American woman who was the principal, but my influx of influential men did not come until I got to undergrad at [redacted].

(Participant BW)

One participant noted how he was unsure that the impact and influence would have mattered at a younger age, but he noted that the impact and power of presence and interaction toward the end of middle school made the greater difference.

I don't think I cared in sixth and seventh grade with the private school because I felt they belonged there. It was just very normal for men to be head of a religious organization, so I don't think I looked at them as educators as much as I do now and look back at them. However, in eighth grade, this was the first time I was taught by a Black man, and it was different. The way he talked to us was different, stuff he said to us was different, and we responded differently because it was him. Mr. Travis is someone I saw as an adult, and I thanked him. He was my homeroom teacher and Social Studies teacher, so I thank that man because I think he made it cool for a Black man to be a teacher.

(Participant JD)

Another participant noted that an African American male's entry into the classroom and/or an administrative space is always noticeably different and is held in different regard.

As a child, even in public school, there was always a major and noted difference. You did not have a lot of what goes on now happen back then with those African American male teachers. As soon as they walked in the room, there was an immediate shift in the atmosphere because a certain precedent was already set that one needed to buckle down and do what needed to be done. Just to see a Black man walk in a room [without having

to go through class management procedures]—the norm was to not play around, and if [students] did, whatever was happening was short-lived. (Participant JB)

It was also noted that not only is the presence of an African American male classroom instructor and/or administrator important, but they have a perceived ability to consociate with male students of the same race through the power of anecdotes relevant to their cultural and social experiences.

Many of them are not deemed appropriate because he just knew how to get to the young men in a way that I don't think any woman or Caucasian man could have. He talked about his upbringing, talked about how he grew up, talked about how no one "gives a damn" about some of the things we go through. (Participant JD)

When I finally did get to see the most influential men in education, they taught not only the importance of being a professional in music, but how to be a respectable Black man, and not in the "Talented Tenth" way, but a Black man that demanded respect in his field. (Participant BW)

I learned the good and bad from past instructors—what I was not going to do if I ever had a classroom or leadership role, but also how to be relational because that was something I had always seen. People come into your classroom, your office, your rehearsal, et cetera, from all walks of life, and you don't know what they're dealing with—young or old. Before I can impart my know-how to you, I learned I must first get to know you so we can learn and grow together. (Participant RAH)

It was further noted that the shortage of male presence, particularly African American males in the Academy, is the reason why many African American males choose to go to certain colleges, namely Historically Black Colleges and Universities (HBCUs).

I was in a predominately White school system from Kindergarten through twelfth grade where they had very few minority students and no minority faculty. Leaving there—against my father’s will—I was insistent on going to an HBCU where everyone was Black. Going to that university saved my life. (Participant MB)

Conversely, for the sole participant who was unable to experience a Black instructor or administrator, it is noted that there was a missing element to the level of encouragement and affirmation he received from his instructors.

I don’t ever recall an African American male in front of the classroom or in administration. I’ve only had African American male mentors. I remember a conversation very clearly with the Senior VP of Consumer Affairs of a particular institution who became a mentor of mine. He said you can’t allow other people to determine your career, your success, or your path. Just because they’re not making it easy for you or laying out the red carpet doesn’t mean that you can’t create your own—your own red carpet [or] create your own path, all at the same time. (Participant BA)

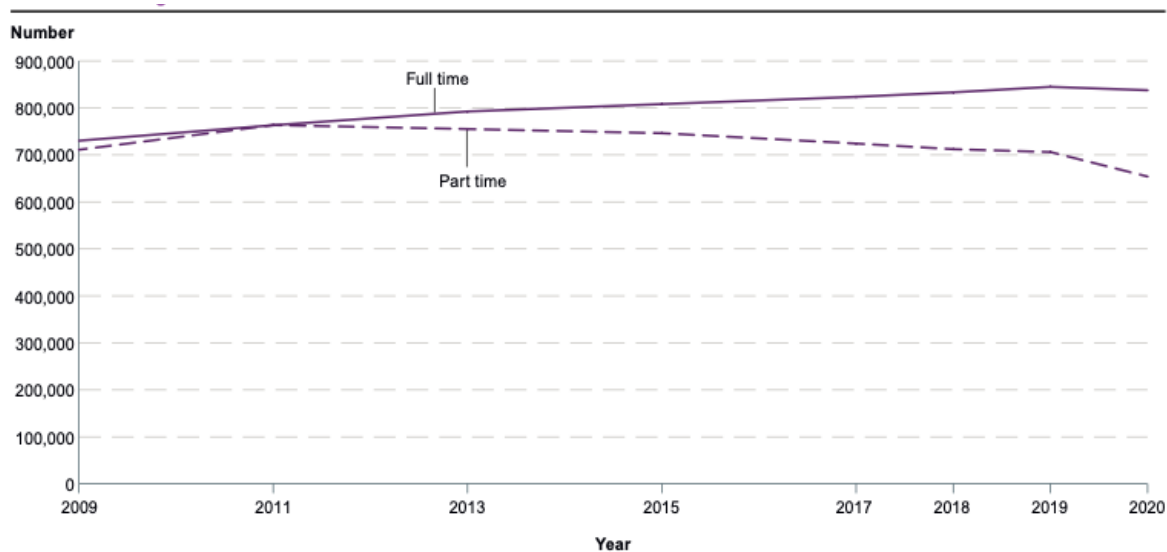
Lack of Employment Opportunities

A second theme that developed from the interviews was the lack of employment opportunities in higher education overall. As most institutions employ many adjunct professionals, the number of hired adjunct faculty has decreased dramatically in the last decade (NCES, 2022) (see Figure 1).

While academic institutions are offering various degree programs in myriad disciplines, the limited employment offerings also play to the preconceived biases hiring parties have, especially toward African American men.

Figure 1

*Number of Faculty in Degree-granting Postsecondary Institutions, by Employment Status:
Selected Years, Fall 2009 Through Fall 2020*



NOTE: Data represent the 50 states and the District of Columbia. Data include faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Data exclude graduate students with titles such as graduate or teaching fellow who assist senior faculty. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Winter 2009–10 through Winter 2011–12 and Spring 2014 through Spring 2021, Human Resources component, Fall Staff section. See *Digest of Education Statistics 2021*, table 315.10.

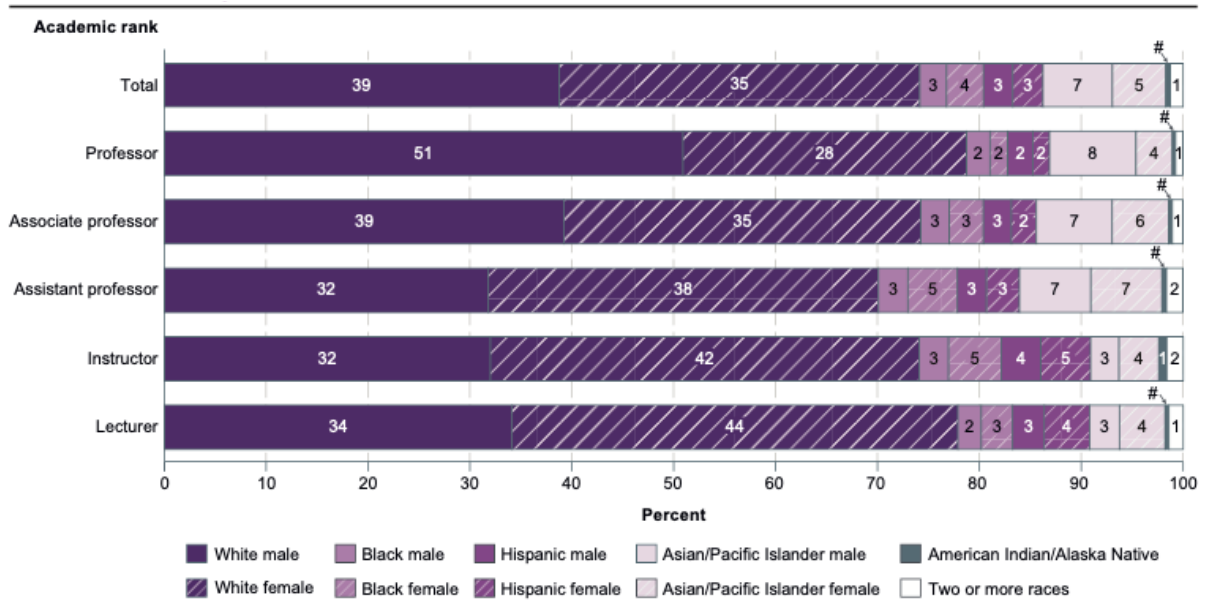
In the military, there is a program called Troops to Teachers—specifically geared to males in the military because of the lack of males in education. It's a standard four-year program where you can get [an undergraduate] degree, but you can also get further credit for military service, which will also give way to getting an advanced degree. This is a program that is well-known within the military, but the employers are not looking at these programs to hire, leaving a deficit in employment opportunities. (Participant JB)

Simultaneously, there is a congruent train of thought that employment opportunities are slim to none because of the applicant's race. Many have profiled the African American man without considering different types of education (public or private), as well as various levels of competency and ability that are not solely attached to degrees held but based on experience. As a

result of said biases, the numbers of African American males hired are also comparatively staggering, compared to that of other ethnicities and genders (NCES, 2022).

Figure 2

Percentage Distribution of Full-time Faculty in Degree-granting Postsecondary Institutions for Each Academic Rank, by Race/Ethnicity and Sex: Fall 2020



Rounds to zero.
 NOTE: Data represent the 50 states and the District of Columbia. Only instructional faculty were classified by academic rank. Sex breakouts are excluded for faculty who were American Indian/Alaska Native and of Two or more races because the percentages were 1 percent or less. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Detail may not sum to 100 percent due to rounding. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2021, Human Resources component, Fall Staff section. See *Digest of Education Statistics 2021*, table 315.20.

This concept is further examined within Critical Race Theory (CRT), an academic and legal framework denoting that systemic racism is part of American society, from education to housing to healthcare to employment. CRT presents the argument that racism goes beyond individual biases and prejudices because it is embedded in laws, policies, and myriad institutions and organizations that produce and uphold racial inequalities, including, but not limited to, the school-to-prison pipeline, the high mortality rate, and an incredibly egregious exposure to

violence. CRT also discusses disparities in employment, especially in the Academy (Legal Defense Fund, 2022).

There are pockets of people who support the Black agenda and males in education, and there are some who are just speaking to remain culturally relevant to society's eye, but they are not invested in the mission. (Participant ER)

I don't think there are many opportunities. I think because I'm Black, I won't get into many places. I don't think people would want me in a high-position role because I'm Black. I have spoken to some people in some districts I've worked and would express interest in attending recruitment fairs. Inevitably, there was always a White woman in Human Resources who would say no. I think sometimes folks are selling the impact of Black male suppressants in our profession. (Participant JD)

I think it's very difficult to not hold skin color in the equation when no one around you looks like you. I am the first person to say, "Don't immediately blame it on race," except the color of my skin is not just about my skin color; it's about my life experience. It's about how I was raised. It's about where I'm from. So, the color of my skin is a characteristic that comprises the whole person that is [BA]. So, when I'm in an experience when no one looks like me, been through the same things I have, or faced the same challenges, it's [really] difficult when someone's speaking down to you without the merits of understanding who you really are. I do think there is a piece of [racism] in there. I think there was insensitivity to difference just because my profile wasn't identical to [her] profile. In her saying "profile," fifteen years ago before people were "woke," this was a code word/buzzword. I can assume that you mean that my background is in fundraising and yours is in student affairs, but the other way I can interpret it is—

everyone else in this program is White and I'm not, or what makes [one] think I couldn't perform and do well in this program? (Participant BA)

Teaching for me has been very difficult because I am teaching classes that deal with African American Worship, and at the same time, there has been a constant conversation around Critical Race Theory (CRT). Part of our curriculum deals with aspects of the Black Church and the fact that it was born in slavery, and it meant we had to deal with it in the context of the class. At one university, they encouraged me to deal with it. At the other one (a more conservative school), I was told to scathe over it. I was constantly faced with questioning myself whether to tell the truth or to scathe over it, but I chose to tell the truth and make it palatable for everyone because one can't deny history.

(Participant EAR)

Marketing and Funding

The third theme that emerged from the interviews was poor marketing and funding options. Generally, a specific level of attention needs to be given to focus on doctoral studies to formulate a proper hypothesis with the proper substantiating research; to satisfy those requirements, one must have the ability to negate all other responsibilities to focus on the work.

While many schools offer various degree programs, the interviewed participants made note that schools do not do well with academic solicitation or opportunities to fund not only the educational matriculation, but also several ways to be financially stable while matriculating.

The institution itself must be proactive making sure that there are opportunities. I don't know that enticing is really their job. The challenge is killing bias that has plagued them for years. Provide the opportunities by killing the bias, then you can be more of that kind of professor we talked about, less with the sabotage, that professor made me feel

like I could get my Ph.D. There is a reason why he spent so much time convincing me of that. That is because he knows there are countless resources in every Black male and even Black females' lives that are in their life for the sole purpose of convincing [them] they cannot do what is doable. (Participant MB)

There is a need for more African American teachers on that level. One must value knowledge over education. I always tell people I'm always proud to have a Master's degree from the great Seton Hall, but I also know very few people who failed in a Master's program. These programs must lessen some of these restrictions to get people in, and once people get in, perhaps things can be tightened. Once we get an acceptable amount of people. [...] Schools must find the link to where the students are and what will lead to exceptional postsecondary education. I think being connected to those places would work because now you have a pipeline. Additionally, the school must not be scared to give money for Black young men. (Participant JD)

I wish there were more funding opportunities when I was starting. Maybe there were more, but I can't say that I specifically benefited as a student of color. There weren't lots of support networks, particularly for men of color. There were women of colors pursuing advanced degrees—Ph.D.s and Ed.D.s. There were cohorts of support [for them]. Unfortunately, for men of color, there aren't a lot of us. So, there really isn't a community to reside in or speak with, and those of them who are were in such disparate areas that the support was more emotional than academic. (Participant BA)

It was further concluded that schools must also be cognizant of the classroom faculty and administration hired to market themselves to a diverse pool of applicants seeking admittance. As many of the participants declared, students would prefer to see diversity not only in the student

population but also in the faculty and administration of the school. The lack of minority male faculty, namely African American men, does not afford students an opportunity to hear and see education from that lens.

There is something to be said about having people in the classroom who look like you because conversations, comfort levels, and sheer site mapping have others saying, “Well, if he did it, I can, too.” Someone you connect with as a mentor or role model carries more weight. I am of the belief that people of color tend to want to (or have the ability to) shepherd success in careers in those who they resemble because they have the experience to share the knowledge. I am not saying that you can’t have a mentor that’s outside of your race or gender profile, but there are some experiences in life that are helpful to receive from someone who’s actually gone through it. I believe if you have more people reflecting the diversity of the world, you’ll engender others to pursue those opportunities as well. (Participant BA)

White people don’t only have to thrive in White spaces. What we [African American men] do is also valuable [...], and we all must be in it together. Schools must have leadership teams that are diversified. People don’t know how important it is to see Black people in power who can also see what can’t be seen on the other side of the fence, to give a support system that will allow the students to have trust in the institution.

(Participant ER)

It was further decided that institutions need to be more forthright about the financial opportunities available for students so they will not be indebted for years beyond commencement but can be more financially stable while matriculating. These financial opportunities include, but are not limited to, academic fellowships, academic assistantships, and other means of

employment through the academic institutions to defray the exorbitant costs of graduate and postgraduate degrees and certifications.

During the second meeting of my first class for graduate studies, I was approached by my professor (a White woman) about a graduate assistantship. I was already employed by the university as an adjunct, and while the tuition would be reimbursed, I was still responsible for paying upfront. With the grad assistantship, it not only paid for it upfront, but it also had a stipend. I did not know about this until she approached me about it (within the first two weeks of the class). At that point, I didn't have to worry about tuition, but I also got change in my pocket and broadened opportunities to teach within the Sociology Department. This is information our people do not know—not even to pursue or have someone to approach them about it. This is systemic. I believe my professor did something unusual because the grad assistantship I got was not specific to my ethnicity. How often does a Caucasian professor seek out an African American student to offer these opportunities? How often do schools offer this information freely? Not often. The real question is not why she approached me about it, but why I did not know about it without her having to approach me.

Overall, the interviewed participants concluded that there is a major lack of presence of African American males in both the classroom and administration, which is a direct connection to Critical Race Theory. Mainly, the lack of presence is due to a lack of employment opportunities being made prevalent because of the implicit biases that exist in the Academy and other organizations. Additionally, marketing the various programs offered, as well as offering various means by which to satisfy all financial responsibilities without causing unnecessary financial burdens and obligations, would be the greatest impetus to drawing more diverse

programs within the university. This is not only relative to student course offerings, but also to the financial options and employment opportunities schools can and should offer while students are matriculating and/or post commencement and degree conferral. From a grounded theory perspective and according to past data and research, without the proper marketing strategies and financial offerings, undergraduate, graduate, and doctoral programs will continue to have low enrollment and lack diversity in student and faculty population, which is the greatest disadvantage and disservice to any future students who will enroll. This could also be a great detriment or deterrent to those who may consider applying for enrollment. With the aforementioned at play, the Academy is likely to see a continual downward spiral of African American male students, African American men in the classroom, and African American men in administrative roles.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this qualitative study was to examine the experiences of African American males in education based on their individual educational experiences and to understand the effectiveness of the African American male in the classroom and educational leadership. The study referred most specifically to African American men who hold supervisory or administrative positions at the secondary education and/or collegiate level at 4-year institutions. A representative bureaucracy (Krislov, 1974) in which both public administrators and college faculty mirror the nation's demographics will ensure that Black males have equal access to an affordable, quality college education, resulting in degree completion.

This chapter includes findings on the causes for why African American males depart from entry and mid-level management positions in higher education, the preventative measures that keep African American males from advancing in educational leadership roles in secondary and postsecondary education, and the steps colleges and universities should take to increase interest for African American males to pursue academic studies for leadership roles in education. Drawing from the statistical data that Blacks earn only 10.3% of college degrees, 13.4% of graduate degrees, and 9.2% of doctoral degrees (NCES, 2022), the eight participants shared personal experiences that were relative to not only African American male prevalence in their academic matriculation, but also to the mentorship and impact of said males as they perform their professional duties.

Chapter 5 also contains a discussion and recommendations for future research possibilities to assist with answering the following research questions:

1. What steps should colleges and universities take to increase interest for African American males to encourage them to pursue leadership roles in education?

2. What are the causes for African American male employees to depart or leave from entry and mid-level management positions in higher education?
3. What prevents African American males from advancing in educational leadership roles in secondary and postsecondary education

This chapter presents the analysis of the results of this study in connection to the research questions. Eight participants were surveyed for this study through a Microsoft Word questionnaire created by the researcher and a subsequent Zoom interview with each. The questionnaire consisted of seven closed questions, and the Zoom interview consisted of four closed questions and eight open-ended questions regarding the participants and their experience in academic instruction and administration. All participants were African American men holding degrees and positions in educational instruction and/or administration.

Open coding was utilized to analyze the data that were collected. Three themes emerged from the eight sets of responses: (a) The Power of Presence, (b) Lack of Employment Opportunities, and (c) Marketing and Funding. It was determined that the African American males' presence and mentorship are of the utmost importance, but colleges and universities must invest in the marketing and funding of graduate and postgraduate programs.

Implications for Practice

Results from this study have implications for colleges and universities to devise plans and courses that will attract more to African American males to consider education, particularly higher education instruction and administration. Further, results may inform educators who are responsible for curriculum design and development to consider courses and advisement that will be specifically tailored to African American male students. Although the results presented may not be generalized because of the limited number of participants and small sample size, the

findings may provide valuable insights into working with a specialized population who have similar demographic characteristics.

School of Education Personnel

School of Education personnel and advisors may use the collected information as a means to understand the impact of male educators at all levels of education, especially in the areas of instruction, advisement, administration, and mentorship. This is also a sufficient barometer to ascertain possible interest in program offerings and necessary changes that need to be made to already existing programs to garner the support and enrollment necessary to make them effective and marketable.

Slightly more than 20% of public school teachers—including those at charter schools—in the United States identify as people of color, compared with more than half of students. Only 7% of teachers identify as Black (Carr, 2022). According to the Department of Education, African American male teachers and administrators are becoming extinct. Only 2% of the nation's 4.8 million teachers are Black men. Black male teachers not only tend to be firm disciplinarians, but also appear to enhance test scores among African American students, particularly boys (WDSU, 2012).

In higher education, Blacks only make up 6% of the total faculty population, which is indicative not only of the lack of zeal for persons to pursue graduate and postgraduate degrees but also the lack of diversity in employment, even though Blacks have maintained that educational careers are deeply rewarding (Whitford, 2020).

Moreover, based on the input from the interviewed participants, it can be concluded that even though African American males at times feel undervalued, they are more likely to remain in their positions because of the innate connection to their student population and discipline of

study. However, after careful consideration and in light of the global racial disparities, many of the undervalued leave their places of employment and ultimately leave the profession completely.

Recommendations

Marketing

In order to encourage the programs of study at their institutions, colleges and universities need to bolster marketing efforts to display the diversity of the student population sought, as well as to display and encourage inclusivity and diversity in their faculty. The targeted demographics for both students and faculty should also be represented in all printed and digital marketing materials produced. This would foster a sense of community and belonging, which is defined as the feeling of security and support when there is a sense of acceptance, inclusion, and identity (Cornell University, n.d.a, n.d.b). Without establishing this sense of community and belonging and not allowing current and future students and faculty to have input in marketing strategies, schools isolate themselves to certain demographics based on a provincial view of those involved, ostracizing others and making it difficult to grab the attention of prospective future scholars. This involvement can include, but not be limited to, focus groups and public surveys to determine areas of interest. This not only gives a public display of inclusivity, but also offers the targeted population an understanding that their voices are being heard and considered before final decisions are made.

Additionally, effective marketing strengthens the brand of the university, assists in improving the culture of the institution overall, provides prospective scholars with a better understanding of the programs being offered, and, most importantly, gives better insights to prospective students and families about potential employment opportunities. Not only would this

give clarity to students, but it may also present opportunities for networking and partnerships with larger organizations that may be able to fund additional programs.

Mentoring

For long-term educators, such as those who were interviewed, mentorship is a major resource that is lacking for many who are considering education as a career. Mentorship is a mutually beneficial professional relationship in which an experienced individual (the mentor) imparts knowledge, expertise, and wisdom to a less experienced person while simultaneously honing their mentoring skills. A mentor should be a seasoned professional who informally guides a less experienced person in their professional endeavors (D'Angelo, 2022). Mentorship is the best way to hone necessary skills for professional growth and effectiveness. This level of guidance for those with educational administration aspirations should be available to have necessary conversations before employment commences, affirming the necessity and power of presence. With proper mentorship, many misguided future educators can be steered in the right direction to see the full potential of the chosen career path, with its positives and negatives properly presented.

Additionally, mentors may be used as professional references, which further substantiates the power of presence. Mentorship does not end with the classroom but continues beyond the academic years. Mentors should not only be familiar with the candidate as a person, but also with the candidate's vision for education.

Though postsecondary schools are facing budget challenges and there is an upward trend of employees leaving higher education, the researcher recommends that postsecondary schools make contact with secondary schools to foster a pipeline that will allow students in high school to be mentored by their current high school teachers in collaboration with colleges and

universities in their general locales. This would not only allow for prospective students to get insight into the profession, but it would also afford students early opportunities to get acclimated to the local institutions where they may potentially apply and be accepted.

Money

While collegiate aspirations are pushed from many angles for many young people, many of the colleges and universities do not offer enough financial aid and/or means of financial support to students, especially on the graduate and postgraduate levels. While many may pursue undergraduate degrees, higher education institutions require graduate and postgraduate degrees and certifications to qualify for tenured and/or long-term employment, and because of the already exorbitant and rising costs associated with said degrees, many are unable to pursue these degrees due to financial difficulties and lack of financial resources. As colleges and universities are seeking to market programs and attract students for graduate and postgraduate programs, financial subsidies should also be included in the marketing. As Participant MB suggested in his interview, schools can and should offer graduate assistant programs and other employment opportunities on campus that will not only benefit the school, but also be equally beneficial to the student population. This would encourage application and admission as well as community among scholars.

Recommendations for Future Research

The purpose of this study was to delve into the importance and effectiveness of African American males in classrooms and educational administration. The goal was to gain a greater understanding of the perception of current educational instructors and administrators and the effects the Academy had on them as students, as well as to gain a greater understanding of the reasons why so many potentially shy away from education as a major and career aspiration.

While several themes emerged, the most important may be marketing and funding and how educational institutions need to make the degrees sought more affordable and attainable to students in order to make the profession more enticing and sustainable. Most of the current research is from the perspective of those currently employed as educators, but there is need for research to examine further the effects of college opportunities and available resources from the student perspective. It is possible that another viable demographic for further study could be those who were once deeply involved in education (particularly African American males) who changed careers. This could further substantiate the premise of eventual extinction and broaden the conversation regarding countermeasures.

Further research may provide postsecondary institutions with greater understanding of how to retain students, along with possibly creating a pipeline from secondary institutions to the postsecondary in order to establish a surer foundation for students pursuing education as a career. This study can be replicated using a larger sample size of students and/or professionals since there are many subfields under the overarching umbrella of education.

As with most qualitative research, it can be very difficult for other researchers to replicate the study in its entirety as the population of research participants may not be the same, and at the time of their research, many changes and/or improvements may have been made to the system globally. However, because change is slow to occur, there will still be other aspects of this educational matriculation that need to be discussed, researched, and changed.

Anyone who reviews this study can implement any element therein that may enhance their specific research. For that reason, the researcher does not view transferability as a limitation to this particular study. However, it does highlight the commonalities which provide a view of the effectiveness of the placement of African American males in education.

Conclusion

This study was significant because African American males are becoming more and more scarce in various fields of educational administration. This underrepresentation is greatly increasing and becoming more noticeable across the country (Jernigan et al., 2020). This study explored the reasons for this decline in African American males' enrollment in undergraduate, graduate, and postgraduate programs, as well as the far-reaching implications this will have on college enrollment if not rectified in the near future. This study also explored participants' narratives and experiences during their collegiate enrollment as well as during their employment at various institutions. The presented data are significant to the existing qualitative research on the effectiveness of the African American male in classrooms and administration and how various aspects of colleges and universities can be improved to be even more advantageous to the success of prospective African American male students who are in pursuit of instructional and administrative roles in higher education.

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Appendix A

Informed Consent for Anonymous Survey



You are invited to participate in a research study titled “A Qualitative Study of African American Males in Administrative Roles in Higher Education.”

This study is being conducted by Scott Cumberbatch, a doctoral student and candidate at Saint Peter’s University Caufield School of Education.

The purpose of this study is to determine the causes for African American male employees to leave from entry and mid-level management positions in higher education, what prevents African American males from advancing in the educational leadership roles in secondary and postsecondary education, and what steps colleges and universities should take to increase interest for African American males to pursue leadership roles in education. The results will solely be used for this study, which will be completed by May 2023.

Participation in this study is always entirely voluntary. You can choose not to participate at all or to leave the study at any point. If you decide not to participate or to leave the study, there will be no penalty or loss of benefits to which you are entitled, or any effect on your relationship with the researcher(s), or any other negative consequences. *For SPU student participants:* Your participation or refusal to participate will have no effect on the grade you receive in any course or on your standing at Saint Peter’s University.

You are being asked to take part in this study because you either hold a degree in educational leadership and/or currently hold an educational administration position.

If you agree to participate, you will be asked to complete an interview about your experiences as a student and as a current/prospective educational leader. The research topic is “A Qualitative Study of African American Males in Administrative Roles in Higher Education,” specifically from the perspective of the African American male through experience. This interview should take approximately 40-60 minutes to complete. The survey will be collected within 3 days of issuance.

All of your responses to this survey will remain anonymous and cannot be linked to you in any way. No identifying information about you will be collected at any point during the study, and your survey will be identified only with a random number. You are free to withdraw from this study at any time. However, once you submit your completed survey, there will be no way to withdraw your responses from the study because the survey contains no identifying information. Study data will be kept in a digital folder on a personal external hard drive to which only I have access and encrypted password. All data shared thereafter will be completely anonymous.

There are no risks associated with this study.

If you have any questions regarding the survey or this research project in general, please contact the principal investigator, Scott O. Cumberbatch at 201-913-8446 or via email at

scumberbatch@saintpeters.edu, or you may contact Dr. Brandi Stocker (faculty mentor) at
bstocker@saintpeters.edu.

If you have any questions about your rights as a research participant, please contact the Saint
Peter's University IRB at (201) 761-6306 or jfeinberg@saintpeters.edu

By completing and submitting this survey, you are indicating your consent to participate in this
study.

Appendix B

Questionnaire for Qualitative Study

Name: _____

Age: _____

Formative Education: Public Charter Private

Highest Degree: _____

Undergraduate Education: Public Private

Graduate Education (if applicable): Public Private

Post-Graduate Education (if applicable): Public Private

Have you ever had an African American male teacher or administrator? Yes No

Would you be willing to participate in a research study? Yes No

Appendix C

Interview Questions

1. Why did you decide to pursue education as a career?
2. How long have you been in education?
3. At what age in your formative education were you exposed to your first African American male in education?
4. What significant impact did he have on your educational experience?
5. What is your highest earned degree?
6. Where did you get your formal education?
7. What, if any, opportunities do you feel like you have to advance yourself professionally because you are an African American male? Why?
8. What, if any, challenges do you feel like you have encountered that would prohibit you from advancing yourself professionally because you are an African American male? Why?
9. Based on the current status of education in your State, how long do you foresee yourself in education?
10. Moving ahead, would you continue in your current position in education, or would you consider an alternative position?
11. Have you considered pursuing a higher position in educational administration? Why or why not?
12. What steps should colleges and universities take to increase interests for African American males to pursue roles in education?