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The Ebony Seven: A Presidential Blueprint for Private Black College Achievement of Global Competitiveness

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THE EBONY SEVEN: A PRESIDENTIAL BLUEPRINT FOR PRIVATE
BLACK COLLEGE ACHIEVEMENT OF GLOBAL COMPETITIVENESS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Education

by
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December 2014
This dissertation is dedicated to the three individuals whose impact on my life made me the man that I am today and the leader and scholar I aspire to be – my late parents, Josephine and Walter T. Tillman, Sr. and my late babysitter Murt Marshall.

Momma: for doing all you knew to do and giving all you had or could find for my siblings and me to have exponential opportunities, I dedicate this work. Daddy: no two people could be equally similar and dissimilar as you and I, but the passage of seasons has made clearer my debts to you. Murt: in no victory I shall ever know, shall I absent your indomitable influence.

This dissertation, a formal launch of my intellectual journey, I dedicate to your life and legacy. I pray I live up to your hopes, dreams, and aspirations.
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ABSTRACT

This qualitative study was born out of the researcher’s interest in better understanding the leadership of private Black colleges and strong desire to identify culturally relevant strategies for reimagining the utility and viability of this cohort of specialized universities. While the literature revealed an exploration of the history, mission and students of HBCUs, there was a dearth of scholarship on the presidents of these institutions. Additionally, the extant literature about HBCUs - treated the public and private HBCUs the same, failing to sufficiently address the uniqueness of both. Finally, the contemporary literature near unanimously suggested that HBCUs must identify points of distinction relevant to contemporary concerns, but failed to address one of the biggest opportunities and most significant threats to its success – globalization. Hence, this study hereby presents one set of strategies for how presidents might internationalize the Black Ivy League: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University as a model for other private Black colleges in the United States.

As the chief executive officer of the university, the president can be: visionary for the institution’s future, caretaker of its mission and archivist of its history. Given this unique positionality, the role of the president in determining the priorities of the university is unmatched. Utilizing Knight’s (1994) Study of the Internationalization Cycle, this study presents the step by step process presidents may employ to create the Ebony Seven, an original concept created in the evolution of this study to describe the model: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University can evolve to when each or all commit to becoming a globally competitive university. To achieve the development of this model of internationalization for a private Black
globally competitive university, this study explores three general research questions. First, how does a globally competitive Black college look? Second, what is the president’s role in internationalizing a private Black college? Third, what strategies can presidents employ to internationalize a private Black college?
CHAPTER ONE: INTRODUCTION

The global tertiary education community is changing and institutions of every nation are increasingly having their performance measured against their traditional peer groups as well as in a global context. Among the 1500+ colleges in the United States (US), some have made it to the top – ranked among global peers, while others have not. However, none of the 105 institutions designated as historically Black colleges and universities (HBCUs) in the US have achieved global status according to Times Higher Education World University Rankings 2013-2014.

In this study of a deliberately selected population of historically Black colleges and universities (HBCUs), I sought to identify strategies that may be employed to make historically Black colleges and universities globally competitive colleges and universities. Although there are 105 institutions designated as historically Black colleges and universities by the United States Department of Education (USDOE), this study specifically investigates the seven privately controlled HBCUs Fleming (1984) identified as the Black Ivy League (Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University). This cohort was chosen because of its members’: 1) perennial top 15 ranking among the historically Black colleges and universities by U.S. News and World Report each year since the magazine created the HBCU rankings in 2007, 2) institutional prestige, 3) academic reputation, 4) fiscal strength, and 5) alumni network. It is believed that this cohort has the potential to be elevated from national prestige and ranking to a more globally competitive position. In this study, I investigate and identify culturally relevant strategies that are transferrable to the broader historically Black college and university community. As researcher, I understand that global competitiveness will not be achieved singlehandedly, but chose to constrain the scope of this investigation to the role of the president in moving the institution
towards global competitiveness based on Ricard & Brown’s (2008) assertion that the president maintains an all-encompassing authority and responsibility over his/her respective institution.

1.1 STATEMENT OF THE PROBLEM

This grounded theory study will generate culturally relevant theories for creating a new class of globally competitive historically Black institutions known as “the Ebony Seven”. In addition to lack of globally competitive HBCUs, minimal research on internationalization at these institutions exists (Green, 2005; Green & Olson 2003, 2008; Green & Shoenberg, 2006; Olson, Evans, & Shoenberg, 2007; Olson, Green, & Hill, 2005, 2006). The new cohort of private liberal arts institutions referred to as the Ebony Seven and - identified through this study, will exercise a newly formed global paradigm that positions these institutions to compete with other colleges and universities. Upon identification of the appropriate culturally relevant strategies, through this study, I will identify the optimum role for the president in guiding the institution.

A 2014 study from the Federal Reserve Board of San Francisco asserts that there is an $831,000 average difference in the United States between college graduates and people with only a high school education. Economists have linked educational attainment and earning potential. Since the United Negro College Fund (UNCF) (2008) reported that over 50% of the African Americans with a college degree in the United States graduated from an HBCU, the economic strength of the United States is enhanced by the work of HBCUs. Given the significant role of HBCUs in expanding the middle class of the United States, it is arguably a national priority that they achieve globally competitive status to further the nation’s international standing. The data generated from this study shall be used to advise the Ebony Seven on culturally relevant strategies for becoming globally competitive institutions.
1.2 PURPOSE OF THE STUDY

Through qualitative investigation, the purpose of this study is to generate a culturally relevant paradigm and set of strategies with the current and/or former chief executive officers of a deliberately chosen, select population of private Black colleges and universities to utilize in becoming globally competitive. This study will advance understanding of presidential leadership at HBCUs in the US by focusing on the institutions consistently ranked at the top of rankings of HBCUs - the Black Ivy League. Additionally, in this study, I seek to develop strategies that the Ebony Seven can utilize as globally competitive HBCUs. Through study of current and former private HBCU chief executive officers, I seek to discover commonalities in: experiences, philosophies, priorities, and processes employable in advancing the institution. Further, in this study I will examine presidential leadership in amending institutional mission and/or priorities to advance institutional competitiveness in a global market (also referenced as globally competitive status).

1.3 RESEARCH QUESTIONS

Building upon existing data on presidential leadership, historically Black colleges and global competitiveness, and drawing from data to be collected during interviews with current and former college or university chief executive officers of the Black Ivy League, this study will explore two general research questions.

1) How does a globally competitive Black college look like?

2) How does the president advance global competitiveness at a private Black college?

1.4 SIGNIFICANCE OF THE STUDY

As the US’s political, economic and intellectual dominance diminishes and national economies give way to one global economy, the tertiary education institutions of the US must
adapt. Given the significant role HBCUs play in educating the African American segment of the US college-going population, this cohort of institutions must embrace a more global minded role for themselves, as well. This study is rooted in the belief that HBCUs must continue to evolve and meet more contemporary needs.

The shift from being an institution focused on providing educational access to a diverse population of US individuals who are disproportionately economically, politically and/or educationally disadvantaged, to preparing that same population for global competitiveness, represents a significant opportunity and challenge. This opportunity and challenge must be confronted strategically and systematically. According to higher education scholars, Ricard and Brown (2008), the shift in focus and preparation represent a significant modification in the mission of these distinctly US postsecondary institutions.

The significance of this study will be development of a set of culturally relevant standards and performance measures for a cohort of globally competitive HBCUs identified as “the Ebony Seven”. While this study will expand the research literature on HBCUs, its significance is derived from the focus on: 1) the Black college presidency, 2) private Black colleges in general and the Black Ivy League in particular, and 3) institutional advancement towards global competitiveness. Brown and Freeman (2004) suggest that minimal academic research on HBCUs exist and that literature that does exist is primarily colloquial and inaccurately represents this cohort of colleges and universities. Further, existing research on HBCUs tends to focus primarily on students and faculty. (Allen & Brooks-Tatum, 2014; Allen, 2014; Allen, 1992; Allen, Epps, & Haniff, 1991; Arroyo, 2014; Billingsley, 1982; Boynton, O'Hara, Covault, Scott, & Tennen, 2014; Britton, 2011; Cavil, 2014; Chandler, 2007; Charlton, 2011; Comparisons, 2014; Felder, 2012; Fleming, 1984; Foster, 2004; Foster & Guyden, 2004;
By focusing on the role the president plays in moving private Black colleges or universities to global competitiveness, this study creates a new intellectual conversation and adds to the professional literature on the study of HBCU issues.

In the 1980s and 1990s the world economy shifted, creating a more interdependent system that has been called a global economy (Taubman, 2009). As people throughout the world connect and work together in greater frequency, cultural and social differences have become recognized and have been studied in relation to leadership (Kezar, Carducci & Contreras-McGavin, 2006). Colleges and universities across the US are investigating how they can become more “global”. This study with five to seven current and/or former university chief executive officers from private Black colleges investigates presidential leadership and its role in making the member institutions of the Black Ivy League more globally competitive as determined by U.S. News and World Report’s annual ranking of HBCUs and The Times Higher Education World University Rankings. While these rankings are sometimes criticized, positionality in
them is watched and shared. Colleges and universities across the nation use their U.S. News and World Report Rankings in admissions material, fundraising material, and academic marketing. It is the one ranking commonly discussed by higher education leaders and laypersons alike.

Contemporary public opinion questions the value of historically Black colleges and universities (HBCUs) and the need for their continuance (Thompson, 1998; Chronicle of Higher Education, 2003). Calls for their closure and/or merger are increasing. However, the numbers of African Americans who earn their undergraduate degree from one of the 105 HBCUs in America – less than 15% of all American colleges and universities – continues to exceed the number of African Americans earning undergraduate degrees at predominately White institutions (PWIs). HBCUs, specialized universities established prior to 1964, continue to perform a significant role in increasing America’s college educated population (Willie, Reddick, & Brown, 2005).

1.5 OVERVIEW OF THE METHODOLOGY

Glasser and Strauss (1967) said that the aim of grounded theory is the generation or discovery of a theory. This study seeks to expand the literature on private Black college presidents. However, the guiding goal of this study is to generate culturally relevant theories that might be used to advance the cohort of private Black Colleges and universities known as the Black Ivy League into a cohort of globally competitive Black colleges and universities known as “the Ebony Seven”. To that end, this study will conduct interviews with five to seven current or former chief executive officers of the Black Ivy League institutions to fully examine the role of the president in moving an institution from national prominence to global competitiveness.

To identify an appropriate research population the following considerations were made. First, in the African American community there are seven schools which are colloquially referred to as the Black Ivy League (Fleming 1984). Second, U.S. News and World Reports’ scientific
ranking of the nation’s 105 historically Black colleges and universities, has featured all seven institutions in the Black Ivy League in the top 20 each year since U.S. News and World Report began the ranking in 2007. Given this study focuses on seven schools as the leading institutions in the HBCU community and their potential to become globally competitive, five to seven current and/or former university chief executive officers from these seven schools shall represent the study’s population.

1.6 KEY CONCEPTS

This study includes a number of terms that may not be reified knowledge that are introduced or explained as follows:

1.6.1 THE BLACK IVY LEAGUE

The seven private Black colleges referenced in this study as the Black Ivy League are: Fisk University (founded in 1866), Howard University (founded in 1867), Morehouse College (founded in 1867), Hampton University (founded in 1868), Dillard University (founded in 1869), Spelman College (founded in 1881) and Tuskegee University (founded in 1881). Although not formalized in a legal sense, the phrase “Black Ivy League” came into education circles through Jacqueline Fleming’s (1984) book Blacks in College: A Study of Students’ Success in Black and in White Institutions wherein she discusses their success in training a leadership class of African Americans.

Fleming (1984) asserts that this cohort of institutions in the US attracted top African American students prior to the Civil Rights Movement in the 1960s. Known for their leadership in training African American leaders, the member institutions possess stellar academic reputations, fiscal resources (by HBCU standards) and noted faculty.
For the purpose of this study, several terms will be used. Following, these terms are defined with citational authority.

1.6.2 **Historically Black Colleges and Universities (HBCU)**

Brown, Donahoo & Bertrand (2001) define HBCUs as a cohort of colleges and universities in the US identified by the Higher Education Act of 1965 as having been founded prior to 1964 for the primary function of educating African Americans. Alternatively, Black colleges, HBCUs, minority serving institutions may be identified in this study. Despite this racial label, McKinney 1997 reported that the first four students of Howard University were White.

1.6.3 **President**

President will be used in this study to represent the chief executive officer of a single campus. (Buchanan, 1988) Some campuses may use the title Chancellor, but each of the institutions in this study use president or chief executive officer.

1.6.4 **Globally Competitive**

Globally competitive shall be defined in this study as a college or university’s position in The Times Higher Education World University Rankings 2012-2013. Powered by Thomson Reuters The Times Higher Education World University Rankings is one of two global university performance tables to judge world class universities across all of their core missions - teaching, research, knowledge transfer and international outlook. The top universities rankings employ 13 calibrated performance indicators to provide the most comprehensive and balanced comparisons available.

1.6.5 **Global Learning**

Global learning is a fairly new concept. Hoviand (2006) defined it as institutional interweaving of multiple disciplinary perspectives and weaving together existing commitments
to explore diversity, expand capacity for civic engagement and prepare students to take responsibility for common global problems (Hoviand, 2006).

1.6.6 EBONY SEVEN

The elite seven globally competitive HBCUs identified as a result of the theory, paradigm, and strategies developed in this study will; be referred to as the Ebony Seven. Specifically references: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University. An outcome of this study is an additional set of performance indicators that are culturally relevant and advance global competitiveness.

1.6.7 COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY (CIES)

The Comparative and International Education Society (CIES), Inc., was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society's members include nearly 2500 academics, practitioners, and students from around the world.

Their professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, psychologists, anthropologists, and educators. The Society also includes approximately 1000 institutional members, primarily academic libraries and international organizations. The official website is sponsored by the Comparative and International Education Society (CIES).

Over the last five decades, the activities of the Society's members have strengthened the theoretical basis of comparative studies and increasingly applied those understandings to policy and implementation issues in developing countries and cross-cultural settings. The membership
has increased global understanding and public awareness of education issues, and has informed both domestic and international education policy debate. The Society works in collaboration with other international and comparative education organizations to advance the field and its objectives.
CHAPTER TWO: LITERATURE REVIEW

In the past two decades, tertiary education has been going through a dramatic change (Dewitt, 2002; Knight 2008; Olukoshi & Zeleza, 2004). As globalization becomes more of a focal point of tertiary education, competition becomes the preoccupation (Rust & Kim, 2012).

Rust & Kim (2012) informs us that globalization has had no greater cultural, economic nor political impact than now. Deem, Mok, & Lucas (2008) pose the question, in whose image are world universities being shaped? Greenwood & Hinings (1996) call global competitiveness a “new institutionalism”, arguing that the achievement of global competitiveness will mandate organizational change and modification in order to account for the technological, political, and regulatory realities that are relevant to our institutional contexts.

After more than a decade of trying to understand and measure internationalization, research suggests that globalization is best achieved when it is focused on student learning outcomes. This is of critical importance to resource challenged institutions like private Black colleges who cannot afford to send large populations of students abroad (Olsen, Green, and Hill 2005).

The literature review for this study of the role of the president in the transformation of private HBCUs into globally competitive tertiary education institutions commences with a review of global competitiveness that includes a conversation on globalization and rankings. Concomitantly, this chapter reviews the literature on HBCUs to establish shared knowledge and a context that focuses on matters germane to their advancement towards global competitiveness. Next, this chapter presents an exploration of the Black Ivy League, the cohort of seven private Black liberal arts institutions consisting of: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University,
and the college presidency in the United States. This study’s literature review transitions into a review of the literature on the Black college presidency, the presidency at the Black Ivy League institutions and summarizes how presidents of Black Ivy League institutions demonstrate a unique positioning to become globally competitive universities.

2.1 GLOBAL COMPETITIVENESS

The global knowledge economy is creating shifts in tertiary education. As a result, the normative contexts within colleges and universities will be forced to engage in a metamorphosis. Historically Black colleges have a unique opportunity to challenge perceptions of their irrelevance and operate in new ways that strengthen them. This study looks at how presidents of the Black Ivy League institutions can transform their institutions into the Ebony Seven as a model for other private Black Colleges.

According to the US Department of Education, in his first joint address to Congress on February 29, 2009, President Barrack H. Obama set a goal that the nation should once again have the highest proportion of college graduates in the world by the year 2020. To reach this goal, the U.S. Department of Education projects that the proportion of college graduates in the U.S. will need to increase by 50 percent nationwide by the end of the decade. Translated into additional degree-holders, eight million more individuals will need to earn associates and bachelor’s degrees by 2020. To achieve this ambitious goal, the tertiary education system must undertake far-reaching reforms to widen college access, improve college readiness, ensure quality, and accelerate college completion (U.S. Department of Education 2011).

Since that time, the Obama Administration enhanced its leadership position in the advocacy of a more global education within the US with the U.S. Senate and U.S. House of Representatives convening of a conference committee to examine the differences between their
respective bills reauthorizing the Higher Education Act. In HR 4137, Congress recommended the establishment of Office of the Assistant Secretary for International and Foreign Language Education within the US Department of Education as recommended by the National Research Council’s 2007 report and supported by the Coalition for International Education, a group of over 30 national education organizations with interest in federal international education programs. By establishing this office, the President’s Administration is positioning the government to provide more vigorous direct leadership in this strategically important area.

As national interests require enhanced U.S. expertise and comfort navigating world regions and foreign language, this central coordinating office is imperative. (Olson, Green, & Hill (2005) noted that educators have suggested for quite some time that learning more about the interplay between U.S. and global issues is a critical growth step for tertiary education. The economic, political, educational and cultural position of the US in a global society is advanced by an increase in its college-educated population and President Obama’s goal presents a unique opportunity for historically Black colleges and universities (HBCU). The HBCU community record of providing educational access to persons otherwise disadvantaged in the pursuit of tertiary education in the US manifests the significant value in their continued existence and portend the contemporary contribution this cohort of specialized institutions can provide the US (Ricard & Brown 2008).

Strategies for achieving global competitiveness have become an important body of work in the academic research community. In fact, Green and Olson (2003) explores trends important to catalyzing an environment to become fertile for global competitiveness. First, 911 increased global awareness and introduced it to broader conversations. Second, as tertiary education has increased its valuation on student learning outcomes the knowledge transfer process has evolved
and assessment has gained increased relevance. Third, as the average student profile shifts, educational institutions are adjusting to support a “new majority” student divergent from the historic categorizations of enrollment status (FTE/PT), age and ethnicity (p.v).

2.1.1 Characteristics of Global Universities

This study on the role of the president in advancing private Black colleges towards global competitiveness expands the research literature on globalization of tertiary education building on Knight’s 1994 study of the Internationalization Cycle, which has since been cited in three other studies (Knight, 2001; Knight & de Wit, 1995; Qiang, 2003), but has never been examined in relationship to private HBCUs. Knight’s 1994 study suggests six phases of internationalization, which include (a) awareness, (b) commitment, (c) planning, (d) operationalization, (e) review, and (f) reinforcement. Marginson and Rhoades (2002) propose the interconnection of the three levels of embeddedness in which change in university systems takes place: global, national, and local-organizational—or what they call “glonacality.” These three studies shall come together in the creation of a new model of globally competitive private Black colleges – the Ebony Seven. As the global economy shrinks and global rankings gain more attention, the historically Black college and university community must be prepared to participate in the conversation. This study will result in a new set of culturally relevant priorities for the HBCU community, United States and the global tertiary education community.

2.1.1.1 Articulated Institutional Commitment

Colleges and universities have missions that determine what they do and what they prioritize (Davies, 1987; Ricard & Brown, 2008). For private Black colleges or universities to become globally competitive, they must clearly express globalization as a priority throughout the organizational structure, strategic plan and budget. Further, institutional success plans must
include internal performance indicators such as: research, study abroad, international faculty exchanges, and international student population levels.

2.1.1.2 Utilization of Assessment of Global Learning

In addition to having an articulated institutional commitment, colleges and universities seeking to internationalize must utilize assessments of global learning. Marchese (1987) called the systematic collection and utilization of data about international educational programs to improve students’ global learning and development “assessment of global learning”. Attention to student learning outcomes assessment has increased over the years (Banta, Jones, & Black, 2009; Suskie, 2009; Leskes & Miller, 2006; Kinzie, 2010; Hovland, 2006; Musil, 2006; Rhodes, 2010). The next step towards progress is the utilization of the data to drive decision-making (Kinzie, 2010). Accrediting agencies are focused increasingly on data relative to student learning outcomes. This heightens colleges and universities’ willingness to move to a more student-centered model of learning as opposed to the traditional teacher-centered model. If used in strategic, budget and facilities planning prudently, this could significantly impact institutional success. (Kinzie, 2010). Understanding the need for an articulated institutional commitment and the utilization of global learning assessments, it is equally important the institutions seeking to be international develop and maintain a positive environment for an internationally diverse campus population.

2.1.1.3 Positive environment for an internationally diverse campus

Given that the U. S. Department of Commerce reported that foreign students contributed $19.9 billion to the U. S. economy in 2009-2010. Foreign students represent a potential cornucopia of new students to help with declining enrollments. However, it harms the institution if it goes after the students for fiscal reasons without preparing for the campus wide implications
of their presence. Macready and Tucker (2011) conducted research on foreign students’ college choice finding that 12 variables positively impact a student’s choice. They called them the “push factors”. They are:

1. High-quality study opportunities;
2. Specialized study opportunities;
3. Teaching in a language mobile students speak or want to learn;
4. Traditional links and diasporas;
5. Affordable cost;
6. Internationally recognized qualifications;
7. Good prospects of high returns;
8. Post-study career opportunities in destination country;
9. Good prospects of successful graduation within a predictable time;
10. Effective marketing by destination country and/or institution;
11. Home-country support for going there to study; and
12. Helpful visa arrangements, for study and for work while studying (p. 45-46).

Although foreign student enrollment is a golden opportunity for tertiary education institutions in the US, HBCUs have participated on minimal levels. The UNCF’s 2010 Statistical Report, shares that the total undergraduate enrollment of students at UNCF-member institutions was 54,205 students, but only 2% of that was foreign students.

2.1.1.4 Appropriate institutional infrastructure

To achieve true globalization, colleges and universities must be honest about their commitment level. It must be evident in institutional policies, curriculum, financing, personnel, marketing (internally and externally), research and other institutional infrastructure consistently devoted to the international ethos of the campus (Davies, 1992). The support of institutional leadership is critical to the success of globalization of a campus. Leadership may occur in fiscal resources, personnel and marketing (Overton, 1992).

2.1.1.5 International Curriculum

More than 20 years ago, the Association of International Education Administrators (AIEA) said that no undergraduate degree program could be considered adequate at that time, or
anytime in the future, if it did not require minimal curricular exposure to global content. Two decades later most U.S. tertiary education institutions fail to achieve appropriate levels and scopes of internationalization to implement on their campus, despite the curriculum being a prime point to execute globalization.

The literature offers three approaches to making a curriculum more international (Bond 2003): the Add-On Approach, the Infusion Approach and Transformation Approach. The Add-On Approach is the earliest used approach to globalizing the curriculum and is characterized by adding international or intercultural content or themes to existing curricula and courses without modifying the original structure or pedagogical approaches (Banks, 2004). The Infusion Approach: infuses the curriculum (Bond, 2003b) with content that enriches students’ cross-cultural understanding and knowledge of diverse cultures (Whalley, Langley, & Villarreal, 1997). The infusion approach focuses on the interdisciplinary nature of the internationalization of the curriculum and exposes students in all fields of study to international and multicultural perspectives. The Transformation Approach is the least utilized approach to modify the curriculum (Bond, 2003). This approach, which is based upon the tenets of critical pedagogy, “encourages new ways of thinking, incorporates new methodologies, so that different epistemological questions are raised, old assumptions are quested, subjective data sources are considered, and prior theories either revised or invalidated” (Marchesani & Adams, 1992, pp. 15-16).

2.1.1.6 Study Abroad Opportunities

NAFSA: Association of International Educators reports that 283,332 U.S. students studied abroad during the 2011-2012 academic year, which represents about one percent of all U.S. students matriculated in a U.S. tertiary education institution that year. Furthermore, of that
1% studying abroad, only 5.3% was African American. This is important because academic performance of students in study abroad experiences has been reported as better than it would have been at home. Further, they are reported to retain material to a larger degree than if they had been at their home institution. Younes & Asay (2003) found that the structure of study abroad programs appeals to different learning styles and noted that the students’ learning seemed to take place at many different levels.

2.1.1.7 Global University Rankings

Rust and Kim (2012) informs us that the first international ranking project was made by Shanghai Jiao Tong University Institute of High Education in 2003 with the title Academic Ranking of World Universities. That initiative was followed up by the London Times World University Rankings in 2004, but was different from the Chinese study because of its deliberate attempt to make it more British. Marginson (2010) believes that these two reports worked together to trigger the transformation of world higher education.

When the Shanghai rankings appeared, tertiary education scholars, media personalities and stakeholders took note and the rankings started to influence university and political leaders. The national leaders of China, Germany and France initiated research and development policies that aimed at increasing their higher education stature (Hazelkorn, 2008), and the rankings have continued to influence attitudes and behaviors in every nation. The primary focus of the Shanghai rankings related to research: quality of education, quality of faculty, research output and per capita performance.

While the ultimate goal of this grounded theory study is to generate culturally relevant strategies for the seven Black Ivy League institutions to become globally competitive, it is necessary that we explore what that means. The study shall result in a set of performance
indicators based on the existing literature and the presidential interviews. However as a foundation to support a cohesive notion of global standards, The Times Higher Education World University Rankings 2013-2014 are presented herein.

Global rankings have increased in relevance significantly since they first began appearing. (Teichler, 2004; Lynch, 2006; Sadlak and Liu, 2007; Hazelkorn, 2011) Jons and Hoyler (2013) discuss the emerging debate on the influence of international rankings on geopolitics and geo-economics and its implications on academic processes and priorities. Bartell (2003) debates what the implementation of globalization means for higher education, while others are debating the significance of global rankings and how their data may influence policy as important policy drivers in unreliable ways (Espeland & Sauder, 2007; Kenway, 2004; Olds & Robertson, 2007). As researcher, I acknowledges that no set of rankings will be acceptable to everyone, in fact one of the interviewees – Dillard President, Walter Mark Kimbrough, has publicly voiced his opposition to it. However, students, parents, presidents, trustees, alumni, public officials, etc. are all talking about colleges and universities in a comparative manner increasingly.

Rust & Kim (2012) identified that both the Shanghai and the Times Higher Education lists have both critics and fans. The critics questions the methodology as flawed, with Shanghai putting too much emphasis on scientific research and the Times on the opinions of people at peer institutions. Broadly speaking, fundamental questions exist about the utility of even the best cross-border assessments by fellow academics. Susceptible to manipulations and misuse, rankings have become an integral part of international tertiary education. Rankings are a byproduct of the global competition phenomenon. Concomitantly, they engender increases in
competition as universities fight to make it to the top of lists. Further, tertiary education leaders are increasingly using these rankings to make decisions and guide policy and reform (Hazelkorn, 2008).

The study focuses on The Times Higher Education World University Rankings and its 13 performance indicators across the traditional core mission of universities - teaching, research, knowledge transfer and international outlook to guide the development of the performance indicators of the Ebony Seven, with the exception of its research output requirement of 200 or more articles a year. The 13 performance indicators are grouped into five areas listed below:

1. Teaching: the learning environment;
2. Research: volume, income and reputation;
3. Citations: research influence;
4. Industry income: innovation; and
5. International outlook: staff, students and research.

2.1.1.8 U. S. University Rankings

Annually since 2007, U. S. News and World Reports has provided a ranking on the HBCUs in the United States. This ranking is based exclusively on undergraduate education at HBCUs. To be included in the ranking each institution must be listed on the U.S. Department of Education list of HBCUs. The rankings are based on the six (6) performance indicators listed below:

1. Peer assessment (25 percent):
2. Retention (27.5 percent):
3. Faculty resources (20 percent):
4. Student selectivity (12.5 percent):
5. Financial resources (10 percent):
6. Alumni giving rate (5 percent)

2.2 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

The Higher Education Act of 1965 defines an HBCU as “any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the
education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary (of Education) to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."

The mission of HBCUs in the United States is complicated and made even more difficult by the demands often made of their administrations to keep them financially afloat. Historically, HBCUs have had to satisfy the often conflicting agendas from: philanthropists, students, alumni and the society at large. However, many have survived for more than a century (Jones & Weathersby, 1978). The global economic crisis of the early 21st century is forcing the entire tertiary education community in general and HBCUs in particular to revolutionize their academic operations.

Drewry & Doermann’s 2001 text Stand and Prosper offers this counsel for historically Black colleges and universities. Each institution must reassess its strengths and evaluate potential mission changes while remaining cognizant of its history. For HBCUs to reach optimum service in decades to come they must embrace industry standards and become responsive to a global need while remaining unique by mission.

Prior to the Civil War, the education of Blacks was reliant upon the philanthropy and actions of abolitionists, missionaries, and educated slaves (Pifer, 1973). John Brown Russwurm and Edward Jones of Bowdoin and Amherst Colleges respectively were the first Black college graduates, finishing in 1826. Blacks started attending college sparingly, even after the war because it was believed that the economics of America’s agrarian society would be irrevocably imbalanced. However, the first Black college, Cheney State College, was founded in 1839 with the help of religious entities (Anderson, 1988; Pifer, 1973).
Between 1865 and 1877, the Reconstruction of the South, marked a period of change for Blacks because many Whites felt that opportunity was then equal, except for education. This period in U.S. history includes the genesis of a significant percentage of HBCUs (Pifer, 1973). During this period Fisk University (1866), Hampton University (1868), Howard University (1867) Morehouse University (1867) and the predecessor institutions that merged to become Dillard University (1869) were all founded during this time. Interestingly, these institutions would not get a Black president until the 1920’s - Howard in 1926, Hampton in 1946 and Fisk in 1949, but a man of African American and Irish descent (Patrick Francis Healy) was appointed president of Georgetown in 1774.

“Black Americans were, and currently are, in many ways dependent on historically Black colleges to produce men and women to serve as the vanguard of the community” (Willie, Reddick and Brown 2006 p.56).

Willie, Reddick and Brown (2006) speak of the higher calling of historically Black colleges and universities as a duality of mission. They represent that duality of mission with the following quote from Black Ivy League president, Benjamin Elijah Mays of Morehouse and expressed similarly later by Dillard University President Emeritus Samuel DuBois Cook.

Benjamin E. Mays (1978) said in his The Black College in Higher Education The Black colleges have a double role. They must be as much concerned with Shakespeare, Tennyson and Marlowe as the white colleges. But the Negro institutions must give equal emphasis to the writings of Paul Dunbar, Countee Cullen and Langston Hughes; as much emphasis as white colleges to white sociologist, but equal attention to Black sociologist like E. Franklin Frazier and Charles S. Johnson. The Black colleges must include works of great white historians like Schleinger and Toynbee, but they must also include the works of John Hope Franklin, Carter G. Woodson, and Charles Wesley. It is not enough for Black colleges to teach their students the economics of capitalism. The graduate of a Black college must also understand the problems of the small Black capitalism and be able to help him and must know something about cooperatives (p.27).
That challenged continues today. How to remain relevant to the needs of Blacks while defending one’s life even though Fleming (1984) makes clear HBCUs create a unique environment important to student success.

“No one has ever said that Catholic colleges should be abolished because they are Catholic. Nobody says that Brandeis and Albert Einstein must die because they are Jewish. Nobody says that Lutheran and Episcopalian schools should go because they are Lutheran or Episcopalian. Why should Howard University be abolished because it is known as a black university? Why pick out Negro colleges and say the must die” (Mays 1978, p.27).

June (2003) claimed that that the challenges Dr. Mays addressed in the last century continue into the 21st century continue. Others assert that their public relations woes justify shuttering their doors (Gasman, 2007; Troy, 2014) and their challenges with accreditation (Roscoe, 1989). Collectively, this cohort of specialized universities has overcome prodigious odds to produce extraordinary results. However, their record of educating students who would otherwise not earn a college education and the access to economic parity that it represents do not think that is enough to justify their continued existence. Addressing the question of the continued relevance of HBCUs is a significant inspiration for this study. One strategy for enhancing the value of this cohort of institutions is building upon its success educating disadvantaged populations by aggressively moving to enhanced participation in the United States’ race to reposition its self in the global economy. By appreciably increasing the population of Blacks prepared to participate in the global economy, HBCUs may restore public confidence in their significant value. Additionally, advancement in the global rankings might also advance national respect for historically Black colleges and universities.

Jackson and Nunn (2003) shared that many HBCUs share the same foundational history – conceived as normal, elementary, or high schools that evolved into colleges and universities. That evolution into tertiary education represents the pragmatic spirit that has been critical to the
survival of this cohort of institutions and suggests the possibility of expanded service to the nation. Further, that ability to expand its role, scope and mission may be the reality that saves it from extinction, as all colleges and universities are seeking relevancy in a global competition.

Just as HBCUs evolved from an institution of primary and then secondary education into an institution of tertiary education for all populations, with a strategic focus on providing access to African Americans, it must evolve again. Today’s historically Black colleges and universities have moved beyond the questions of Booker T. Washington and W.E. DuBois – industrial education versus liberal arts education. According to Flemings (1984), the more successful Black colleges focused on the liberal arts. (Fleming 1984) Now it is time for another shift. To remain viable, contemporary HBCUs must train African Americans in particular and all races in general how to participate in the global economy—the primary function of the Ebony Seven.

In 1860, there were nearly 4.4 million Blacks in America. Of that number, 488,000 were free men and women. As the freed men and women were barred from matriculation into predominately White institutions (PWIs) in the American South, historically Black colleges and universities (HBCUs) were given the responsibility of educating the newly freed Black for participation in a free society (Williams & Ashley, 2004). Early HBCUs were started by White-controlled foundations and churches (i.e. Freedman’s Aid Bureau) who wanted to educate newly freed slaves after the Civil War. Today’s higher education universe includes more than 1,500 institutions of higher learning, but only 105 are HBCUs (U.S. Department of Education, 2013).

According to the United Negro College Fund (UNCF, 2008), the oldest and largest minority assistance program in the nation,

- HBCUs graduate over 50% of African American professionals;
- HBCUs graduate over 50% of African American public school teachers;
HBCUs graduate over 70% of African American dentists; and

HBCUs graduate over 50% of African Americans with degrees in Math

Willie, Reddick, and Brown (2004) identified the following as secrets to the success of HBCUs. First, they bear a dual mission of individual and community advancement. Second, they have never restricted matriculation to students of African American descent. In fact, McKinney (1997) shared that Howard’s first students were four white girls, the children of teachers. Third, they employ administrators who believe that their faculties are comparable to the faculties of other institutions. Fourth, their faculties are often more diverse than others. Fifth, HBCUs prepare a niche population for mainstream participation. Additionally, Fleming (1984) reports that few resources, did not diminish the evidence that Black students in Black schools show more academic progress than their counterparts in white colleges.

2.3 THE COLLEGE PRESIDENT IN THE UNITED STATES

The college presidency predates the presidency of the United States of America (Praror, 1963). This office has been in existence since 1640 when Henry Dunster became the president of Harvard College, the oldest institution of higher learning in America. Despite its early focus on preparing its students for ministry, the university elected a president in 1708 by the name of John Leverett, who was not a minister and believed in the separation of the college from its previously strict adherence to Puritanism.

Early college presidents filled a host of diverse roles: teacher, preacher, fundraiser, bookkeeper, and disciplinarian. They were often ministers, gifted orators, and bore responsibility for the administration of the institution. Additionally, they were important members of their communities who remained in office until death (Prator, 1963).
Executive administration in higher education is a demanding, fast-paced, rewarding, but highly stressful occupation. Responsibilities require engagement with sundry stakeholders, including students, faculty and staff, donors, alumni (may or may not be donors), athletic boosters, etcetera. Chief among the class of executive administrators is the president, a person bearing tremendous responsibility yet heavily dependent upon the skills and talents of his/her vice-presidents, academic leaders (deans and/or department heads), and staff to make a plethora of decisions ranging from faculty appointment to building and grounds maintenance (Bureau of Labor Statistics, 2008). The outcomes of all these decisions will shape the future of the institution.

University presidents serve a paradoxical organizations, partially at war with itself, disorderly by definition and must be leaders of good courage, judgment and fortitude while being bold, compassionate, intelligent, inspirational, energetic, optimistic, prudent, patient, persistent, resilient, responsive, solid, self-confident, stylish, stoical, tactful, trusting, trustworthy, and tolerant . . . willing to inflict pain, lose friends and accept criticism (Crowley 1994). Moore, Salimvene and Marlier (1983) asserted that university presidents are bombarded with various institutional demands, daily crises, and long hours. They have numerous responsibilities including fundraising, administration, scholarship and team building. Given the sheer weight of these roles, many presidents have abdicated their leadership of academic matters to provosts, deans, and department chairs.

Thelin (1962) opined that the early American colleges were founded to educate the clergy. There is a great volume of research on college presidencies (Corigan, 2002; Moore, Samimvene, Marlier & Bragg 1983; Prator, 1963; Thelin, 1962, Welch 2002), but very little research on the challenges and opportunities facing presidents of Black colleges and universities.
2.4 THE BLACK COLLEGE PRESIDENT

Daniel Alexander Payne, born in 1811, was the sixth Bishop of the African Methodist Episcopal (AME) Church. Upon his appointment to the presidency of Wilberforce University (which he helped found in 1856), in 1863 he became the first African American to serve as president of a historically Black college or university. Since that time men and women of extraordinary and normal skill have led the historically Black colleges of the United States of America. However, as this study focuses on the role of the president in advancing a private Black college towards global competitiveness, it shall look at transformative presidents.

According to Gasman (2011), scholarship pertaining to the history of Black college presidents falls into two categories: depictions of Black college presidents in scholarly and general literature by defenders and critics and analysis of the treatment of Black college presidents in scholarly literature. There is overlap across this literature, and although much of it is not directly related to the civil rights movement, it remains important as it demonstrates the ways in which Black college presidents have been viewed over time.

Multiple things can affect a Black college president’s ability to impact the institution’s advancement towards global competitiveness. Three things that might impact presidential leadership are: 1) perceptions by internal and external stakeholders, 2) path taken to the presidency by the president, and 3) how he or she transitioned into the office.

First, perceptions of the president held by internal and external stakeholders can impact the president’s ability to advance his/her agenda. Further, it can hamper or help the president’s ability to secure the fiscal and/or human resources needed to execute his or her vision.
Second, but potentially related to stakeholders’ perceptions of the president, is the path he or she took to get to the presidency. While this study will not investigate that matter, it does recognize its potential impact on the ability of a campus to achieve global competitiveness.

A third variable that can impact a private Black College president’s ability to advance his/her campus to global competitiveness is presidential transitions. While a president is responsible for moving the institution toward a particular agenda, this is not done alone. Seasons of presidential transitions in the life of a college or university provide a unique opportunity to reprioritize or change an institution’s agenda. Consequently, it will be discussed with the study’s participants. To date, few researchers have studied the HBCU presidency (Brown, 2011; Gasman, 2001; Gasman, Baez, Drezner, Sedgwick, Tudico, Schmid, 2007; Mishra, 2007; Thomas & Dorrah, 2004; Williams, 2010;) thus, this lack of investigation leads me to conduct this study.

2.4.1 PERCEPTIONS

Gasman (2011) asserts that fiscal management has been the challenge for many HBCUs caused in part by autocratic Black College presidents “who place a disproportionate emphasis on power and veneer (66-77)”. She also asserts the scholarly and popular accounts often paint Black college presidents with a broad brush. Negative characterizations embodied by the words Uncle Tom, accommodationist, and authoritarian have existed for more than 100 years, appearing in the fiction of Langston Hughes (1934) and Ralph Ellison (1952); the studies of White scholars Christopher Jencks, David Riesman (1967), and Gunnar Myrdal (1944); the writings of Black thinkers E. Franklin Frazier (1957) and Thomas Sowell (1973).

Negro leaders, more often than whites (among their own people), take on a rather dictatorial and paternalistic attitude toward their Negro followers. They seem to mimic, in a smaller degree, the role of the upper class white Southerner in his relation to his Negro dependents. . . . The organization of life in Negro colleges seems to be definitely less
democratic than in white colleges in America, even, and not least, when the staff of teachers is mainly Negro. The president in his relations to the professors and they in their relations to the students act more dictatorially and more arbitrarily. (Myrdal 1944 p. 732)

White presidents led historically Black colleges and universities (HBCUs) during their early years, except as noted at Wilberforce. Trustees of HBCUs related to the church believed that these colleges needed white presidents as mediators between them and the local white community. As 50% of African American college graduates earned their degree from historically Black colleges and universities even though HBCUs make up less the 10% of the colleges and universities in the United States, HBCUs have remained competitive with predominately White institutions (PWIs) despite the challenges they face due largely to limited resources. However, some researchers suggest that the problems this cohort of institutions face is due to leadership. Gasman (2011) and others informs us that leaders of historically Black colleges and universities are often accused of being autocratic, which affects alumni engagement, public interest, and employee management (Evans, Evans & Evans, 2002). Holman (1994) stressed that HBCU presidents tend to wield power like tyrants, autocrats and dictators. Holman (1994) continues that they understand the importance of being respected rather than popular. Millette (2002) labeled this behavior the big man/big woman syndrome and indicated that administrators who fit the syndrome exist at most of the nation’s historically Black colleges and universities. Called power hungry, authoritarian, bull headed, drunk with power, these administrators go out of their way to distance themselves from faculty, students and staff – socializing only with peers and their supervisors. Important to leaders who fit this mold are status, rank and individual advancement over teamwork and collegiality. This may explain why the American Association of University Professors has a special subcommittee on historically Black institutions and scholars of color that reports a sizable population of HBCUs have administrations that have been
censured. A recent investigation of this cohort of institutions has presented a view that these leaders disregard principles of shared governance.

Hutcheson (2008) address the perceptions of Black president being more autocratic than White presidents citing Chicago’s Robert Maynard Hutchins and Harvard’s Charles Eliot as two principal examples of presidents lauded for their success – held up as exemplars even – who were reputed to be as authorial as any HBCU president. (Ashmore, 1989; Dzuback, 1991; Levine, 1987; Lustig, 2004). Of note, throughout history the college president has not been someone who has marched on picket lines. He or she has expressed opinions but in the end has been more interested in changing society through teaching and research than direct action. This depiction can be seen in many examples at White institutions as well as Black colleges.

At the end of the civil rights era in 1978, Charles Willie and Raymond Edmonds took on Jencks and Riesman’s criticism of Black college presidents, noting that “Christopher Jencks and David Riesman, for example, have charged that many black colleges are run ‘as if they were the personal property of their presidents.’” Willie and Edmonds allowed that presidents of Black colleges have remained in control, but not for self-serving purposes. According to these authors, “Black-college presidents have remained visibly in control. But their control has been for the sake of preserving their institutions” (p. 133). They also reminded us, as Hutcheson did, that “the autocratic officials who presided at the prestigious white schools during the nineteenth century” provided good role models for being a college president” (p. 133).

Although this is the same basic characterization presented by Johnson (1971), Banks (1996) indicated these generalizations about the autocratic, authoritarian, conservative, and paternalistic leadership behavior of historically Black colleges and universities (HBCUs) presidents was not supported by empirical data. Either way, it is clear that contemporary
presidents must engage stakeholders from philanthropists to faculty better. To increase the fiscal support of the institution, private Black college presidents must be bridge builders. Contemporary presidents must link private fiscal resources with institutional faculty resources.

2.4.2 Path to the Presidency

Given the specialized focus of HBCUs, one important area critical for future study is how one becomes a president or senior administrator at an HBCU. What kind of mentoring do presidents receive prior to taking office? Do senior administrators rise up through the faculty ranks, come from corporate America, or get their experiences elsewhere?

2.4.3 Presidential Transitions

As of 2014, five of the seven Black Ivy League presidents have been in office less than three years, but enjoyed previously long serving presidencies. While the president of Hampton University has served for almost 40 years and the president of Spelman College is in the 12th year of her presidency, both are much longer than the national average of five to seven years. If they stepped down at any point in the near future, all of the Black Ivy League institutions would be under new leadership—a phenomenon worth examination.

Presidents of historically Black colleges and universities are serving shorter tenures. Each new presidential tenure significantly impacts a college or university’s progress towards institutional goals, especially institutions whose resources are scarce and whose institutional identity is so closely aligned to one person’s (the president’s) priorities. Consequently, future research on historically Black college and university presidents should investigate presidential transitions.

Smerek (2012) wrote, while past research on the college presidency has examined established presidents, there is little empirical work addressing the entry process and the heavy
cognitive demands on new comers to “get up to speed.” Presidential transitions are important. Any leadership transition has the potential to be disruptive and derail the institution’s forward progress (Sangahan, Goldstein & Gaval 2008).

Although the presidents served as the primary target, Buchanan (1988) conducted a study that secured varying perspectives in order to get a sense of how the role of the president was perceived by those outside of its rank. Buchanan’s (1988) study drew upon a population including 95% of the presidents of Black colleges obtained through the National Association for Equal Opportunity (NAFEO). It randomly selected four institutions (two public; two private) to investigate. In addition to the president, the academic vice president and the chair of the faculty senate or a senior faculty member were asked to participate in the study. A total of twelve people participated in the study and four people represented each position. While the gender composition varied among the academic vice presidents and the senior faculty members, the sample of presidents consisted of all males. The researcher developed a questionnaire based on the assertions in the literature and conducted structured interviews. Based on the research findings, the presidential roles considered most important include:

1. Articulating a vision for the institution,
2. Assembling an administrative team,
3. Providing leadership during crisis,
4. Planning for future directions,
5. Managing resources,
6. Providing a sense of unity for the achievement of common goals,
7. Providing an environment conducive to leadership development,
8. Securing financial support, and
9. Shaping and reshaping institutional goals. (Buchanan, 1988)

The qualifications viewed as most valuable to aspiring presidents were categorized into three groups: academic preparation, professional experience, and personal qualities. The most valuable academic fields included psychology, law, social sciences, and education. Professor,
department chair, academic dean, and academic vice president were considered key professional experiences. The personal qualities perceived as being important were good communication and interpersonal skills, astuteness, possession of high energy, future-focused, and effective management skills. Both public and private Black colleges shared similar perceptions regarding the roles and qualifications of the presidents. The researcher attributed this congruence to the fact that historically Black colleges and universities function in similar environments (Buchanan, 1988).

HBCU presidents face severe fiscal difficulties and significant external demand for governance and/or operational transformation (Ricard & Brown 2008). However, there is insufficient research relative to institutional decision making at these institutions and the level of impact of presidential decision making. As previously referenced, paucity of studies investigating Black presidencies led me to this study.

2.5 THE BLACK IVY LEAGUE: CANDIDATES FOR GLOBAL COMPETITIVENESS

The Ebony Seven is a new term developed in this study. It is the cohort of globally competitive private HBCUs, currently referenced as the Black Ivy League, after they take on a focused culturally relevant paradigm to become globally competitive. Fleming (1984) asserts that the question of HBCU relevance and quality was initially addressed in a factual way through seven major surveys done between 1910 and 1942 investigating the quality of education provided by historically Black colleges and universities in both industrial arts education and liberal arts education. According to Fleming, all of the surveys judged the liberal arts schools under private control superior by the usual national standards. Fleming’s 1984 groundbreaking comparative work on Black educational attainment as an institutional outcome at historically Black Colleges versus predominately White colleges perpetuated and strengthened the notion of
a Black Ivy League. But more importantly, it cemented its membership as consisting of: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University. In his text, Maxwell (2003) strengthens the notion of these seven elite private historically Black colleges and universities as the Black Ivy League.

This study makes no assertions about the racial implications of a Black Ivy League versus the Ivy League consisting of: Brown, Columbia, Cornell, Dartmouth, Harvard, Princeton, Pennsylvania and Yale. As author, I acknowledge Brown’s (2008) concerns about linguistic imprecision which occurs when scholars use language that is not applicable to the black college context. To that end, this study does not use the phrase “Black Ivy League” to denote genesis in the colonial years of U.S. education. It does use the term for intellectual and comparative purposes focuses exclusively on the seven elite private Black Colleges that have been historically known as the Black Ivy League.

This study shall further distinguish this group with the data collected from the Black Ivy League presidents to inaugurate the notion of “the Ebony Seven” as an alternative identification for a cohort consisting exclusively of Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University. The Ebony Seven shall be the seven institutions Fleming (1984) listed as the Black Ivy League; however, this study shall produce a new metric for reporting their success in a global context. The new metric shall be the grounded theory that is developed from this study.

While HBCUs are not a homogeneous group, it is important for this study that they be reduced to a population that can be readily studied. Given that this study seeks to focus on the role of the president at historically Black colleges and universities and how he/she might advance his/her institution toward global competitiveness it was important to identify an appropriate
population to study. For that reason and additional reasons to be explained later, the cohort of seven private Black colleges and universities known as the Black Ivy League – Dillard, Fisk, Howard, Hampton, Morehouse, Spelman and Tuskegee are the focus of this study.

The Black Ivy League is a term used to describe a cohort of private Black Colleges founded between 1866 and 1881 with a distinguished record of alumni success, faculty achievement and fiscal strength. As previously mentioned, this study focuses on the Black Ivy League Institutions: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University because all seven: 1) have ranked in the top tier of U.S. News and World Report’s annual ranking of HBCUs every year since that publication started ranking HBCUs; 2) possess a strong academic reputation and liberal arts curriculum; and 3) each maintains uncommonly strong fiscal resources among the highest in the HBCU community.

Although not formalized in a legal sense, the phrase “Black Ivy League” came into education circles through Jacqueline Fleming’s (1984) book Blacks in College: A Study of Students’ Success in Black and in White Institutions wherein she discusses their success in training a leadership class of African Americans. The Ivy League is a concept originating as an athletic conference for Harvard, Yale, Penn, Princeton, Dartmouth, Brown, Columbia and Cornell. However, others have used the phrase colloquially to represent a group of colleges or universities of the highest quality grouped according to a particular variable. For example, Moll (1985) created the notion of the Public Ivy League consisting of: College of William & Mary, Miami University, and the Universities of California, Michigan, North Carolina at Chapel Hill, Texas at Austin, Vermont and Virginia. He argued that those institutions provided a collegiate experience comparable to the Ivy League at a more affordable price.
Browning and Williams assert that in the late 1800’s and early 1900’s data on the purpose or mission of historically Black colleges and universities (HBCUs) was scant. Leading figures of the time argued that the role of HBCUs was industrial education while others argued for the teaching of the liberal arts. The seven major surveys were conducted between 1910 and 1942 were divided; however, “all of these surveys judged the liberal arts schools and those under private state control superior by the usual national standards”. This effort to document the educational quality of historically Black colleges and universities found that the private liberal arts colleges were worthy of accreditation like the mainstream institutions. It was during this period that the schools that form the Black Ivy League came to national attention as the leading tertiary institutions of learning for Blacks and earned this name. (Fleming 1984)

2.5.1 BLACK IVY LEAGUE FISCAL RESOURCES AS A KEY TO GLOBAL COMPETITIVENESS

In addition to their consistent ranking at the top of U.S. News and World Report rankings of HBCUs, the Black Ivy League institutions are uniquely positioned to become globally competitive because of their financial strength. While their fiscal resources are not comparable in size to the leading predominately White institutions (PWI) these seven are among the wealthiest historically Black colleges and universities. Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University are “a head of their class” when it comes to the resources that position HBCUs to advance to global competitiveness. While these fiscal indicators are not the exclusive justification for their unique positioning, they are a key potential indicator. Future discourse will present data on their nonfinancial assets, but Table 2.1 below presents an illustration of their financial strength as represented by their endowment and fiscal assets.
Table 2.1 Founding Dates and Fiscal Strength of Black Ivy League Institutions

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<td>Assets</td>
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Sources: UNCF and Gross Assets reported on Federal 990s

2.5.2 BLACK IVY LEAGUE ALUMNI AS A KEY TO GLOBAL COMPETITIVENESS

The Ebony Seven builds on the strong reputation of previous graduates of Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University as a deliberate performance indicator of their being globally competitive. Furthermore, the alumni assist directly or indirectly with: 1) fundraising, 2) enrollment management, 3) marketing and 4) access to corporate and philanthropic support.

The list of alumni from historically Black colleges and universities (HBCUs) is like a who’s who of Black America and includes multiple person’s whose accomplishments have had global implications. Private HBCU alumni include: former Republican presidential candidate Herman Cain (Morehouse); Rev. Dr. Martin Luther King, Jr. (Morehouse); and writer Alice Walker (Spelman). Alumni from public HBCUs include: recording artist Erykah Badu (Grambling), tennis Hall of Famer Althea Gibson (FAMU), football legend Steve McNair (Alcorn State) and
Oprah Winfrey (Tennessee State). These African American alumni are just the tip of the iceberg. Below are several noted alumni from each of the seven Black Ivy League to provide illustration of the caliber of men and women of influence these institutions produce.

2.5.2.1 Dillard University Alumni

Noted alumni of Dillard University include: Ruth J. Simmons, Ph.D. who served as the ninth president of Smith (first African American President of one of the “Seven Sister” schools) and the 18th president of Brown (first African American President of an Ivy League university, first female president of Brown University). Dr. Simmons went on to earn her master’s and doctorate in Romance literature from Harvard University in 1970 and 1973, respectively after graduating from Dillard. Additionally, she served as Provost of Black Ivy League member Spelman College under Johnnetta B. Cole. Dr. Simmons is a fellow of the American Academy of Arts and Sciences and a member of the American Philosophical Society, the Council on Foreign Relations and currently serves on the Boards of Trustees of Princeton University and Rice University. She holds honorary degrees from numerous colleges and universities including: Amherst College, Bard College, Brown University, Columbia University, Dartmouth College, Dillard University, Harvard University, Howard University, Princeton University, University of Massachusetts at Amherst, Boston University, Northeastern University, New York University, Mount Holyoke College, University of Pennsylvania, Washington University in St. Louis, Rensselaer Polytechnic Institute, The George Washington University, University of Southern California, Tougaloo College, Jewish Theological Seminary, Morehouse College, Spelman College, and The American College of Greece.

The first African American justice on the Supreme Court of Louisiana Justice Revius O. Ortique, Jr. graduated from Dillard. According to his funeral program, he served as an Army
officer for four years during World War II after which he earned his undergraduate degree from Dillard University in 1947, a master’s degree from Indiana University in 1949 and his juris doctor degree from Southern University Law School in 1956, as well as, honorary degrees from Campbell College (Jackson, MS), Ithaca College (New York, NY), University of Indiana, Morris Brown University in Atlanta, Loyola University (New Orleans), and Southern University Law School.

In 1959, Justice Ortique was elected president of the National Bar Association where he served two terms. He also served as president of the Southwest Bar Association, the National Legal Aid and Defender Association and was a member of the Board of Trustees of the Civil Justice Foundation, chairman of the Louisiana Caucus of Black Judges and was a member of the LSBA’s Legal Aid Committee. He received the LSBA’s Pro Bono Lifetime Achievement Award in 1986. He received the Gertrude Rush Award from the National Bar Association and in 2000 he was presented with the ABA Thurgood Marshall Award. Four U.S. presidents appointed him to a total of five presidential commissions and in 1999, Ortique was named a US Alternate Representative to the General Assembly of the United Nations.

2.5.2.2 Fisk University Alumni

Fisk alumnus John Hope Franklin, Ph.D. who earned his Ph.D. from Harvard University was a noted historian who served as president of the United Chapters of Phi Beta Kappa from 1973-1976. Additionally he served as president of the American Historical Association, the American Studies Association, the Southern Historical Association, and the Organization of American Historians. In 1995, he was awarded the Presidential Medal of Freedom, the nation's highest civilian honor.
The Honorable Hazel Reid O’Leary, a Fisk alumna, was the first female and first African American US Secretary of Energy. She also served as Assistant Attorney General of New Jersey and President and Chief Operating Officer of the investment firm Blaylock and Partners in New York.

2.5.2.3 Hampton University Alumni

Hampton alumnus and founding president of Tuskegee Institute (recommended by President of Hampton University), Booker Taliaferro Washington was an author, orator, and advisor to presidents of the United States. Washington associated with the richest and most powerful men of the era who funded his work, (i.e. Andrew Carnegie, William Howard Taft, John D. Rockefeller, George Eastman, Julius Rosenwald, and Robert Ogden.)

Noted Hampton alumnus John Gibbs St. Clair Drake was a sociologist and anthropologist who co-authored the work Black Metropolis, a landmark study of race and urban life in Chicago. He founded the African and African American Studies program at Stanford University. Another Hampton alumnus, Percy E. Sutton, was a civil-rights activist and lawyer, who was also a Freedom Rider and the legal representative for Malcolm X. He was the highest-ranking African-American elected official in New York City when he was Manhattan borough president from 1966 to 1977, the longest tenure at that position.

2.5.2.4 Howard University Alumni

The Howard University School of Law alumni roster includes the first African to serve on the Supreme Courts of: Alabama (Justice Oscar Williams Adams, Jr.), Florida (Justice Joseph Woodrow Hatchett) and Tennessee (Justice Adolpho A. Birch, Jr.).
2.5.2.5 Morehouse College Alumni

Noted alumni of Morehouse College include: former Republican presidential candidate Herman Cain, Rev. Dr. Martin Luther King, Jr.; and Nima A. Warfield, the first African American Rhodes Scholar from an HBCU. In addition to the Morehouse men who served as president of Morehouse College, five Morehouse Men (nickname for alumni of Morehouse) have served as president of Black Ivy League members Howard and Dillard Universities. Howard’s first and second African American presidents Mordecai Wyatt Johnson and James M. Nabrit respectively were alumni of Morehouse. As well as, Albert Walter Dent, Samuel DuBois Cook (fifth president) and Michael Lucius Lomax (sixth president).

2.5.2.6 Spelman College Alumni

The first female of color and 24th Director General of the US Foreign Service and the first African-American Director of the Foreign Service Institute was Spelman alumna Ruth A. Davis and the first female general in the USAir force was Spelmanite Major General Marcelite J. Harris. Finally, Rosalind Brewer, a Spelman alumna, is President and CEO of Sam's Club, a division of Wal-Mart Stores Inc.

2.5.2.7 Tuskegee University Alumni

Tuskegee University noted alumni include Lionel Richie, Grammy Award winning artist and Justice Robert Benham, the first African American to serve on the Supreme Court of Georgia. Also, the first African American four-star general in the US was General Daniel “Chappie” James – a Tuskegee alumnus.

2.5.3 SUMMARY

The alumni of the Black Ivy League institutions are a major contributor to their positioning as globally competitive colleges and universities. The professional success of their
alumni like Drs. Martin Luther King, Jr. (Morehouse), Ruth J. Simmons (Dillard), and John Hope Franklin (Fisk) enhance the academic reputation of the member schools and confirms the quality talent being trained at the member institutions. Furthermore, with such globally relevant leaders as alumni, these institutions demonstrate a legitimate right to sit at the global table.

2.6 PRESIDENTS AS INSTITUTIONAL TRANSFORMERS

“An institution is the lengthened shadow of one man.” Ralph Waldo Emerson

Colleges and universities go through several presidents over the life of the institutions. In fact, colleges and universities often present their history in chapters segregated by presidential administrations. However, every institution has at least one president that stands head and shoulders above the rest – the Black Ivy League is no different. In the following paragraphs, men and women whose term as president was transformational for the university shall be presented, this list is representative – not exhaustive. Significantly, each president has demonstrated the level of transformation one president can manage. Further, if the Black Ivy League institutions are to realize global competitive status, their presidents must be visionary, bold and these seven president demonstrate what can happen.

In examining the transformative Black Ivy League presidents featured in this study, it is worth noting that the presidents identified bore several similarities, consistent with what it takes to transform a nationally significant university into a globally competitive institution. These transformative president enjoyed: 1) prodigious fundraising success 2) enrollment expansion 3) superior national profile 4) quality faculty and academic reputation and 5) access to corporate and philanthropy.

With the exception of Hampton’s William Robert Harvey each of these presidents came into office with minimal senior university leadership experience. All but one are noted as
national orators with powerful connections to the corporate and philanthropic communities. Each raised significant volumes of money from private sources to transform their respective campuses. Additionally, they are worked at or attended one of the Black Ivy League institutions. Albert Walter Dent and Mordecai Wyatt Johnson were both alumni of Morehouse College and neither earned an advance degree before becoming the first African American president of Dillard and Howard respectively. Johnnetta Betsch Cole is an alumna of Fisk and Booker Taliaferro Washington was an alumnus of Hampton. Hampton’s president William Robert Harvey who earned his doctorate from Harvard served as Administrative Assistant to the President of Fisk University and as Administrative Vice President at Tuskegee University before becoming the president of Hampton. Benjamin E. Mays, who was the college president and mentor of Dr. Martin Luther King Jr., served as Dean of the School of Religion at Howard University prior to being named president of Morehouse. These mentioning of the bonds here, just demonstrate the interconnectedness of the member institution.

The presidents presented in this review of literature are included to demonstrate the impact a president can have in advancing his or her institution to a new level of academic prestige and fiscal strength. Further, the presidents identified in this study for their transformative influence on the institution they led is also demonstrative of the personal character, professional activity and direct engagement required of transformative leadership to elevate an institution’s: fundraising, programming and prestige – important ingredients to making a private Black college globally competitive.

2.6.1 Historic Transformative Black Ivy League Presidents

Each of the following persons represents a tremendous chapter in the life of their college or university. The men and woman present here represent the presidency. Dillard’s Albert
Walter Dent, Morehouse’s Benjamin Elijah Mays, Howard’s Mordecai Wyatt Johnson, and Tuskegee’s Booker Taliaferro Washington each transformed their institutions and further strengthen its place as a member of the Black Ivy League. Although they came from different backgrounds, each transformed his/her campus in some significant way in the areas of: finance, prestige and programming or physical presence. Each used his or her personal strength, gifts and talents to move their institutions to new levels of prestige. These presidents are exemplars for current and future private Black college presidents who wish to move their institution to global competitiveness. As will be presented in the next section, as well, this section presents an overview of their career, community engagement and personal lives – three areas of critical importance to the role of the president in advancing a private Black college to global competitiveness. The career sections empowers the reader to fully appreciate the steps taken by these individuals to reach the career spaces they reached. The community engagement section empowers the reader to see who these men and women have engaged as partnerships is a critical component of presidential leadership and its ability to advance a campus towards global competitiveness. The section on personal lives empowers the reader to know more about the person who has to execute these awesome responsibilities.

While academic prestige and programming are critical ingredients for becoming globally competitive institutions, each of these have made it clear that money is an essential ingredient to growth and success in those two areas. Multiple scholars and professionals have talked about raising private funds as one of the greatest impediments contemporary HBCU leaders face (Williams, 2010; Brown and Hendrickson, 1997; Allen and Jewel, 2002). Consequently, it is important to any investigation of presidential leadership moving an institution towards global competitiveness, that presidential fundraising be examined. Each of the transformative presidents
identified in this study has demonstrated the unique role of the president and his or her personal vision for the campus in raising the money. The nation’s longest serving president – Norman C. Francis when asked in a personal interview about fundraising and building an institution said: “The president should inspire the dreams of the institution and then find the money to pay for it. Not the other way around”.

2.6.1.1 Dillard University: Albert Walter Dent (1941-1969). See Figure 1.

![Figure 1](albert-dent.jpg)

**Figure 1**  
Albert Walter Dent

2.6.1.1.1 Career

In 1941, Dillard University named Albert Walter Dent as its second president. Like other transformative presidents, Dent moved Dillard to new levels through extraordinary accomplishments in fundraising, programming, and building. From 1932 until his appointment as the third president of Dillard University, Albert Dent was the hospital administrator of Flint-Goodridge Hospital, the only medical facility for the city’s African-American residents. Dent raised Dillard’s academic prestige through his ability to raise private support for institutional programming and building. He attracted the gifts that made possible almost 19 buildings at the university. During his presidency, Dillard became the first university with an accredited nursing program in Louisiana. Under his guidance, Dillard's nursing program was the first in the state to receive national accreditation.
In 1930, the hospital that Dent eventually would manage had been condemned for unsanitary conditions and was in desperate needs of repairs. That year, the Straight College and New Orleans University merger was charters and funds were allocated for a new site and new construction was considered essential to the Black community.

Dent was a favorite of Edgar B. Stern, a trustee at Dillard, who thought he was an able negotiator, “comfortable” handling Southern race relations. In addition to his role in establishing a nursing program that continues to produce some of the finest graduates in the nation, Dent’s influence can be seen in the Gentilly Boulevard campus where he built all but five of the existing buildings on the 55 acre land.

Bernard & Clytus (2000) wrote that it was Dent’s goal to provide the resources and facilities that Dillard required as a viable academic center. He worked diligently with master architect, Moise H. Goldstein to enhance the campus’ traditional classical architectural style – a trademark of the university.

The growing role of reputation of Dent, a founder of the United Negro College Fund, drew increased attention to Dillard. As the University earned a national and international profile, it served as host to a wide range of scholars, politicians, and artists. Such distinguished guests contributed greatly to the university’s mission and its status as a center for liberal arts education. Dent was instrumental in organizing the Edwin R. Embree Memorial Lecture series (1952-1955) that brought Eleanor Roosevelt, Justice Thurgood Marshall, Ralph Bunch Methiopian Emperor Halile Selassie, Dr. Martin Luther King Jr, Jackie Robinson, Duke Ellington, Langston Hughes and Matthew Henson.
2.6.1.1.2 Community

Dent was the US delegate to the first meeting of the World Health Organization in 1948, and in 1953 he was elected president of the National Health Council. He was a cofounder of the United Negro College Fund.

2.6.1.1.3 Personal

Albert Walter Dent met classical pianist Ernestine Jessie Covington, in the late 1920s while she was teaching at Bishop College. The couple married in 1931. Their first son, future writer and civil-rights activist Thomas Covington Dent, was born in 1932. She retired from the concert circuit in 1936 at the age of thirty-two, after the birth of her second son, Benjamin Albert Dent. Their last son, Walter Jesse Dent, was born in 1939. In 1956, E. Jessie Covington Dent actively did volunteer work and still occasionally performed for charities, while raising funds for her husband’s university, she inspired the beginning of Ebony Fashion Fair, which has raised nearly $50 million in scholarships for kids.

2.6.1.2 Morehouse College: Benjamin Elijah Mays (1940-1967). See Figure 2.
2.6.1.2.1 Career

Benjamin Elijah Mays became president of Morehouse College in 1940 and launched a 27-year tenure that shepherded the institution into international prominence. He upgraded the faculty, secured a Phi Beta Kappa chapter and sustained enrollment during wartime America. His most noted forum was Tuesday morning Chapel in historic Sale Hall, where he challenged and inspired the students to excellence in scholarship and in life itself. Morehouse alumnus, Dr. Martin Luther King Jr. '48, remembers Dr. Mays as his “spiritual father”.

Upon his retirement, he served as president of the Atlanta Board of Education from 1970 to 1981. During his educational career, he received 56 honorary degrees, including a posthumously awarded degree from Columbia University. He published nearly 2000 articles and nine books.

Like many university leaders or person who would become university president Benjamin E. Mays produced many scholarly works, published seven books and authored numerous articles. He was especially successful in exploring the relationship between black religion and race relations in two influential works, The Negro's Church and The Negro's God, as Reflected in His Literature (1938). In another book, Seeking to Be Christian in Race Relations (1957), Mays argued that the slave spirituals comprised the origins of the nonviolent protest tradition in the African-American community. In 1971 Mays published Born to Rebel: An Autobiography, an invaluable contribution to the study of American race relations.

From 1921 until 1924, Mays taught algebra and mathematics and for one year was acting dean at the Morehouse College. He also was the pastor of the Shiloh Baptist Church (1921-1923). From 1926 to 1928, Mays worked as the executive secretary of the National Urban League in Tampa, Florida. From 1928-1930, he served as secretary for the National Young
Men's Christian Association in Atlanta, Georgia. From 1931 until leaving to pursue his doctoral studies, Mays worked for the Institute of Social and Religious Research, a Rockefeller-affiliated agency, to conduct a study of African-American churches in the United States. Mays and a fellow minister, Joseph W. Nicholson, researched 609 urban congregations and 185 rural churches and in 1933 published the results as The Negro's Church. In 1934, he was appointed dean of the School of Religion at Howard University and served until 1940.

2.6.1.2.2 Community

Nominated in 1961 to the Civil Rights Commission by President John F. Kennedy, Mays was denied confirmation by the United States Senate because he advocated integration, viewed by a majority of legislators as a violation of "impartiality."

He was awarded forty-nine honorary degrees, his portrait was hung in the South Carolina State House in Columbia in 1980, and he was inducted into the South Carolina Hall of Fame in 1981.

2.6.1.2.3 Personal

Born August 1, 1894 near Rambo (now Epworth), South Carolina, the son of Hezekiah Mays and Louvenia Carter, tenant farmers who had been enslaved. Benjamin, the youngest of eight children, grew up in the rural South when whites segregated and disfranchised African Americans by law (he himself was not allowed to vote until 1945, when he was fifty-one years old).

He graduated from Bates College, where he was a Phi Beta Kappa, in 1920 and obtained a master's degree in 1925 and in 1935 a Ph.D. degree from the University of Chicago. In 1920 Mays married former schoolmate Ellen Harvin, who was then teaching home economics at Morris College in Sumter, South Carolina; she died in 1923. While both were conducting
graduate work at the University of Chicago, Mays met Sadie Gray, and in the summer of 1926 they were married.

2.6.1.3. Howard University: Mordecai Wyatt Johnson (1926-1960) See Figure 3.

![Figure 3: Mordecai Wyatt Johnson](image)

2.6.1.3.1 Career

On September 1, 1926, Mordecai Wyatt Johnson became the first African American president of Howard University. When Mordecai Wyatt Johnson, assumed the presidency it was comprised of eight schools and colleges, none of which held national accreditation. The institution’s enrollment during that year stood at 1,700 and its budget at $700,000. By the time Johnson retired 34 years later, the University constituted 10 schools and colleges, all fully accredited; 6,000 students; a budget of $8 million, the addition of 20 new buildings including an expanded physical plant; and a greatly enlarged faculty that included some of the most prominent Black scholars of the day. Another key indicator of the University’s enhanced academic status was the 1955 inauguration of graduate programs that had the authority to grant the Ph.D. degree.

Prior to being named president of Howard University, Mordecai Wyatt Johnson was a full-time pastor. Johnson was pastor of the Second Baptist Church in Mumford, New York while at Rochester. He was a secretary of the International Committee of the YMCA, working in the
southwestern field from 1916-1917. A year later, he became pastor of the First Baptist Church of Charleston, West Virginia, and established a reputation as a brilliant orator and "community organizer." In 1922 Harvard University awarded him the degree of Master of Science in theology. In 1923 Howard University awarded him the honorary Doctor of Divinity - a similar degree was conferred upon him by the Gammon Theological Seminar in 1928.

Much has been said of Howard’s president. The following are two touching epitaphs that reflect the nation’s sentiment about his record at the time of his death. The Washington Star wrote:

Mordecai W. Johnson saw far and saw clearly. The embodiment, but not the horizon, for his vision was the transformation of Howard University of Howard University in thirty-four years, under his leadership, from an educational gesture to a mature and vigorous institution. The influence of Dr. Johnson … permeated the long march of Black Americans toward a full sharing of the nation’s ideals… There was in his philosophy no passivity, no acceptance of the image to which racism and ignorance consigned generations of Black Americans. Rather, Dr. Johnson challenged, fought tenaciously, and at risk, for the ideals of racial equality.

The Editor of the Washington Post wrote

It was not mere coincidence that the growth of Howard University from a weak unaccredited secondary school/college into a recognized center of learning occurred during the presidency of Mordecai Wyatt Johnson. Dr. Johnson… had the vision, determination, and administrative skills to bring about this transformation, which at times involved bitter struggles just to keep Howard alive. Though this achievement would have been enough to gain him worldwide recognition as an educator, it was by no means the full measure of his greatness. Mordecai Johnson’s most important contribution to America and the Negro was that he provided the climate in which was forget the instruments that overthrew Jim Crow.

2.6.1.3.2 Personal

Mordecai Wyatt Johnson was born on December 12, 1890 in a small Southern town, Paris, Tennessee to former slaves, Wyatt and Carolyn. His father was a preacher and a mill worker. He was a man who set rigorous standards for his son's chores and behavior. Mordecai’s mother was a "domestic," employed by one of the prominent families in town. Mordecai had
three step siblings: Jonas W., Dora, and Sallie. Three years after Wyatt's first wife's death in 1885, he married Mordecai's mother, Carolyn Freeman.

Johnson studied at the University of Chicago during the summers of 1912 and 1913, and received a second Bachelor of Arts degree in 1913. He matriculated at the Rochester Theological Seminary from 1913-1916. In 1916, he married Anna Ethelyn Gardner of Augusta, Georgia. They had three sons and two daughters.

2.6.1.4 Tuskegee University: Booker Taliaferro Washington (1881-1915) See Figure 4.

![Booker Taliaferro Washington](image)

**Figure 4**
Booker Taliaferro Washington

2.6.1.4.1 Career

Booker Taliaferro Washington was the founding president of Tuskegee. During his career Washington was a prolific orator and author, writing more than 35 books including: The future of the American Negro (1900); Up from Slavery: An Autobiography (1901); Putting the most into life (1906); and The Negro in business (1907).

At 25, Washington was appointed principal of the newly established "Tuskegee Normal School for colored teachers." There were no buildings when he arrived. Tuskegee opened July 4, 1881, in a shanty loaned by a Black church, Butler A.M.E. Zion. With money borrowed from Hampton Institute’s treasurer, Washington purchased an abandoned 100-acre plantation on the outskirts of Tuskegee. By 1888, the school was 540 acres and had an enrollment of more than
400. By Tuskegee’s 25th anniversary, Washington had transformed an idea into the 2000 acre, 83 building campus that combined with property live stock and stock in trade was valued at $831, 895. Tuskegee’s endowment fund was $1,275, 644 and training in 37 industries was available. Eyebrows were raised on October 16, 1991 when Washington became the first Black person to dine at the White House. Counselor to many U.S. Presidents, he was there at the invitation of President Theodore Roosevelt.

2.6.1.4.2 Community

Harlan (1983) Washington kept his White following by conservative policies and moderate utterances, but he faced growing black and white liberal opposition in the Niagara Movement and the NAACP, groups demanding civil rights and encouraging protest in response to white aggressions such as lynchings, disfranchisement, and segregation laws. Washington successfully fended off these critics, often by underhanded means. At the same time, however, he tried to translate his own personal success into black advancement through secret sponsorship of civil rights suits, serving on the boards of Fisk and Howard universities, and directing philanthropic aid to these and other black colleges. His speaking tours and private persuasion tried to equalize public educational opportunities and to reduce racial violence. These efforts were generally unsuccessful, and the year of Washington's death marked the beginning of the Great Migration from the rural South to the urban North. Washington's racial philosophy, pragmatically adjusted to the limiting conditions of his own era, did not survive the change.

2.6.1.4.3 Personal

At the age of 16, Booker T. Washington matriculated in Hampton Norman and Agricultural Institute and graduated with honors in 1875. Born on April 5, 1856, in Franklin County, Virginia, Booker Taliaferro was the son of an unknown White man and Jane, an
enslaved cook of the James Burroughs, a small planter. Jane named her son Booker Taliferro but later dropped the second name. Booker gave himself the surname “Washington” when he first enrolled in school.

Washington was married three times. He married Fanny Norton Smith in 1882, with whom he had daughter - Portia was born in 1883. Fanny died in 1884. He then married Olivia Davidson, a Hampton graduate and the assistant principal of Tuskegee in 1885. They had two sons, Booker T. Washington Jr. and Ernest Davidson Washington. Olivia died in 1889. Washington then married Margaret James Murray in 1892. A teacher, Margaret became the Lady Principal of Tuskegee after Olivia's death. In addition to her professional role on campus, Margaret ran a home for the entire Washington family at The Oaks. She died in 1925.

2.6.1.5 Summary on Historic Transformative Presidents

The four transformative presidents are presented above to show a historic portrait of private Black college presidents who uniquely positioned their institutions. In looking at their career, community engagement and personal lives, a portrait of what a president who seeks to advance his or her campus to globally competitive status may need to do. The look at these three factors – career, community engagement and personal lives must be considered by future private Black college presidents seeking to advance their campus towards the achievement of globally competitive status. The next section looks at similarly transformative figures, but looks at presidents in a more contemporary timeframe. Both of the presidents in the following section continue to live transformative lives as this study is being done, although one has left the university presidency for new challenges.
2.6.2 CONTEMPORARY TRANSFORMATIVE BLACK IVY LEAGUE PRESIDENTS

This section looks at two more contemporary Black Ivy League presidents: Johnnetta Betsch Cole and William Robert Harvey as two successful models for the kind of leadership. This section presents an overview of their career, community engagement and personal lives – three areas of critical importance to the role of the president in advancing a private Black college to global competitiveness. The career sections empowers the reader to fully appreciate the steps taken by these individuals to reach the career spaces they reached. The community engagement section empowers the reader to see who these men and women have engaged as partnerships is a critical component of presidential leadership and its ability to advance a campus towards global competitiveness. The section on personal lives empowers the reader to know more about the person who has to execute these awesome responsibilities.

Spelman and Hampton are two are the wealthiest of the seven, discounting Howard whose budget is subsided by Congress. Second, these two schools have maintained solid enrollment growth while all of the contemporaries in the Black Ivy League have experienced some slowing or decline. Third, these two presidents have raise over $100 million each during their presidencies. For these three reasons Spelman’s President Emerita and Hampton’s current president demonstrate what it takes in contemporary times.
2.6.2.1 SPELMAN COLLEGE: JOHNNETTA BETSCH COLE (1987-1997) SEE FIGURE 5.

![Figure 5](Image)

Johnnetta Betsch Cole

2.6.2.1.1 Career

Serving as Director of the Smithsonian Institute’s National Museum of African Art since 2009, Dr. Johnnetta Betsch Cole is the President Emerita of Spelman College and Bennett College for Women – the only two historically Black women colleges in the United States. Dr. Cole has conducted research in Africa, the Caribbean and the United States, and she has authored and edited several books and scores of scholarly articles. She is a fellow of the American Anthropological Association and the American Academy of Arts and Sciences. She is a member of the Board of Trustees of the American Association of Art Museum Directors and Gregory University, in Uturu, Nigeria. She is also a member of the Toni Morrison Society.

On July 1, 1987, the woman who would become known as “Sista Prez”, Johnnetta Betsch Cole, Ph.D. became the seventh president of Spelman College and its first female president. From 1998-2001 Dr. Cole served as Presidential Distinguished Professor Emerita at Emory University. Dr. Cole moved to Bennett College for Women (Greensboro, NC) in 2002 from which she retired in 2007. Before becoming a college president Dr. Cole taught anthropology at the University of Massachusetts Amherst from 1970-1983, where she also served as provost of Undergraduate Education for two years. From 1983 until her appointment as president of
Spelman College, she directed the Latin American & Caribbean Studies program at Hunter College, part of City University of New York.

Known for her fundraising prowess, Drs. William (Bill) and Camille Cosby announced their gift of $20 million for the construction of the Camille Olivia Hanks Cosby, Ed.D. Academic Center, which houses the Spelman Museum of Fine Art – both opened in 1996. Additionally, she brought 77 blue-chip corporations including Coca-Cola, Goldman-Schools, Home Depot, Monsanto- into Spelman's Corporate Partnership program; led the College's capital campaign, "The Spelman Campaign: Initiatives for the 90s," which raised $113.8 million for the endowment; and in 1992, announced the receipt of $37 million from the DeWitt Wallace/Readers Digest Fund – the largest gift ever given to a historically Black college. The campaign brought Spelman's endowment to $141 million, the largest of any historically Black college or university at the time.

Several centers and programs were established under Dr. Cole's administration including the Spelman College Mentorship Program, the International Affairs Center, and the Office of Community Service. In 1991, two years after its launch, the Community Service Program was designated White House Point of Light #563. In 1993, the College received a $4 million endowment from the Bonner Foundation to establish the Bonner Scholars Community Service Program, the first at an HBCU.

Spelman soared to the top of university rankings including being named the No. 1 regional liberal arts college in the South by U.S. News & World Report in 1992. In 1994, the Association of Medical Colleges ranked Spelman No. 5 among undergraduate programs for Black students accepted to medical school, and Spelman made the Top 10 list of best college buys in Money Guide magazine's "Best College Buys Now"; and in 1995, Spelman was one of
six institutions designated by the National Science Foundation and NASA as a Model Institution for Excellence in undergraduate science and math education.

2.6.2.1.2 Community

Johnnetta Cole has been awarded 61 honorary degrees and she is the recipient of numerous awards, including the TransAfrica Forum Global Public Service Award, the Radcliffe Medal, the Eleanor Roosevelt Val-Kill Medal, the Alexis de Tocqueville Award for Community Service from United Way of America, the Joseph Prize for Human Rights presented by the Anti-Defamation League, the Uncommon Height Award from the National Council of Negro Women, the John W. Gardner leadership Award from Independent Sector, the Lenore and George W. Romney Citizen Volunteer Award from Points of Light Foundation, the George Washington Carver award, the Benjamin Franklin Creativity Laureate Award, and the Alston-Jones International Civil and Human Rights Award. In 2010, Ebony Magazine listed her among the 100 most influential African Americans, and in 2011 Washingtonian Magazine listed her among Washington, DC’s most powerful women. In December 2012, in Uturu, Nigeria, an Igbo Chieftaincy title of ADAOHA (Daughter of All) was conferred on Dr. Cole by His Royal Highness as Eze Cyril Ibe, EzeOgbonnaya Uwadiegwu and Eze Chimezie.

2.6.2.1.3 Personal

Cole matriculated at Black Ivy League member, Fisk University at the age of 15, but completed her undergraduate studies in anthropology at Oberlin College in 1957. She earned her master’s in 1959 and her doctorate in 1967 from Northwestern University in Illinois. Dr. Cole has married three times, to Robert Cole, Public Health Administrator Arthur J. Robinson Jr and is currently wed to James D. Staton, Jr. She is the mother of three sons and one step-son, and she has three grandchildren. Dr. Cole is also a mentor to many young women and men.
2.6.2.2 Hampton University: William Robert Harvey (1978-Present) See Figure 6.

![William Robert Harvey](image)

**Figure 6**
William Robert Harvey

2.6.2.2.1 Career

Since 1978, William Robert Harvey has served as President of Hampton University. He is also 100% owner of the Pepsi Cola Bottling Company of Houghton, Michigan. Prior to assuming his current position, he served as Assistant for Governmental Affairs to the Dean of the Graduate School of Education at Harvard University; Administrative Assistant to the President at Fisk University (member of the Black Ivy League); and as Administrative Vice President at Tuskegee University (member of the Black Ivy League).

Since Harvey was named President, 1) enrollment at Hampton has increased from approximately 2,700 to over 6,300, 2) the average SAT score of entering freshmen has increased approximately 300 points and 3) 76 new academic programs being implemented. For Dr. Harvey, enhancing the University’s physical facilities has been an integral part of his determination to create a physical environment conducive to learning and living. Therefore, during his presidency, the University has erected 18 new buildings and has spent some
$50,000,000 on the renovation of existing facilities. An astute businessman, Dr. Harvey applied his business acumen to the needs of Hampton University when he initiated a University-owned commercial development consisting of a shopping center and 246 two-bedroom apartments. All after-tax profits from the Hampton Harbor Project are primarily utilized for student scholarships.

Dr. Harvey’s financial leadership is indicated in the financial growth and stability Hampton has achieved during his three decades as President. The University has balanced its budget and achieved a surplus during each of those years. The endowment, which stood at $29 million when he became President, now exceeds $250 million. The University’s first capital fundraising campaign in 1979 had a goal of $30,000,000. That campaign raised $46.4 million. The most recent campaign had a goal of $200 million and raised $264 million.

2.6.2.2 Community

In 1994, Dr. Harvey chaired the Virginia Peninsula United Way Campaign - the first African-American to do so, and raised a record setting $6.6 million. Also, Dr. Harvey chaired the annual fundraising dinner for the National Conference of Christians and Jews and was the first guest host at the Celebrity Luncheon for the Hampton Roads Chapter of the American Red Cross. A Star Scout as a young boy, he endowed an outstanding leadership award and leadership forum for the Colonial Virginia Council of the Boy Scouts of America. Dr. Harvey and Mrs. Harvey endowed a $1,000,000 scholarship in honor of his father for students from Hampton and Newport News who aspire to be teachers.

Dr. Harvey serves on, or has served on: Fannie Mae, Trigon Blue Cross Blue Shield, Signet Bank, Newport News Shipbuilding, Wachovia Bank (Mid-Atlantic Region), Newport News Savings Bank, Pepsi Cola Bottling Company of Houghton, Michigan, National Merit Scholarship Corporation, and the Harvard Cooperative Society. He is a member of Virginia
Association of Higher Education, Peninsula Chamber of Commerce, Council of Independent Colleges in Virginia, and the Omega Psi Phi and Sigma Pi Phi fraternities.

Dr. Harvey has long been active on the national scene as a result of his appointments to national boards by six presidents of the United States. Additionally, Dr. Harvey has served as Chair of the Southern Universities Research Association (SURA) Council of Presidents, Chair of the Board of the National Association for Equal Opportunity in Higher Education (NAFEO), and Chair of the Mid-Eastern Athletic Conference (MEAC) Council of Chief Executive Officers.

2.6.2.2.3 Personal

Harvey graduated from Talladega College in 1961 earned his master’s in 1966 from Virginia State University and was awarded doctorate of education in administration of higher education from Harvard University in 1972. Born on January 29, 1941, in Brewton, Alabama to Mamie Claudis and Willie D.C. Harvey, he is married Norma Baker Harvey. They have three children: Kelly Renee, William Christopher, and Leslie Denise

After graduating from Talladega College, Dr. Harvey served three years on active duty with the US Army, including duty in Europe and in the United States. He is currently a Lieutenant Colonel in the Army Reserve.

2.6.2.3 Summary on Contemporary Transformative Presidents

This qualitative study seeks to advance the intellectual understanding of historically Black colleges by investigating the lived experiences and perceptions of men and women who currently or previously served as chief executive officer of one of the seven private historically Black colleges and universities known as the Black Ivy League. Additionally, this study seeks to develop culturally relevant theories that may be used to advance historically Black colleges and universities to globally competitiveness. The presidents identified in this section transformed
their institution. Although they are not the only person to serve as chief executive officer of their institution, they have demonstrated some of the qualities necessary for contemporary presidents to transform their private Black colleges into globally competitive tertiary institutions of higher education. Each developed a clear vision for the future of their institution given the context in which they came to office. Additionally, each was able to connect his or her university to some larger need and/or context. Finally, each of these presidents manifested a nearly indefatigable personal work ethic – some worked until medical-order rest became necessary.

2.7 LITERATURE SUMMARY

This review of the literature is important to building an understanding of the role of Black Ivy League presidents in advancing a campus towards global competitiveness. After presenting a general introduction to global competitiveness – the ultimate research question of the entire study, it presents an overview of the history and mission of historically Black Colleges and Universities. Next, this literature review shares an understanding of the office of college president in the US and then transitions into a focused examination of literature on Black College presidents. This review of literature concludes with the Black Ivy League, its fiscal resources, alumni and presidents as the key to global competitiveness.
CHAPTER THREE: METHODOLOGY

This chapter presents the plan for studying the role of the president in transforming a private historically Black college into a globally competitive institution to generate culturally relevant theories and strategies that other historically Black colleges can use. Included in this chapter are: 1) a detailed explanation of the purpose of this study, 2) the research questions, 3) the research design (including limitations) and 4) an exploration of ethical issues of the study.

3.1 PURPOSE OF THE STUDY

The literature reviewed demonstrated an expansive review of the college presidency in the US (Corigan, 2002; Moore, Samimvene, Marlier & Bragg 1983; Prator, 1963; Thelin, 1962, Welch 2002). However, there is very little research on the presidency at historically Black colleges and universities. (Gasman, Baez, Drezner, Sedgwick, Tudico, Schmid, 2007). This qualitative investigation into presidential leadership at private Black colleges and universities is a grounded theory study utilizing in-depth interviews with current and former chief executive officers of the seven Black Ivy League institutions. These five to seven elite interviews will be used to generate culturally relevant theories that explain the processes which might be later used by chief executives of private Black colleges and universities to advance their institutions towards global competitiveness.

This study is undertaken to add to the extant literature more information on three constituents. First, this study focuses on private Black colleges to build onto the literature on historically Black Colleges and Universities, as little has been written about private Black colleges and universities. Although much has been written about the college presidency in the US (Birnbaum 1992; Birnbaum & Umbach, 2001; Cohen & March, 1986; Fisher 1984), very little has been written about presidents of Black Colleges (Brown & Freeman 2004; Ricard and
Brown, 2008; Willie, Reddick, Brown, 2005). Second, this study focuses on chief executive officers of the Black Ivy League institutions to further the research on presidents of Black Colleges and identify strategies future presidents may employ. Third, the findings of this study will be used for later research in developing the concept inaugurated in this study: “the Ebony Seven” – the institutions historically referenced as the Black Ivy League measured in culturally relevant and globally competitive ways. The Ebony Seven will be positioned in academic circles as a new set of culturally relevant strategies that collectively represent a globally competitive private Black college.

3.2 RESEARCH QUESTIONS

This study seeks to address two primary research questions. First, how does a globally competitive private Black look, including processes best actualized to make it globally competitive. Second, it seeks to identify the role of the president in the process of advancing his or her institution towards global competitiveness. More specifically, the research questions of this study are:

1) How does a private historically Black college or university gain global competitiveness?

2) How does the president advance global competitiveness at private HBCU?

3.3 RESEARCH DESIGN: GROUNDED THEORY AND COMPARATIVE COMPARISON

Merriam (1988) posits that qualitative research positions the researcher to best understand and interpret characteristics by directly engaging him/her in a natural setting with the participants, their thoughts and environment. This study employs the qualitative approach using grounded theory methodology to generate culturally relevant theories that might advance private historically Black colleges and universities. To that end, this study investigates the role of
presidents in advancing the seven Black Ivy League institutions towards global competitiveness through in-depth interviews with current and former Black Ivy League chief executive officers.

Strauss & Corbin (1990) define grounded theory research as they type of study in which:
1) a researcher generates an abstract analytical schema of a phenomenon, a theory that explains some action, interaction or process through data collection, 2) constant comparison and 3) - eventually the development of a context-specific theory. The grounded theory method has received increased attention because it emphasizes understanding the “voice” of the participant to build a theory about phenomena. Strauss and Corbin (1990), scholars instrumental in the development of grounded theory methodology, opine that theory is “discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon” (p. 23). Given the subjective nature of qualitative research, Glasser and Strauss’ (1967) optioned that the grounded theory method is used because of its aim to generate or discover a theory and the researcher’s intention to employ the strategies developed from this study at a future point directly or indirectly as a university executive and/or trustee, grounded theory was the most appropriate methodology choice.

In this study interviews with current and former chief executive officers of the Black Ivy League (Dillard, Fisk, Hampton, Howard, Morehouse, Spelman and Tuskegee) will be analyzed to develop a theory that explains their experiences leading elite private Black colleges and universities and their opinions on how this unique cohort of institutions can be engaged to become more globally competitive. It will utilize an examination of the president’s perceptions of Buchannan’s (1988) nine presidential roles, as previously referenced.

“Leadership is a social influence process, and mainstream leadership research methodologies have been partially unsuccessful in theorizing about the nature of these processes.
Parry (1988) contends that grounded theory is a method which will help to overcome the deficiencies in conventional leadership research methodology. The underlying criterion driving grounded theory is to generate theory rather than to test theory.

3.4 ETHICAL ISSUES

Consistent with the policy of Louisiana State University, approval for this study was secured from the university’s Internal Review Board. The intended usage of the data collected was clearly communicated verbally and in written or electronic form to develop the trust Creswell (2007) suggests is critical to candid conversation and quality data.

The researcher acknowledges the potential limitations of this study. First, as this study is based on interviews with current and former university chief executive officers, the opportunity to conduct multiple interviews with the subjects to ensure saturation is not plausible. Second, the chosen methodology grounded theory which Creswell (2013) asserts relies heavily on the researcher to create the environment is a second limitation. That limitation is addressed in the following section under.

3.5 RESEARCHER’S SITUATEDNESS

The research for this study is was conducted by an alumnus of one of the Black Ivy League institutions who has been employed by two other historically Black institutions. This personal and professional experience informs the research in positive ways, but may limit the engagement of the participants in some unintended way.

3.6 DATA SOURCES

As this study focuses exclusively on the seven Black Ivy League institutions, it will include interviews from a population of five to seven current and former chief executive officers from the seven Black Ivy League institutions. Xavier University President Norman C. Francis
will also be interviewed because he is the longest sitting president in the country and has been a transformative president for that institution which ranks consistently in U.S. News and World Reports top 10 HBCUs. He also maintains a guiding paternal presence for many younger Black Ivy League presidents. Each of the interviewees maintains a unique perspective that enriches the literature on the subject.

A context for the findings of this study is established through a biographical portrait of the current and former presidents interviewed to demonstrate the breadth and depth of experiences achieved by the interviewees. Interviews will be conducted via telephone and recorded with the consent of the participants. The interviews lasted 45 to 60 minutes depending on the availability of each. Recordings were made by the researcher and forwarded to the participants for reflection and review for accuracy.

3.6.1 PRESIDENTS INTERVIEWED: BLACK IVY LEAGUE INSTITUTIONS

There are more than 100 HBCUs, more than 40 of those are privately controlled, but there are only seven Black Ivy League institutions and this study includes interviews with the current or former presidents of three of them. Additionally, this study interviewed Norman C. Francis the longest sitting college or university president in the United States and leader of one of the top ten HBCUs in the United States, as ranked by U.S. News and World Report since 2007. Further, this study includes an interview with Kassie Freeman, the former president of the Southern University System – the only HBCU system in the United States. Dr. Freeman also holds the distinction of having served as the first president of the Comparative International Education Society from a HBCU and possesses a leading scholarly record on: HBCUs, college choice and comparative education.
This section on the presidents interviewed is presented to provide a background portrait of the leaders whose knowledge and experiences were tapped into. Drs. Robert M. Franklin (Morehouse College), Walter M. Kimbrough (Dillard University), Henry Ponder (Fisk University), Norman C. Francis (Xavier University) and Kassie Freeman (Comparative International Education Society) share the bond of presidential leadership, but are uniquely positioned as a leader. The interviews with them provided practical insight and theory tested experiences about running a HBCU important to this study’s examination of the role of the president in internationalizing the Black Ivy League. Their interviews addressed the principal investigation points of how should a globally competitive HBCU look and what is the role of the president in realizing that vision.

3.6.1.1. Morehouse College: Robert M. Franklin, Jr. See Figure 7.

Robert Michael Franklin, Jr. is Senior Advisor for Community and Diversity at Emory University and Director of the Religion Program at the Chautauqua Institution. He is president emeritus of Morehouse College, the nation’s largest private, four-year liberal arts college for men, where he served as the tenth president from 2007 through 2012. In 2013 he was a Visiting Scholar at Stanford University’s Martin Luther King, Jr. Research and Education Institute. Franklin was the Presidential Distinguished Professor of Social Ethics at Emory University.
(2004-2007), where he provided leadership for a university-wide initiative titled “Confronting the Human Condition and the Human Experience” and was a senior fellow at the Center for the Study of Law and Religion at the law school.

He provides commentary for the National Public Radio Program, “All Things Considered” and weekly commentary for Atlanta Interfaith Broadcasting Television. Franklin graduated Phi Beta Kappa from Morehouse in 1975 with a degree in political science and religion.

Franklin holds ordination in two Christian denominations: the American Baptist Churches USA and the Church of God in Christ. Franklin earned the master of divinity degree in Christian social ethics and pastoral care in 1978 at the Harvard Divinity School, where he also served as assistant director of Ministry Education. Other pastoral positions include assistant pastor at St. Paul Church of God in Christ in Chicago and Protestant chaplain at St. Bernard Hospital, also in Chicago.

Franklin continued his education at the University of Chicago, earning a doctorate in ethics and society, and religion and the social sciences in 1985. He also undertook international study at the University of Durham, UK, as a 1973 English Speaking Union Scholar. His major fields of study include social ethics, psychology and African American religion. He is also the recipient of honorary degrees from Bethune Cookman University, Bates College, and Swarthmore College.

An insightful educator, Franklin has served on the faculties of the University of Chicago, Harvard Divinity School, Colgate-Rochester Divinity School and at Emory University's Candler School of Theology, where he gained a national reputation as director of Black Church Studies. He also has served as program officer in Human Rights and Social Justice at the Ford
Foundation, and as an adviser to the foundation’s president on future funding for religion and public life initiatives. Franklin also was invited by American film producer Jeffrey Katzenberg to prepare an online study guide for the congregational use of The Prince of Egypt, a DreamWorks film (1999). Franklin also served as an advisor to the History Channel’s presentation titled, “The Bible” (2013).

In 1997, Franklin assumed the presidency of the Interdenominational Theological Center (ITC), the graduate theological seminary of the Atlanta University Center consortium, and served until 2002. He served as Theologian in Residence for the 2005 season at the historic Chautauqua Institution.

Franklin is the author of three books: Crisis in the Village: Restoring Hope in African American Communities (2007); Another Day’s Journey: Black Churches Confronting the American Crisis (1997); and Liberating Visions: Human Fulfillment and Social Justice in African American Thought (1990). He has co-authored (Don S. Browning, et. al.) a volume titled, From Culture Wars to Common Ground: Religion and the American Family Debate (2001). He also penned the foreword to Dr. Martin Luther King Jr.’s, Letter from Birmingham Jail, reprinted by Trinity Forum in 2012.

Active in a range of organizations, Franklin serves the boards of the Salvation Army, the CNN Dialogues Advisory Committee, and NASA’s 100-year Starship Project Advisory Board directed by former astronaut, Dr. Mae Jemison. He is a member of the Council on Foreign Relations and Sigma Pi Phi Fraternity (Kappa Boule). He is a member of the Atlanta Falcons Advisory Board; Atlanta Rotary Club; 100 Black Men of Atlanta; the 1999 class of Leadership Atlanta; the Leadership and Sustainability Institute Working Group (of the Open Society Foundation); and Alpha Phi Alpha Fraternity Inc. He has served on the boards of the Atlanta
Regional Council for Higher Education (ARCHE); the Metro Atlanta Chamber of Commerce; the Atlanta Symphony Orchestra (Executive Committee); the White House HBCU Capital Financing Advisory Board; the Atlanta Business League; and the Atlanta Mayoral Board of Service. Previously, he served on the boards of the Joint Center for Political and Economic Studies, Public Broadcasting of Atlanta, and Atlanta Interfaith Broadcasting. In 2000, Mayor Bill Campbell appointed him co-chair of Atlanta 2000, the city’s official coordinating committee for Y2K activities and celebrations.

A seasoned traveler, Franklin has studied seven languages and visited Africa, Asia, Europe, the Middle East, and the Caribbean. He is the recipient of a Ford Foundation grant to examine religion in public life in Asia and produced NPR commentaries based on this research. He has also served as a consultant for the Annie E. Casey Foundation’s work on alleviating poverty and strengthening fragile families.

Franklin is married to Cheryl Goffney Franklin, M.D., an OB-GYN physician and graduate of Stanford University (B.A.), Columbia University School of Public Health (M.P.H.) and Harvard Medical School (M.D.). Franklin is the father of three children: Imani Renee Franklin; Robert M. Franklin, III and Julian Michael DeShazier. In 2005, DeShazier graduated from Morehouse College summa cum laude and Phi Beta Kappa. Franklin has one grandchild, Dania Elle DeShazier.
A native of Atlanta, Dr. Walter M. Kimbrough was his high school salutatorian and student body president in 1985, and went on to earn degrees from the University of Georgia, Miami University in Ohio, and a doctorate in higher education from Georgia State University. He has enjoyed a fulfilling career in student affairs, serving at Emory University, Georgia State University, Old Dominion University, and finally Albany State University in 2000 where he became the Vice President for Student Affairs at the age of 32. In October of 2004, at the age of 37, he was named the 12th president of Philander Smith College. In 2012 he became the 7th president of Dillard University in New Orleans, Louisiana.

Kimbrough has been recognized for his research and writings on HBCUs and African American men in college. Kimbrough also has been noted for his active use of social media to engage students in articles by The Chronicle of Higher Education, CASE Currents, and Arkansas Life. He was cited in 2010 by Bachelors Degree.com as one of 25 college presidents you should follow on Twitter (@HipHopPrez).
A 1986 initiate of the Zeta Pi chapter of Alpha Phi Alpha Fraternity at the University of Georgia, Kimbrough was the Alpha Phi Alpha College Brother of the Year for the Southern Region and served as the Southern Region Assistant Vice President. Dr. Kimbrough has forged a national reputation as an expert on fraternities and sororities, with specific expertise regarding historically Black, Latin and Asian groups. He is the author of the book, Black Greek 101: The Culture, Customs and Challenges of Black Fraternities and Sororities.

Dr. Kimbrough was named the 1994 New Professional of the Year for the Association of Fraternity Advisors, and selected as a 2001 Nissan-ETS HBCU Fellow. In 2009, he was named by Diverse Issues in Higher Education as one of 25 To Watch. In 2010, he made the coveted Ebony Magazine Power 100 list of the doers and influencers in the African American community, joining the likes of President and Mrs. Obama, Jay-Z, Richard Parsons, Tyler Perry, Debra Lee, and Tom Joyner. Finally, in February of 2013 he was named to NBC News/The Griot.com’s 100 African Americans making history today, joining another impressive group including Kerry Washington, Ambassador Susan Rice, Kendrick Lamar, Mellody Hobson, and RG III. Dr. Kimbrough and his wife Adria Nobles Kimbrough, attorney with the Kullman firm in New Orleans, are the proud parents of two children: Lydia Nicole and Benjamin Barack.

3.6.1.3 Fisk University: Henry Ponder. See Figure 9.
Henry Ponder was born on March 28, 1928 in Wewoka, Oklahoma. He was the eleventh of fourteen children born to Frank and Lillie Mae Ponder. Ponder excelled in academics and participated in his high school student council as the class president. After hearing a speech by Mary McCloud Bethune, Ponder was inspired to become a university president. He graduated from Douglas High School in 1946 and attended Langston University. He pledged the Alpha Phi Alpha Fraternity and received his B.S. degree in agriculture in 1951.

Ponder served two years in the United States Army during the Korean War. When he returned to civilian life, he worked as a research assistant at Oklahoma State University. He then earned his Master of Arts degree from Oklahoma State University and his Ph.D. from Ohio State University.

Ponder served as both Chair and Assistant Professor for the Department of Agriculture and Business at Virginia State College in Petersburg, Virginia. He also served as the Chairman of the Department of Business and Economics of Fort Valley State College in Fort Valley, Georgia. Additionally, Ponder was the Vice President of Alabama A&M University in Normal, Alabama. In 1973, he fulfilled his dream by becoming President of Benedict College in Columbia, South Carolina. After an eleven year tenure, he became the President of Fisk University in Nashville, Tennessee for twelve years. While at Fisk, Ponder was honored as one of the “100 Most Effective College Presidents in the United States.”
In 1996, Ponder left Fisk University to serve as the CEO and president of the National Association for Equal Opportunity in Higher Education. In early 2002, he became President of Talladega College in Alabama. While in his presidency, Ponder helped retain the 160-year-old institution’s accreditation with the Southern Association of Colleges and Schools. From September 2011 through June 30, 2012, Ponder served his alma mater – Langston University upon the resignation of its president. Ponder currently lives on Hilton Head Island in South Carolina with his wife of 55+ years, Eunice. They have two adult daughters.

3.6.2 Presidents Interviewed: Presidential Experts

3.6.2.1 Xavier University: Norman C. Francis See Figure 10.

![Figure 8](image)

Dr. Norman C. Francis and Xavier are virtually synonymous. As president of the nation's only historically Black and Catholic university, Francis has guided Xavier's growth both in size and dimension. During his tenure, the University has more than doubled its enrollment, broadened its curriculum, expanded its campus, and strengthened its financial base. Its tradition of academic excellence has been further enhanced.

Francis, the longest-serving university president in the U.S. (since 1968) and himself an alumnus, has been at Xavier for more than five decades as an administrator. He is credited with being the catalyst for nearly every building constructed on the campus during the past four
decades. The campus itself has been physically enlarged with the acquisition of the adjacent properties to the East and West of the original main campus.

Among the major accomplishments of Francis' tenure has been the successful completion of several capital campaigns. Giving by alumni has also increased dramatically, while student enrollment has surpassed the 3,400 mark.

All of this growth has not been at the expense of academia, however. Through his leadership, the University has instituted a core curriculum and mandatory comprehensives, and has become nationally recognized as a leader in minority education.

According to the US Department of Education, Xavier continues to rank first nationally in the number of African American students earning undergraduate degrees in the biology and the life sciences, chemistry, physics and pharmacy. Xavier is one of only six schools chosen to participate in the National Science Foundation’s Model Institutions for Excellence in Science, Engineering and Mathematics program.

Xavier has been especially successful in educating health professionals. In pre-medical education, Xavier is first in the nation in placing African American students into medical schools, where it has been ranked #1 since 1993. The College of Pharmacy, one of only two pharmacy schools in Louisiana, is among the nation's top three producers of African American Doctor of Pharmacy degree recipients.

Named by his peers as one of the 100 most effective college and university leaders, Francis is often cited for his involvement in the community and his work on the national, state and local level to improve education.

Francis enjoys a prestigious national reputation, of which Xavier is a primary beneficiary. He has served in an advisory role to eight U.S. presidential administrations – not only on
education issues, but civil rights as well – in addition to serving on 54 boards and commissions. In 2006 then-President George W. Bush presented him with the nation’s highest civil award, the Presidential Medal of Freedom. In 2009 he was named one of “America’s Best Leaders” by U.S. News Media Group and the Center for Public Leadership (CPL) at Harvard Kennedy’s School of Government. He has received 40 honorary degrees from other universities, and at least 20 major awards in recognition of his leadership in higher education as well as his unselfish service to New Orleans and to the nation.

Among Francis’ civic endeavors, he serves (or has served) as chair of the Louisiana Recovery Authority, immediate past chair of the Louisiana Disaster Recovery Foundation, immediate past Chair of the Southern Education Foundation, chairman of the board of Liberty Bank and Trust and a member of the Times-Picayune Advisory Board.

On the national level, Francis’ activities include serving as past chairman of the boards of the Educational Testing Service, the Carnegie Foundation for the Advancement of Teaching, The College Board, the Southern Education Foundation and the American Association of Higher Education. In the past he was member president of the UNCF, a member of the Board of Trustees of Catholic University, and chairman of SACS, the southern regional accrediting agency for more than 11,000 institutions in 11 states.

3.6.2.2. Comparative and International Education Society: Kassie Freeman See Figure 11
Kassie Freeman previously directed strategic innovation for Alcorn State University, providing leadership to assist in positioning the campus for the future. From July 1, 2009 through June 30, 2010, Kassie Freeman served as Interim President and Vice President for Academic and Student Affairs, while the Southern University and A&M College System Board of Supervisors searched for SUS’s seventh president.

In July 2007, Kassie Freeman, Ph.D., became the third System Vice-President for Academic and Student Affairs for the Southern University and A&M College System and Professor of Education. Prior to her appointment at Southern, Dr. Freeman served as the first Dean for Academic Advancement at Bowdoin College where she served as a member of the President’s senior cabinet and was responsible for assisting the College with developing programs to ensure that all students reach their academic potential.

From 2000 – 2005, she served as Dean of the Division of Educational and Psychological Studies and Professor of Education at Dillard University. Under her leadership, the teacher education program received national accreditation from the National Council for Accreditation of Teacher Education and was the only program in the State to receive four consecutive years of exemplary ratings from the Louisiana Department of Education. During the five years of her leadership, external funding to the Division increased from approximately $100,000 to over $6 million dollars, and student enrollment doubled.

Having studied at the University of Oslo, Norway, and at the University of Vienna, Austria, she is considered a leader and scholar in the field of comparative and international education. She is a past President of The Comparative and International Education Society (only the second African American to be elected to this position). She has twice received the Pro Renovanda Cultura Hungariae Foundation Award, an award from the Hungarian government, to
be a visiting Professor and Scholar at the Budapest University of Economic Sciences (currently renamed Corvinus University).

In addition to comparative and international education, her research interests include African Americans in higher education, Historically Black Colleges and Universities, and teacher education. She is the author/editor of four books, including: Race, Ethnicity and Gender in Education: Cross-cultural Understandings with Joseph Zajda (Springer Press), African Americans and College Choice: The Influence of Family and School (SUNY Press), African American Culture and Heritage in Higher Education Research and Practice (Praeger Press), and Black Colleges: New Perspectives on Policy and Practice, with M. Christopher Brown, II (Praeger Press). Dr. Freeman was appointed by President Bill Clinton to serve on the Board of Advisors on Historically Black Colleges and Universities from 1994-2000.

3.7 DATA ANALYSIS

The constant comparative method of data coding was developed by two sociologists – Glaser and Strauss in the 1960s. Principally associated with grounded theory, it is sometimes used with other research frameworks. Research theories created using this method are considered grounded because the data manifest clear linkage to diurnal experiences. Consistent with grounded theory studies, data analysis shall occur in multiple stages: open coding, axial coding and selective coding. In the open coding stage I develop general categories based on the review of literature. Afterwards, I the data from the interview and compare and contrast it with the data from the literature to identify central themes and processes. As a final phase, the researcher will utilize the data collected from Xavier University’s Norman C. Francis interview for comparative purposes.
Like other researchers, this study will use triangulation of multiple data sources to provide corroborating evidence. (Ely et al., 1991; Erlandson et al., 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1988; Miles & Huberman, 1994; Patton, 1980, 1990). Specifically, triangulation between data from interviews with current and former chief executive officers from the Black Ivy League institutions, the interview with Norman C. Francis, president of Xavier University and the longest sitting president in the US and research literature, the interview with Kassie Freeman, first Black president of the Comparative International Education Society and former president of the Southern University System, as well as material produced by the campuses shall be used to strengthen the credibility of this study.

This qualitative study on the role of the president in advancing a private Black college towards the achievement of global competitiveness uses interviews with current and former presidents of the cohort of private Black colleges consisting of: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University and data presented by those institutions combined with interviews from Xavier University President Norman C. Francis and former Southern University System President to generate a model that sitting presidents can use as a model for the transforming their institution into a globally competitive private Black college.
CHAPTER FOUR: RESULTS

The results of this qualitative study on the role of the president in internationalizing the Black Ivy League are presented in this chapter. This study was designed to add to the literature on HBCUs and internationalization in tertiary education, as it was purposed with generating a new model institution that can be used by the presidents of private Black colleges inside and out of the Black Ivy League to create a globally competitive private Black College.

It is important to share with readers that the task of generating a new international model for sitting HBCU presidents to use as an example is a challenging one given the wide diversity of institution types that fall under the label HBCU and the tremendous diversity of leaders who serve in this role. Additionally, as Green and Olson (2003) have advised that there is no uniform path to internationalization, this study is generating a new model. That new model shall be presented in chapter five under the general concept of the “Ebony Seven” – a new phrase germinated from this study.

Green and Olson’s (2003) study examined four basic points: First, why internationalize? Second, who should be involved? Third, how shall we proceed? Fourth, what do we need to do? As my study focused on the role of the president in internationalizing the campus the questions were reduced, but the task was no easier. By focusing on the private Black colleges known as the Black Ivy League, I made a decision to examine the leading cohort of HBCUs because their fiscal resources, academic reputation and alumni network uniquely positions them as potential leaders of international HBCUs. Building upon the literature on internationalization in tertiary education and utilizing data drawn from: 1) a series of interviews with current and former chief executive officers of Black Ivy League institutions, 2) institutional material produced by Black Ivy League member schools, 3) an interview with the longest sitting university president in the
United States and 4) an interview with a former HBCU CEO and scholar on both HBCUs and international education who served as the first president of the Comparative International Education Society from an HBCU, this chapter presents the researcher’s findings that shall inform the conclusions and recommendations presented in Chapter Five.

4.1 THE VALUE OF INTERNATIONALIZING PRIVATE BLACK COLLEGES

This study is the result of the researcher’s interest in adding to the growing national conversation about the contemporary survivability and relevance of HBCUs, as presented in Chapter Two. By identifying a new paradigm for the cohort of institutions known as the Black Ivy League, this study addresses some of the concerns being bantered about by identifying a specific strategy for enhancing the value of HBCUs in the United States – internationalization and global competitiveness.

In response to questions about why HBCUs must think globally, Norman C. Francis, President of Xavier University, asserted, “the world has changed and we must partner with countries that the United States is dependent upon for economic needs. If our embassies around the world are increasing staffing for more global engagement, we need our students to be globally prepared” (Norman Francis, personal communication October 2012). Henry Ponder, Past President of Fisk University, said that the president must stay engaged with the world - clearly understanding and being able to situate his/her campus within the: university world, economic world and political world. (Henry Ponder, personal communication, July 8, 2014) Both of these leaders acknowledged the clear role of the president to provide visionary leadership and to motivate his/her constituents to advance towards a particular agenda. Further, the comments of Norman Francis speak to the importance of the presidential perspective, as the president helps establish the priorities and commitment of the institution.
When asked about internationalization at HBCUs, Walter M. Kimbrough, President of Dillard University, said: “International universities are research focused and the majority of HBCUs weren’t started to do research.” He went on to say that: “No HBCU is truly global except maybe Howard, Morgan or A&T, but at Howard only 2% of its student population is international. At Morehouse, the figure is 3%” (Walter M. Kimbrough, personal communications, June 24, 2014).

Contrary to these comments are those of Robert M. Franklin, President Emeritus of Morehouse College, who said: “Opportunities in globalization and partnering with wealthier developing countries to build their human capital (i.e. Brazil and Nigeria) is one of the biggest opportunities for HBCUs today. “ He went on to say: “HBCUs have some advantages given their cultural competencies” (Robert M. Franklin, personal communication, June 30, 2014).

These two presidents on opposing sides of the perception about the value of private Black colleges becoming globally competitive represent one of the challenges of HBCUs. Achieving global competitiveness is a strategically important opportunity for HBCUs because in addition to expanding their service to a disadvantaged population in the United States, their record of service to diverse groups uniquely positions them to serve diverse groups of people across the globe.

4.2 HOW DOES A GLOBALLY COMPETITIVE PRIVATE BLACK COLLEGE LOOK?

Given the value of a private Black college being globally competitive, one may ask: How does a globally competitive private Black college look? This study finds that consistent with the characteristics Green and Olson (2003) and Rust and Kim (2012) identified for a comprehensively internationalized university, a globally competitive private Black college or university has the following characteristics: 1) articulated institutional commitment, 2) utilization of assessment of global learning, 3) positive environment for an internationally diverse campus
population, 4) appropriate institutional infrastructure, 5) international curriculum, and 6) study abroad opportunities. In the following sections, I present data collected from: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University including interviews with their current or former presidents. The data will be used to present a model private Black College that is globally competitive that will hereinafter be known as the Ebony Seven Model. The Ebony Seven Model is a new institutional model generated by this study to present a culturally relevant model private Black colleges who wish to be globally competitive may emulate. It includes the characteristics presented above, but also takes into account the literature on HBCU culture and the data collected from the presidents in this study. Collectively, these data sources combine to show what a globally competitive private Black college looks like.

4.3 THE STEPS TO INTERNATIONALIZING A PRIVATE BLACK COLLEGE

The following sections walk through the steps to internationalizing an HBCU based on the criteria established by Green and Olson (2003) and Rust and Kim (2012) examining the perceptions of the presidents interviewed and identifying their role in it. Additionally, it identifies how some presidents disagree and to the extent possible demonstrates where Black Ivy League Institutions are executing these steps.

4.3.1 STEP ONE: ARTICULATE INSTITUTIONAL COMMITMENT

As previously stated, colleges and universities have missions that determine their priorities (Davies, 1987; Ricard & Brown, 2008). The first characteristic for a private Black college endeavoring to achieve globally competitive status is an articulated institutional commitment - the prioritization of a goal expressed throughout the campus. The role of the president of a private Black college endeavoring to advance his or her campus to the
achievement of globally competitive status is to ensure that saturation of the institution’s priority
takes place throughout the campus. He or she must ensure that the institution’s commitment to
the goal is not just words, but policies and procedures as well.

The role of the president is to set priorities for the institution, recruit and marshal
resources, and monitor the achievement of the prioritized goals. These three roles require a great
deal of physical stamina and cognitive discipline. When asked about the physical and cognitive
demands of today’s college presidency, Robert M. Franklin said: “We have to sacrifice sleep . . .
Grueling expectations create a superhuman schedule daily forcing one to make critical decisions.
One must prioritize daily four or five things and leave the rest to others.”

When asked to describe the cognitive demands on today’s college president Walter M.
Kimbrough said that: “you have to keep informed at all times which has been hard for a different
generation of presidents accustomed to more stability [more time to personally collect and
process information].” He went on to say that today’s presidents are on information overload. In
fact, he shared that he reads at least three news sources every morning – the Chronicle of Higher
Education, Inside Higher Education and a business magazine (Walter Kimbrough, personal
communication June 24, 2014). To the same question, Robert M. Franklin said: “the flow of
information is overwhelming to some leaders. Keeping well informed of mega trends –
technology, funding, globalization, etc. be as strategic as possible in the communications you
engage. Always seek out opportunities to brand the school for student internships, research
opportunities and unrestricted capital” (Robert M. Franklin, personal communication, June 30,
2014).

Again, the first characteristic of an international university is an articulated institutional
commitment – a characteristic with three important component parts. First, there is clear vision
that the institution wishes to be internationalized. Second, there is an institutional commitment to the vision of being internationalized. Third, the vision is articulated throughout the institution. As this characteristic must permeate the entire organization, it is important that presidents embrace a clear comprehension of and commitment to their role in this. As Norman C. Francis said: “it is important that the president be visionary” (Norman Francis, personal communication, October 2012). The role of the president in advancing a private Black college to global competitiveness begins with the president ensuring that there is an institutional commitment. Additionally, the president must ensure the utilization of assessments of global learning.

4.3.2 Step Two: Utilize Assessments of Global Learning

In addition to an articulated institutional commitment, a globally competitive private Black college or university utilizes assessments of global learning. While Doscher (2012) acknowledges that assessment options of global learning are extremely limited, it is critical to achieving global competitiveness. As private Black colleges develop culturally relevant assessments, they will be distinguishing themselves in the tertiary education community.

Robert M. Franklin said: “Much of that is the purview of academic affairs. But the president can write about it, track examples on campus and set a context during public events for the value of bilingualism” (Robert M. Franklin, personal communications, June 30, 2014).

Given their dearth of exposure to international citizens, a private Black college president must be deliberate and strategic in expanding the exposure of his/her students. “A president can build relationships that result in strategically important people coming to campus” (Robert M. Franklin, personal communications, June 30, 2014). Franklin cited Condoleezza Rice, National Security Advisor to then President George W. Bush and 66th United States Secretary of State as an example he holds up to students to demonstrate the value of an international perspective.
Additionally, he went on to say that the international populations are so low on most Black Ivy League campuses, that they really cannot impact the campus. So, the president must highlight the international students often as an inspiration point.

While this study focuses on the role of the president in internationalizing their campuses, like Franklin, each of the other presidents interviewed suggested that this was a responsibility of the chief academic officer (different titles used at different campuses). This makes the primary role of the president ensuring the utilization of assessment of global learning through the hiring of a chief academic officer prepared or willing to provide academic leadership that is international in focus and execution. In chapter five, this study presents a series of strategies based in large measure on the interview with Kassie Freeman’s (former CIES and Southern University System President) comments: “HBCUs must internationalize. It can’t be an option. The lack of resources cannot be an excuse. The chief academic officer must take the lead in building a global perspective into the institution” (Kassie Freeman, personal communications, July 2014).

In addition to the selection of a chief academic officer, the president can support programs on his or her campus that focus on the achievement of global learning outcomes. The Andrew Young Center for Global Leadership at Morehouse College provides an illustration of the kinds of programming presidents can focus their fundraising priorities around – a key role for the president and a primary strategy for creating institutional priorities.

The Andrew Young Center for International Affairs was established at Morehouse in 1993 and the Leadership Program was established in 1995 with a grant of $1 million from The Coca-Cola Foundation. These two Centers were combined into a new Center in 2012 and named the Andrew Young Center for Global Leadership. The Center offers a distinctive educational
program in its ability to provide leadership education, study abroad experiences, service learning programs and other co-curricular activities. As a national model for academic leadership programs the Andrew Young Center for Global Leadership offers Morehouse students a rich and diverse experience through lectures, skills training, small group discussions with world leaders, as well as mentoring, internships and travel opportunities.

The Young Center’s systematic integration of experiences with its, rich environment and its comprehensive, interdisciplinary program, uniquely positions emerging leaders to develop both the hard skills (e.g., team building, problem solving) and the soft skills (e.g., empathy, emotional intelligence) necessary for effective ethical leadership in the 21st century.

Below is the mission statement of the Young Center taken from its website: “The mission of the Andrew Young Center for Global Leadership is to train a new generation of leaders to address pressing contemporary, ethical and social concerns, especially those affecting African American life and culture. The goals of the Center are to:

1. Develop a broad-based knowledge of global and international issues in all disciplines, including General Education.
2. Provide experiences that will enhance the students understanding of other cultures and nations.
3. Develop attitudes and values that would enable Morehouse students to lead the nation and the world

http://www.morehouse.edu/centers/leadershipcenter/index.html

The Young Center for Global Leadership described above is a sterling example of how private Black colleges must utilize global learning outcomes - measurable units of knowledge acquisition and skills development based on standards used by multiple nations, successfully throughout its operations to become globally competitive. Regardless of whether it is bilingualism and study abroad for the students or faculty exchanges with institutions in other
nations and publications in international journals, the private Black college seeking to achieve
global competitiveness must use global learning outcomes. While Robert Franklin talked of
being a brand ambassador, I wish to suggest that the role of programmatic salesman is a role the
president can execute in advancing his or her campus towards global competitiveness. So, it is of
vital importance to a president seeking to advance his or her institution to global competitiveness
that he ensures that global learning outcomes are utilized.

4.3.3 Step Three: Create a Positive and Internationally Diverse Campus Environment

The reputation of HBCUs has centered on their ability to achieve laudable outcomes with
populations outside of the “majority culture”. As historically Black colleges advance to address
contemporary needs they have a unique opportunity to demonstrate the criticality of a
university’s campus environment. Most relevant to this study is the deliberate actions taken to
ensure a positive environment for the students on a particular campus.

Howard University’s commitment to maintaining an internationally diverse campus
population includes a special section on its website that reads in part: “Howard University
welcomes applications from international students as freshmen (first time enrolling at a
university) or as transfer students. International students are advised to begin the admission
process at least one year prior to the time they wish to enter the University because additional
time is usually essential for submission of required tests, academic documents, evaluations, and
immigration-related matters.”

How does a campus maintain a positive internationally diverse environment? Walter M.
Kimbrough answered this question with the following list: 1) specialized study opportunities, 2)
attractive language learning opportunities, 3) affordable programmatic linkage to a variety of
locations, 4) internationally recognized qualifications among faculty and staff, 5) attractive
transition to market options, 6) quality marketing operations and 7) appropriate support for international students studying on one’s campus.

Kimbrough’s list provides a wonderful point of information for making a globally competitive competitiveness. Having specialized opportunities is a significant part of what makes the university unique. This is a strategically key unique opportunity for the 100+ HBCUs in the United States given that they serve a diverse population of students who often serve outside the mainstream college going population. Specialized opportunities exist at the schools mentioned. For example, Dillard University is the only HBCU participating in the Melton Foundation, an agencies that seeks to enhance global citizenship.

Attractive language learning opportunities such as the utilization of different media is important to reconditioning the culture of monolingualism that exists in many HBCUs. Given the importance of mastering multiple languages, building an appreciable population of international students further strengthens the campus environment. In addition to attractive language learning opportunities, affordable linkages to other programs is important to making a campus globally competitive, but especially important given the limited fiscal resources available to the traditional student population of HBCUs. HBCU presidents must be highly creative and active in building relationships that support programming for students of limited economic means.

Collectively, these things and many more contribute to a positive campus environment a critical characteristic of a globally competitive campus. So the role of the president in advancing a private Black college to global competitiveness must include sustained, systematic and supportive steps in the achievement of the campus goal of being globally competitive. The president must not delegate this responsibility without frequent and consistent evaluation. In the
next section, I explore an appropriate institutional infrastructure which must include a positive campus environment and a quality team to execute the responsibilities of leading an institution to becoming globally competitive.

4.3.4 Step Four: Appropriate Institutional Infrastructure

The president of a private Black college seeking to be a globally competitive university must ensure that in addition to commitment, assessment, and the campus environment, his or her university has the appropriate infrastructure for supporting internationalization. The appropriate infrastructure can include any systematic component of the institution created to assist it in the achievement of its goals. Drs. Franklin and Ponder suggested that it is critical for the president to understand international benchmarks and that they make a strong case to internal and external stakeholders for the commitment of institutional resources for internationalization. Dr. Franklin also encourage strong engagement with the institutional trustees to ensure their cooperation, both important steps presidents must take to advance private Black colleges towards global competitiveness. In this section, the university mission statement, presidential leadership team and the operations of expanding bilingualism are explored. While seemingly unrelated, each comes together strategically for the achievement of global competitiveness.

The university mission statement is a component of an institution’s appropriate infrastructure because, it is the single most unifying expression of the institution’s goals and aspirations. Multiple aspects of university operations from presidential selection, to fundraising goals to faculty hiring and student recruitment are affected by the mission statement and should be linked thereto. Therefore in addition to the president articulating a priority for internationalization, the institution’s mission statement at a private Black college seeking to become globally competitive must clearly represent its international aspiration.
The mission statements form Dillard University, Spelman College, Fisk University and Morehouse College are presented below to illustrate the diversity of missions, but more relevant to this search - intuitional clarity and commitment to global competitiveness or internationalization. While the mission statement of a university is not read very often it is nonetheless important for it communicates the institution’s self-perception and aspiration. Consequently the inclusion the words “global” or “world leaders” in the mission statements of Dillard University, Fisk University and Spelman College as seen below are important. However, this is not to say that the omission of the words “global” or “world” from a mission statement automatically disqualifies an institution from being globally competitive. For example, the mission statement of Morehouse College also found below doesn’t mention either word, but the institution has a global leadership center.

Examples of the actualization of its mission statement for global competitiveness (described as being a global leader in the Spelman College mission statement) at Spelman College include its extensive foreign language accusation support center and its office of study abroad. These two examples extend the goal expressed in the Spelman College mission statement “empowers the whole person to engage the many cultures of the world”.

Dillard University’s mission statement reads:

“Dillard University's mission is to produce graduates who excel, become world leaders, are broadly educated, culturally aware, and concerned with improving the human condition. Through a highly personalized and learning-centered approach, Dillard's students are able to meet the competitive demands of a diverse, global and technologically advanced society.”

Fisk University’s mission statement reads:

Fisk University produces graduates from diverse backgrounds with the integrity and intellect required for substantive contributions to society. Our curriculum is grounded in the liberal arts. Our faculty and administrators emphasize the discovery and advancement of knowledge through research in the natural and social sciences, business and the humanities. We are committed to the success of scholars and leaders with global perspective. (http://www.fisk.edu/about/mission-values, January 15, 2014)

Spelman College’s mission statement reads:

“Spelman College, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.” (http://www.spelman.edu/about-us, January 15, 2014)

Morehouse College’s Mission statement reads:

The mission of Morehouse College is to develop men with disciplined minds who will lead lives of leadership and service. A private historically black liberal arts college for men, Morehouse realizes this mission by emphasizing the intellectual and character development of its students. In addition, the College assumes special responsibility for teaching the history and culture of black people.

The College seeks students who are willing to carry the torch of excellence and who are willing to pay the price of gaining strength and confidence by confronting adversity, mastering their fears, and achieving success by earning it. In pursuit of its mission, Morehouse challenges itself to be among the very finest liberal arts institutions in the world. (http://www.morehouse.edu/about/mission.html, January 15, 2014)

One example of appropriate infrastructure is how a campus enhances the optimal development of bilingualism or multilingualism. The study of languages and cultures is important to internationalization of a campus. To support the foreign language requirements in its curriculum, Spelman College has a language resource center that provides multimedia materials, equipment, personal assistance, online tools and an environment to enhance learning and teaching.

A second example of an appropriate infrastructure for a private Black college seeking to achieve global competitiveness is to build a strong executive leadership team that is accountable
and focuses on the strategic priorities of the university with globalization being one of those. In explaining how the members of his executive team are responsible for the decisions of their areas and that he seldom overrules their decisions, Norman C. Francis demonstrates the leadership dimensions in Bowers and Seashore’s four-factor theory (Bowers & Seashore, 1966). First, he demonstrated “supportive behavior” – behaviors that enhance the self-worth of others. Repeatedly, he stressed how successful college presidents can’t make every decision and how he supports his vice presidents. Second, he demonstrated “interaction facilitation” – encouragement of positive work relationships among employees. Third, “goal emphasis” is a leadership dimension of particular importance to this leader. Dr. Francis gave a powerful example of how his declaration that Xavier would return to its campus after Katrina by the Spring Semester was the motivation his team needed. Fourth, “work facilitation” - moving a group to achieving its goals, is one of his greatest tasks. Additionally, as fundraising consumes an increasingly significant portion of a president’s attention, this is perhaps his greatest opportunity to influence an organization. The findings of the study are that building a quality leadership team is a critical component to building the appropriate infrastructure.

4.3.5 Step Five: Internationalize the Curriculum and Promote Study Abroad

For a university to realize superior standing in the global tertiary education community its students and faculty must be engaged with scholars and supporters across the globe. Similar to the three pronged focus of the Carnegie Corporation’s Dynamics of Global Power Initiative which aims to: “Understand and assess the implications of geostrategic shifts among China, Russia, the United States, and other major and emergent powers; bridge academia with policy in seeking solutions to key foreign and security policy challenges; and bring international perspectives to problem solving in the foreign and security policy arena”, a private Black college curriculum that prepares a globally competitive student should ensure that students know about
different cultures and demonstrate a superior facility with the nuances of cultures other than their own. This is achieved through foreign language study, global courses and study abroad opportunities. Unfortunately many of the Black Ivy League institutions demonstrated only limited curricular commitment to international objectives. This is an area of great potential for them. Two areas where the president can impact the advancement of the internationalization of his or her campus are: ensuring language and cultural acquisition skills and creating opportunities for students to study abroad.

One hundred percent of the Black Ivy League member institutions require some form of foreign language study. This is an important step in true internationalization. In addition to foreign language study, study abroad experiences is important to true global learning and the institution’s brand. The role of the president in generating, enhancing and or increasing study abroad opportunities can’t be undervalued. Robert Franklin called the role of the president “brand ambassador”. He said that the president must be constantly moving and engaging diverse audiences for the benefit of his/her campus. The presidents of globally competitive colleges and universities develop relationships for their institutions that foster opportunities for their students.

Another programmatic example takes place at Spelman College where Margery A. Ganz, Ph.D., a professor of history is director of the Study Abroad and International Exchange Program at Spelman. Spelman reports that at least 32 countries have hosted Spelmanites across Africa, Asia, the Caribbean, Europe and Latin America, and include universities in the West Indies, England, Czech Republic, Japan and Chile.
4.4 THE ROLE OF THE PRESIDENT IN INTERNATIONALIZING A PRIVATE BLACK COLLEGE

In addition to maintaining an institutional commitment, utilization of global learning assessments, a positive internationally diverse campus and an internationalized curriculum, the president must ensure that there is an appropriate infrastructure in place to achieve the articulated goal of global competitiveness. As the role of the president in university governance has grown so complex and requires so much of his/her direct engagement with external audiences, he or she must also focus on building a quality leadership team with the appropriate perspective to realize the institutional goal. Consequently, to advance a private Black college to global competitiveness, the president must be supremely aware of his or her own strengths and weakness, capable of rallying people and resources for a strategic agenda and confident in the leadership team he or she assembled to execute the vision outlined.

The current and former chief executive officers interviewed were invited to describe the role of the president in building the reputation of the institution to develop a portrait of their perceptions and potential for executing internationalization. Considering the comments of Norman C. Francis about setting the tone, I suggest that the primary role for the president to advance a private Black college to global competitiveness is in setting the agenda and bringing fiscal and human resources together for the appropriate agenda.

Robert Michael Franklin said: “The president is the ‘hood ornament’ of the institution - the first person many meet. She or he represents the hood, but is only a part.” He went on to say that: “One seeks to position the school to ensure that you are promoting the brand – the quality students, guest lectures, honorary degrees, all enhance the brand of the institution” (R. Franklin, personal communication, June 30, 2014).
Norman C. Francis articulated several traits he deemed important to a president seeking to move a university to global significance, namely (genuine humility, confidence, patience, thick skin and empathy). He said that presidents get too much credit already, so they must not go around wearing their presidency on their chest. Dr. Francis opined that having a celebrated view of one’s self interferes with a president’s ability to make decisions. However, he did say, “I expect you to be respected and expect you to respect yourself” (N. Francis personal communication October 2012).

4.5 CONCLUSIONS

The role of the president in advancing a Black Ivy League institution is to ensure that the following characteristics are realized for his or her campus. First, there must be an articulated institutional commitment to internationalization. The president has the authority and responsibility to ensure this takes place. Second, the president must ensure that there is utilization of global learning assessments. While some presidents may wish to suggest they have no role in this, the interviewees repeatedly asserted the responsibility of the president for all aspects of the university’s success through direct action or delegated authority. Third, the president must ensure that there is a positive and internationally diverse environment. Fourth, the president must ensure that there is an appropriate institutional infrastructure to support an international campus. This will be achieved principally through the selection and monitoring of a senior staff committed to the achievement of globally competitive status. Fifth, the president must ensure that there is a truly internationalized curriculum, with global learning assessments, and quality exposure to diverse cultures, and that his or her students have ample opportunities to engage in study abroad experiences.
This qualitative study has examined the culture and leadership of HBCUs through the literature, it presents a review of the steps to internationalization and presents the thoughts and perceptions of the current or former leaders of the Black Ivy League: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University. In the next chapter, the model hereinafter referenced as “the Ebony Seven” will be presented and explained as the newly developed, culturally relevant model for private Black colleges wanting to be globally competitive.
CHAPTER FIVE: A NEW MODEL: THE EBONY SEVEN

This qualitative study was born out of the researcher’s interest in better understanding the leadership of private Black colleges and strong desire to identify culturally relevant strategies for reimagining the utility and viability of this cohort of specialized universities. While the literature revealed an exploration of the history, mission and students of HBCUs, there was a dearth of scholarship on the presidents of these institutions. Additionally, the extant literature was predominately about HBCUs - treating the public and private cohorts of HBCUs as the same and failing to sufficiently address the uniqueness of both. Finally, the contemporary literature near unanimously suggested that HBCUs must identify points of distinction relevant to contemporary concerns, but failed to address one of the biggest opportunities and most significant threats to its success – globalization. Hence, this study hereby presents one set of strategies for how presidents might internationalize the Black Ivy League: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University as a model for other private Black colleges in the United States.

As the chief executive officer of the university, the president can be: visionary for the institution’s future, caretaker of its mission and archivist of its history. Given this unique positionality, the role of the president in determining the priorities of the university is unmatched. Utilizing Knight’s (1994) Study of the Internationalization Cycle, this chapter presents the six step process presidents of the seven private, selective, historically Black colleges and universities Fleming (1984) identified as the Black Ivy League may employ to create the Ebony Seven. The Ebony Seven is an original concept created in the evolution of this study to describe the model: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University could evolved to
when each or all commit to becoming a globally competitive university. In this chapter, specific strategies are identified that sitting or future presidents of the Ebony Seven or other private Black colleges may employ to elevate the international standing of their institution.

To achieve the development of this model of internationalization for a private Black globally competitive university, this study explores three general research questions. First, how does a globally competitive Black college look? Second, what is the president’s role in internationalizing a private Black college? Third, what strategies can presidents employ to internationalize a private Black college?

5.1 AWARENESS

Knight (1984) suggests that the steps to internationalization in colleges or universities commence with the development of awareness within the institution of the goal of internationalization. Awareness within any college or university is important when that institution is about to engage in significant transformative change, but critically important to executing change within the HBCU, as the culture is particularly resistant to change. Any president seeking to execute change at an HBCU must be transparent, engaging and patient. He or she must remember that if what he or she builds is only reflective of his/her aspirations, it will be destroyed once he or she leaves. To build a truly lasting change, buy-in is important and that begins with building awareness and understanding. Consequently building institutional awareness is a critical first step for a president seeking to advance his or her institution towards global competitiveness.

5.2 COMMITMENT

Building awareness and understanding will strengthen an institution’s commitment to the president’s goal of advancing the college or university towards global competitiveness. Just as
building awareness is important, so is building commitment. The university is an organization comprised of people. They have a choice to serve the interests of the university. Securing a commitment from them will be important to achieving global competitiveness. Consequently, a president seeking to advance his or her private Black college to globally competitive status must build internal and external stakeholder commitment to realize his or goal that the campus become globally competitive.

5.3 PLANNING AND OPERATIONALIZATION

After one has built organizational awareness and secured initial commitment from stakeholders, real planning must take place. It is important for a private Black college president seeking to build global competitiveness to develop a plan that can be widely communicated, even if the release of details must occur over a delayed period of time for personnel or competitive reasons. The planning stage should include significant comparative data based on current and aspiration peers. Additionally, it should be presented in highly digestible formats and shared with severe message discipline to minimize the anxiety change always brings. The point person on such an initiative must be command the respect of the university and be skilled at communications. Again, to achieve global competitiveness, one must build awareness, secure stakeholder commitment, develop an effective plan and operationalize it.

5.4 REVIEW

A key component of any transformative move, such as making a private Black college globally competitive is developing a plan and reviewing it regularly. A president is responsible for everything, but must rely on so many individuals to execute his/her vision that a definitive plan with regular review must be included. As this study is presenting a plan for transforming
the nature and focus of a change resistant organization, the president must review the plan regularly, updating it as necessary and monitoring the timely achievement of benchmarks.

5.5 REINFORCEMENT

Reinforcement is the final step in Knight’s Internationalization Cycle (1984) which suggests that one must remind stakeholders of the agenda, enforce timelines and reinforce expectations. The president must hold his/her leadership team accountable for the goals set for them including their ability to hold the persons they supervise accountable. Positive reinforcement should be employed whenever possible, but negative reinforcement has its appropriate role in transformative change. Reinforcement is critical to advancing a private Black college to global competitiveness because the level of change it represents will not be accomplished quickly and may not become a new way of operations without significant reinforcement.

5.6 THE EBONY SEVEN MODEL

In the following paragraphs, I am pleased to present the Ebony Seven Model: A Blueprint for Creating Globally Competitive Private Black Colleges. Incoming or sitting presidents may use the Ebony Seven Model to move their private Black college or university to globally competitive status as an international university. It is a theory born out of the literature on HBCUs, international tertiary education and presidential leadership with respect to the nuances of the HBCU culture as experienced by the researcher and reported through interviews with current or former chief executive officers of three of the seven Black Ivy League institutions, the nation’s longest serving university president and a scholar on international and comparative education who led the only HBCU system in the United States, attended a Black Ivy League
institution for undergraduate studies and provided leadership as a Dean at a second Black Ivy League institution.

A globally competitive private Black college is purposeful in its operations and strategic in the allotment of resources. The institution should infuse the achievement of globalization into all aspects of the campus. The following is segregated based on topics based on either the direct responsibilities of the president or the traditional compliment of responsibilities of senior executives reporting directly to the president. This model is a guide for presidents although the implications are institution-wide.

5.6.1 Governance and Leadership

In the area of governance, trustees and all senior executives should commit to globalization as a priority. The Board of Trustee membership should include a significant percentage of members with a global perspective, current international contacts and an individual commitment to the importance of internationalization to the campus. It would be beneficial if multiple members of the Board of Trustees were bilingual and/or spent significant time abroad in their professional or educational lives.

The president seeking to make his or her HBCU campus globally competitive will confront multiple assaults from internal and external stakeholders as he or she prioritizes the integration of globalization into the operations and finances of the institution. It is critical that he/she have the full public support of the Board of Trustees in this endeavor. One option to best position the president is for the Board of Trustees to include the globalization of the campus into the position description when looking for a new president and include it in his or her evaluation.

With achieving globally competitive status for the institution as a priority of the Board of Trustees, the president should engage an executive consultant to help him or her identify his or
her individual preparedness for the task. The consultant may assist the president and Board in the development of a personal performance plan with benchmarks that might eventually be integrated into the president’s performance evaluation.

For an HBCU to achieve true globally competitive status, the institution must commit to the task for the long haul – independent of personalities or current position holders. By having the Board of Trustees and president commit to the institutional goal of achieving globally competitive status, the entire institution will move with clarity that this goal for the institution is bigger than any single individual. Additionally, it increases the likelihood that the institution will continue pursuing this goal even when the current president is no longer in office.

With the top two tiers of the organization chart on the same agenda, the president should take deliberate steps to build an internationally diverse senior leadership team complete with bilingual personnel with quality international exposure and/or experience in their training or upbringing. Upon selection of the team, deliberate efforts should be undertaken to coalesce the team around a common core of global priorities (i.e. percentage of students studying abroad, number of students winning international prizes, number of students demonstrating conversational competencies in multiple languages, etc.). Additionally, global performance indicators should be built into the evaluation instruments of each senior leadership team member, including an evaluation of their assessments of their direct reports. This level of accountability keeps the presidential leadership team focused and committed to the agenda of achieving global competitiveness. It must be noted given the perception of severe authoritarianism among Black college presidents that his/her direct engagement with the team reporting to his direct reports should be limited, but he or she should ensure that each senior leader is advancing the appropriate agenda.
Given that the president of most HBCUs will be transforming the operations and culture of his or her campus to execute an agenda to achieve global competitiveness, I recommend that he or she hire a senior executive officer for accountability and performance. This officer should report directly to the president and be equal to the other senior officers of the campus, if not higher to ensure that all facets of the global competitiveness agenda is being advanced. This officer can also serve as a point person for the negotiation of turf wars between academic affairs, business and finance and fundraising expected to develop as resources are strategically allotted and/or reassigned.

5.6.2 Academic Affairs

As chief executive officer of the institution, the president is responsible for all aspects of the university, but tradition and the growth of expectations placed upon presidents has required many of them to delegate the execution of academic administration to a chief academic officer. Given that reality, the president’s best opportunity for impacting the academic operations of his or her campus is through the strategic selection of the chief academic officer. In selecting the chief academic officer, the president must move through several priorities, but capacity to execute change and global vision must be two key considerations.

The selection of the chief academic officer should be a highly consultative process. The faculty must be engaged throughout the process, but the president must also seek external expertise to assist in assessing the current and potential capacity of the faculty to best understand the skill sets needed in the chief academic officer he or she will hire. For example, if the president leads a university that has a largely teaching faculty, as most HBCUs do, he or she must identify a person who can: 1) motivate faculty to increase scholarly outputs, 2) recruit additional faculty with high potential for intellectual leadership in their fields to augment needs.
gaps, 3) lead an academic support operation for a traditionally underprepared student population, and 4) concomitantly maintain a positive environment on campus. The external experts hired by the president should also evaluate the existing curriculum for its international competitiveness with advice from an advisory council consisting of multinational corporations who can provide counsel for anticipated global trends and future university planning. Armed with this data, the president should recruit a pool of candidates to serve as chief academic officer with the faculty having a meaningful voice in who is eventually chosen.

In addition to the considerations in the previous paragraph, in hiring a chief academic officer, the president should include the following general considerations: individual reputation in his or her academic discipline, experience with faculty and students from different countries, record of international scholarship, record of recruiting and nurturing junior faculty and personal internationalization (i.e. foreign language competency, international travel experience, commitment to globalization, etc.).

5.6.3 Student Affairs

To achieve and sustain true globally competitive status the president should build a sophisticated international student affairs operation that includes: student recruitment and student affairs. The president should hire a chief student affairs officer who is bilingual (or committed to learning a second language shortly after appointment) and has significant experience in living in different cultures. This is important to the maintenance of the general campus environment and this leader needs to be tuned into the nuances of campus life with special sensitive to the expected impact international diversification will have.

The president should ensure that his recruitment and admissions team establishes realistic, but ambitious recruitment goals for international students that eventually result in a
significant mix between U.S. born students and international students. The president should ensure that the recruitment effort of international students is strategic, building upon the strengths and ambitions of the university. For example, if the university has a strong language and cultural program in German and French, the university would be best served by aggressively recruiting students who speak those languages. As a second example, if the university identifies a dearth in HBU's offering quality experiences for students speaking Arabic and Spanish, than they might strongly considering building an expertise in that area. If the university decides to utilize either example, the president should ensure that the fundraising team builds that priority into its agenda and that the academic affairs team does the same.

5.6.4 ADVANCEMENT

Fundraising and friend raising is one of the chief responsibilities of the modern university president. Consequently, he or she will engage this area often. However, given the limited alumni resources available to HBCUs, strategic partnerships are critical. The president must emphasize the importance of achieving global competitiveness to his/her advancement team and they must support it through their operations.

To actualize an aggressive agenda of achievement of global competitiveness, the president must ensure that the advancement team synergizes with the faculty to secure external investments in the academic operations of the campus. Additionally, the president must ensure that his/her advancement team communicates the success of its students to global audiences in a direct effort to enhance their international brand. Finally, the president must ensure that the advancement operation is sophisticated enough to develop strategic partnerships with governmental entities in other nations for the benefit of faculty and staff at his/her university.
5.7 FINAL THOUGHTS

HBCUs face a number of challenges and all will not be able to achieve the model identified here. This model is built to inspire and instruct some of the stronger institutions to reach for goals beyond their normal ambition. There will be presidents and stakeholders alike who will suggest that HBCUs will never be globally competitive, but there is hope and the chief cheerleader for that hope must be the president. For those who shall rise to the occasion, I salute you.

5.8 FUTURE RESEARCH

This study focused exclusively on the role of the president, as it was designed to add to the literature on private Black college presidents. Future research should include independent investigations into the role of trustees, alumni, students and senior officers at private Black colleges achieving global competitiveness.

Additionally, the researcher will contribute a chapter on financial sophistication in a global economy and African American Students for the upcoming book, The Journey Unraveled: College & Career Readiness of African American Students to be published in the spring of 2015.

5.9 LIMITATIONS

While this study investigated the role of the president in making a private Black College globally competitive, it focused on the cohort of selective private Black colleges: Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College and Tuskegee University based on their academic reputation, fiscal resources, alumni network and exclusive ranking in the top 15 HBCUs by U.S. News and World Report from 2007-2014. Given their academic reputations and selectivity, it might be worth
investigating a less selective cohort of institutions and conducting a similar study on public Black colleges.

Additionally, this study was limited by the lack of presidential participation from Hampton University, Howard University, Spelman College and Tuskegee University. Howard University was in the midst of a presidential search, but the two previous CEOs were invited to participate and failed to respond to the invitation. The current presidents of Hampton University and Spelman College failed to respond to the invitation to participate and the current and last two presidents of Tuskegee University declined to participate. Additional participation would have given the results greater variety.
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APPENDIX A: INTERVIEW QUESTIONS

Date: __________
Start Time: ______ Stop Time: ______
Interview location: ______________________________

I. PERSON:

1. Describe physical demands on today’s college president.

2. Describe cognitive demands on today’s college president.

3. Describe the social demands on today’s college president.

4. Describe your relationship with mentors and mentees.

5. Describe the importance of presidential presence on campus.

6. Describe the role of the president in building the reputation of the institution.

7. Describe the role of the president in fundraising.

II. PRESIDENT:

1. Describe your experiences/expectations in the following presidential roles:
   i. articulating a vision for the institution,
   ii. assembling an administrative team,
   iii. providing leadership during crisis,
   iv. planning for future directions,
   v. managing resources,
   vi. providing a sense of unity for the achievement of common goals,
   vii. providing an environment conducive to leadership development,
   viii. securing financial support, and
   ix. shaping and reshaping institutional goals
2. Dividing your socialization into percentages, how would you calculate the following time distribution:
   i. with other presidents?
   ii. with current or potential donors and former donors?
   iii. with alumni (donors and nondonors)?
   iv. with faculty from your institution?
   v. with students from your institution?

3. Describe how the president can influence the following indicators of U.S. News and World Report’s annual rankings.
   i. Peer assessment
   ii. Retention
   iii. Faculty resources
   iv. Student selectivity
   v. Financial resources
   vi. Alumni giving rate

4. Rank the value of the following qualifications to aspiring presidents:
   i. academic preparation
   ii. professional experience
   iii. personal qualities

5. Describe how “authoritain” you are perceived by other Black College Presidents.

6. Is tight presidential control needed to grow the institution?

7. Describe how “authorivian” you are perceived by internal stakeholders.

8. How do HBCUs evolve to meet contemporary needs?

9. Describe the importance of marketing.

10. How do you feel about institutional rankings?

11. How should colleges and universities be ranked?

12. What do you think should be included in HBCU rankings?

13. Describe the importance of external presence.
III. GLOBALIZATION

1. How do you communicate the institution commitment to globalization?

2. How do you promote campus-wide utilization of global learning outcomes?

3. How do you create a positive learning environment for international students?

4. How do you maintain a positive environment for an internationally diverse campus population?

5. How do you maintain international review?

6. How do you maintain an international curriculum?

7. How do you maximize study abroad opportunities?
APPENDIX B: CANDIDATES FOR GLOBAL LEADERS

The following sections identify the current leaders of the Black Ivy League member institutions. This section provides the reader with insight of the potential audience for this study. Knowing who currently sits in the CEO chair might position the reader with an appropriate contemporary context.

B.1 DILLARD UNIVERSITY: WALTER MARK KIMBROUGH

On July 1, 2012, Walter M. Kimbrough, Ph.D. began his appointment as the seventh President of Dillard University. Prior to that, in October of 2004, at the age of 37, he was named the 12th president of Philander Smith College in Little Rock, Arkansas. Previously known as the Hip Hop President, he is still one of the youngest college presidents in the nation. Prior to Philander Smith College, he served in administrative capacities at Albany State University, Old Dominion University, Georgia State University and Emory University. After graduating from the Benjamin E. Mays High School and Academy of Math and Science in Atlanta as the salutatorian and student body president, Kimbrough earned a Bachelor of Science in Agriculture from the University of Georgia in 1989. He continued his education at Miami University in Oxford, Ohio, completing a Master of Science in College Student Personnel Services in 1991, and in 1996 he earned a Doctor of Philosophy in Higher Education from Georgia State University.

Kimbrough has maintained active memberships in several higher education organizations, including the National Association of Student Personnel Administrators, Association of Fraternity Advisors, and Brothers of the Academy. He presently serves as chair of the archives, history, and public information committee of the United Negro College Fund, and is a past member of the board of directors. A 1986 initiate of the Zeta Pi chapter of Alpha Phi Alpha Fraternity at the University of Georgia, Kimbrough was the Alpha Phi Alpha College
Brother of the Year for the Southern Region and served as the Southern Region assistant vice president. Based on his strong fraternity experience, Kimbrough has forged a national reputation as an expert on fraternities and sororities, with specific expertise regarding historically Black, Latin and Asian groups. Dr. Kimbrough has given over 500 presentations on fraternalism life at campuses and conferences across the country. He is the author of the book Black Greek 101: The Culture, Customs and Challenges of Black Fraternities and Sororities. After five months, the book was an Essence magazine top 10 best seller, and is currently in its tenth printing.

Kimbrough has been recognized for his research and writings on HBCUs and African American men in college, including the creation of the Black Male Initiative at Philander Smith College that has been a model for similar programs. Kimbrough also has been noted for his active use of social media to engage students in articles by The Chronicle of Higher Education, CASE Currents, and Arkansas Life. He was cited in 2010 by Bachelorsdegree.com as one of 25 college presidents to follow on Twitter (@HipHopPrez). He is currently a member of the board of directors for the Greater Little Rock Chamber of Commerce, as well as the Arkansas United Methodist Foundation. He was named one of the people who made a difference in Arkansas in 2005 by the Arkansas Times newspaper, named by Powerplay magazine in 2006 as one of the 25 most influential African Americans in Arkansas, and listed by Arkansas Business as one of 40 under 40 in 2006. In 2007 SYNC Weekly included him as one of central Arkansas’s most notable residents, and Garden & Gun magazine in 2010 named him as one of five “rock climbers,” residents who prove Little Rock has plenty to brag about. Kimbrough was named the 1994 New Professional of the Year for the Association of Fraternity Advisors, and the 1998 National Association of Student Personnel Administrators Dissertation of the Year award runner-up. He was selected as a 2001 Nissan-ETS HBCU Fellow, and a 2002 participant in the
Millennium Leadership Initiative sponsored by the American Association of State Colleges and Universities. In 2009, he was named by Diverse Issues in Higher Education as one of 25 To Watch. Finally, in 2010, he made the coveted Ebony Magazine Power list of the 100 doers and influencers in the African American community, joining the likes of President and Mrs. Obama, Jay-Z, Richard Parsons, Tyler Perry, Debra Lee, Michael Jordan, and Tom Joyner.

Dr. Kimbrough and his wife, Adria, have two children: Lydia Nicole and Benjamin Barack. (www.dillard.edu)

B.2 FISK UNIVERSITY: H. JAMES WILLIAMS

H. James Williams, Ph.D., C.P.A., C.M.A., J.D., LL.M., is the 15th president of Fisk University. Prior to his selection as president, he served as dean of the Seidman College of Business at Grand Valley State University in Michigan. President Williams earned a B.S. degree in accounting at North Carolina Central University, a Ph.D. degree in accounting at the University of Georgia (Athens), a M.B.A. degree in accounting at the University of Wisconsin (Madison) and the J.D. and LL.M. (Taxation) degrees at Georgetown University Law Center. President Williams is also a Certified Public Accountant and a Certified Management Accountant, with a wealth of practical experiences, having worked in the public accounting profession and in the legal profession (as a corporate and tax attorney).

During his career, President Williams has made significant contributions to the Academy, receiving recognition for his outstanding teaching at Georgetown University, and three “Teacher of the Year Awards” at Florida A&M University and Texas Southern University. For his work with students and student organizations, President Williams has also received numerous recognitions and awards. His research work is widely published in scholarly and practitioner journals, including Accounting and Finance, Technovation, Issues in Accounting Education,

President Williams serves on a number of community and corporate boards, including the following: Baxter Community Center; the Civic Theatre; Fifth Third Bank; the Forest Hills Public Schools Foundation; Grand Rapids Arts Council; St. Mary’s Health Care; and The Washington Campus.

President Williams hails from Winston-Salem, North Carolina. He is married to Carole Campbell Williams (of Flint, Michigan). President and Mrs. Williams are the parents of a twenty-two-year-old daughter and an eighteen-year-old son. (www.fisk.edu)

B.3 HAMPTON UNIVERSITY: WILLIAM ROBERT HARVEY

See section under contemporary transformative presidents for info on Dr. William R. Harvey President of Hampton since 1978.

B.4 HOWARD UNIVERSITY: WAYNE A.I. FREDERICK

In July 2014, the Howard University Board of Trustees appointed then Interim President and Wayne A.I. Frederick, MD, MBA as the 17th president of the university. He had served as Interim President since the retirement of Dr. Sidney Ribeau.

Prior to Howard, he served as the Associate Director of the Carole and Ray Neag Comprehensive Cancer Center, the Director of Surgical Oncology and an Assistant Professor in the Department of Surgery at University of Connecticut Health Center. Since returning to Howard in 2006, Dr. Frederick has held several leadership positions including Associate Dean in the College of Medicine, Division Chief in the Department of Surgery, Director of the Cancer Center and Deputy Provost for Health Sciences.
Dr. Frederick is a master teacher who has received teaching awards each year since the beginning of his tenure. In addition to his work as an administrator, faculty member and surgeon, Dr. Frederick is a noted researcher who is committed to bridging health disparities, with a particular emphasis on cancer outcomes among African Americans and other underrepresented groups. He has served as the principal investigator for major collaborations with the National Cancer Institute, Johns Hopkins University and local and national minority-serving oncology programs. He has published dozens of peer-reviewed articles, book chapters, abstracts and editorials. Dr. Frederick is the immediate past Chair of the Surgical Section of the National Medical Association. He has also served as Director of the Drew-Walker Residents Forum of the Surgical Section of the National Medical Association and Vice Chairman of the District of Columbia Board of Medicine.

Born in Port of Spain, Trinidad, Frederick came to Howard University at age 16 with a dream of becoming a physician. His passion to serve and to heal was driven by the personal impact of sickle cell anemia, a hereditary disease Dr. Frederick has lived with since birth. He earned his Bachelor of Science degree in Zoology from the College of Arts and Sciences and his medical degree from the College of Medicine at age 22. Dr. Frederick later earned a Master of Business Administration from the School of Business. He completed a post-doctoral research fellowship and a surgical oncology fellowship at the University of Texas MD Anderson Cancer Center.

He has received numerous awards, including being named a "Super Doctor" by The Washington Post and listed on Ebony magazine's Power 100 in 2010. He was named one of America’s Best Physicians by Black Enterprise magazine. In 2000, the government of Trinidad and Tobago recognized him for outstanding achievement in medicine. The Institute of Caribbean
Studies honored Dr. Frederick with the prestigious Vanguard Award in 2010; he recently received the NIHERST Award for Excellence in Science and Technology. In February 2014, Dr. Frederick delivered the inaugural Harriet Tubman lecture at West Virginia University.

(www.howard.edu)

B.5 MOREHOUSE COLLEGE: JOHN SILVANUS WILSON, JR.

In January 2013, John Silvanus Wilson took office as the 11th president of Morehouse College, the nation’s only private, liberal arts institution dedicated to the education of African American males. As an advocate for the intrinsic value of education or all, Dr. John Silvanus Wilson Jr. has dedicated more than 25 years to the advancement of socially conscious and purposeful education; student success; and the good that comes from a college education. As a scholar, an educator, a consultant, a strategist and a fundraiser, he has moved universities and organizations forward with his efforts and vision.

Prior to becoming President of Morehouse college, Dr. Wilson the executive director of the White House Initiative on Historically Black Colleges and Universities (HBCUs). He was appointed by President Barrack H. Obama in 2009.

Born in Philadelphia to parents who attended HBCUs (his mother at Morgan State University and his father at Virginia Union University), Dr. Wilson understood at an early age the critical role HBCUs have played in the lives of their students and in United States history. He attended Morehouse College, the alma mater of Dr. Martin Luther King Jr., where he earned a Bachelor of Arts degree in 1979. Dr. Wilson continued his education at Harvard University, where he earned two master’s degrees in theological studies and education, as well as a doctorate in education, with a focus on administration, planning and social policy.
Dr. Wilson’s career in education began in 1985 at the Massachusetts Institute of Technology (MIT), where he served for 16 years in various roles and ultimately as the director of Foundation Relations. In this role, he helped to manage two record-breaking capital campaigns, with combined results approaching $3 billion.

While at MIT, he served for more than a decade as the president of the Greater Boston Morehouse College Alumni Association (GBMCAA). Under Dr. Wilson’s leadership, the alumni chapter raised more than $1 million in support of scholarships and community outreach, and he was consequently awarded Morehouse College’s Benjamin Elijah Mays Leadership Award in 1998. In honor of the impact he has had on both Morehouse College and the community, the GBMCAA established the John Wilson Leadership Award to recognize current Morehouse students who exhibit similar transformative leadership qualities.

In 2001, Dr. Wilson’s career led him to the George Washington University (GWU), where he served for eight years filling such critical leadership roles as executive dean of the university’s Virginia campus and associate professor of higher education in the Graduate School of Education. His research focused on best practices for the sustainability and stability of colleges and universities, as well as transformative advancement and finance in higher education. Dr. Wilson also assisted GWU in creating a university-wide strategic plan that addressed opportunities for advancement and success.

In his role as the nation’s executive director of the White House Initiative on HBCUs — which serves as liaison between HBCUs, the White House, 32 federal agencies, and the private corporate and philanthropic sectors—Dr. Wilson promoted HBCU excellence, innovation and sustainability. He was charged with strengthening the capacity of HBCUs to participate in federal programs; fostering private-sector initiatives and public-private partnerships; improving
the availability and dissemination of information on HBCUs to inform public policy; sharing best practices within the HBCU community; and exploring ways to improve the relationship between HBCUs and the federal government.

Prior to his presidential appointment, Dr. Wilson served in numerous capacities throughout the nonprofit sector, including as a consultant for the United Negro College Fund’s Institute for Capacity Building and on the Kresge Foundation’s Black College Advisory Board. Additionally, he served on the trustee boards of the Samaritans, the Andover Newton Theological School and Spelman College.

Dr. Wilson is married to Dr. Carol Espy-Wilson, an electrical and computer engineering professor at the University of Maryland, College Park. She is also founder and CEO of OmniSpeech, a speech technology company. They have twin daughters and a son.

(www.morehouse.edu, June 15, 2014)

B.6 SPelman COLLeGE: BEVERLY DANIEL TATUM

When Dr. Beverly Daniel Tatum became the ninth president of Spelman College in 2002, she set an expectation that the institution would be recognized as one of the finest liberal arts colleges in the country – a place where young women of African descent could say, “This place was built for me and it is nothing less than the best!” With her creative energy focused on five strategic goals – Academic Excellence, Leadership Development, Improving our Environment, Visibility of our Achievements, and Exemplary Customer Service (collectively known as Spelman ALIVE), Spelman College has experienced great growth. Spelman is now widely recognized as one of the leading liberal arts colleges in the nation. Applications have increased more than 70 percent during her tenure, making it one of the most selective women’s colleges in the United States.
In 2004, the Center for Leadership and Civic Engagement (LEADS) was created and its annual Women of Color Leadership Conference established as a national professional development resource. The curriculum has expanded to include Chinese and Portuguese language instruction, and in 2008, the Gordon-Zeto Fund for International Initiatives was established with a gift of $17 million, increasing opportunities for faculty and student travel, and providing financial aid for international students. Overall, scholarship support for Spelman students has tripled since 2002, and opportunities for faculty research and development have expanded significantly.

Through the Every Woman, Every Year Initiative launched in 2006, alumnae support of the annual fund has grown dramatically, reaching as high as 41 percent. Campus improvements include the award-winning renovation of four historic buildings and the 2008 completion of a new “green” residence hall, increasing on-campus housing capacity by more than 25 percent and establishing the campus commitment to environmental sustainability for the 21st century. The college is a participant in the American College & University President’s Climate Change Commitment, and has been recognized by the U.S. Environmental Protection Agency with the Green Key Award.

These recognitions and improvements serve as the foundation for the next phase of development, Strengthening the Core: The Strategic Plan for 2015, which focuses on global engagement, expanded opportunities for undergraduate research and internships, alumnæ-student connections, leadership development and service learning linked to an increasingly interdisciplinary curriculum.

In addition to being an accomplished administrator, Dr. Tatum is widely recognized as a scholar, teacher, race relations expert and leader in higher education. The recipient of numerous
honorary degrees, in 2005 Dr. Tatum was awarded the prestigious Brock International Prize in Education for her innovative leadership in the field. Her best-selling titles include Can We Talk About Race? And Other Conversations in an Era of School Resegregation (2007) and Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race (1997). She is also the author of Assimilation Blues: Black Families in a White Community (1987).

Actively involved in the Atlanta community, Dr. Tatum is a member of several boards including the Executive Committee of the Metro Atlanta Chamber of Commerce; the Woodruff Arts Center; the Georgia Early Education Alliance for Ready Students; and the Atlanta Regional Council for Higher Education, which she chairs.

Dr. Tatum is also a member of several national non-profit boards such as the Institute for International Education, the Carnegie Foundation for the Advancement of Teaching and Teach for America. Appointed by President Obama, she is a member of the Advisory Board for the White House Initiative on Historically Black Colleges and Universities. She also serves on the Georgia Power corporate board of directors.

Dr. Tatum earned a B.A. degree in psychology from Wesleyan University, and M.A. and Ph.D. in clinical psychology from University of Michigan. She also holds a M.A. in religious studies from Hartford Seminary. She has served as a faculty member at the University of California at Santa Barbara, Westfield State College, and Mount Holyoke College, where she also served as dean and acting president.

President Tatum is married to Dr. Travis Tatum, a retired college professor; they are the parents of two adult sons. (www.spelman.edu)
B.7 TUSKEGEE UNIVERSITY: BRIAN JOHNSON

On June 15, 2014 Brian Johnson, Austin Peay State University interim vice president of Strategic Planning and Institutional Effectiveness, takes office as the seventh president of Tuskegee University, succeeding Dr. Gilbert L. Rochon.

Johnson arrived at Austin Peay in 2010 to serve as assistant provost/assistant vice president of Academic Affairs. He earned a Ph.D. in English in 2003 from the University of South Carolina and the baccalaureate degree from Johnson C. Smith. Before joining APSU, he served as chief of staff in the president's office at Johnson C. Smith University. Johnson is the editor and author of two books on W.E.B. Du Bois, “Du Bois on Reform: Periodical-based Leadership for African Americans” (2005) and “W.E.B. Du Bois: Toward Agnosticism” (2008). He was recently named an American Council of Education Fellow, where he spent significant time at Indiana University-Purdue University of Indiana.

In 2013, Johnson was named interim vice president of the newly formed APSU Office of Strategic Planning and Institutional Effectiveness. The office is tasked with developing strategic long-range plans for the University and assisting in the development of a comprehensive planning program for APSU.
APPENDIX C: TABLES

TABLE 1: 2013-2014 GLOBAL UNIVERSITIES RANKING

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>1</td>
<td>California Institute of Technology (Caltech)</td>
<td>United States</td>
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<tr>
<td>2</td>
<td>University of Oxford</td>
<td>United Kingdom</td>
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<td>2</td>
<td>Harvard University</td>
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<td>4</td>
<td>Stanford University</td>
<td>United States</td>
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<td>5</td>
<td>Massachusetts Institute of Technology (MIT)</td>
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<td>University of California, Berkeley</td>
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<td>University of Chicago</td>
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<td>Columbia University</td>
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The *Times Higher Education* World University Rankings 2013-2014 powered by Thomson Reuters are the only global university performance tables to judge world class universities across all of their core missions - teaching, research, knowledge transfer and international outlook. The top universities rankings employ 13 carefully calibrated performance indicators to provide the most comprehensive and balanced comparisons available, which are trusted by students, academics, university leaders, industry and governments.
### TABLE 2: PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN USA

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45   Wiley College
46   Xavier University of Louisiana
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Walter T. Tillman, Jr. is an empowerment agent and servant leader with a distinguished career in executive management, academic administration, student affairs, stakeholder engagement, government relations, fundraising, minority business development and economic development. With research interests in: historically Black colleges and universities, global competitiveness, university governance, leadership, and Black male achievement and credentialed by Toastmasters International as an Advanced Toastmaster Bronze, Tillman writes about and speaks to varied audiences.

Tillman’s work has been honored with awards including membership in three Greek-lettered honor societies: Omicron Delta Kappa, Phi Delta Kappa, and Alpha Kappa Mu. Additional honors include: Woodrow Wilson/Institute for International Public Policy/UNCF Fellowship; Andrew W. Mellon Minority Undergraduate Fellowship; Who’s Who Among American Colleges and Universities; Who’s Who Among High School Students; Tomorrow’s Leaders Class of 1994; United States Achievement Academy Award; Wall Street Journal Student Achievement Award; Presidential Academic Fitness Award; A. Maceo Smith Award from Alpha Phi Alpha and a University Scholarship (the highest academic scholarship) at Dillard University.

Tillman’s current or previous memberships include: American Education Research Association, Association for the Study of Higher Education, Council for Advancement and Support of Education, Comparative and International Education Society, American Society for Public Administration, and the Boards of Directors (Trustees) of: Leland College, Alpha Phi Alpha Fraternity, National Alumni Council of the UNCF, the National Pre-Alumni Council of the UNCF and 100 Black Men of Metro Baton Rouge. Additional past civic memberships include: Nashville Area Junior Chamber of Commerce, Nashville Symphony Orchestra League,
Urban League of Middle Tennessee, Urban League of Greater Jackson, and the Young Leadership Council of New Orleans. Anticipating receiving his Ph.D. at LSU in Higher Education in 2014, Tillman earned the baccalaureate degree in English from Dillard University and the Master’s degree in Higher Education Administration from the University of New Orleans. A native of Mississippi, he currently resides in East Baton Rouge Parish, Louisiana and attends Mount Zion First Baptist Church where he chairs the Deacon Ministry. For empowering information on education, politics and money check out his website at www.walterttillmanjr.com.