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In Depth Look Into The Transformational Leadership Of Southern University And Agricultural & Mechanical College At Baton Rouge: A Focus On Engaging Economy, Diversity, And Implications For Community

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IN DEPTH LOOK INTO THE TRANSFORMATIONAL LEADERSHIP OF SOUTHERN UNIVERSITY AND AGRICULTURAL & MECHANICAL COLLEGE AT BATON ROUGE: A FOCUS ON ENGAGING ECONOMY, DIVERSITY, AND IMPLICATIONS FOR COMMUNITY

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 Doctorate of Philosophy in The Department of Education, Leadership, Research, & Counseling

by Aubry Gatlin Turner B.S., Southern University, 2006 M.A., Louisiana State University, 2009 May 2018
This work is dedicated to those persons who have influenced me to do and be great in everything I have done and do on this journey that I call, “The GOoD Life.” To my Dad (God) who never lets me down, who gives me the tools and power to forge forward, and who has placed His Word in my heart so that I can draw from it when I need more encouragement, I dedicate this to you. You called me into a relationship with You right before my mom passed away and as soon as I was going into college. Since that time, I really lived and enjoyed life. I have even realized what true freedom is. Challenges have come, but You turned those into teachable moments and opportunities for growth, which also helped me get to this point. For everything, I am grateful!

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ABSTRACT

Deficiencies in economic resources and unwelcoming practices toward diversity represent two issues facing current American higher education institutions. Budget deficits have plagued higher education across America, and especially here in Louisiana. As a result, higher education institutions in Louisiana have become, and continue to be, targets for state funding cuts, with certain HBCUs, like Southern University, suffering the brunt of the cuts because of decades of inadequate funding.

Along with revenue shortfalls, Louisiana institutions and others across America are seeing demands to strategize diversity efforts. As most institutions follow federal guidelines to diversify the campus, some are facing challenges because they tolerate diversity but do not necessarily accept it. In recent years, just like in years past, students and other constituents of higher education institutions have protested injustices where minority students were discriminated against. Historically Black Colleges and Universities (HBCUs) are facing diversity issues also, but in a somewhat different way.

HBCUs, such as Southern University and Agricultural & Mechanical College (Southern University), are facing diversity challenges that question their very existence. Since their inception, HBCUs have seen injustices, financial inequalities, and now post-desegregation criticism as to why they still exist when Black students can attend Predominately White Universities. Although they were not formed in segregation, but rather because of it, HBCUs have continued to show their significance. This body of research takes residence at one particular HBCU, Southern University and Agricultural & Mechanical College. It gives a narrative focused on methods a transformational leader uses to engage economic and diversity issues that the university faces. This research also looks for implications of community culture on the campus.
CHAPTER 1. INTRODUCTION TO THE RESEARCH

OVERVIEW

American higher education – the overall institution of secondary education in America - includes a wealth of colleges, universities, and other institutions with diverse – or different - historical beginnings, diverse campus cultures and communities, and various internal and external functions. Because of the diversity or variety within the many aspects of these institutions, “higher education is [seen as] a complex enterprise open to a wide range of understandings and interpretations” (Manning, 2013, p. 1). Trying to comprehend or interpret the often times organized chaos or ambiguity of these institutions has led those outside of, and inside of higher education institutions to critique the functions of these institutions. Two of these critiqued functions on which this research focuses include the economic engagement of a Historically Black College and University (HBCU), particularly Southern University and Agricultural & Mechanical College, and the diversity of, and within the university.

When it comes to economic viability, both patriots and critics of higher education are focused on those internal and external essentials of the institution that keep it alive, such as student enrollment, program development, generated revenue, and government funding. As it pertains to revenue and funding, in recent years higher education institutions in Louisiana have seen significant decreases in government funding because of the previous gubernatorial administration under Governor Piyush “Bobby” Jindal, 2008 - 2016. The higher education budget had been reduced as “the state’s contribution has declined significantly from $1.2 billion in the Fiscal Year 2006-2007 fiscal year to $919 million for this Fiscal Year 2016-2017” (Ballard, 2017, p. 1). This has caused more attention to be redirected toward students’ tuition (Ballard, 2017) and other means of generating revenue, such as grants/non-governmental
funding. This has also prompted leaders of some institutions, along with other governing bodies such as boards to evaluate the “graduation rates, high tuition, lack of coherence between knowledge taught and job skills needed, excessive executive salaries, inadequate faculty oversight, and content taught that is irrelevant to global needs” (Manning, 2013, p. xi).

Diversity issues in higher education institutions are twofold. One part speaks to the turmoil that results from the discriminatory actions against certain ethnicities, and primarily blacks, such as the student protests at the University of Missouri fueled by “a string of racist incidents” (Dickey & Luckerson, 2015, p. 35) and the protest at Yale which was the result of a racial email from a faculty with ties to a person in leadership (Dickey & Luckerson, 2015). On both campuses black students were the minority and black students felt discriminated against. Educational discrimination against blacks has been around since the inception of higher education in American, as blacks were not allowed to be educated during slavery, and thereafter “race influenced every aspect of America’s social order” (Watkins, 2001, p. 24).

One result of the discrimination against blacks was the founding of HBCUs, institutions that were formed to educate blacks because they were not allowed in Predominately White Institutions (PWI). Since their inception, however, HBCUs have always been under racial scrutiny and fighting for equality (Cantey, Bland, Mack, & Joy-Davis, 2013), and even more so today since blacks and other minorities have access to PWIs post desegregation. Politicians like Louisiana’s former Governor Jindal, who proposed a merger of Southern University at New Orleans and University of New Orleans (Jaschik, 2011), an HBCU and a PWI, are looking at the necessity of higher education institutions that appear to serve a specific purpose that politicians might not agree with, such as HBCUs, which is the second part of the diversity issue: institutional diversity.
In higher education in the United States, while no school is legally allowed to discriminate against people because of their ethnicity or other human factors, there are universities that fulfill a special purpose for certain people, while still fulfilling the overall mission of the institution to provide an education for all. HBCUs are one example as these institutions have a special purpose in providing education for the underserved, underprivileged, and African Americans, among others, because of past discriminations against these groups. Another example is Hispanic-serving universities, such as Arizona Western College, which have a special niche for serving those who may be of Hispanic descent. Even further, there are universities that specialize in Catholicism as part of their education, international relations as a specialty, Military specific institutions such as American Military University, and others. Just as important as these universities that have special missions for certain persons, HBCUs are just as vital. The issue is, as Lucisano (2010) points out concerning HBCUs:

HBCUs exist in 21st Century America in a virtual higher education vacuum – viewed by some, including some African Americans, as a relic of America’s segregated past and having no real place or role in America’s presumably diverse higher education community. The HBCUs are questioned by others who questioned their effectiveness at overcoming the educational deficits of many students enrolled at these institutions, and challenged by others because they benefit from special funding like Title IIIB of the Higher Education Act of 1965, as amended. (p. 26)

This scrutiny of HBCUs, and American higher education in general, has inevitably caused educational leaders, as well as critics and theorists to reevaluate leadership within institutions. This is because “administrators… often find themselves in a turbulent and contested in-between zone, chronically buffeted by the conflicting concerns, viewpoints and agendas of faculty, students, other administrators, governing boards, and a variety of important external constituents” (Bolman & Gallos, 2011, p. 7). Campus leaders are compelled to not only keep the
university current and relevant, but also diverse and inclusive. This chapter will explore more in
depth the issues of economy and diversity in higher education, and specifically concerning
HBCUs. It will also explore in part transformational leadership as a popular and particular style
of leadership among others in leadership theory, and it’s effect on the educational institution.

**STATEMENT OF THE PROBLEM**

**Economy**

The United States, “economy entered into a recession [- or period of economic decline -] in December of 2007, the worst recession it had experienced since the Great Depression” (Teixeira, 2011, p. 2). As a result of this recession, “the U.S. economy… observed the bankruptcy of numerous financial institutions” (Teixeira, 2011, p. 3), stock market crashes, and a rise in unemployment. Consequently, higher education institutions suffered, in that “budgets at many institutions were decimated by precipitous drops in endowments or state funding at a time when student demand for courses and services kept growing” (Bolman & Gallos, 2011, p. 7). Even more recently, cutting funds for higher education institutions was a priority in some states, like “Illinois… [where, in 2015,] the state’s new governor had asked for a $387 million cut in state funding for higher education” (Bosch & Henderson, 2015, p. 30). Bosch & Henderson (2015) reported that, “in a 2015 survey of college and university chief academic officers conducted by Gallup and *Inside Higher Ed*, only 14% of chief academic officers strongly agree [d] that the financial situation at their institution… [had] improved in the past year” (p. 30). One might question why higher education institutions seem to be greatly affected by state budget cuts? As explained by a budget analyst - “when times are bad… legislators target higher education for larger budget cuts than other state services” (Doyle, 2009, p. 60). Notwithstanding, the other biggest target is health care, at least in Louisiana.
Across higher education, budget crises have put leaders under great pressure to become more “entrepreneurial… in order to keep pace with rapidly evolving conditions…” (Bolman & Gallos, 2011, p. 6). The budget shortfalls also put leaders, and institutions as a whole under scrutiny from students and parents who complain about tuition hikes due to the budget cuts, stakeholders who look for these educational institutions to continue producing career-ready students in the face of cutbacks, and faculty who “emphasized that the academic program[s] should be exempt from any proposed cuts, especially the loss of faculty positions” (Morrill, 2007, p. 63). What state officials who cut higher education funding might not realize is that, “when one invests in a college education, it is also the most important type of investment for the successfulness of the U. S. economy” (Teixeira, 2011, p. 6). However, with questions still lingering like, “what is the proper role of the academy and its individual institutions in the Information Age?” (Rowley & Sherman, 2001, p. 13), higher education is still under a microscope.

As an HBCU that has dealt with economic discrepancies in it’s past, like many other HBCUs, Southern University and Agricultural & Mechanical College, hereafter referred to as Southern University, has seen the same, if not greater economic adversities with recent state budget cuts. As the original Southern University came “from a small struggling campus of 12 students in 1880 to a thriving five-campus system of more than 14,000 students” (Mason, 2018, p. 1), large scale budget cuts such as Louisiana’s 2016 cuts has caused a depletion of resources for programs and students services, among other things, as opposed to the continual growth Southern University strives for. As Dr. Ronald Mason Jr, Current (2018) President of the Southern University System explains:
An estimated $315 million in state funding has been stripped from higher education since cuts began two years ago—about 20 percent of general fund dollars to higher education. Budget reductions have damaged educational opportunities for students, forced the elimination of programs and courses, and shrunk student services. Nearly $290 million in federal stimulus dollars to state colleges are set to expire next summer and the governor has told campuses to prepare for state funding cuts of up to 35 percent—cuts that could range from $290 million to as much as $500 million.

CANCELED classes, elimination of complete degree programs and scholarships, huge faculty and staff layoffs, mergers, and probable closure of campuses are a few of the potential impacts leaders anticipate for the Southern University System and other Louisiana universities. (p. 1)

To briefly explain the financial inadequacies of HBCUs, we look at Evans, Evans, & Evans’ (2002) take on the history of HBCUs. HBCUs were founded on the basis of providing education to African-Americans. Founders, such as P. B. S. Pinchback who founded the original Southern University in New Orleans, Louisiana, pushed for higher education institutions where blacks could receive public higher education just as whites were receiving an education at institutions where blacks were not welcomed (Nichols, 2004). As Evans, Evans, & Evans (2002) point out, “in most instances, [they were founded] because of racism – that evil human frailty, which says that one race of people is superior to another because of the race of the supposedly superior group” (p. 3). The issue was, African-Americans - Blacks - began to demand education post-slavery (late 1800s) and were not satisfied with the fact that they could not receive standard education because they were not allowed to be educated with their white counterparts. As a result, and to keep the segregation between races, those in power at the dawning of desegregation in higher education, specifically Whites, pushed the concept of HBCUs, according to Evans et al (2002). The planting of these institutions was strategic.

Evans et al (2002) points out, “HBCUs were established wherever large black populations resided, such as in the Southeast, Southwest, and in the Northeast [regions of America]” (p. 3). They began with the establishment of private schools, such as industrial
institutions and private colleges, and later moved to public colleges and universities (Evans et al., 2002). These primary institutions founded to satisfy blacks were not established for blacks to succeed at education, as racial oppression was still very prevalent. According to Evan et al. (2002) account, “HBCUs were not designed to succeed, [but] rather they were established to appease black people or to serve as ‘holding institutions’ so that black students would not matriculate into historically white colleges and universities (HWCUs)” (p. 3). Thelin (2004) gives a similar account, in explaining that:

Large-scale philanthropy from the North tended to favor segregated black institutions and colleges whose curricula offered preparation for skilled crafts and trades, all designed to make education for African Americans part of a plan for regional economic development within the confines of a conservative, racially segregated social and political structure. (p. 102).

To make it plain, certain philanthropist funded HBCUs so that blacks could be trained to do the labor-specific jobs that kept the industrial and agricultural economy functioning. Some, such as Thomas H. Harris, a Superintendent of Public Education in Louisiana in the early 1900s believed that “a black education institution in Louisiana should be located in the rural areas and ‘organized to train colored teachers along the lines of agricultural, manual training and domestic science’” (Vincent, 1981, p. 64). Despite the poor funding and systemic racism toward black education, many HBCUs were able to fulfill, and still are fulfilling their initial purpose, which is the education of blacks. As Nichols (2004) points out, “fortunately, many HBCUs have managed to exceed expectation” (p. 219).

Many HBCUs have a majority African American student population, just like many Predominately White Institutions (PWIs) have a majority white population. Although “HBCUs never had discriminatory admissions policies” (Lundy-Wagner, 2015, p. 94), because of PWIs
that did, federal laws such as Affirmative Action were developed that made the acceptance of non-white races mandatory. Logically then, both institutions should have equal footing because they both have things that they offer that compare and contrast with each other. However, despite HBCUs having open acceptance of diverse ethnicities since inception, the contributions that HBCUs have made to diversify society, and the significance of HBCUs to the Black and other populations in cultural grounding and serving the under-privileged (Stewart, Wright, Perry, & Rankin, 2008), there are still “unresolved negative perceptions and general skepticism about the relevance of HBCUs” (Lundy-Wagner, 2015, p. 91).

Diversity

Diversity – or the differences among people within a community – as it relates to higher education most often points to all constituents within a population being treated equally, be they students, staff, faculty, administration, stakeholders, or others outside of the institution. It also opposes marginalization or discrimination, hatred, and/or the total absence of diversity, concerning institutional entities and operations. Many of the challenges to diversity have dealt with minorities – simply, the smaller group in a community or environment - being marginalized in some fashion. The term minority (Nichols, 2004) has been commonly used to describe people of color, but now there is a broader outlook to the word, one that reduces it to simply mean the group with the least amount of people in the overall population.

Major conflicts of diversity and equality in higher education date back to “The Civil Rights Act of 1875…. [where it became] a crime for any individual to be denied equal enjoyment of any accommodations at inns, public conveyances on land or water, and theaters and other places of public amusement” (Wynn, 2009, p. 176). However, through a myriad of events, including the “Plessy vs. Ferguson case of 1896 [ , which] allowed states to establish
racial segregation only if the accommodations and facilities in public institutions were equal” (Anderson, 1988, p. 192), states began shutting the doors to the Black population seeking equal rights, including equal rights to higher education. So emerged the term *separate but equal*, which never proved true. For example, “Florida’s Board of Control, which oversaw the system of higher education, [along with] governors, the State Supreme Court, legislators, and other state and local officials engaged in a variety of strategies to continue segregation” (Johnson, Cobb-Roberts, & Shircliffe, 2007, p. 329). Along with the “ongoing litigation to block and delay desegregation, [Florida] state officials expanded segregated public higher education through the creation of a racially separate junior college system…. [That was] still not equal… for African Americans…” (Johnson et al., 2007, p. 329). As Johnson et al. (2007) explains Florida’s state of desegregation not long ago:

Despite some gains in desegregating its university system, Florida has never fulfilled the requirements of its agreements with the federal government to desegregate White universities, and the proportion of students belonging to minority groups has dropped in the historically White schools throughout the State University System since Governor Jeb Bush issued an executive order, the One Florida Initiative, banning the consideration of race and gender in university admissions. (p. 358)

The decision to do away with “consideration of race and gender in university admissions” (Johnson et al., 2007, p. 358) in Florida alludes to another more recent Supreme Court case, involving “Abigail Fisher in her discrimination claim against the University of Texas [at Austin]” (Nieli, 2013, p. 393). The University of Texas, in 2008, had two ways of admitting in-state students: 1. “The top ten percent of each high school class received automatic admission” (Harvard Law Review Association, 2013) and; 2. The admission was based on the student’s success in academics and their personal life. The personal life critique involved looking at “socioeconomic status” (Harvard Law Review Association, 2013), as one factor out of many.
Abigail, a White student in this case, went through the second admissions process, as she did not meet the criteria for the first, and was denied admission. Because she believed that she encountered discrimination based on her not being a person of color, “she brought an equal protection challenge to the University’s admissions system in the United States District Court of the Western District of Texas” (Harvard Law Review Association, 2013). The Supreme Court was the last to hear the case after several appeals, and rejected the argument against the admissions process, which if accepted would have challenged Affirmative Action. Affirmative Action is a law that demands and encourages public entities, including higher education institutions, to accept people based (not entirely) on ethnicity, to increase diversity. While the Supreme Court has rejected the argument, the Department of Justice, under the direction of the current (2017) Attorney General Jeff Sessions, has begun a campaign to fight against Affirmative Action, claiming reverse discrimination.

In Louisiana, just like in some other states, there were some who fought willingly for black education despite, among many other issues, the issues that “little interest, or money, was directed toward black education in the city or country parishes” (Vincent, 1981, p. 4). As Vincent (1981) accounts, it was not until after the Civil War and during the Reconstruction (1860s) that Louisiana would see “…the first education opportunities for black Louisianians” (p. 4). Although there was organizational support from such entities as the Freedmen’s Bureau, the Constitutional Convention, and philanthropist groups (keep in mind the reasoning for some philanthropists) among others, “no support for the striving of blacks was, perhaps, more sincere than their self-help efforts” (Vincent, 1981, p. 5)

The push for black education, although still met by obstacles, produced much fruit in that schools began to emerge where blacks could be educated post slavery, with Southern University
being the first public, state-funded university for African Americans – or blacks. As Vincent (1981) explains:

Preceding the establishment of Southern University were three private black colleges and one normal school: Leland University (1870, Baptist), Straight University (1870, Congregational), and New Orleans University (1873, grew out of the Union Normal School which was organized earlier). New Orleans University and Straight merged to form Dillard University, a private college located in New Orleans. (p. 5)

Present day there are four HBCUs in Louisiana, including Southern University (the largest because it is a system of colleges), Dillard University, Xavier University, and Grambling State University. Also present day, blacks are allowed to attend any higher education institution, provided they meet the admissions requirements and are selected. As mentioned, “HBCUs never had discriminatory admissions policies” (Lundy-Wagner, 2015, p. 94). Situations such as the Missouri protest against racial inequalities (Dickey & Luckerson, 2015) and the University of Texas litigation are extremely rare on the campuses of HBCUs. However, because they were started to educate African Americans, they, like other universities must work to maintain campuses that engage diversity in their admissions and other practices. What makes that a challenge goes back to budget cuts that heavily affect HBCUs. These challenges affect program development, hiring a diversified and highly qualified faculty, and attracting students of diverse cultures as well as Black students, which is what critics look at to see if HBCUs are staying current and are able to compete with other universities. This is one of the reasons leaders at HBCUs must be strategic in their leadership.
Transformational Leadership

To understand transformational leadership as it pertains to HBCUs, we look at Nichols’ (2004) account on institutional issues that HBCU leaders are challenged with. Nichols (2004) explains that:

Although HBCUs have enjoyed unparalleled success in the education of Black people, the institutions are facing many challenges today. Since the Civil War, presidents of HBCUs have struggled with students who are underprepared, inadequate management, dwindling financial resources including low endowments, competition for students and faculty members, an alumni base with not much wealth, and students from low-income families who may be unable to pay ever increasing tuition. (p. 222)

To keep universities with such issues competitive and current, leaders are needed who can transform the university into a thriving, as opposed to struggling, university able to conquer these challenges. Part of that means keeping pace with the evolution of the culture to meet the needs of diverse generations of students.

As Power (2013) explains, “…there has been a recent focus on transformational leadership amongst educational researchers and writers from around the globe” (p. 278). This is because of the perception that higher education institutions are not implementing the changes needed to keep pace with an evolving society (Power, 2013). Power (2013) goes on to explain that the need is not for “…leaders with transformative visions…” (p. 278), as they alone cannot meet the broad needs of a university community along with those who are learning online. The need is for “…a shift away from a preoccupation with the characteristics of effective leaders, and a focus on the behaviors of those leaders that will inspire others to follow them towards the transformation of higher education” (Power, 2013, p. 278). What this means is that higher education institutions can no longer depend on the characteristics of a leader to create change, but rather should focus on a leader who can engage the community of the institution and transfer
his or her transformational characteristics to the community so that the community as a whole is transforming the university.

To understand transformational leadership, we first look at the concept of leadership. Williams & Denney (2015) define leadership as “the ability to achieve difficult, challenging goals through other people” (p. 10). He goes on to explain, “leadership is not bossing people around or manipulating people…. [but rather] inspiring people to achieve what they want to achieve but could never achieve without the influence of an inspiring, guiding individual” (Williams, 2015, p. 10). Bass & Riggio (2006) argue, “leadership is not just the province of people at the top…. [but] can occur at all levels and by any individual” (p. 2). This means that followers can lead others in some capacity, even if they are not in the position of leadership, which is why “it is important for leaders to develop leadership in those below them” (Bass & Riggio, 2006, p. 2).

Transformational leadership draws from these concepts of leadership, in that transformational leadership focuses on the relationships leaders develop with followers to build them personally, equip them with necessary tools, and inspire them to achieve the goals of the organization. Although one result of transformational leadership is that followers commit to the “…ambitions and goals of the organizations” (Crowley, 2011, p. 58), leader commitment to follower is just as important as follower commitment to leader and organization. Northouse (2013) explains that, “transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (p. 186). Notice that in this explanation the person who engages is not necessarily specified as the leader, meaning the follower plays a significant role in connecting with the leader as well. Through these relationships the leader is able to “communicate high
expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization” (Northouse, 2013, p. 193). This type of inspiration coupled with the motivating actions can be better translated into empowerment.

Crowley (2011) explains that “anyone who has built an empowered, actualized and productive team of people knows the power of it” (p. 56). Bolman & Deal (2011) expounds that educational leaders who focus on the needs of their followers “build liberating campus environments through open communication, empowerment, effective teams for collective action, support, coaching, and care, [and] hiring the right people” (p. 94). When a person is empowered, he or she is not only given the ability to “freely discuss and try new things [(creativity)]” (Northouse, 2013, p. 200), but also the authority and tools to perform his or her job well. Northouse (2013) further explains:

Empowering refers to allowing followers the freedom to be independent, make decisions on their own, and be self-sufficient. It is a way for leaders to share power with followers by allowing them to have control. Empowerment builds followers’ confidence in their own capacities to think and act on their own because they are given the freedom to handle difficult situations in the way they feel best. (p. 229)

Transformational leaders also organize the organization in which they work. They create clear and organized subgroups, which points back to Birnbaum (1988) and Manning’s (2013) bureaucratic frame: people on levels in a hierarchy, usually organized by an organizational chart. Bolman & Gallos (2011) state that, “successful academic leaders create campus arrangements and reporting relationships that offer clarity and facilitate work, [and] create caring and productive campus environments that channel talent and encourage cooperation” (p. 11). This could be looked at as shared power or even shared authority, which has been proven affective in higher education communities.
PURPOSE OF STUDY

The purpose of this study is to first understand the role of transformational leadership in Historically Black Colleges and Universities, specifically Southern University and Agricultural & Mechanical College at Baton Rouge, Louisiana. Secondly, this study will identify the specific ways in which a transformational leader engages economic issues and diversity at HBCU’s, specifically Southern University. And thirdly this study will pinpoint, if possible, implications for the development of a community culture – or culture of togetherness and unity – on the Southern University campus.

RESEARCH QUESTIONS AND DESIGN

Research Questions

1. How does a transformational leader at Southern University help or hinder the institution?

2. How does a transformational leader actively employ diversity at Southern University?

3. How does a transformational leader engage the economics and revenue at Southern University?

4. Are there implications for building a community culture on Southern University’s campus?

Design

The design of this study will be qualitative method. As Creswell (2013) defines qualitative research, his definition explains the overall methodology of this study. As Creswell (2013) explains it:

Qualitative research begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collections of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher,
a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (p. 44)

Within the qualitative design of this study, or the more specific qualitative method that is used is *portraiture*. Portraiture is the braiding of the arts, the sciences, and narrative research that creates tri-medium (medium as the material with which the portrait is created) *portraits* in the form of “…inquiry and intervention, hopefully leading toward new understandings and insights as well as instigating change” (Lawrence-Lightfoot & Davis, 1997, p. 5). A term coined by Sarah Lawrence-Lightfoot, as she explains the intertwining of the arts and sciences in Portraiture:

Portraiture has become the bridge that has brought these two worlds together for me, allowing for both contrast and coexistence, counterpoint and harmony in my scholarship and writing, and allowing me to see clearly the art in the development of science and the science in the making of art. (Lawrence-Lightfoot & Davis, 1997, p. 3)

For centuries, and at least the 1800s, there has been collaboration between artists and scientists. In times passed, as artists created and scientists developed philosophies and theories, they “…recognized the limits of their media, their inability to capture and present the total reality” (Lawrence-Lightfoot & Davis, 1997, p. 5). Together then, they began to study each other. Artists were able to create from the perspectives of specifics and/or reasoning while still being organic, and at the same time, “philosophers turned from closed systems of thought – where they sought the purity and elegance of rationality and logic – to discerning observations of the world around them, which often recorded the messy chaos and illogic of reality” (Lawrence-Lightfoot & Davis, 1997, p. 5).

While these collaborations between the arts and sciences already existed, what portraiture did is it broke through the boundaries “… that traditionally separate science and art and forged a new territory in which artistic elements were intrinsic to both the process and the product of the
research methodology” (Lawrence-Lightfoot & Davis, 1997, p. 21). As Hampsten (2015) explains it, “portraiture is a method that explores lived, everyday experiences of participants through the creation and presentation of in-depth narratives…. [resulting in] scholarship that is compelling, empathetic, and accessible” (p. 468). Just like painting a portrait of a person, portraiture captures the richness of a person’s life through qualitative narrative, with the focus being on the subject matter. Unlike other research that may critique participants, this research brings to light positive aspects of it’s participants, or “success over failure” (Hampsten, 2015, p. 469). As Lawrence-Lightfoot & Davis (1997) further explains:

The portraits are designed to capture the richness, complexity, and dimensionality of human experience in social and cultural context, conveying the perspectives of the people who are negotiating those experiences. The portraits are shaped through dialogue between the portraitist and the subject, each one participating in the drawing of the image. The encounter between the two is rich with meaning and resonance and is crucial to the success and authenticity of the rendered piece. (p. 3)

Because this research looks at transformational leadership at Southern University and gives a narrative of how a particular transformational leader engages economy and diversity at the university, qualitative inquiry allows me to gain insight into the quality of transformational leadership, grounded within LMX theory, and at an HBCU. Portraiture allows me to take the qualitative inquiry and quilt it with the engagement of economy and diversity, thus creating the diverse and organic covering of effective leadership and its concrete applications.

**SIGNIFICANCE**

Transformational leadership is significant to diverse groups and/or diverse organizations, because of the “…importance of transformational leadership qualities in those responsible for leading diverse multicultural groups” (Bass & Riggio, 2006, p. 95). Diverse groups – or groups with individuals who have differences in ideas, ideologies, thought patterns, ethnicities, religious
beliefs, life experiences, et cetera - require leaders who will “listen to people as individuals” (Bugg, 2010, p. 21). This is because, really learning about the heart, passion(s), and goal(s) of others require exclusive, one-on-one listening and learning interactions. Transformational leaders “provide a supportive climate in which they listen carefully to the individual needs of followers” (Northouse, 2013, p. 193). They have a vested interest in the individuals who follow them (Sosik & Cameron, 2010). As Sosik & Cameron (2010) explains, “Their holistic and broad perspective focuses on social contracts and a shifting of interest from the self to the collective” (p. 257).

Transformational leadership also has a great impact on the economy of organizations. As Bass & Riggio (2006) explains, “transformational leadership presents opportunities for improving the organization’s image, recruitment, selection, promotion, management of diversity, teamwork, training, development, and ability to innovate” (p. 128). Transformational leaders use these channels to grow and develop the organizations socially and economically. Socially, followers or employees respond better to transformational leaders through enhanced performance, creativity, and job satisfaction (Bass & Riggio, 2006). Economically, when employees align their goals with the goals of the organization, and really buy into the organization’s culture and the goals and visions of the transformational leader, research suggests that the organization prospers economically and perennially (Bass & Riggio, 2016; Bolman & Deal; 2013).

Transformational leaders also grow organizations economically through change. As Puffer & McCarthy (2008) explains, “In developed economies, we view an ethical turnaround as applying to companies that have run into major problems through unethical and often illegal behavior on the part of the top management team, as occurred in companies like Tyco, Enron… [, et cetera]” (p. 304). They go on to explains that “in these economies… ethical turnarounds are
an all too common requirement of business leaders and require a crucial set of skills that we see embodied in transformational leadership” (Puffer & McCarthy, 2008, p. 304)

Transformational leadership has also come under criticism by some researchers of it. Critics say that transformational leaders can be deemed as charismatic visionaries, which, although having a positive connotation, can make these leaders seem demanding and/or more important than the team. Charisma points to having a persuasive and wooing personality, that draws people to follow and/or believe in the leader’s ideals. In Tourish’s (2013) critique of leadership theories, he explains that, “most leadership scholarship… tends to assume that visionary leadership is powerful, exciting and necessary, with leaders acting as a force for good whose efforts almost invariably produce positive outcomes” (p. 4). Followers, however, are seen as those who “have walk-on parts in the drama of their own lives” (Tourish, 2013, p. 4)

Because of this, followers can sometimes resist certain characteristics of transformational leadership. To put it in perspective, transform means “change” and transformational leaders are sometimes viewed as agents of change. Since society evolves, which causes organizations to have to evolve or change to stay current with society, subordinates and leaders must “co”-operate and communicate to make those changes possible. However, resistance to change can occur for several reasons, leaving a negative outlook on leadership: Subordinates/leaders have set ways or rigid behavioral practices (Schein, 2010); society has not changed for a while and there is a sudden paradigmatic shift from the norm; changes that were optional in the past are now critical or non-negotiable. As Schein (2010) explains concerning leading an organization, “culture is an abstraction, yet the forces that are created in social and organizational situations deriving from culture are powerful…. [whereas] if we don’t understand the operation of these forces, we become victim to them” (p. 7)
Lastly, as it pertains to the overall research, the significance of this research, which looks at transformational leadership at an HBCU, and specifically Southern University, is its contribution to the overall research of transformational leadership in higher education. While much of the literature on transformational leadership looks at the business, political, educational, and religious functions of transformational leaders, there is a severe lack of research that speaks specifically to transformational leadership within HBCUs. The opportunity then was to not only contribute the results of transformational leadership within an HBCU, but speak specifically to how a transformational leader engages the economy, diversity, and community of the main campus of the largest public HBCU in the United States of America, and at a time where budget deficits are plaguing higher education institutions and HBCUs are having to prove their relevance.

THEORETICAL FRAMEWORK AND DEFINITIONS

Leader-Member Exchange (LMX) theory highlights the importance of the relationship between a leader and his/her follower (Northouse, 2013). More specifically, this theory was chosen because LMX theory “conceptualizes leadership as a process that is centered on the interactions between leaders and followers” (Northouse, 2013, p. 161). As Power (2013) explains, “Leader-member exchange theory (LMX) represents a departure from common leadership theories” (p. 278). Whereas “most theories focus on the characteristics of effective leaders” (Power, 2013, p. 278), or the leader’s traits and skills, with the relationship piece being a byproduct of the research, LMX theory highlights the individual relationships between the leader and follower. As it relates to transformational leadership, Power (2013) explains:

LMX has been described as a perfect complement to transformational leadership because of its support for the autonomous nature of academic faculty and its ability to create social capital, act as an antecedent to organizational citizenship and transformative
behaviors, and promote higher quality relationships between coworkers. Leaders who want to inspire others to participate in the transformation of higher education must have a good understanding of LMX theory and its benefits. Likewise, they must be aware of its criticisms in order to avoid what some have described as potential flaws in LMX theory as a guide for effective leadership. (p. 278)

LMX theory, because of its emphasis on relationships between leaders and followers, has some grounding in intersubjectivity. As Davis (2004) explains, “this idea that all knowledge is a matter of social interaction and accord – of intersubjectivity – is of course a response to the metaphysical assertion that ‘knowledge is out there’” (p. 96). LMX theory does not speak specifically to the interactions being the only way that knowledge is transferred between follower and leader, but what it does emphasize is the importance of communication between leaders and followers for the sake of reaching goals and empowering others. This is another reason why this particular theory was chosen for this research.

DELIMITATIONS AND LIMITATIONS

LMX theory has several strengths and several criticisms that have been researched by leadership theorists and other researchers. The following table (1.1) shows the strengths as compared to the criticisms of LMX theory. There are contrasts between some strengths and weaknesses while other strengths of LMX theory have no criticisms. One example of a strength that is not criticized is LMX theory emphasizes how important effective communication is between leaders and followers. Communication, however, is found to be a strength in many leadership theories and relationship theories stemming from business to personal relationships, in especially in education.

Table 1.1 also highlights topics on LMX theory that will be discussed further in Chapter 2 of this document.
<table>
<thead>
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<th>Strengths</th>
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<td>LMX theory uses practical research to help leaders and followers understand who is vested at the workplace and who is not vested. It also helps leaders and followers pinpoint those who may have favorable relationships with leaders and who may not. This is established by looking at the concept of in-groups and our-groups, which was the initial focus of LMX theory.</td>
<td>As Northouse (2013) explains it, “because LMX theory divides the work unit into two groups and one group receives special attention, it gives the appearance of discrimination against the out-group” (p. 170). LMX theory also does not provide specifics on how a follower is able to become a member of the in-group. LMX theory does not give guidelines to address follower perceptions of equality issues concerning salary or wages, how decisions are made, or how to report organizational concerns. Theorists suggest that more research be done in the specifics of how LMX theory works and is effective.</td>
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<td>LMX theory emphasizes the importance of the relationship between leader and follower, whereas other theories focus on “leaders, followers, contexts, or a combination of these, but none of them addresses the specific relationship between the leader and each subordinate” (Northouse, 2013, p. 169)</td>
<td>Within LMX theory, “research has suggested that leaders should work to create high-quality exchanges with all subordinates, but the guidelines for how this is done are not clearly spelled out” (Northouse, 2013, p. 171).</td>
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<tr>
<td>LMX theory emphasizes how important effective communication is between leaders and followers.</td>
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<td>LMX theory warns leaders to not show favoritism, bias, or discrimination toward followers, where some are part of the leader’s “favored employees” and some are not. Latter research of LMX theory speaks to equality and the elimination of the in-group/out-group atmosphere.</td>
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<th>Strengths</th>
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<td>LMX theory is related to “positive organizational outcomes…. [such as] performance, organizational commitment, job climate, innovation, organizational citizenship behavior, empowerment, procedural and distributive justice, career progress, and many other important organizational variables” (Northouse, 2013, p. 170).</td>
<td>LMX theory research does not elaborate on the cultural and environmental factors of the organization and how one or both may impact the relationships between leaders and followers. As Schein (2010) explains, understanding organizational relationships between leaders, followers, and the organizational goals require “taking a ‘cultural perspective,’ learning to see the world through ‘cultural lenses,’ becoming competent in ‘cultural analysis’ by which I mean being able to perceive and decipher the cultural forces that operate in groups, organizations, and occupations” (p. 13).</td>
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**SUBJECTIVITY STATEMENT**

Transformational leadership became of interest to me during a course in my graduate studies. Learning about several leadership styles, approaches, and theories, I saw how transformational leadership encompassed characteristics from other styles of leadership that I found to be important. These other styles included servant leadership, team leadership, charismatic leadership, authentic leadership, trait/style/skills approach, and LMX theory. Most importantly, transformational leadership was grounded in LMX theory, which focuses on the relationship between the leader and the follower, while also focusing on the goals of the organization. In my experience, I found that those leaders who had the greatest impact on me were the leaders who focused on the relationship between us. Notwithstanding, as the LMX theory research suggests, leaders who develop relationships with their followers see the greatest results in employee morale and organization productivity. Yet that leader does not have to be a person in a position of authority. That person can be a fellow employee, a friend, and even a brother, such as my own.
During my childhood, my college career, and my work experience, transformational leaders, although I did not have the proper name for them at the time, are the ones who affected my life and living, academically, spiritually, culturally, and especially relationally. These leaders, such as the Lord, my mother, wife, siblings, teachers, career leaders, spiritual leaders, and friends, taught me the value of relationships. From those lessons, I learned that the genuine care for people was most important in any relationship. I also learned that that same genuineness could produce better outcomes and be more encouraging than simply teaching and communicating how to reach common and/or personal goals. Were they transformational, concerning *changing* something in me? Yes, because my focus in leadership positions, and even in my common relationships with others gained (and still gains) great balance, as I learned to listen to the heart of people, and be slower to give my own ideas. I now understand the dynamics of not just caring for the person according to my judgment, but caring for the person according to his/her own judgment. And a major component of understanding a person from their perspective is listening to the who, what, when, where, how, and why this person is who he or she is. This also allows for authenticity and transparency, which are highly respected and sought after characteristics in many relationships, especially business.

Southern University at Baton Rouge was one of the first places that I experienced transformational leadership, besides first knowing it from my upbringing, to some capacity. At Southern University leaders provided me with great insight into my culture and heritage, challenged me to realize and actualize my creative talents, and would not let me waiver in pursuing my education. These professors, advisors, staff, friends, mentors, et cetera, actually continued that which my parents had started: raising me from an immature boy ready to get out of the house, live my own life, and make many friends, to a mature man, ready to help myself
and others build a home, live a fulfilled life (as they saw fulfillment), and develop genuine and productive relationships.

The foundation I received at Southern University was twofold: It was a combination of being sculpted by transformational leaders and being at a place rich with culture, academic excellence, and an atmosphere of fervent peace and love. Southern University had, and still has a community culture. What that means is, the togetherness and bonds that so easily develop among the student, faculty, and staff bodies, and between each of these groups, strengthens Southern University’s campus community. And that same bond envelops those who visit the campus, especially as a potential student. One might call it “southern hospitality,” which is the common practice of southerners to be hospitable. However, this community culture is part of the strong heritage of Southern University, as started by P. B. S. Pinchback (Founder of initial campus at New Orleans, 1880) and Dr. Joseph Clark (Initial President of the Baton Rouge Campus), and continues with its constituents.

A primary result of the community culture at Southern University is the attitude toward academic excellence. At any time I could experience the push or encouragement I needed to do better or be better at my course work. This has come from students, staff, faculty, and administration, with genuine interest in my wellbeing and academic goals. With most of my peer-to-peer encouragement, there was no fear of failure, but rather the substance and visions of things we hoped for that caused us to push each other forward. We became a family, where if one of us suffered failure we all did what we could to help that one out. This was not something we were taught, but something we learned from demonstrations of the adults around us and the legacy of the student body. To this day I continue reaching out to peers, and former faculty and staff to see about their wellbeing and for collaboration on ideas and goals.
The other result of the community culture is the peace and love that saturates Southern University’s campus like a thick fog at dawn. If the Human Jukebox (name of Southern University’s world renown band) is not practicing, football fans are not cheering, and nothing else is taking place on the campus, there is a tranquil peace that can be felt on the campus. It is a stillness, a soft applause by the leaves of the moss-draped oak trees as the cool wind blows ever so gently. It is a walk on Scott’s Bluff, along the Mississippi River as the sun is setting and the logs from afar are drifting by in the water. That peace is also a dinner at Mayberry Dining Hall with friends who one has grown to love and who love back. That love is what draws friends together, be it for a dinner and conversation, for lunch and laughter, a quick hello in front of the union, or to sit together and cheer on the Southern University Jaguars as they play a football game. The peace and love that is Southern University’s campus is what makes Southern University a home away from home for its people.

**DEFINITION OF KEY TERMS**

**Southern University** – in this research, Southern University refers to Southern University and Agricultural & Mechanical College located in Baton Rouge, Louisiana. The Original Southern University that was founded in New Orleans, along with the current Southern University of New Orleans (SUNO) and Southern University of Shreveport, Bossier City (SUSBO) will be referred to as such.

**Transformational leadership** – According to Northouse (2013) “As its name implies, transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more
than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership” (Northouse, 2013, p. 185).

**Leadership** – “is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2013, p. 5)

**Success** – A subjective and relative term meaning to have accomplished a goal, objective, or state of being that one perceives as accomplishing success, although the “majority culture equates success with education level, financial status, economic security, and prosperity, making the assumption that success is an all-or-none concept” (Marsh-McDonald & Schroeder, 2012, p. 3)

**Successful Academic Leader** – According to Bolman & Gallos (2011): Create campus arrangements and reporting relationships that offer clarity and facilitate work; created caring and productive campus environments that channel talent and encourage cooperation; respect differences, manage them productively, and respond ethically and responsibly to the needs of multiple constituencies; infuse everyday efforts with energy and soul. (Bolman & Gallos, 2011, p. 11)

**Historically Black College & University (HBCU)** – higher education institution primarily founded and “established to provide postsecondary education for Black students…” (Evans, Evans, & Evans, 2002, p. 3)

**Predominately White Institution (PWI)** – Higher education institutions with a majority White student population, most being historically White institutions before 1954 (Brown vs. Board of Education, desegregation landmark case) (Lee & Barnes, 2015).

**Economy** – (in higher education context) The functions and management of financial resources, revenue, and distribution of a political system, such as a state or nation.
Diversity – (in higher education context) A variety of ethnicities, ideas, ideologies, genders, disabilities, etc. among the population(s) of a particular system or institution.

Portraiture – As explained by Sarah Lawrence-Lightfoot, who coined the term: Portraiture has become the bridge that has brought these two worlds [(the arts and the sciences)] together for me, allowing for both contrast and coexistence, counterpoint and harmony in my scholarship and writing, and allowing me to see clearly the art in the development of science and the science in the making of art. (Lawrence-Lightfoot & Davis, 1997, p. 3)

Leader-Member Exchange (LMX) Theory – a theory of leadership that “conceptualizes leadership as a process that is centered on the interactions between leaders and followers” (Northouse, 2013, p. 161).

African American – or Black – is used to reference Black ethnicity and is interchangeably used throughout

CONCLUDING THOUGHTS

American higher education has evolved into its own world, a city within a city, per say. It has become a system with its own economy, community, and culture, including belief systems, and rituals that many in the campus community hold as sacred. Present day, American higher education is one of the few institutions geared toward preparing students for their own psychological, economic, social, and cultural stability, and for careers and productive citizenship. This is a significant difference from the original functions of higher education, which included teaching students how to be “normal”, preparing boys (only) for industrial work, and teaching teachers how to teach, despite the common belief of that time which proposed that “going to college” was not as important as plowing the field.
Due to the transformations – or changes - in higher education, and the demands for economic accountability and diversity, the need to investigate institutional leadership and relevance is greater than it has been in times past. HBCUs, and more specifically Southern University, are the target of this investigation because, as higher education institutions, they have seen the brunt of the ever-changing economy and politically charged diversity issues, which challenge their existence, and not just the issues. In the initial forging and development of these institutions, the question was, “what about the education of Blacks in America?” This was because of the lack of education for Blacks in America after slavery ended, due to Blacks not being allowed in higher education institutions or any educational institutions with Whites. However, since desegregation, permitting Black students to legally enter into any school of their choosing, notwithstanding lingering discriminations in some admission processes, their remains “unresolved negative perceptions and general skepticism about the relevance of HBCUs” (Lundy-Wagner, 2015, p. 91). Thus, in the following chapter, literature pertaining to transformational leadership, economy, diversity and the history of Southern University and Agricultural & Mechanical College will be explored.
CHAPTER 2. LITERATURE REVIEW

INTRODUCTION

This study explores methods a Southern University transformational leader uses to engage the economy and diversity at the institution, in light of the many challenges the university faces from state budget deficits and those who oppose the existence of HBCUs. Secondly, the research looks for implications of community culture on the campus. This chapter reviews literature on LMX theory and transformational leadership. It also looks at the history of Southern University and Agricultural & Mechanical College.

THEORETICAL FRAMEWORK

Leader-Member Exchange (LMX) Theory

This study will be grounded in Leader-Member Exchange (LMX) theory. LMX theory focuses on “an exchange relation between leaders and followers which is differentiated on the base of each relation” (Rofcanin & Mehtap, 2010, p. 84). Lunenburg (2010) further explains that:

> The LMX theory focuses on a dyad, that is, the relationship between a leader and each subordinate considered independently, rather than on the relationship between the superior and the group. Each linkage, or relationship, is likely to differ in quality. Thus, the same leader may have poor interpersonal relations with some subordinates and open and trusting relations with others. The relationships within these pairings, or dyads, may be of a predominantly in-group or out-group nature. (p. 1)

The concept of the in-groups and out-groups of LMX theory is a strength in that it creates a starting point to further research the theory and look at ways leaders can enhance their leadership using this theory. However, it is also a weakness in that it began as a somewhat discriminatory practice, based on leader preference.
Brief History of LMX Theory

The concept of the LMX theory in its beginning stages focused on leader/follower relationships that were categorized into two forms of interactions. In these two categories were “those [relationships] that were based on expanded and negotiated role responsibilities (extra roles), which were called the in-group, and those that were based on the formal employment contract (defined roles), which were called the out-group” (Northouse, 2013, p. 163). What this looks like in present day organizations is followers or employees that have favor with their leaders and those employees who do not. From an employee perspective, this could be the difference in seeing his or her place of business as a career that she/he actually enjoys versus a job that “pays the bills”. From an employer’s/leaders perspective, it can be distinguishing between those who take the initiative to go beyond their duties and take on other responsibilities versus those who do nothing beyond their job descriptions, and showing favor to the former. Hall (2013) gives a similar perspective of LMX theory’s in-groups and out-groups in explaining that:

…leaders often have a special relationship with an inner circle of trusted lieutenants, assistants and advisors, to whom they give high levels of responsibility, decision influence, and access to resources. This in-group pay for their position. They work harder, are more committed to task objectives, and share more administrative duties. They are also expected to be fully committed and loyal to their leader. The out-group, on the other hand, are given low levels of choice or influence. This also puts constraints upon the leader. They have to nurture the relationship with their inner circle whilst balancing giving them power with ensuring they do not have enough to strike out on their own. Successful members are thus similar in many ways to the leader (which perhaps explains why many senior teams are all white, male, middle-class and middle-aged). (p. 44)

Current Research in LMX Theory (Vertical Dyadic Relationship Theory)

Current research on LMX theory uses the in-group and out-group concepts to focus greater attention on “how LMX theory… [is] related to organizational effectiveness” (Northouse,
As it pertains to followers, research has shown that LMX has three affective outcomes of “high-quality leader-member exchange” (Northouse, 2013, p. 164). One outcome points to work-related positives such as “less employee turnover, more positive performances evaluations,… [and] greater organizational commitment” (Northouse, 2013, p. 164). In this relationship, the follower is confident that he/she has genuine committed support from the leader of the organization, which in turn, is committed to the organization and engaged in the job (Pučétaitė, Novelskaitė, & Markūnaitė, 2014).

A second outcome is creativity (Pučétaitė et al, 2014). Researchers “found that perceived high-quality leader-member exchange was positively related to feelings of energy in employees, which, in turn, was related to greater involvement in creative work” (Northouse, 2013, p. 165). Similar to the in-group, the follower perceives that the leader has a genuine interest in her/him, and trust in him/her, which “result in higher levels of creativity…” (Pučétaitė et al, 2014, p. 90). However, one study “found that LMX played a moderating role, weakening the relationship between critical thinking and employee creativity” (Jing Jiangbaiyin, 2015, p. 1228). In this study it was determined that, because of the high-quality relationships that followers had with leaders, they were “reluctant to challenge authority or to act in ways that conflict with their traditional role expectations” (Jing Jiangbaiyin, 2015, p. 1228). In other words, they did not want to disturb the high-quality relationships that were established. Now, the study did point out specifically that “those employees… [were] rooted in Confucian-based values,… [and were] concerned about reciprocity and long-term relationships” (Jing Jiangbaiyin, 2015, p. 1228). In other words, they did not want to hinder the relationship by creating something on their own, which they feared could be frowned upon by the leader of the organization.
The third outcome of “high-quality leader-member exchange” (Northouse, 2013, p. 164), as explained in the LMX theory is empowerment. As Bolman & Gallos (2011) state, “research confirms that empowered employees do a better job and feel better about their work and their organizations” (p. 96). For this reason empowerment is researched in establishing leadership styles such as servant leadership and transformational leadership (Northouse, 2013). Both of these leadership styles focus on interactions between leaders and followers, which is found in LMX theory. Schermuly, Meyer, & Dämmer (2013) points out a relationship between creativity and empowerment, stating that “a high quality in the exchange between leaders and team members has a positive effect on innovative behavior only because it increases employee’s psychological empowerment” (p. 139).

LMX theory also has prescriptive approaches for leaders similar to employee productivity, creativity, and empowerment, as results of high-quality relationships between leaders and followers. One approach is bringing followers into the previously mentioned in-group (Northouse, 2013). Northouse (2013) explains, “a leader should develop high-quality exchanges with all of the leader’s subordinates [- followers -] rather than just a few” (p. 166). Power (2013) attests to the same, in explaining that “Leaders who understand the significance of LMX are empowered with the understanding that they need to avoid the creation of out-groups wherever possible, and maximize the size of the in-group upon which they can rely” (p. 279).

Leaders who are intentional about making followers know that there is no discriminatory groups in the organization, and who welcome everyone into the one and only group (the in-group), those leaders are able to build partnerships with and among followers. With the partnerships, leaders foster a relationship with followers where both develop a sense of loyalty to
each other. In this way, leaders and followers see “mutual trust, respect, and obligation toward each other” (Northouse, 2013, p. 167).

LEADERSHIP

Leadership Defined

The definition of leadership is subjective, in its truest sense. Although a more formal, yet general definition is simply “a person who leads followers,” leadership can have different meanings for different people. For example, a college president, fortune 500 Company CEO, mother of 2, and manager at Taco Bell might define leadership in different ways. Subsequently, followers or subordinates in different organizations might view leadership in different ways also. For the sake of this study, we look at the definitions of leadership from leadership theorist. We also will situate transformational leadership in the evolitional construction of leadership theories.

Williams & Denney (2015) define leadership as “the ability to achieve difficult, challenging goals through other people” (p. 10). He goes on to explain, “leadership is not bossing people around or manipulating people…. [but rather] inspiring people to achieve what they want to achieve but could never achieve without the influence of an inspiring, guiding individual” (Williams, 2015, p. 10). Bass & Riggio (2006) argues, “leadership is not just the province of people at the top…. [but] can occur at all levels and by any individual” (p. 2). This means that followers can be leaders in some capacity, even if they are not in the position of leadership, which is why “it is important for leaders to develop leadership in those below them” (Bass & Riggio, 2006, p. 2).

Northouse (2013) gives a more practical definition of leadership, similar to Williams & Denney’s (2015) definition. He explains, “leadership is a process whereby an individual
influences a group of individuals to achieve a common goal” (Northouse, 2013, p. 5). By defining leadership as a process, Northouse (2013) explains that “a leader affects and is affected by others…. [indicating that] leadership is not a linear, one-way event, but rather an interactive event” (p. 5), hence, a relationship. This definition, as do the others, places leadership in the context of affective relationships, with such words as inspiration, achievement, development, and influence (Northouse, 2013; Bass & Riggio 2006; Williams & Denney, 2015). In the next section, I lay out the evolution of leadership from focusing on one person as being superior (Great Man theory) to looking at how it has transitioned to looking at the leader and the follower’s relationships as the focus (LMX theory).

**Evolution of Leadership Theories**

Figure 2.1 shows the progression of researched theories of leadership, stemming from the Great Man theory to LMX theory. In this evolutionary figure, theories evolve from the focus on one person, as leader, to the person’s traits, to whether a person is being his or her genuine self. Further theories then began looking at the actual style of a person’s leadership, to whether a person reacts a certain way, depending on the situation, to the focus being on the relationship between the leader and follower. Simply put, the focus has shifted from the one, to the two, or from the leader to the leader and follower, and how they interact. Following Figure 1. is literature explaining each leadership theory.
The Great Man Theory

Leaders are born as leaders
Others are not

Trait Theory of Leadership

Leaders have certain traits that are common to all leaders
Those traits are not in everyone

Authentic Leadership Theory

Who you really are is the authentic you
To be your true self is to be an authentic leader
Traits are not a factor

Style Theory of Leadership

Leaders act a certain way in situations
Leaders behave in accordance to the task and the relationship with followers

Contigency Theory of Leadership

Leaders act a certain way according to the situation
The leader’s actions are dependent on the situations

LMX Theory

Goes beyond the situation and takes into account the person
Focuses on goals and employees of the organization
Leader can still be authentic
Leader can have a style and use contengency

Figure 2.1 The Evolution of Leadership Theory

The Great Man Theory. Leadership theories began out of a resistance to a widely spread and widely accepted theory that proclaimed, “leaders are born, not made” (Cawthon, 1996, p. 1). This theory was known as the Great Man Theory, which proclaimed that leaders were born with the skills needed to be great leaders. However, with so many factors playing into leadership, such as styles, skills, traits, situations, development, education, and more, “the Great Man Theory has fallen out of favor” (Cawthon, 1996, p. 1). The result is other theories with emerging styles of leadership based on research of leaders, followers, organizations, cultures, etcetera.

Trait Theory. Trait theory somewhat focuses on the authenticity of the leader, but brings in a tone similar to that of the great man theory. Trait theory says, “leaders possess distinctive personal characteristics (intelligence, self-confidence, integrity, extraversion, and so on)” (Bolman & Deal, 2013, p. 340). Not only does trait theory look at personality traits, Derue, Nahrgang, Wellman, & Humphrey (2011), explain that trait theory looks at “demographics, skills
and abilities,… [as well as] gender” (p. 8) to determine a person’s leadership ability. However, like great man theory, critics of this theory “prompted scholars to look beyond leader traits and consider how leaders’ behaviors predicted effectiveness” (Derue et al, 2013, p. 8). The argument was that trait theory does not indicate the power of the leader, why personality is important to leadership, and it does not focus on the given situation (Germain, 2012).

**Authentic Leadership Theory.** Authentic Leadership Theory (ALT) takes trait theory and gives it a new direction. Instead of focusing on a person having specific traits that supposedly make him/her a leader, authentic leadership theory focuses partly on the leader embracing what traits she/he does have and being authentic or genuine in himself/herself. This theory looks at two factors, concerning the authenticity of the leader: “The authenticity of the leader is predicated on the authenticity of the person” (Walumbwa, Avolio, Gardner, & University of, 2005, p. 4); and 2. “The leader who is authentic can achieve more than any other leader – in other words, authenticity serves as a key *leadership multiplier*” (Walumbwa et al, 2005, p. 4).

Walumbwa et al (2005) explains that “authenticity…. Is more than a feeling, and has to do primarily with being one’s true self” (p. 6). Simplified, a leader embraces his/her life experiences and owns who he/she is with regard to how she/he reacted to those life experiences. Whether the person became who they are because of those life experiences or despite those experiences, embracing the “who I am” is authenticity. And as Bolman & Gallos (2011) explains, “leadership success rests in the quality of the choices made by leaders and leaders make better choices when they are mindful about their thought processes and actions” (p. 9)

**Style Theory.** With regard to a person being his/her authentic self, leadership theorists also looked at a person’s style of leadership, which is Style theory. What this theory focused on was a leader’s “style, or behavior patterns (democratic vs. autocratic, task-oriented vs. people-
oriented, etc.)” (Bolman & Deal, 2013, p. 340), within the organization. As Northouse (2013) explains, the style approach to leadership talks about what leaders do and how leaders behave in diverse situations. This approach points out “two major types of behaviors: task and relationship” (Northouse, 2013, p. 85). The leader is said to behave a certain way concerning the task at hand. For example, if it is accreditation of a college with accrediting agents visiting the campus, the leader might appear to be task oriented instead of more human resource focused. On the other hand, if the situation is more focused on the orientation of new hires to the organization, the leader may take a human resource approach as apposed to authoritarian. Because the styles approach to leadership looks at the situation and what style of leadership a leader chooses, it ties in with the contingency theory of leadership.

**Contingency Theory.** Contingency theory explains that, in an organization, a leader’s “optimal course of action is dependent on the internal and external situation[s]…” (Grötsch, Blome, Schleper, 2013, p. 2842). Leadership in this theory encompasses the previous theories, in a way, because those skills, traits, styles, and authentic actions play out in how leaders respond and react to the situation(s) at hand. Contingency theory is very close to situational theory but there is a slight twist that makes these two theories different. Northouse (2013) explains them in this way:

As the name of the approach implies, *situational leadership* focuses on leadership in situations. The premise of the theory is that different situations demand different kinds of leadership. From this perspective, to be an effective leader requires that a person adapt his or her style to the demands of different situations. (p. 99)

[On the other hand…]

Contingency theory is a leader-match theory (Fiedler & Chemers, 1974), which means it tries to match leaders to appropriate situations. It is called *contingency* because it
suggests that a leader’s effectiveness depends on how well the leader’s style fits the context. To understand the performance of leaders, it is essential to understand the situation in which they lead. Effective leadership is contingent on matching a leader’s style to the right setting. (p. 123)

To sum it up, situational leaders adapt to situations while contingent leaders are matched to the situations where they can thrive.

Leadership skills, styles, traits, and authentic life-styles can parallel or vary, pertaining to the many higher education institutions. And just as diverse can be the organizational operations from institution to institution. As mentioned in the literature on LMX theory, the most important asset is the relationship between leaders and followers, where both parties are responsible for the continued success and progress of the institution, and the genuine interactions between both parties become progressive and productive.

**TRANSFORMATIONAL LEADERSHIP**

**Why Transformational Leadership**

Transformational leadership is the style of leadership chosen for this study because it combines two fundamentals that research explains is significant to the success of higher education: those fundamentals being genuine and purposeful relationships, and change (Bayram & Dink, 2015; Bass & Riggio, 2006; Northouse, 2013; Power, 2013). What is missing from much of the literature, which this study focuses on, is how transformational leadership effects a particular culture of higher education institutions, such as HBCUs, and particularly Southern University. To understand the possible positive effects of transformational leadership in the HBCUs, we look at Nichols’ (2004) account on institutional issues that HBCU leaders are challenged with. Nichols (2004) explains that:

> Although HBCUs have enjoyed unparalleled success in the education of Black people, the institutions are facing many challenges today. Since the Civil War, presidents of
HBCUs have struggled with students who are underprepared, inadequate management, dwindling financial resources including low endowments, competition for students and faculty members, an alumni base with not much wealth, and students from low-income families who may be unable to pay ever increasing tuition. (p. 222)

To keep universities with such issues competitive and current, leaders are needed who can transform the university into a thriving, as opposed to struggling, university able to conquer these challenges. Part of that means keeping pace with the evolution of the culture to meet the needs of diverse generations of students.

As Power (2013) explains, “…there has been a recent focus on transformational leadership amongst educational researchers and writers from around the globe” (p. 278). This is because of the perception that higher education institutions are not implementing the changes needed to keep pace with an evolving society (Power, 2013). Power (2013) goes on to explain that the need is not for “…leaders with transformative visions…” (p. 278), as they alone cannot meet the broad needs (i.e., financial stability, student retention, diversity efforts, enrollment management, etc.) of a university community along with those who are learning online. The need is for “…a shift away from a preoccupation with the characteristics of effective leaders, and a focus on the behaviors of those leaders that will inspire others to follow them towards the transformation of higher education” (Power, 2013, p. 278). What this means is that higher education institutions can no longer depend on the characteristics of a leader to create change, but rather should focus on a leader who can engage the community of the institution and transfer his or her transformational characteristics to the community so that the community as a whole is transforming the university.

To summarize, transformational leaders are sought after in higher education so as to transform institutions in a way that allows them to “…keep pace with rapidly evolving
conditions…” (Bolman & Gallos, 2011, p. 6). Leader-member exchange – or the relationships between leaders and followers - is the method by which leaders can transfer the transformational mantle to followers so that the change happens as a community, and not a dictatorship.

**Definition**

Transformational leadership is a style of leadership that is grounded in LMX theory in that it focuses on the relationship between the follower and the leader. However, it goes further to point out the importance of the follower and, simultaneously, the importance of the organizational goals, through the lens of an agent of change. As Northouse (2013) explains it:

> As its name implies, transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. (p. 185)

Within this scope of transformational leadership, there are three key components that operate in harmony to make an organization function: the leader, follower, and organization. Webbing these components together are functions such as culture, ideologies, empowerment, communication, and other functions between leaders, followers, and the organization that support the harmony and community. The following narrative focuses on the three major components of transformational leadership, and how the functions web these components together.

**The Transformational Leader**

Leadership has been a very important research topic since leadership theories began to develop, and since various leadership types were embraced, rejected, praised, opposed, and challenged. Because of this, leadership practices and theories have evolved from its beginning
where the leader was the idolized, “great man” with sole responsibilities for the organization. In today’s organizations, “leaders are expected to listen to followers and be responsive to their needs and concerns and include them in decision making” (Bass & Riggio, 2006, p. 225). Along with that, Bass & Riggio, (2006) explains that, “mentoring, coaching, empowering, developing, supporting, and caring are not only expected leader behaviors but also necessary for today’s effective leader” (p. 225). Transformational leaders are said to be leaders who encompass these behaviors and characteristics.

Transformational leaders empower, and that starts with “hiring the right people” (Bolman & Gallos, 2011, p. 101). As Bolman & Gallos (2011) explains, “Good hiring depends particularly on three key steps: (1) knowing what you are looking for, (2) ensuring a strong candidate pool, and (3) being thorough and systematic in assessing candidates” (p. 102). Through these processes, leaders begin to create the alignment between personal goals or passions of followers and organizational goals. Once the person or people are hired, the leader begins listening to, learning about, and possibly learning from the individual’s passions more in depth. This also allows the leader to strategize other empowerment opportunities such as methods of encouragement, professional development, equipping, shared governance, and autonomy. As Bass & Riggio (2006) explains it, “the followers’ self-esteem is reinforced by the transformational leader through expressions of confidence in the followers…. Instilling in them the idea that they can indeed perform up to high expectations and assuring them that the leader will help ensure they have the… [necessary tools] to do it (Eden & Sulimani, 2002)” (p. 39). And the best way to know what a person needs, again, comes through listening.

Transformational leaders are listeners, and they listen primarily to those they lead. This is because, as leaders look to improve operations and ultimately the organization, “the focus is
often on ways to improve processes that are best understood by those closest to them” (Morrill, 2007, p. 11). The focus for these leaders is also to “provide a supportive climate in which they listen carefully to the individual needs of followers” (Northouse, 2013, p. 192). To support followers, transformational leaders “listen not only to the words but also to the passion, sensitivity, intonation, affect, or lack of feeling in what is said” (Bugg, 2010, p. 21). As Bugg (2010) explains, a follower will reveal his or her heart more in how they express themselves in conversation as opposed to what they are actually saying. Along with that, “rather than expecting everybody to see and do life the way we do… [transformational leaders] listen to people as individuals” (Bugg, 2010, p. 21).

Along with listening and empowering, transformational leaders equip - providing tools necessary to reach organizational and sometimes personal goals successfully. Those tools can be tangible tools, psychological tools, social tools, or emotional tools. Bolman & Gallos (2013) explains it best:

In practice, empowerment amounts to providing people the resources they need to get their jobs done in a context of bounded autonomy and accountability. One key resource is relevant information, which is why transparency and openness are important. Other resources include money, training, staff support, organizational clearances, and whatever else individuals or groups need to work successfully. Bounded autonomy comes down to giving people freedom to find their way to the goal line while ensuring that they know the rules of the game and the boundaries of the playing field. (p. 96)

Another great aspect of transformational leadership is encouragement and coaching. Transformational “leaders act as coaches and advisers while trying to assist followers in becoming fully actualized” (Northouse, 2013, p. 193). As Northouse (2013) explains, a transformational leader “stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization” (p. 193). In doing this,
the leaders are actually encouraging and training followers to be responsible, autonomous, take certain risks, and ultimately, become leaders themselves. Bass & Riggio (2006) points out that, in a study on empowerment, “followers’ sense of self-efficacy and intrinsic motivation were positively correlated with the empowering leadership behaviors of their immediate superior” (p. 203). They go on to explain that, using the “Pygmalion effect – holding and subtly communicating high performance expectations for followers – has been demonstrated to positively influence followers’ performance in organizations (Kierein & Gold, 2000; McNatt, 2000)” (Bass & Riggio, 2006, p. 39). In other words, a little encouragement and empowerment goes a long way.

Transformational leaders help followers to flourish because of their active approach toward, and interest in, followers reaching full potential, and because they lead by example. As Bayram & Dinc (2015) points out, research on “transformational leadership in higher education suggests organizations to consider these leaders as organizational role models” (p. 273). Even further, Bass & Riggio (2006) points to research that suggests “transformational leadership is [overall] important in every sector and in every setting (Avolio & Yammarino, 2002)” (p. 3). This is because, as it pertains to being a role model to followers, one quality of transformational leaders is that they “set a personal example for others by their own behaviors” (Northouse, 2013, p. 198). As Sosik & Cameron (2010) explains the role modeling aspect:

Postconventional moral reasoners [(transformational leaders)] tend to display high levels of ethical and performance standards reflected in idealized influence. Their holistic and broad perspective focuses on social contracts and a shifting of interest from the self to the collective. Such reasoning underlies the role modeling of self-sacrifice seen in the idealized influence displayed by leaders who persuade followers to make personal sacrifices for the good of the group. This type of reasoning also is required for leaders to display inspirational motivation aimed at building collective efficacy and esprit de corps; intellectual stimulation that questions basic assumptions, laws, and traditions; and
individualized consideration that appreciates the unique differences among followers (Bass, 1985). (p. 258).

Lastly, transformational leaders foster a culture of community. As Bugg (2010) explains, “we live in a global community filled with a variety of people, ideas, and religious persuasions…. [and] few of the things we accomplish are done in isolation” (p. 38). This is where transformational leadership plays a big part because transformational leaders “involve themselves in the culture of the organization and help shape it’s meaning…. [as they] build trust and foster collaboration with others” (Northouse, 2013, p. 200). Transformational leaders “welcome and honor the response of the [organizational] community” (Bugg, 2010, p. 35). They recognize that, “few dangers are greater to the morale and the effective work of a community than someone who believes his opinions are always right” (Bugg, 2010, p. 28). As change agents, they also recognize the need to, not compromise, but tweak their own ideas to broaden the possibilities and incorporate the ideas of the followers. This is because, “unwillingness to change or become different prevents us [(transformational leaders)] from developing life skills and attitudes that help us function as caring and compassionate member of larger communities” (Bugg, 2010, p. 7).

Bass & Riggio (2006) gives a good summary of the core of transformational leadership:

Transformational leaders are individually considerate, but they intellectually stimulate and challenge followers. They are attentive and supportive, but they also inspire and serve as leadership exemplars. On occasion, and when necessary, transformational leaders may, however, have to stand their ground, making unpopular decision and asserting their authority. For example, in an emergency, when consultation is not possible, the transformational leader must be willing and able to take firm, directive charge. (p. 225)
The Person in the Position of Follower

Followers – or employees, trainees, or anyone in the position of a follower – of transformational leaders have an advantage. Not only is their leader a person who inspires, encourages, and empowers them to achieve the goals of the organization, he/she also takes interest in their personal aspirations. With LMX theory being at the heart of transformational leadership, and transformational leadership having implications for servant leadership characteristics, among other leadership characteristics, the follower has the opportunity to benefit from the relationship between him/her and the leader. Three specific benefits that are discussed in this section include shared governance, a role model, and confidant.

Followers of transformational leaders share a certain amount of power and authority with the leader. Hallinger (2003) explains, “transformational leadership is often considered a type of shared or distributed leadership” (p. 338). This is because transformational leaders inspire and empower followers to autonomously and collaboratively reach organizational and personal goals. Under the authority of transformational leadership, researchers found that “followers who had greater need for autonomy and followers who were high on growth need strength (workers who want to be empowered and to grow on the job) were more positively influenced, and more satisfied with, transformational leaders…” (Bass & Riggio, 2006, 95). As Morrill (2007) explains, when it comes to educational organizations, “those [leaders] who try to exercise leadership in strictly political terms by currying favor or assembling changing coalitions of convenience quickly lose an academic community’s respect” (p. 49), and are considered ineffective and incompetent.

Along with transformational leaders sharing leadership with their followers, in the capacity of shared governance and autonomy, transformational leaders also share the
consequences in some capacity. Transformational leaders inspire “followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and organization” (Northouse, 2013, p. 193). This allows room for mistakes and learning opportunities – or teachable moments. In those moments, the transformational leader “encourages followers to think things out on their own [, or collaboratively.] and engage in careful problem solving” (Northouse, 2013, p. 193). As Williams & Denney (2015) explains, “a wise leader will let them [(followers)] learn from mistakes” (p. 86). They go on to say that, “If you punish mistakes, you’ll punish initiative and imagination” (Williams & Denney, 2015, p. 86).

A leader who allows room for mistakes and learning opportunities, and couples that with transparency and authenticity, makes for a good role model. It allows followers to see that, even as a leader, it is possible to miss the mark. Thus, it also encourages followers to own the mistake, learn from it, and move on, implementing the lesson(s) learned, as the leader does. Changing the mindset and hearts of followers to believe in their own ideas and to be creative, innovative, and autonomous, is ultimately changing the culture of the organization. As Northouse (2013) explains, “to create change, transformational leaders become strong role models for their followers” (p. 200). As Kezar (2014) explains it, “change often entails taking risks, and people are more likely to take risks when they trust the individuals who are asking them to engage in risk-taking behavior” (p. 102).

Lastly, followers are able to trust in leaders who are transformational as confidants, in many instances. This is because transformational leaders are known for integrity, transparency, commitment to their word, authenticity, and genuine interest in followers. These characteristics parallel those of charismatic leadership, which is why transformational leadership and
charismatic leadership are said to be synonymous (Northouse, 2013). As Northouse (2013) explains, “several effects are the direct result of charismatic leadership” (p. 189):

They include follower trust in the leader’s ideology, similarity between the followers’ beliefs and the leader’s beliefs, unquestioning acceptance of the leader, expression of affection toward the leader, follower obedience, identification with the leader, emotional involvement in the leader’s goals, heightened goals for followers, and increased follower confidence in goal achievement. (Northouse, 2013, p. 189)

Having a transformational leader is much like having a family member who works in the same organization, which can make for a great experience.

**Organizational Vision(s) and Goal(s)**

Getting followers on board with the visions and goals of the organization is one of the primary responsibilities of the leader of an organization (Bolman & Gallos, 2011). Transformational leaders “communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization” (Northouse, 2013, p. 193). Bass & Riggio (2006) explains, “by articulating a vision or a mission, the transformational leader increases the intrinsic value of goal accomplishment” (p. 39). They go on to say, “going beyond a transactional leader’s specification and clarification of goals, the transformational leader presents the values in the goals…. [whereas] accomplishment of the goals becomes more meaningful and consistent with the self-concepts of the followers” (Bass & Riggio, 2006, p. 39).

As a leader, understanding the visions and goals of the organization has to do with understanding the culture of the organization as well. Schein (2010) argues that it is important to understand the culture, because as leaders, there could be resistance to change coming from the follower. He explains, “culture is an abstraction, yet the forces that are created in social and
organizational situations deriving from culture are powerful…. [whereas] if we don’t understand the operation of these forces, we become victim to them” (Schein, 2010, p. 7). In others words, leaders who do not understand the culture of the organization, or institutions they are assigned to lead, can be ineffective because of conformity of the leader to the behaviors of the follower(s). The result would be no change, no goals reached, and no organizational success, which is usually the purpose for hiring leadership. Schein (2010) explains that, in his leadership positions, “only when I adapted my style to theirs [(the followers)] was I able to begin to shape the group more toward my preferred style” (p. 12). Adaptation versus conformity = listening, learning, and transforming versus laissez faire leadership.

The influence that comes from transformational leaders is geared to lead followers to accomplish organizational and personal goals. Because of the personal interest and focus on relationships between transformational leaders and followers, the organization benefits and sees growth in workplace morale, employee engagement, and positive results from employees (Pučėtaitė, Novelskaitė, & Markūnaitė, 2014). A great example of this is the transfer of Southern University in New Orleans to Southern University and Agricultural & Mechanical College in Baton Rouge. P. B. S. Pinchback advocated for Southern University in New Orleans by getting others onboard with his vision of educating Blacks post slavery (Vincent, 1981). He was able to secure funding and get the right people in place to make Southern University a reality.

**Opposition to Transformational Leadership**

Along with great implications for successful leadership, transformational leadership also has negative criticisms. One criticism speaks to followers strictly conforming to the goals of the organization and/or the leader. In Tourish’s (2013) critique of leadership theories, he explains that “most leadership scholarship… tends to assume that visionary leadership is powerful,
exciting and necessary, with leaders acting as a force for good whose efforts almost invariably produce positive outcomes” (p. 4). Followers, however, are seen as those who “have walk-on parts in the drama of their own lives” (Tourish, 2013, p. 4). This portrays the leader being more significant to fulfilling the goals and visions of the organization than the follower. Although transformational leaders charismatically encourage and empower followers to fulfill the goals of the organization in partnership with the leader, as well as their own aspirations, Tourish (2013) argues, “it proposes a leadership model in which leaders tightly control behavior of their followers…” (p. 23). In other words, “leaders have the power to reward, punish or fire followers, depending on how enthusiastically they embrace the goals set for them by leaders…. A model which can too easily see a kindly uncle morph into an angry god” (Tourish, 2013, p. 23). In this view, transformational leadership is more like a superior-to-servant interaction as opposed to a relationship where the follower is empowered and governance is shared.

One example of leaders enforcing a more superior-to-servant role was the 2016 controversy at Mount St. Mary University in Maryland. As Jaschik (2016) explains, in 2016 President Newman of Mount St. Mary wrote a letter to a tenured faculty member, firing him and several others, concerning their loyalty to the university. One faculty member had “recently criticized some of the president’s policies…. [while another] was adviser to the student newspaper that revealed the president recently told faculty members concerned about his retention plan that they need to change the way they view struggling students” (Jaschik, 2016, p. 1). This dismissal without due process came after the president compared students to harmless animals that still must be treated savagely, when it comes to which students should and should not be allowed to continue at the university. Some would say it was simply telling the faculty to be realistic when it comes to students who might not progress at the university, while others saw
it as harsh and malicious. However, the president, who comes from a corporate background where money was the key factor and not students, felt that it was necessary to explain his ideology in such terms. As a result, some faculty who spoke out about it and drew attention to it were targeted and terminated. This left other campus employees feeling uneasy because of job security and possibly targeting for simply exercising their lawful right to free speech. Now, one might say that this president is not a transformational leader in the capacity of inspiration, motivation, and charisma. However, in the capacity that “…transformational leaders promote changes in followers, groups, [and] organizations…” (Sosik & Cameron, 2010, p. 253), this president could be said to be a transformational leader because of his efforts to transform the minds of the faculty.

A second critique of transformational leadership is something that is actually considered a powerful tool: empowerment. Bass & Riggio (2006) looks at the negative effects of empowerment, from different angles. As Bass & Riggio (2006) explains it:

Leader empowerment of followers is ordinarily thought to be a good thing. However, empowerment can have negative consequences when the followers’ goals are out of alignment with the organization’s goals. Empowerment also can have negative consequences when the followers’ goals oppose the organizations’ goals. Empowerment of followers may provide them with the opportunity to sabotage the organization. Empowerment may generate inflexible norms that are detrimental to the organizations’ and the individual follower’s creativity. (p. 199)

A prime example of the negative consequence(s) that can come from empowering followers who’s goals do not line up with that of the organization were the conflicts at Hope College in the Spring of 2016. This is also a prime example of political power, coalitions and power elites, which we find in the political frame of higher education organizations. John Knapp, President of Hope College had asked for the resignation of the Provost in charge of academic
programs, Rich Ray. The argument was that “many faculty members… said that Ray had poor relations with professors” (Jaschik, 2016, p. 1), and President Knapp wanted better leadership in that area. As a result of Ray’s dismissal, some members of the board of trustees, who have close ties with Provost Ray - giving Ray political power - decided to go after President Knapp, and fire him. This was a power play – or move by those in power. Other members of the board resisted those members, which primarily caused the board to move “away from a plan to fire President John Knapp immediately” (Jaschik, 2016, p. 1). The other cause was that “those [board members] who want to do so have pulled back amid growing publicity about their move to get rid of a leader with strong backing from students, professors, and alumni” (Jaschik, 2016, p. 1). Strong ties to stakeholders of the College allowed President Knapp to keep his job. Because of this, President Knapp is what is known as a power elite – a person who holds great power because of his influence. The stakeholders such as the student body, faculty members, and graduates who backed President Knapp can be seen as a coalition – an alliance between groups for a common goal.

A third critique of transformational leadership deals with its aspect of charisma – the influential characteristics or essence a leader might have that lures followers to submit to their ideology or vision. This negative light on charisma is similar to the negative outlook on transformational leaderships’ said demand that followers strictly conform to the organization and vision, or suffer consequences. The difference is, in this view, the demand couples charisma and malicious goals, which then lures followers to conform to an evil vision. So the target is not charisma itself, but rather “those charismatic leaders who use their abilities to inspire and lead followers to destructive, selfish, and even evil ends” (Bass & Riggio, 2006, p. 5). Such leaders include “Adolf Hitler, Pol Pot, Josef Stalin, [and] Osama Bin Laden…. [leaders who] exhibit
many elements of transformational leadership (the charismatic elements particularly) but have personal, exploitive, and self-aggrandizing motives” (Bass & Riggio, 2006, p. 5)

The other side to this critique is the leaders choice to not adapt. Tourish (2013) argues that transformational leadership looks more at the follower conforming to the ideas and changing perspectives than the leader. He explains that “it is about transforming others rather than oneself, projecting charisma, building shared dreams and insuring that organizational performance – as defined by powerful elites – is improved” (Tourish, 2013, p. 20). He goes on to say that, “leaders... have greater status, authority and power…. [and] more freedom than followers to violate long-established norms” (Tourish, 2013, p. 22). The Mount St. Mary issue clearly speaks to this argument. The president, who has authority and see’s revenue as more important than students, exclusively decides to fire tenured (which some see as untouchable) faculty without due process for exercising a lawful right and simply relaying information. Although this move was frowned upon and criticized, some may argue that changes made by leaders in charge can be a good thing, depending on the need of the organization.

Carter, Self, Bandow, Wheatley, Thompson, Wright, & Jutting (2014) argues that the influence of change is necessary, depending on the organization’s stability, and goals. They explain, “both unit- and individual- focused transformational leadership are essential in balancing the conflict between efficiency and adaptation” (p. 47). The Hope College and the Mount St. Mary situations are prime examples of, what can be seen as, necessary change. President Knapp understood that the faculty was not satisfied with the person over academics. He also understood that the faculty was essential to the college structure and wellbeing, and since the college was flourishing and progressing successfully, in part because of faculty efforts, the person that should go would be the one hindering progress. And as faculty pointed out, he
released the Provost respectfully. President Newman of Mount St. Mary College understood the financial hardships looming if the faculty did not change their outlook on students. Instead of helping faculty understand his point of view and giving time to adjust, his approach was stern, and the consequence for those who opposed was swift and harsh. Both leaders rationalized the situations well, but only one exemplified true transformational leadership, taking into consideration the relationships to followers and those that would be impacted by his decision.

A BRIEF LOOK AT THE HISTORICALLY BLACK COLLEGE & UNIVERSITY (HBCU)

Definition

A Historically Black College & University (HBCU) is a higher education institution primarily founded and “established to provide postsecondary education for Black students…” (Evans, Evans, & Evans, 2002, p. 3). The history of the HBCU as discussed in this section gives a brief timeline from its beginning to where it is now, highlighting some significant ideas that gave shape to the educational undertone of HBCUs. However, there is much more history to the HBCU, such as its emergence due to freed slaves hungering and hunting for education, the significant difference between the structures of institutions in the northern versus southern united states, how Thurgood Marshall, who was instrumental to desegregation in education graduated from an HBCU, and much more, notwithstanding the accounts of historians, researchers, and others who have studied HBCU history.

A Bifurcation of HBCU Education: Washington and Dubois

Historically Black Colleges and Universities (HBCU or HBCUs (plural)) were founded on the basis of providing education to African-Americans. As Evans, Evans, & Evans (2002) point out, “in most instances, [they were founded] because of racism – that evil human frailty, which says that one race of people is superior to another because of the race of the supposedly
superior group” (p. 3). The issue was, African-Americans - Blacks - began to demand education post-slavery, and were not satisfied with the fact that they could not receive standard education because they were not allowed to be educated with their White counterparts (Evans et al, 2002). As a result, and to keep the segregation between races, those in power at the dawning of desegregation in higher education, specifically Whites, pushed the concept of HBCUs. And the planting of these institutions was strategic.

Evans et al (2002) points out, “HBCUs were established wherever large Black populations resided, such as in the Southeast, Southwest, and in the Northeast [regions of America]” (p. 3). They began with the establishment of private schools, such as industrial institutions and private colleges, and later moved to public colleges and universities (Evans et al, 2002). These primary institutions founded to satisfy Blacks were not established for Blacks to succeed at education, when it came to segregation as the purpose. As it stands in history, “HBCUs were not designed to succeed, [but] rather they were established to appease Black people or to serve as ‘holding institutions’ so that Black students would not matriculate into historically White colleges and universities (HWCUs)” (Evans et al, 2002, p. 3).

The founders of some HBCUs saw the potential and power of these institutions, however. Founders like Mary McLeod Bethune, Booker T. Washington, and P. B. S. Pinchback understood that the establishment of these institutions could be the game changer (modern term for turning point) for the Black population in America. But the question was, “in what way?”

As Thelin (2004) explains, HBCUs were strategically streamlining African Americans into career fields where they could still be oppressed and not heard. As he explains, “Black higher education was not preparing alumni for professions and fields associated with leadership and genuine power” (p. 102). What was taking place was,
Large-scale philanthropy from the North tended to favor segregated Black institutions and colleges whose curricula offered preparation for skilled crafts and trades, all designed to make education for African Americans part of a plan for regional economic development within the confines of a conservative, racially segregated social and political structure. (Thelin, 2004, p. 102).

For HBCUs, “there was less emphasis on bachelor’s degree programs in the arts and sciences, on preparation for the learned professions of law and medicine, or on training for future political leaders” (Thelin, 2004, p. 102). However, one popular educational track did remain in the limelight, which was clergy (Thelin, 2004).

Other accounts point to there being a lack of education for both blacks and whites. As Vincent (1981) points out, concerning Louisiana specifically, “black and white Louisianians suffered from poor or no education…. The wealthy free persons of color and white planters sent their children abroad for an education” (, p. 3). There was an apathetic attitude toward education in Louisiana. Vincent (1981) goes on to explain that it was not until after the Civil War and within the Reconstruction era that Louisiana began to see a difference in their educational outlook for blacks. In one excerpt, Vincent (1981) explains:

The capture of New Orleans by Federal troops in April, 1862, caused a step-up in President Abraham Lincoln’s plan of Reconstruction. To stabilize the chaotic situation, the President gave commanding generals unusual latitude in handling the local situations. General N. P. Banks, who took command in December 1862 following General Benjamin Butler’s command, found within the state, 150,000 blacks out of a total slave population in 1860 of 320,000. Technically, not freed by the Emancipation Proclamation (effective January 1, 1863), General Banks proposed a program of education for the blacks, after his task force canvassed the Parishes. In general orders of August 29, 1863, February 3, 1864, and March 22, 1864, he established enrollment recruitment as well as a Board of Education to promote education among the blacks within the area of the Department of the Gulf. (p. 4)

These efforts in connection with the Federal Government eventually lead to the establishment of the Freemen’s Bureau (Vincent, 1981), which “…was not only instrumental in
aiding black secondary education, but the number of normal schools and industrial schools throughout the south had increased” (Vincent, 1981, p. 4). Private HBCUs for blacks emerged in Louisiana some time before public universities, with Southern University being the first public HBCU for blacks. Although they still faced discriminatory acts such as funding deficiencies, education geared specifically for labor to keep the American economy going, and political agendas to suppress the black race, HBCUs still were able to forge forward in educating African American citizens.

As activists and advocates began to forge forward with theories, ideologies, and actions on what could and would advance the Black population, two significant leaders emerged with ideologies and actions that would greatly impact higher education for Blacks. One activist was Booker T. Washington. Washington, who was born into slavery, grew up on a plantation, where “he never knew his White father and was brought up by his mother, Jane, who worked as a cook on a plantation” (Author Unknown, 2006, p. 90). He imagined as a little boy who accompanied the slave owner’s child to school, that if he could learn like she was learning, he would be in an excellent place. As he grew older, he experienced the end of the institution of slavery, where he and his family became free. He would begin working at this time and pursuing his own education, where he eventually arrived at Hampton Institution, “an industrial school for Blacks and American Indians” (Author Unknown, 2006, p. 92).

Washington, being brought up in an era when industrial and agricultural work was the norm for Blacks, and seeing Hampton Institution as a way out of his past experience, developed a philosophy that “through the acquisition of practical skills, African Americans could make themselves useful and thus win a wider respect and acceptance in American society” (Greene, 1998, p. 1). He reasoned that “technical, industrial, and agricultural occupations had the added
benefit of earning them economic self-sufficiency and independence” (Greene, 1998, p. 1). His philosophy looked at African Americans using their earned incomes to be independent in residential, educational, and business arenas. By owning their own property, education, and running their own companies, Washington believed that African Americans “would lay the foundation for a successful and stable African American community…. [where] Whites could not fail to notice these accomplishments… and would in time come to acknowledge African Americans as their equals” (Greene, 1998, p. 1). With Washington’s “philosophy of racial uplift that accommodated existing racial or economic relations” (Watkins, 2001, p. 60), he launched into the education field to spread his philosophy and see change happen in the Black community. Washington would later “found [and preside over] a school for Black teachers called the Tuskegee Normal and Industrial Institute” (Author Unknown, 2006, p. 92). This would later become Tuskegee University in Tuskegee, Alabama – which along with Hampton Institute, was and is known as one of “the best-endowed colleges for African Americans” (Thelin, 2004, p. 186).

Washington had, by some accounts, a good philosophy of self sufficiently, concerning the African American community. However, by other accounts, that philosophy had a negative undertone to it. Washington was significantly influenced by General Samuel Chapman Armstrong, founder of Hampton Institution (Watkins, 2001), which in turn tainted his philosophy with some of the racial rhetoric that spewed from those who had a delusional sense of superiority. General Armstrong had the same ideology as those philanthropists who funded black education for the purpose of keeping them as the American labor force and nothing more. As Watkins (2001) explains:
Armstrong’s vision for Hampton was multidimensional. It would be a manual labor school. It would provide badly needed teachers for a mostly illiterate, alienated, and displaced Black population. It would provide training in character building, morality, and religion to ‘civilize’ the ‘childlike’ and ‘impetuous’ Negro. (p. 48).

Washington’s philosophy, by some accounts, was “…centered on vocational education and practical skills” (Cantey, Bland, Mack & Joy-Davis, 2013, p. 143). Yet, the belief was that he only wanted to benefit the labor force. As Cantey et al (2013) explains, “While Washington privately aided the advancement of civil rights in the South as the public face of Tuskegee, he was concerned with appeasing the school’s southern white benefactors, even if that meant reinforcing the Jim Crow social order” (p. 143) Cantey et al (2013) goes on to explains that “Washington was openly hostile to the liberal arts and firmly believed that ‘No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem’” (p. 143).

Washington’s philosophy was challenged by other theorists who believed otherwise. One particular theorist, who was also an “American civil rights activist, leader, Pan-Africanist, sociologist, educator, historian, writer, editor, poet, and scholar” (NAACP, 2016, p. 1), and who stood out in sharp opposition to Washington was William Edward Burghardt (W. E. B) Du Bois. Du Bois, who was also “the son of a Black mother and a White father…. [but] never experienced slavery” (Greene, 1998, p. 1), had a different, and yet similar experience to that of Washington. Unlike Washington, DuBois was offered primary education as a privilege, and graduated top of his class in high school. He later attended Fisk University (HBCU) and Harvard University, earning degrees in liberal arts and history (NAACP, 2016), much different from Washington’s industrial education experience. However, like Washington, DuBois later went into education.
DuBois’ philosophical stance as an educator and activist, just like Washington’s, was rooted in his upbringing. He believed that African Americans should focus on liberal arts education, and that the Black race would be successful and rise to the top through a “talented tenth” (Greene, 1998, p. 1). This tenth - or 10% of the Black race - as he explained, would be the leaders that would pave the way for African Americans to progress toward better opportunities and have equality. Both DuBois’ and Washington’s philosophies made sense and would have actually worked well together, as they do now, in some capacity. Currently, Blacks are moving more into leadership positions than during DuBois’ time, which is providing a voice for the African American community. The focus is not on the 10%, but rather the effectiveness of Blacks in office. At the same time, Blacks are moving into lucrative industrial fields, agriculture, science, technology, engineering, and math (STEM) disciplines, and educational roles, which is providing some economic stability and independence in certain Black communities. Although there is still much to be conquered, progress is evident.

Pioneers like Dubois, Washington, Pinchback, Bethune, and many others are the reasons that HBCUs are diverse in their programs, rich in their culture, and produce successful African Americans, and other ethnicities in their offered fields of study. HBCUs are no longer institutions that keep Blacks from entering White schools and they are no longer institutions for just industrial, agricultural, and teaching careers. As Cantey et al (2013) explains:

Despite the continued influence of segregation well into the twentieth century, historically Black colleges serves as both vibrant cultural centers where African–Americans could define and redefine Black culture and also counter public spaces where the political challenges to the hegemony of Jim Crow would ultimately emerge. Writers like Langston Hughes, Zora Neale Hurston, Countee Cullen, and Ralph Ellison all honed their craft in the Black colleges. Brilliant legal minds like Thurgood Marshall and Pauli Murray attended Howard Law School when the University of Maryland and the University of North Carolina denied them admission. The graduates of the nation’s Black
colleges and universities continued to give shape to an increasing Black middle class and give shape to Black intellectual life during the postwar period (Gilmore 2008). (p. 144)

The HBCU (1990 – 2015)

To speak poetically, HBCUs have become like gardens, rich with opportunities, possibilities, and affirmative, cultural qualities, where Africans-Americans and others ethnicities are planted and plant, and are grown and grow into strong, fruitful, educated citizens that impact society in good ways. HBCUs today are very different from their humble beginnings in segregation and industrial education. They have become broader in their programs, more diverse in their student populations, and institutions rich with culture and nurturing for all students.

Lucisano (2010) points out, HBCUs provide education for a significant “number of all African-American students pursuing careers that are critical to our competitiveness: Forty percent of their students pursue four-year degrees in science, technology, engineering and math (STEM), and about half of all African-Americans students in teaching fields attend HBCUs” (p. 2). Although STEM majors are partly founded in industrial careers and teaching was one of the initial disciplines in higher education, HBCUs now provide better opportunities in these areas because of advancements in technologies and research. Students are now able to use computer technology to enhance their learning and skills, and engineer ways of doing industrial and scientific work more efficiently, economically, and in some cases, ergonomically.

HBCUs also offer degrees in various disciplines within such fields as liberal arts, sciences, health professions, and business. With the variety of degrees, HBCUs are able to stay competitive with other higher education institutions, “despite being under-resourced” (Lundy-Wagner, 2015, p. 95). Between “2007 – 2008 HBCUs awarded only 1.3% of all master’s and 1.8% of all first professionals degrees, yet they conferred 11% of Black master’s and first
professional degrees…” (Lundy-Wagner, 2015, p. 93). In “2013, although HBCUs represented 3% of all postsecondary institutions, they educated upward of 16% of all African-Americans undergraduates (National Center for Education Statistics, 2013)” (Lundy-Wagner, 2015, p. 93). Notwithstanding, “Fifty percent of black faculty in traditionally white research universities received their bachelor's degrees at an HBCU” (U. S. Department of Education, 2015).

In the past 25 years HBCUs have seen an increase in enrollment and the diversity of the student populations, besides the growth in programs and degree opportunities. As Lucisano (2010) points out, “over the past decade, enrollment rates at HBCUS have grown at a much faster rate than enrollment rates among all colleges students” (p. 2). And as the National Center for Educational Statistics (NCES) (2016) reports, “the number of students enrolled at HBCUs rose by 36 percent between 1976 and 2013, from 223,000 to 303,000” (p. 1). With these increases in student populations, the increase in diversity has also occurred. Statistics show that “In 2013, non-Black students made up 20 percent of enrollment at HBCUs, compared with 15 percent in 1976” (NCES, 2016, p. 1). This 20% includes “13% White, 3% Latina/o, and 1% Asian-American” (Lundy-Wagner, 2015, p. 93), besides other ethnicities that make up 6%. As HBCU campuses see growth in diversity, they also see growth in community and togetherness.

Diversity leads HBCUs to offer a rich cultural, engaging, nurturing experience for all students, but especially for African American students. As Stewart, Wright, Perry, & Rankin (2008) explains, “HBCUs have a rich history and tradition” (p. 27). To broaden African American students’ perspective and knowledge about their heritage, “curricula at HBCU’S include a greater integration of Black history and culture…” (Stewart et al, 2008, p. 26), compared to other higher education institutions. The HBCU also “provides a student with faculty and staff role models, student peer role models and alumni role models for excelling during and
after college” (Stewart et al., 2008, p. 25). This allows the African American student population to not only know their heritage, culture, and significance in society, but also see how others have flourished and are flourishing in society, being aware of their roots. These practices have proven effective, and as we will see in the research (chapters 4-7), the subject of this research has a strong belief in this.

In a recent “Gallup-Purdue University study” (New, 2015, p. 1), of over 50 thousand African Americans who graduated from HBCUs vs. other universities, research showed, “about 55 percent of Black HBCU graduates said they ‘strongly agreed’ that their college or university ‘prepared them well for life outside of college,’ compared to less than 30 percent of non-HBCU Black graduates” (New, 2015, p. 1). The survey went on to show that “More than half of HBCU graduates reported ‘thriving in purpose well-being,’ compared to 43 percent of Black graduates from non-HBCUs” (New, 2015, p. 1). This study shows that HBCUs are still fulfilling their primary mission of educating Blacks because of educational inequalities, which still linger. However, it digs deeper to show that the culture at HBCUs is rich for African American progress. Concerning the HBCU atmosphere, “about half of Black HBCU graduates said their college or university was ‘the perfect school’ for them, compared to 34 percent of non-HBCU Black alumni” (New, 2015, p. 1). This perfect perception of the HBCU could be because, “Black graduates of HBCUs were more than twice as likely as those who graduated from predominantly White institutions to recall feeling supported by a professor” (New, 2015, p. 1). The survey went on to show that “while 29 percent of Black graduates who did not attend an HBCU said they were ‘thriving in financial well-being,’ 51 percent of Black HBCU graduates reported doing so” (New, 2015, p. 1).
The rich family-community atmosphere that many HBCUs have, along with the mentoring and support of faculty, peers, and other campus constituents is not limited to only African American students. In a study on White students attending HBCUs, Carter & Fountain (2012) found significant factors of diversity and inclusion as expressed by these students. The following outlines some of these findings which students expressed in three categories, as adopted from Carter & Fountaine (2012):

Faculty of HBCUs were considered as:
• The nexus between their academic experiences and co-curricular involvement.
• Critical link between students’ experiences inside and outside the classroom.
• Role models and nurturers to students in both personal and professional capacities, and as effective teachers in the classroom setting.
• Concerning mandatory African American culture courses: faculty were critical to participants’ classroom engagement and understanding of the cultural dynamics within an HBCU environment.

Staff of HBCUs:
• Assisted with their transition and success into the HBCU environment.
• Enable student to adjust more seamlessly into the university community and focus on their academic studies

Student Organizations:
• Student organizations and university-sponsored programs such as the university band, baseball team, Navy Reserve Officer Training Corps (NROTC), and the student government association also served as a conduit for White student engagement.
• Students affiliated with university-sponsored programs appeared to develop strong relationships with their peers within programs such as the band and athletics.
• Students participated in Greek life. (Carter & Fountaine, 2012, p. 49 - 66)

The higher education of African Americans is just as important today as it was at the initiation of HBCUs in America. In light of that, courses on African American culture, engagement of diversity, and integration of a cultural community on campus are three ways HBCUs “facilitate the preparation and participation of African Americans in society” (Stewart et
al., 2008, p. 26). As Freeman & Cohen (2001) explains the importance of cultural education and empowerment:

If culture is defined as the process through which a group develops its ways of being and knowing, cultural empowerment can be defined as the procedures through which a group of people develop a belief system in their capabilities—that is, their ability to achieve. Individuals who are culturally empowered first and foremost understand the importance of history and heritage of their culture. Next, they take pride in those contributions made by ordinary individuals as well as individuals of their culture who have made significant accomplishments. Being culturally empowered creates a sense of psychological well-being that enables individuals to take pride in their culture, clearly understanding that there are varying views and actions among individuals who make up the cultural group. Being culturally empowered is enormously important, particularly for groups who are underrepresented in a society (i.e., smaller populations), because not to feel empowered culturally can create feelings of inferiority, hopelessness and despair, entrapment, and disenchantment among members of the group. (p. 587)

Lastly, some HBCUs provide mentoring opportunities through programs outside of the classroom to enhance the students academically, culturally, and socially. These opportunities come in the form of extra-curricular activities as well as programs that may be geared toward a specific discipline. One example is Central State University, an HBCU that provides and encourages opportunities like this for their students. As Stewart, Wright, Perry, & Rankin (2008) explains it:

Students must experience a congenial atmosphere with the freedom and opportunity to interact with persons he/she chooses. Organizations based on personal development and academic majors such as NAACP, National Association of Black Journalists, National Technical Association, National Society of Black Engineers, National Community Pharmacist Association, and the Student African American Brother Organization can offer African-American students much needed support and social interaction with others who have common experiences, interests, and goals. All CSU [(Central State University)] students are encouraged to become involved in at least one student organization or activity outside of classes. These student organizations enhance the campus community and provide students with the opportunity to develop responsibility and leadership outside the classroom. All student organizations are asked to hold one service project per semester. (p. 27).
As this initiative helps students grow and mature within themselves, HBCUs also use these types of programs to “help cultivate strong bonds between peers and their community” (Stewart et al., 2008, p. 26). African American students at HBCUs “benefit from increased levels of engagement…” (Stewart et al., 2008, p. 26).

Institutional Trends at the HBCU

HBCUs have many programs where students have opportunities to compete with students from other higher education institutions and within the same institution. When it comes to competitions between HBCUs, HBCUs are, to describe it best, family members who are competitive and brag about themselves, but who love each other still once the competition is over. In this culture, HBCU students, faculty, and staff congregate as fans where students compete, depending on the event (i.e. band competition, football game, choir competition, quiz bowl, et cetera). During the event, fans and spectators cheer on their university, sing school spirit songs, and maybe brag about how much better they are than the opponents. Finally, when the competition is won, fans and participants may greet each other, find out about the other university, find things they may have in common, talk about the competition and possibilities for next time, and sometimes gain friendships or form relationships for networking or personal interest. In other words, competitions between HBCUs are much like a good game of spades or a family field-game competition at a family reunion.

Sporting events, such as football, basketball, tennis, volleyball, et cetera, are significant to HBCUs, just as they are to other universities. HBCUs compete with each other and with other universities for national championships, depending on the conferences or associations such as the Southwestern Athletic Conference and the Southeastern Conferences. For some spectators, it is the actual competition that draws them to these events. For others, it can be the community
atmosphere on the campuses such as in the tailgating, where fans, alumni, faculty, staff, and students gather to celebrate their institutions, which often includes food, games, contests, prizes, talking, laughing, bragging, music and love. Sponsors such as Coca-Cola, certain insurance companies State Farm, and private businesses also participate in these events by providing such things as food, drink, games, and/or prizes, for the purposes of advertising and/or showing support or because they are also fans.

HBCUs compete in several categories, besides sports. One major category is music. Because HBCUs, such as Southern University, Florida A&M University, Jackson State University, and Grambling State University have made significant strides with their marching band programs, some students are drawn to the universities just to play in the band, and because there are band scholarships. The competitions between bands include such events as The Bayou Classic Battle of the Bands, where Southern University and Grambling State University’s marching bands compete with each other. This event also includes step competitions between National Panhellenic Council organizations, notwithstanding the actual Bayou Classic football game between the two schools, which follows on the next day (usually the Saturday following Thanksgiving). This event is one of the biggest events in Louisiana, and specifically New Orleans, which is Louisiana’s hotspot for tourism. The Bayou Classic ranks with other events such as the Essence Festival, Jazz Festival, and Mardi Gras, which also take place in New Orleans. State Farm insurance plays a significant role as the major sponsor of this event, along with other sponsors.

Another major band competition between HBCUs is the Honda Battle of the Bands (American Honda Motor Company, 2016). As an advocate for HBCUs, “Honda supports HBCUs because of the unique and critical role they play in higher education, and because they
have helped literally millions of students achieve their dreams through the years” (American Honda Motor Company, 2016). Also, as a supporter of the growth of the HBCU, “More than $8 million in grants from Honda have provided support for book & tuition scholarships, facilities upgrades, and other investments to improve the student experience” (American Honda Motor Company, 2016). The Honda Battle of the Bands takes place in Atlanta, Georgia and draws a crowd from all over the United States. Bands from multiple HBCUs compete for recognition in categories such as quality sounds, unique drumming, dance moves, song choice, and more. Along with that Honda presents “$200,000 in grants to participating marching bands during the program period” (American Honda Motor Company, 2016). The competition is intense as marching bands work meticulously to perfect themselves in the multiple categories, and marching bands of HBCUs are sometimes more important than the actual sports teams, according to die-hard band fans.

Honda also teams up with HBCUs to host the Honda Campus All-Star Challenge (HCASC) (American Honda Motor Company, 2016). This competition focuses on academics, and is known at some HBCUs as the “quiz bowl.” As American Honda Motor Company (2016) states:

The year-round HCASC season begins when students arrive in the fall. Power Search quizzes, given across campus where students learn, gather, study and live, help identify the superstars. Next, HBCUs hold campus tournaments and form their HCASC Club. Practice sessions commence, with an emphasis on knowledge acquisition and team building. In December, the coach selects the varsity team. In February, teams attend official National Qualifying Tournaments which help determine the field for the National Championship. In January, teams attend National Qualifying Tournaments, after which, the Great 48 teams are selected.

At the National Championship, over 100 volunteers, including 50 Honda associates, serve as game officials, conduct registration and host the students. Honda highlights the HCASC program with its associates throughout the year. (American Honda Motor Company, 2016)
HBCUs are known for many other events that involve other higher education institutions and some that are exclusive to the specific HBCU. Academic research conferences, Concert Choir competitions, Gospel Choir events, internships, volunteerism, guess speakers, and events hosted by famous individuals or groups are some of the many other events that make HBCUs special and attract students who look to take part in the HBCU experience. HBCUs have become some of the most important institutions for societal change and uplift in the Black communities, with academics and cultural affirmation being at the forefront. However, there are still challenges and obstacles that HBCUs face.

**Challenges to the HBCU**

HBCUs face challenges both economically and concerning diversity. The economic challenges HBCUs face presently are an echo of the inequalities they have been facing since inception. As Evans, Evans, & Evans (2002) explains, “HBCUs have always had problems in securing sufficient funding to run their institutions” (p. 12). Evans *et al* (2002) further explains that, “for public HBCUs, state funding, which has never been sufficient, is augmented by student tuition, grants, and corporate and individual donations” (p. 12). This allows public HBCUs to keep up with *some* trends in higher education, such as research development, hiring Ph.D. level faculty and retaining them, and program development. However, these funds are not always enough to sustain those endeavors, provided they are in place to initiate them.

HBCUs also rely on “Pell Grants, grants-in-aid, veteran benefits, campus work aids, scholarships, Social Security benefits to dependent child care…” (Evans *et al*, 2002, p. 14), and tuition increases to stay competitive with other universities. Yet again, the drawback in depending on these multiple means of revenue is that they are not always reliable. State funds and tuition increases are “contingent upon government funding and opens the door for budget
deficits, a reduction of faculty and staff salaries, and an overall decrease in student enrollment’” (Cantey, Bland, Mack, & Joy-Davis, 2013, p. 147).

In a recent study, Vanacore (2016) pointed out the tuition challenges of HBCUs in the southern region of America. Speaking specifically to the state of Louisiana, Vanacore (2016) explained that, “universities founded to offer a historically disenfranchised minority an escape from poverty are struggling more and more to fulfill their mission in Louisiana” (p. 3). At Southern University, “tuition and fees have climbed almost 90 percent since 2008 to make up for the loss of direct aid from the state” (Vanacore, 2016, p. 3). The issue is, budget cuts have lead to major budget deficits at HBCUs in Louisiana. Two of the primary targets of budget cuts as mentioned before, when it comes to Louisiana has been higher education and health care. Yet these same cuts are affecting HBCUs across America. As Cantey et al (2013) explains, “As HBCUs continue to successfully graduate Blacks in areas of high demand, such as science, engineering, and mathematics, these institutions are surviving with less funding, fewer available resources, and support in comparison to PWIs” (p. 147).

The other side to having insufficient funding to grow programs, faculty, staff, administration, and ultimately the student population, is the loss of programs that already exist. As Lucisano (2010) points out, concerning HBCUs, the “needs in these areas are strained by limitations in the available pool of applicants, salary limitations, etc.” (p. 31). In other words, salaries are competitive, and unless a faculty or administrative prospect is willing to settle for a possible non-competitive salary, the HBCU can miss out on great potential. This is the plight of Professor Thomas Miller, who teaches foreign language at Southern University at Baton Rouge. He, being the Faculty Senate President has explained that, with state budget cuts, it is hard to keep good faculty around. As Vanacore (2016) explains, Southern University’s foreign language
“department lost an instructor of Spanish and Chinese who had worked with the U.S. Embassy in Beijing, had brought visiting scholars from China and had taken graduate students to do research on linguistics in West Africa” (Vanacore, 2016, p. 1). This professor was a great benefit to students because of his experience and network, but could not be retained because of budget cuts.

Adequate funding allows HBCUs to attract diverse faculty, staff, administrators, and grow programs. This results in a diverse student population as HBCUs then have the capacity to compete with other universities. Since the beginning of HBCUs, there has always been the open door for a diverse student population. However, with the tensions during the Jim Crow era – time period in United States history where segregation and racism was the law between (1877 - 1960s) – in which HBCUs were created, HBCUs saw majority Black student populations, if not total Black populations. Since that time diversity has grown on HBCU campuses, from administration to the student population, along with HBCUs recognition as competitive universities. Most, if not all, have seen the admissions of White students. Bluefield State College has actually seen its student population change from majority Black to majority White, since its inception. Yet with inadequate funding and the initial purpose of HBCUs being centered on educating the underprivileged, critics are questioning why they still exist. As Lucisano (2010) points out the critique of the HBCU:

HBCUs exist in 21st Century America in a virtual higher education vacuum – viewed by some, including some African Americans, as a relic of America’s segregated past and having no real place or role in America’s presumably diverse higher education community. The HBCUs are questioned by others who questioned their effectiveness at overcoming the educational deficits of many students enrolled at these institutions, and challenged by others because they benefit from special funding like Title IIIB of the Higher Education Act of 1965, as amended. (p. 26)
The problem with this critique is that HBCUs were neither segregated nor were they ever meant to be segregated. Rather, they were formed as a result of segregation.

Affirmative Action, a federal law initiated and refined by several Presidents, requires that Blacks and other minorities be given equal opportunities for employment and higher education, among other institutions. This federal law was also refined by Supreme Court cases such as “Regent of the University of California v. Bakke…. United Steelworkers of America v. Weber…[and] Slotts v. Memphis Fire Department” (CivilRights.org, 2016). In these cases, justices had to decide what was antidiscrimination and what was reverse discrimination, as the cases concerned equal opportunities for Blacks but not at the expense of eliminating Whites. With the 1964 Brown v. Board of Education case paving the way for desegregation in education, and affirmative action being written into law eventually, Blacks saw and seized opportunities to enroll into Predominately White Institutions (PWIs).

This shift was not to say that HBCUs were not as good as PWIs or that education was better at PWIs, but rather that Blacks now had access to the institutions where more of the resources were going. Notwithstanding, HBCUs saw growth as well. More diverse students populations meant change that would put some on an equal playing field with the PWIs. More programs began to be developed and this afforded opportunities for more faculty and staff. The diversity of ideas, ideologies, ethnicities, cultures, and the like, continued to grow for HBCUs, as well as PWIs.

The critique of HBCUs concerning diversity is itself a sign of racial injustice. As Evans et al. (2002) point out, HBCUs were “established to provide postsecondary education for Black students…” (p. 3). They grew from institutions primarily formed to keeps Blacks separated from Whites and supposedly satisfied, to necessary institutions that provide cultural grounding and
education to “African-American students pursuing careers that are critical to our competitiveness…” (Lucisano, 2010, p. 2). Admittedly, most HBCUs still thrive on embracing the heritage and culture of the African American community, even with a diverse student body. Yet, as Closson & Henry (2008) explains, for HBCUs, “programs and policies designed to attract and retain students must, on the one hand promote inclusion and at the same time stay anchored in cultural heritage and a dedication to serving the Black community” (p. 16). To demand diversity from institutions that were formed to demand diversity, is irony. To attack an institution that supports and has proven significant to a disenfranchised people is tyranny.

**Future**

The HBCU has a present and future mission similar to that of its past mission: “to provide postsecondary education for Black students…” (Evans *et al.*, 2002, p. 3); to provide education for all. The bifurcation of this postsecondary education continues to be scholarship and African American culture. Both have become equally important in building holistic, self-actualization-capable students, who will be competitive in the market place, aware of their heritage (or that of African Americans), and who will positively impact society. The future of HBCUs will depend on the success of its students, via the success of the institution in staying competitive, growing and developing new programs, having adequate funding, being able to hire highly qualified faculty and staff persons, and successful leadership, among other factors. It will also depend on the acceptance that HBCUs provide a cultural foundation that is essential to the African American community, as well as society as a whole. As Freeman & Cohen (2001) explains:

Although we know a great deal about the role of higher education in economic development, educators and policy makers know considerably less about the role of higher education in cultural empowerment, particularly as it relates to the role that
distinctive higher education institutions such as HBCUs have played and continue to play in empowering African Americans. Even less is discussed or written about the role that HBCUs play in bridging the gap between economic development and culturally empowering African Americans and why a better understanding of this linkage is important. (p. 586)

Understanding the cultural development of students that HBCUs provide is vital to the future of HBCUs. That understanding could provide better judgment when it comes to making decisions that help, or hinder HBCUs. However, there has to be a falling away of the racial undercurrent that still plagues our political system. Politicians responsible for the forward moving of Higher Education Institutions must put aside any biases, prejudices, and/or racial segregation ideologies and realize that HBCUs are just as important as any other higher education institution. They must realize that the oppression of a race does not make another race great or greater, but rather causes more issues and cost more money (i.e.; court cases due to discrimination, taxes that fund oppression and still provide benefits, crime). Only then will there be equality in policies made for, and distribution of funds to, HBCUs.

SOUTHERN UNIVERSITY

Humble Beginnings

After slavery came to an end and the Civil War was won, there began the reconstruction period from 1865 to 1877 in the south. This was President Lincoln’s plan to “bring the Nation back together [, the north and the south,] as quickly as possible… which required that the States new constitutions prohibit slavery” (Howard University Libraries, 2016). During this time the Freedman’s Bureau, Republicans, philanthropist from north, and other religious associates began helping establish education for Blacks and Whites. And because reconstruction looked at breaking down barriers formed in slavery, the time was ripe for the newly freed Blacks to seek opportunities for advancement and equal opportunities with Whites. Reconstruction however
came to an end, “with the rise of klan violence, abandonment of the freedmen by radical
Republicans, and the Colfax massacre” (Gibson, 2014, p. 10). During this time, “White
Southerners used mob violence, political terrorism, and election fraud to drive the freed people
[of color – or Blacks -] and their Republican allies out of politics” (Gibson, 2014, p. 11). This is
when Blacks realized that, since White southerners were pushing separation and the abolishment
of the interactional movement of the reconstruction period, they needed to establish “their own
institutions in religion, education, and social life…” (Gibson, 2014, p. 10).

Throughout this era of progress (1868 constitution), and regress (Jim Crow) there were
leaders who continued to fight for the education of Blacks in the south, and more specifically,
Louisiana. One was P. B. S. Pinchback, a very influential leader in the republican party at the
time, who moved further into political leadership, even up to interim governor of Louisiana,
although it was only for about 1 months time. However, Pinchback used his political clout and
some negotiating with those who did not support Black education to make Southern University,
the first public HBCU in Louisiana, a reality. Much like the criticism of Booker T. Washington
and his establishment of Tuskegee University, some could call Pinchback a “traitor for this
move…. While others might say that he was a pragmatist as both sides gave up something
precious and in return received something special” (Gibson, 2014, p. 13). So, what move did
Pinchback make?

The Republican Party in Louisiana had many Black leaders, including Pinchback. They,
as mentioned, along with other agencies, pushed education for all, and without racial divides.
However, as the Democratic Party continued to fight for control in Louisiana, eventually
“Francis T. Nicholls led the Democrats to win the state house for the first time since the Civil
War” (Gibson, 2014, p. 10). The Republican Party became weak in its fight for African-
American equality, education, and exclusive support of Pinchback. As a result, Pinchback “cleverly campaigned for the National Republican ticket…” (Gibson, 2014, p. 11). He pursued this in another state, and then returned to Louisiana to re-engage in the fight for African-American education.

Nicholls became governor of Louisiana and the progress of the Democratic Party to squash efforts made from reconstruction continued to fester. Pinchback, because of his political clout and backing by the republican nationals, and recognizing that education for Blacks was severely threatened, targeted the person who had the power to make his educational goals a reality in Louisiana – namely Governor Nicholls. Although Pinchback knew that Nicholls and the Democratic Party did not have interest in Black education, or any interest in Blacks advancing, he knew that there would need to be some type of negotiating in order to gain what he wanted. As a result, Pinchback strategically orchestrated moves that would cause that compromise: lack of support for the Republican branch that did not back him in Louisiana; “requested that Governor-elect Nicholls support the political, educational, and material interest of his people – African Americans – in the same manor he would the White people” (Gibson, 2014, p. 13); “Requested that a university for ‘persons of color’ be established in the city of New Orleans” (Gibson, 2014, p. 13); and vowed support for the governor provided those requests were met. And because Nicholls “recognized the role played by Pinchback” (Gibson, 2014, p. 13), he vowed his support of Black higher education, and ultimately the establishment of Southern University at New Orleans.

Southern University’s name was based on the location and the people it represented. Although critics said that the name went against African Americans because it represented a *place* where hostility against Blacks was prevalent, advocates protested that it represented those
who were left out or mistreated in the nation. In other words, one said *southern* was the region where Blacks were terrorized, while other said *southern* represented the actual people who were terrorized. Therefore, because the university was “established to serve the underprivileged and less fortunate in our society” (Gibson, 2014, p. 18), the name Southern University was solidified.

While located in New Orleans (1880 – 1913), Southern University witnessed a small beginning, but good progress. The first building was purchased where faculty and students could hold classes. It was a structure formerly used as a religious temple. Southern University would later have a building built from the ground up, in what is currently uptown New Orleans. This building was significant because “it was the first building erected in the state for the education of African Americans” (Gibson, 2014, p. 23). This is where Southern University would become a campus because of buildings that were purchased to provide space for growth in academics and training.

The programs that were offered at Southern University in New Orleans followed the trends of those times. Students were trained in industry and agricultural work, as those were the primary careers. Other students pursued teacher – or educational – training to work in education in some capacity, but mainly to teach k-12 grade levels. During this time these teacher training schools were called “normal” schools, which were another name for teaching schools. Southern University had a normal school, which many Black teachers were interested in attending. Pinchback’s strategy was to offer the same education to Blacks that was offered to Whites in Louisiana.

Southern University’s development came with demands on state funding that was appropriated for the education of Blacks. The Morrill Act of 1862, also known as “The National Land-Grant Colleges Act” (Lucisano, 2010, p. 41), was constructed to provide public lands to
various states for the purpose of constructing educational institutions” (Lucisano, 2010, p. 41). However, because of racial inequalities, the money that did go to education was not allocated to the Black universities, such as Southern University. These funds were allocated to White institutions, which continued to push segregation, keeping Blacks out and the education of Blacks, a real fight. This would come to an end with the Second Morrill Act. As Lucisano (2010) explains:

A Second Morrill Act was passed in 1890, which included language mandating States with dual systems of higher education to provide land-grant institutions for both systems. As a result, 19 institutions were established as Black land-grant institutions, enrolling those Black students who had been excluded under the 1862 legislation. While there was the creation of two land-grant systems — one established under the 1862 Land-Grant Act (1862 Morrill Act) and the other under the 1890 Land-Grant Act (Second Morrill Act) — the level of support for the 1890 institutions (both federal and state) never approximated the level received by the 1862 land-grant institutions. In particular, during the expansion of program offerings and disciplines at the 1890 institutions, the disparity in funding for research infrastructure between them and the earlier established institutions severely limited their efforts to support basic and applied research. (p. 42)

Despite the misappropriation of funds in the first Morrill Act, the Second Morrill Act allowed Southern University to grow and develop the agricultural and mechanical portion of the college. From the time of the establishment of the Second Morrill Act, “Southern University became known as Southern University and A&M College” (Gibson, 2014, p. 27). And because it was the only state supported higher education institution for African American in Louisiana, Blacks, especially teachers who wanted to attend a teaching school, voiced concerns about its location. Eventually those concerns were met because Southern University and Agricultural & Mechanical College at New Orleans would become Southern University and Agricultural & Mechanical College at Baton Rouge.
A major player in getting Southern University and A & M College moved to Baton Rouge was Joseph S. Clark. Clark was born on a plantation in Louisiana and would later pursue education at several colleges in Louisiana. He also pursued education from outside universities, such as “University of Chicago and Harvard…. [,and] Selma University in Alabama...” (Gibson, 2014, p. 33). Once he made it back to Louisiana, Clark became a respected educator, working in such capacities as teacher and principal of k-12 schools in Baton Rouge, and later “president of the newly created Baton Rouge College” (Gibson, 2014, p. 31). With his influence in education, he would begin to pursue a higher education institution for Blacks in the “central” area of Louisiana, namely his place of influence, Baton Rouge. Here is a step-by-step outline of how Southern University moved from New Orleans to Baton Rouge:

- Clark gains the support of those who wanted “training for Black people in a centrally located state-supported institution” (Gibson, 2014, p. 32)
- Clark proposes creating a new school for Blacks to the Louisiana Governor at the time, Governor Sanders.
- Governor Sanders rejects the proposal because of the financial support that would be needed, but does give an alternative; use the already established Southern University as the school and bring it to where the proposed location would be.
- Clark influences “State Superintendent of Public Education Thomas H. Harris…. [and] Representative Leon Locke” (Gibson, 2014, p. 32) to make the transition happen.
- Locke proposes a Bill to the House of Representatives, which passes the house, and is made law by Louisiana’s next governor, Governor Hall.
- In opposition, “a group of thirty-eight person from Orleans Parish instituted a lawsuit against the Southern University and A & M College Board of Trustees to prevent the
changing of its domicile from the city of New Orleans…” (Gibson, 2014, p. 33), and won through district court.

- However, the State Supreme Court overturned the District Court’s ruling, putting the Governor enforced Act 118 (Gibson, 2014), into play.

- Southern University and A & M College at New Orleans becomes Southern University and A & M College at Baton Rouge.

**A Brief Second Historical Account of Southern University**

Other accounts of Southern University’s history gives details of Southern University being established in New Orleans through the influence of black delegates during the Constitutional Convention of 1879 (Vincent, 1981). As Vincent (1981) explains:

> The new democratically controlled Constitutional Convention of the state [of Louisiana] had been in session for approximately eleven weeks and one of the first orders of business for the state was the Committee on Public Education report on the new (white) State University (p. 7)

The Committee Chair, Colonel F. L. Claiborne, had a passion for education that was free to the public (Vincent, 1981), as there were integrated private colleges already established in New Orleans. As discussions of providing free education for blacks and whites arose, Pinchback “seized upon the opportunity to push for black higher education in the state” (Vincent, 1981, p. 7). Pinchback, a graduate of Straight University was “one of the two black members of the committee on Public Education” (Vincent, 1981), and one of several black delegate of the Constitutional Convention. As he sought the establishment of an institution in New Orleans, the city where he had settled after leaving a profession as a steamboat steward (Vincent, 1981), other black delegates joined in to back Pinchback’s efforts. As Vincent (1981) explains:
Pinchback’s gesture in the Convention created an immediate reaction. Black Delegate T. B. Stamps, a wealthy businessmen from Jefferson Parish, who represented Orleans Parish, supported the measure and offered an amendment to “five” thousand dollar minimum and to add “ten” thousand dollars. The motion of the chairman of the public education committee, F. L. Claiborne to have Stamps’ Amendment laid on the table was adopted (65 yeas to 20 nays)….

After a strong lobbying of the issue with each delegate for almost two weeks, the sentiment of black Delegates Pinchback, T. B. Stamps, and T. T. Allain prevailed…. The resolution offered by Pinchback became Article No. 231 of the Constitution. (p. 8-9)

Resistance to Southern University’s establishment arose from the Afro-Creole community who were already in the process of pushing “their Reconstruction agenda for racial equality and social justice…. [, and] for universal male suffrage and a vision of public, integrated education” (Hart, 2013, p. 148). Part of that agenda also included creating a pathway for blacks to have a voice in the political arena, which gave way to Pinchback’s roll as a Constitutional Convention delegate. Although Southern University was established in the same multi-racial frame as Straight University (1869), Leland University (1870), and New Orleans University (1873) (Hart, 2013), all of which Afro-Creoles supported, it was frowned upon by Afro-Creoles because they believed it “represented the tacit acceptance of a rigid color line by local black leaders…” (Hart, 2013, p. 133).

Afro-Creoles, who “represented the city’s predominantly Catholic and French-speaking free black community and maintained a philosophy of political radicalism, revolution, and social and political protest” (Hart, 2013, p. 4), were fighting to abolish the discriminatory practices that were so prevalent in a Civil War-torn, formerly confederate and contentious Louisiana. As Hart (2013) explains:

Former Confederates had gained control of the state legislature and city government by 1865 which spawned an interracial progressive movement to advocate for black suffrage. In the months that followed, as referenced above, these efforts instigated one of the bloodiest riots of the era; and for Afro-Creoles, who led a large procession in support of
universal suffrage, they suffered numerous casualties at the hands of a police force made up of former Rebel soldiers. The New Orleans Riot of 1866, also known as the New Orleans Massacre, directly precipitated congressional passage of the Reconstruction Acts of 1867 and paved the way for black political participation as voters and political leadership. It remained one of the principal reasons why the Radical Republicans were able to seize control of the country’s reconstruction efforts from then-President Andrew Johnson. (Hart, 2013, p. 144)

Although former confederate supporters, including confederate soldiers who had lost the Civil War continued to resist the efforts of Afro-Creoles and freed slaves in Louisiana, and elsewhere, Afro-Creoles and freed blacks were able to gain ground in New Orleans with obtaining the right to vote, having political roles, and attending private universities with whites, as “there were no blacks in the state university” (Vincent, 1981, p. 10). However as the blacks and Afro-Creoles New Orleans were fighting to strengthen an integrated culture and suffrage for all vision (Hart, 2013), “victories [that were] short-lived” (Morton, 2014), Southern University’s establishment became what some Afro-Creoles believed to be a black mark (Hart, 2013) on Louisiana’s constitution. Certain Afro-Creoles saw it as a contradiction to the very universal suffrage (Hart, 2013) society they were fighting for, as the Southern University was integrated, but catered to black education.

Despite the resistance by Afro-Creoles, other college presidents, and many others, Pinchback’s negotiations with Governor Nicholls caused him to support the establishment of such a university and encouraged legislators to provide the funding that the delegates were looking for. In 1880, Representative T. T. Allain put forth an act to establish a university for blacks, but with admission for blacks and whites (Vincent, 1981). At the same time, the Senate also “…prepared and passed a similar measure…” (Vincent, 1981, p. 10). Together, “as act number 87, the bill was signed by Governor Louis A. Wiltz, establishing the governance of the University” (Vincent, 1981, p. 10).
The actual operating date of Southern University is debated. March 3rd of 1881 is said to be “The Incorporation of the Board document giving the institution authority to operate and function as a state university…” (Vincent, 1981, p. 11). However, as Vincent (1981) explains:

Apparently, the University had opened slightly over six months earlier. The Board held its first meeting in the State House on October 19, 1880, in the rooms of the State Superintendent of Public Education and passed laws designating the officers for the board members and officers for the faculty of the school. (p. 11).

In 1881 a sight and building was established in New Orleans and Southern University also accepted its first class the same year. Yet from that time until the closure of the New Orleans location in 1913, Southern University faced opposition from many angles, including the acquiring of its first structure. As Morton (2014) explains:

Southern University did not enjoy the same initial funding and support as its private peer institutions, much to the contrary. From an operational perspective, although the state legislature provided an annual operating expense of not less than $5,000 and no more than $10,000 for the University, the legislature did not provision for the purchase or construction of a building in New Orleans. In January 1881, much of the funds allocated toward faculty salaries were instead used to acquire a building to house faculty, staff, and students of the institution. Future faculty salaries were then used as collateral for a loan to buy the building, and by 1902, these funds were still being used to offset further mortgage debt. The legislature did not provide any financial support for construction, for a library, and for future development or expansion. The constitutional amendment to allocate a fixed amount of $10,000 annually to Southern was upheld by the legislature during the period 1880 to 1913, which clearly foretold trouble ahead.

One account of Southern University’s closure in New Orleans and transition to Baton Rouge explains that the transition was, “more an accident than a designed plan” (Vincent, 1981, p. 63). According to John B. Cade’s account (Vincent, 1981), there were black citizens of Louisiana that felt that they wanted to have access to an institution of higher education closer to where they resided, and central to all blacks in Louisiana, since the only central, public, state
higher education institution was for whites only. Common to most accounts, “J. S. Clark, who was then President of Baton Rouge College, as well as the President of the Louisiana State Colored Teachers Association, was one of the prime forces behind such a movement” (Vincent, 1981, p. 63). His push was for there to be a school for blacks in a central location accessible to everyone. However, the governor at the time (1910), Governor Sanders, rejected Clark’s idea and countered it with the idea of moving Southern University from New Orleans to a more central location, or rather “‘some central agricultural community in the state’” (Vincent, 1981, p. 64). Superintendent of Education, Thomas H. Harris supported the idea, explaining that “a black education institution in Louisiana should be located in the rural areas and ‘organized to train colored teachers along the lines of agricultural, manual training and domestic science’” (Vincent, 1981, p. 64). To note, Harris’ argument was nothing short of the racial rhetoric that looked to make black education more about stocking the labor force of America as opposed to the advancement of people of color, as previously discussed.

Governor Sanders’ suggestion to relocate Southern University, though appearing to be the initial opposition to Southern in New Orleans, only added to the preexisting opposition against Southern’s New Orleans location. Besides Southern University’s rejection by the Afro-Creole community, one racial argument against Southern University was that it was in a prominent section of New Orleans and that it competed with Tulane University (Vincent, 1981). As Morton (2014) explains:

…it has also been documented that at the turn of the twentieth century, Southern University’s location which was once considered to be on the “outskirts of town” was now prime real estate and was being settled by White middle-class residents who made it known that they were not content with sharing the neighborhood with the Black university (Duffy, 1966; Logsdon & Bell, 1992; Lynch, 2001). (p. 88)
A second argument was that “Straight University favored the removal because the location of a black state University in the city gravely cut into its student population, since it was a private institution” (Vincent, 1981, p. 65). Again, Straight University was supported by Afro-Creoles, who also sat on the governing board of, and had administrative roles in, the university. As more Blacks supported Southern University’s removal, including several Southern University Board of Trustee members, others who had originally opposed its removal (Vincent, 1981), and whites, its removal was becoming unavoidable. Blacks who attended Southern University, as well as professors and several of those who served on the Board of Trustees fought against the move. However, their arguments and actions were overpowered by the arguments and actions of presidents of other institutions, Superintendent Harris, the Afro-Creole community, and many others including J. S. Clark, who actually did not have the original idea to move Southern University, but rather to form a new school. Eventually, “the passage of the Removal bill on the 9th of July [, 1912]… Act Number 118…” (Vincent, 1981, p. 66), set in place Southern University’s removal.

Ultimately, in its final two years in New Orleans, 1912 - 1913, Southern University was strategically forced out of New Orleans through a chain of events orchestrated by Superintendent Harris, newly elected Governor Luther Hall (Vincent, 1981), its own Board of Trustees, and the Executive Committee, among others. At the end of the 1911 – 1912 school year, the Southern University Board of Trustee members, “refused to rehire adequate teachers for the University…” (Vincent, 1981, p. 65), which left a deficit in the faculty positions. For those teachers and administrators who were hired for the next school year, they would be paid on a “monthly basis beginning July 12, 1912…” (Vincent, 1981, p. 67). The salary schedule was determined by an executive committee who was supervising Southern University in place of the Board of Trustees,
as “the full board was apparently never called into session again” (Vincent, 1981, p. 67) after the 1911 – 12 school year. This newly appointed “…executive committee… comprised of Douglas Anderson, an electrical engineering teacher at Tulane University, Dr. T. P. Singletary of Baton Rouge, B. C. Caldwell, assistant and field agent for the Slater Fund, and State Superintendent T. H. Harris” (Vincent, 1981, p. 67).

With legislation already in place to remove Southern University from New Orleans, the 1912 – 1913 school year was in limbo. As Vincent (1981) explains:

The uncertainty surrounding the opening of the school on September 25, 1912 caused much confusion. A group of supporters led by E. O. Moss and members of the Alumni Association filed a suit in the Civil District Court in New Orleans to enjoin the execution of the removal act, and enjoining the board from acting on such. The faculty members and student body of 483 began work on the appointed date, just as the new board began its work. Not all agreed with this arrangement as Charles W. Panter, the former Secretary, refused to give the checkbook to the new secretary, B. C. Caldwell, causing him to have to make a new one. Both sides were obstinate: the new board hoped that the school would not reopen for the fall term in New Orleans, and the president and school officials refused to issue a statement of the schools funds and indebtedness, as all waited the outcome of a suit questioning the validity of the acts of removal.13 (Vincent, 1981, p. 68).

Although the school did reopen for the 1912 – 1913 school year, by reluctant teachers and administrators, the executive committee only agreed to pay the previously set monthly salaries, and only through October of 1912 (Vincent, 1981). Nevertheless, the instructors still educated the 483 students for the full school year, not having received notice to not teach that year, they reasoned. By March of 1913, the faculty petitioned the committee for their salaries in that, “since the lawsuit against removal had failed, and the current board was in control, the funds on hand should be used to pay ‘just debts,’ including salaries” (Vincent, 1981, p. 68). Although the committee presented valid arguments about the legality of their due salaries, their exhaustion in teaching and not being paid, and their not being told not to teach (Vincent, 1981),
they never received compensation for that year. Following the last act of service to the students by the faculty, which was “…the commencement on June 19, 1913, the university remained effectively closed until March 9, 1914 when it re-opened in Scotlandville, several miles north of Baton Rouge” (Vincent, 1981, p. 69).

**Southern University at Baton Rouge**

Southern University and Agricultural & Mechanical College was established in Baton Rouge in 1914, under the leadership of what some might call a transformational leader. President Clark was meticulous about making Southern University and A&M College a community and family oriented institution. He made “continual efforts to bring cohesion of purpose and duty among the administrators, faculty, and students” (Gibson, 2014, 40). In his addresses to and engagement with administration, faculty, and students, he emphasized communication, harmony, teamwork, community, growth and progress, and abolishment of exclusive small groups that spread turmoil. He also focused on the “students’ spiritual, cultural, and recreational lives” (Gibson, 2014, p. 42): President Clark started the first day of the new campus with prayer and continued with prayer meetings as a tradition; and he allowed for the development of extracurricular activities such as social organizations, musical groups, and sports. As president of a college where African Americans had the opportunity to advance there education in a segregated and oppressive south, President Clark lead as a “visionary and an astute, forward-thinking leader who possessed extraordinary persuasive powers to get what he needed for his people” (Gibson, 2014, 41).

Dr. Clark’s transformational leadership, charismatic character, and pursuit of education for all African Americans in the region, especially youth, led to great developments at Southern University. Starting from a small building on the Mississippi river where the campus was
established in northern Baton Rouge (namely Scotlandville), Dr. Clark secured funds for more structures to be erected and renovated those that were already there, but uninhabitable. This provided space for the “elementary school children, high school students [(Southern University Laboratory School)], and normal (teacher training) students” (Gibson, 2014, p. 38), which were all part of the college. President Clark also developed a school to “educate ‘Negro’ children who were blind, deaf, and delinquent” (Gibson, 2014, p. 44). Dr. Clark’s perseverance for a culture of family, responsibility, and education, along with the help of those who Dr. Clark built alliances with provided Southern University and A&M College in Baton Rouge with the foundation it needed to become one of the best HBCU’s in the south.

Southern University became the birthplace for the rise of the Black middle class in Louisiana. As Gibson (2014) points out:

Progress was made in preparing many young people in the practical trades while Southern University was located in New Orleans. This particular interest was intensified when the university was relocated to Baton Rouge. During the early 1930s, Southern began to prepare its graduates and the members of the Black community to enjoy a middle class standard of living. (p. 49)

Southern University moved from a 2 year college to having one 4 year program, to offering “six four-year curricula, each leading to the Bachelors of Arts or Bachelors of Science degrees” (Gibson, 2014, p. 54), in 1934. Felton Clark, who was President J. S. Clark’s son, and a leader at the university, was instrumental in creating the first bridge program between Southern University and Columbia University, which allowed Southern graduates to pursue graduate degrees. He also started the first school yearbook in 1930. The University gained national recognition for contributing to African American education, and “in 1959, Southern University was accepted as a full-fledged member of SACS [(Southern Association of Colleges and Secondary Schools)]
after serving several years as an associate member” (Gibson, 2014, p. 55). Along with additions to the curriculum, connections to other colleges, and Felton Clark’s new role as President (1938) in the place of his father, J. S. Clark, Southern University saw more additions and expansions to the university itself.

Southern University became the hub for the education of African Americans in Louisiana. Along with ties to other universities for graduate degrees, Dr. Clark and his colleagues established “six extension centers around the state…” (Gibson, 2014, 60). This was because they took on educating Blacks in what they needed. For example, “in 1946, special attention was given to veterans’ needs by offering courses in carpentry, auto mechanics, woodwork, shoe repairing, and tailoring” (Gibson, 2014, p. 60). Diving deeper into diverse offerings at the university, “in 1948, Dr. Clark was able to get a Reserve Officer Training Corps (ROTC) unit started at Southern University, one of the first at an HBCU institution” (Gibson, 2014, p. 63). Dr. Clarks visions with this was to offer as much as possible to African American youth because he believe that education was the only way out of the underprivileged state African Americans were in at the time. And in that same vein, Dr. Clark established the Southern University Law School, to give way to “under-represented minorities in the legal profession” (Gibson, 2014, p. 63). The law school was not something that he intended to established, but the need coupled with his drive for education in areas of Black interest brought it about. Learning much from his father who was former president, and first president of Southern University in Baton Rouge, “in his 30 years as president of Southern University, [Felton] Clark elevated Southern University from a local and state institution to one of national importance” (Gibson, 2014, p. 68). And with this elevation Southern would become the largest HBCU in the United States.
Desegregation in higher education began with the Brown vs. Board of Education case in 1954. Just like in recent years, the question came about as to the importance of institutions that were specific to certain ethnicities, specifically, people of color. Dr. Clark realized the threat to the university as only Black students were enrolling, although the university was open to anyone. With that realization Dr. Clark aimed at, not pushing for African Americans to start attending Predominantly White Institutions (PWI), but rather moving Southern University to the forefront as the best university to attend. Keep in mind, Southern University did not practice segregation from its inception, but because of racial tension and discriminatory practices against HBCUs, Whites did not attend. With President Clark’s push for diversity and with the significant financial support for construction, Southern University welcomed its first White students to the university, in the 1950’s. Southern also branched out into two major cities, which included a campus back in New Orleans, and a campus in Shreveport.

By the mid 20th century, Southern University had become the great university it is today: a multi-campus HBCU, publicly recognized, whose size surpassed all other HBCUs, making it the largest HBCU in the nation. Southern University, a college for African Americans, which started in New Orleans in a single building was now the Southern University System; An HBCU with a diverse campus; An HBCU with three locations (Baton Rouge main campus, New Orleans, and Shreveport); An HBCU with five distinct schools (Southern University main campus, Southern University Law School, Agricultural & Mechanical College, Southern University New Orleans, and Southern University Shreveport), which as a collective made up the Southern University System. There is also the school of Nursing, which is part of the main campus in Baton Rouge.
A Historically Black College & University (HBCU) Icon

Southern University and A&M College has made, and is still accomplishing great achievements in significant areas of higher education. Two major areas, aside from the University’s growth and development, which is discussed in the previous section, include graduates of Southern University and their accomplishments, and the achievements of the university in academics and extra curricular activities. These achievements speak to the type of students, faculty, staff, and administration the university has had throughout its existence. As mentioned in the previous section also, Southern University was founded on aspirations and activation of excellence in the academic and cultural functions of the African American community, while still serving and building diverse ethnicities.

Southern University has a mission that speaks to the education of blacks as a major focus, yet the community is made up of a diverse culture. Southern University has a diverse student population, with students from all over Louisiana, the United States, and from other countries across the world. The table below shows demographics broken down for Southern University (Baton Rouge location, main campus), for the 2016 – 2017 school year, according to the Office of Institutional Research and Assessment (IRA). The total population as recorded for all graduate and undergraduate programs, as of Fall 2016, was 6,357.

Table 2.1 Southern University Student Demographics as of Fall 2016

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
<th>Percentage of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>5,744</td>
<td>90.36 %</td>
</tr>
<tr>
<td>White</td>
<td>201</td>
<td>3.16 %</td>
</tr>
<tr>
<td>Other</td>
<td>412</td>
<td>6.48 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,357</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Students</th>
<th>Percentage of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,165</td>
<td>34.1 %</td>
</tr>
<tr>
<td>Female</td>
<td>4,192</td>
<td>65.9 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,357</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

(Table Cont’d)
As mentioned, the Office of Institutional Research and Assessment breaks down the demographics of the Southern University student population by Louisiana parishes, by each state within the continental U. S., and the different countries across the globe. To highlight some of these demographics within the student population, as of Fall 2016, of the 6,357 students, 1.3 % (83) is from India, which is the largest foreign population on the campus. Of those 83 students, 100 % are graduate students. The second largest population of foreign students is from Nigeria, representing 0.5 % (32), with 26 of the 32 students being in graduate school. As it pertains to out-of-state students and in-state students, the largest state population is Louisiana, with the largest instate population being from the City of Baton Rouge, where Southern University is located.

Additionally, there is diversity within the population of professors at Southern University. The following table shows the diverse ethnicities within the male and female populations of the Southern University Instructional Staff, as of Fall 2016, and according to the Office of Institutional Research and Assessment.

**Table 2.2 Southern University Faculty Demographics as of Fall 2016**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1.54 %</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1.23 %</td>
</tr>
<tr>
<td>Asian</td>
<td>25</td>
<td>11</td>
<td>36</td>
<td>1.08 %</td>
</tr>
<tr>
<td>Black/African American</td>
<td>117</td>
<td>132</td>
<td>249</td>
<td>76.62 %</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>12</td>
<td>31</td>
<td>9.54 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>157</strong></td>
<td><strong>325</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
Southern University, which means those who make up the university, has produced and produces a significant amount of scholars who move into significant – or impactful positions and roles in society. These position and roles include, but are not limited to legislature, entrepreneurships, sports, education, judicial firms, STEM disciplines, entertainment, and liberal art careers. There are also those who graduate from Southern University and return to education there in staff, faculty, and administrative positions, such as president and board member. Dr. Jesse Stone, Dr. Daloris Spikes, and Dr. F. G. Clark are some examples of those who choose to preside over the college sometime after they attended the college as students. The following biographical highlights are just 10 of the thousands of scholars who have graduated from Southern University and are successful. Some of which are personally known by the author, and others randomly picked from the various areas that Southern graduates have impacted. However, from personal or secondary interaction, and/or research, these scholars are successful according to their own perspective. Southern University’s history points to the many accomplishments of those who were well known in society, but the following brings in those who might not be well known, but who have achieved credible careers and/or are continually making their mark on society.

Mr. Davorio Stevenson is a graduate of Southern University in the field of accounting and finance. He was recently featured in Black Enterprise’s (2016) “Modern Man” article, which was entitled “BE Modern Man honors 100 men making an impact in their career, community, and relationships” (p. 1). Stevenson explained how he worked for a corporate firm and from there ventured into an entrepreneurial role, “building out a private ‘angel investing’ company and currently advising a $1.5 million capital raise for a startup entertainment agency” (Black
Enterprise, 2016). As a finance and accounting major, he is currently in that profession along with equity and real estate.

Bro Paul Abram is a Southern University graduate, who obtained a Baccalaureate in Education and a Masters in Behavioral Sciences from there. After completing his bachelor’s degree, he was drafted into the military and served in the Vietnam War a little over two years. He would return after the war to complete his master’s degree and start his career at Southern University Baton Rouge, in Residence Life, where he served as a counselor to freshmen students, athletes, and Honors College students. His time at Southern University was not only spent in overseeing the functions of several dormitories and counseling students, but also impacting the lives of young men through the gospel of Jesus Christ. During his time at Southern, he would see hundreds of people come to know the Lord as Savior. Bro Abram is still having an impact on the lives of men, young and old, through the gospel of Jesus Christ.

Mr. Kimleon Turner is a graduate of Southern in the area of Music Education. He also graduated from J. S. Clark Senior High School, which was named after Southern University’s first president of the Baton Rouge campus. Upon graduation, Turner pursued a career in education, in which he has been for 36 years. In that time he has obtained a Master of Education and Education Specialist Degree from a different college. His career has included teaching band, orchestra, general music and Music Appreciate, and being awarded Teacher of the Year, twice, in Georgia. Currently, Turner is the General Music Teacher and Athletic Director at E. J. White K-8 Academy in Georgia, continuing his coaching legacy of girls and boys basketball, swim, D-LEAGUE, and soccer. And as an alumni member of the “Human Jukebox,” which is the name given to the Southern University Marching Band, Kappa Kappa Psi Band Fraternity, and Alpha
Phi Omega Service Fraternity, he also attends the annual Alumni Band reunions that take place in cities across the United States.

Louisiana State Representative Edward “Ted” James is a graduate of Southern University and Southern University Law School. He obtained a “Bachelor of Science degree in Accounting from Southern University….” [and] He is a cum laude graduate of the Southern University Law Center, having served as President of the Student Bar Association” (Edward “Ted” James, 2016). Although he is currently a Louisiana State Representative, “as the Governor’s [(Kathleen Blanco)] policy advisor on housing and community development Ted assisted in securing a $25 million investment into the Louisiana Housing Trust Fund…. [and] Ted later served on the Louisiana Commission on Housing and Community Development….” (Edward “Ted” James, 2016). He was also appointed to the “Louisiana Advisory Commission on Intergovernmental Relations” (Edward “Ted” James, 2016), by Bobby Jindal, among other capacities he served and still serves in. As his website points out:

Ted has a record of dedicated community service through his work with a number of causes. He serves as a member of the YMCA Capital Area Board of Directors, is a committee member of BREC, and spends countless hours mentoring students in Baton Rouge schools. Additionally, Ted is a highly sought after and dynamic public speaker. (Edward “Ted” James, 2016).

Dr. Anthony Pullen graduated from Southern University in Physics, within the time frame of approximately 3 years. He went on to gain a Doctorate of Philosophy in Physics from California Institute of Technology. In the time span of his graduation from Southern University to now, Dr. Pullen was awarded “Student Researcher of the Year: Natural Sciences, Southern University, National Science Foundation Graduate Research Fellowship, NASA Postdoctoral Program Fellowship, [and] McWilliams Postdoctoral Fellowship” (Anthony Pullen CV). He also
mentored and mentors students aspiring to be physicists. He is currently an assistant professor in the Department of Physics at New York University, following two years at Carnegie Mellon University and three years at the Jet Propulsion Lab at Caltech (Anthony Pullen CV).

Mr. Jerry Parker is a graduate of Southern University’s New Orleans branch, who earned a Bachelor of Science in Accounting and a Master of Science in Management Information Systems. While in college, Parker ventured into an entrepreneurship, where he purchased a passenger van to start a small transportation business. Because Hurricane Katrina hit New Orleans really hard in 2005, Parker’s transportation business was cut short. However, he was able to take off after Hurricane Katrina in another very successful entrepreneurial venture, renovating, renting, and selling houses through his company; Greater Opportunity Developments (G.O.D.). Through G.O.D., Parker “buys blighted properties…[,] renovates them back to health and then rents or sells them – leaving neighborhoods in better shape than he found them” (liftfund.com). Parker has not only given back through revitalizing neighborhoods, but he has also taught and teaches financial literacy and business exploration in the community, besides being a swimming instructor and life guard for over 10 years.

Nurse April Turner is a graduate of Southern University’s Nursing School. She had and has a passion for helping people and wanted to make it into a career. Upon completing nursing school, Turner was able to successfully pass her NCLEX exam and start her nursing career at one of Baton Rouge’s best hospitals and only hospitals geared specifically for childbirth. She was hired within two days of being interviewed and since starting, has built a great rapport with her patients and fellow nurses. Because of her training and passion for helping people, April is able to and has aided in helping those around her in emergency situations that called for a quick response with good judgment.
Ms. Mae Gatlin was a graduate of Southern University in the area of Speech Pathology. She went on to become a well known, and beloved educator at a New Orleans High School named after Francis T. Nicholls, who was the governor that P. B. S. Pinchback negotiated with to found Southern University New Orleans, the original Southern University. The school would later be named after Frederick A. Douglas, a great abolitionist, who freed himself from slavery through education. Ms. Gatlin educated students for over 20 years, becoming a mother of sorts to hundreds of students who needed guidance and whose parents might not have had good relationships with them. She even took in seven foster children, who at the time were very much dealing with rebellious attitudes against parents and had issues with law enforcement. However, through her stern compassion and never-give-up attitude, she was able to see these young ladies develop better relationships with parents and get on the path to become better citizens. Even after they were adults, they still came to visit and spend time with Ms. Gatlin, as though she was their own biological mother. The same approach she took with any young people she encountered, who needed guidance and the genuine love of a parent, including those in her family. Although Ms. Gatlin left this life over 15 years ago, her huge heart and legacy lives on in her children who were able to witness this, of which the author is one.

Michael Johnson is a graduate of Southern University in Mechanical Engineering. While at Southern University Johnson participated in extensive engineering research, which led to him receiving recognition at conferences, where he presented on the same research. He graduated in 2006 and returned back to his native country of Liberia to pursue further engineering certifications and a career. He currently resides in Liberia, working with the National Oil Company of Liberia, which also featured him in an article as an outstanding engineer. In his recognition Johnson pointed out that he is a “specialist in drilling engineering and petrophysics.
(interpreting data acquired through electrical, acoustic, nuclear, mechanical, and seismic methods especially as it relates to the characterization of oil & gas reservoirs)” (Michael Johnson, n.d.).

Avery Johnson is a graduate of Southern University in Psychology. While at Southern University, Johnson competed in basketball athletics and was “named the Southwest Athletic Conference [(NCAA)] Player of the Year and the MVP of the conference tournament as both a junior and senior” (University of Alabama, 2016). He graduated in 1988 and went on to play in the National Basketball Association (NBA). For most of his NBA career he played for the San Antonio Spurs, leading them to “an NBA Championship in 1999” (University of Alabama, 2016). He also played with the Dallas Mavericks where he became the “75th player in league history to play 1,000 career games” (University of Alabama, 2016). Once he retired from the NBA he want back to coach the Mavericks and lead them to the Western Conference Championship, which was the teams first time reaching that championship.

Johnson has many accolades and records in the NCAA and in the NBA. Hey is well known and highly spoken of in the NBA and especially in the field of coaching. He now coaches the basketball team at University of Alabama, where he is still making great things happen in basketball, like selling out games, defeating top-ranked teams, and coaching the basketball team to many victories. Although he coaches and mentors his players, Johnson also mentors and motivates youth across the nations through nonprofit organizations, speaking events, and activities that he sponsor, volunteer for, or is asked to participate in.

Jose De Leon attended Southern University and was drafted into major league baseball. He was recently featured in a news article for his “history-making performance for Los Angeles Dodgers’… against the San Diego Padres” (Borek, 2016, p. 1). In his historical performance, “De Leon became the first Dodgers’ pitcher in club history to strikeout at least nine batters while
walking none…” (Borek, 2016, p. 1). He was drafted from Southern University in 2013 and is rising to become a very valuable player in the league.

Louisiana Representative Wesley Bishop graduated from Southern University at New Orleans in 1990. While at Southern University at New Orleans, Bishop served as President of the Student Government Association. After graduation Bishop began his career in New Orleans working with the City Council, Senator’s office, and the District Attorney’s Office. He went on to obtain his master’s degree and Juris Doctor degree and practiced law in such capacities as law counsel, attorney-at-law, and Attorney for Southern University Business Center (westleybishop.org, 2016). Bishop returned to Southern University at New Orleans as “Associate Vice Chancellor for Academic Affairs and Assistant Professor of Criminal Justice” (westleybishop.org, 2016). He currently serves as a Louisiana State Representative for the 99th district.

Representative Bishop has served in many professional capacities and has received many honors and awards. He has even received a Distinguished Service Medal for his time in the Louisiana Army National Guard. However, with his many board memberships and obligations, he still finds time to give back to the community. Through his memberships he reaches out to the youth of New Orleans in the public school systems and in programs like New Orleans Teen Court Program. Bishop also reaches out through his membership with Alpha Phi Alpha Fraternity.

Southern University’s academic excellence is proven through the students that graduate from the university. Along with the aforementioned success stories, and the thousands of students who have graduated from the university and are engaged in society through careers and
other endeavors, here are a few other facts listed on, and retrieved from, the Southern University website:

- Southern's School of Nursing was named Nursing School of the Year in 2012 by the Louisiana State Nurses Association and the Louisiana Nurses Foundation. It was also named Nursing School of the Year in 2010. The teaching staff is among the most recognized professionals in their fields of study. The School of Nursing is among the top 10 producers of African-American nurses in the nation.
- Graduates of the College of Engineering play significant, creative and administrative roles at companies such as IBM, ExxonMobil, Entergy, Caterpillar Corp., Raytheon, Dow Chemical, Chevron and others.
- The College of Engineering is among the top 10 producers of African-American students who receive undergraduate degrees in engineering.
- Graduates of our College of Business are working at most of the top 40 corporations in the world.
- SU scientists have conducted research that has become useful applications in the study of outer space, the preservation of food, protection of trees, soil and water, along with high-speed information networks.
- Ten Southern graduates have earned the rank of General, 9 U.S. Army and one U.S. Marine Corps.
- A majority of principals named to lead Recovery School District schools in Baton Rouge are graduates of Southern's College of Education. (Southern University, 2016, http://www.subr.edu/index.cfm/page/1204/n/916)

Southern University is also recognized for its extra curricular programs and activities. These programs are significant because they, just like the academy at Southern University, afford students the opportunity grow in their knowledge, build valuable networks for the present and future, and be recognized for outstanding work, which builds confidence and culture. National spotlights have been placed on such programs as the band program, athletic programs, and academic programs and competitions students participate in.

Southern University’s Marching Band, which is better known as the Human Jukebox, began in the mid 20th century along with other extra curricular activities. However, it did not reach greatness until it came under the leadership of Dr. Isaac Greggs. Dr. Greggs, a 1948 graduate of Southern University’s music program who went on to received a Master’s and
Doctorate in music from various schools, “began his directorship in 1969” (Hodges, 2014, p. 1). Besides his accomplishments as a musician and soldier in the United States military, he transformed Southern University’s band into the “Human JukeBox”: a band that had a loud but clear musical sound; a band that worked meticulously and tirelessly to perfect dance routines, moves, and certain songs that other bands did not perform; and a band that performed so well, that audiences would jump to their feet just to watch and cheer. Dr. Greggs was a legend and also transformed Southern University’s band into a legendary band. While under Dr. Gregg’s leadership, “SU’s marching band performed at the world-renowned Radio City Music Hall in New York City, six NFL Super Bowls, four college Sugar Bowl games, [and] presidential inaugurations in 1981, 1983, and 1997” (Hodges, 2014, p. 1). He and the Human Jukebox also received many other recognitions and awards from such entities as the Louisiana Governor’s Office and the National Association for the Advancement of Colored People (NAACP). Although he transitioned from this life in 2014, while he was living, Dr. Greggs was “recognized as the first living person to have a state building named in his honor, the music building at Southern University - Baton Rouge - now named the Isaac Greggs Band Hall” (Isaac Greggs Obituary). Dr. Greggs retired from Southern University, leaving a great legacy for other band directors to follow. And as the following band directors thus far were able to serve under his leadership, they have upheld that legacy, and have kept the Human Jukebox on the national stage and in the national spotlight with a performance and sound that is still unmatched.

One place that the Human Jukebox can always be found performing great routines and fantastic songs is at A. W. Mumford stadium, during the Southern University football season. Football games are among the favorite pass times of Southern University. Just like the basketball games, tennis matches, and volleyball tournaments, football games bring faculty, staff, students,
administrators, and other stakeholders together as a community, and as family. During these times, they sing along to the songs, cheer on the Jaguars (football team), and anticipate the half time show, where the Human Jukebox delivers an outstanding performance. Football season not only affords the opportunity for game goers to see the Human Jukebox perform, but just like other events at Southern University, they allow all constituents, including alumni, to come together for food, family, and a good time. Although football season is one of Southern University’s favorite times of the year, there are many sports to choose from, and many opportunities for the Southern University community to come together.

The athletic program of Southern University has seen numerous championships in the different sports. As the sports teams are within the Southwestern Athletic Conference (SWAC), they have won many of the SWAC titles since the inception of sports at Southern University. Because the athletic program is well rounded, students have the opportunities to get involved with multiple sports teams. The end goal of each team is to win championships, but there are other titles and events that are important to certain sports teams. One particular event is the Bayou Classic, a major football game between Southern University Jaguars and their longtime rival, the Grambling State University Tigers. It takes place in New Orleans, Louisiana, at the Superdome and draws a significant crowd each year. For some of those who choose to stay home or cannot make it to the game, it is like watching the Super Bowl, but on Thanksgiving weekend.

The Bayou Classic features three separate competitions: the step show competition among the historically African American, Greek letter organizations (fraternities and sororities) that are part of the National Pan-Hellenic Council; the Battle of the Bands, where the Human Jukebox battles the Grambling State University Marching Band through songs and performances; and the actual football game between the Southern University Jaguars and the
Grambling State University Tigers. The Bayou Classic is another one of Southern University’s traditions that allow the Southern University family, including alumni, students, faculty, staff, administrators, stakeholders, and other constitutions to come together and feel at home.

Academics at Southern University are not limited to degree programs and major fields of study for college students. There are also academics programs for k-12 students. Southern University is host to multiple educational summer programs for primary and secondary school students, such as Skills Enhancement Academy (SEA), The Bernard Harris Summer Science Camp, and Timbuktu Academy. These programs allow students to experience life on the University’s campus, whether residential or just during daylight hours, but they focus on educational enrichment. The Timbuktu Academy, initiated by Dr. Diola Bagayoko of Southern University, provides the opportunity for students from multiple grade levels to take rigorous courses in math, science, English, et cetera that focus on the grade levels the students would be going to after the summer is over. They also receive meals while on campus, having the opportunity to see how college students interact during lunch. There is also a residency component of this program where certain older students stay on campus, including some who would be entering college in the upcoming fall semester.

One particular student who participated in the Timbuktu Academy was Polite Stewart, who later became one of Southern University’s youngest freshman students in recent history, entering college at the age of 14. Stewart participated in Timbuktu Academy for two years under the direction of Dr. Diola Bagayoko. After two years in the program Stewart was able to enter college at the age of 14 and earn a Baccalaureate degree in Physics (Carter, 2012). He graduated cum laude at the age of 18, and has since entered Southern University again to earn a graduate degree in Physics.
Southern University also provides academic opportunities, beyond the classroom, for students who are already at the college. These opportunities include: all expense paid conferences where science, technology, engineering, and math (STEM) students have opportunities to travel to other universities, present research, and interact with other students in the STEM fields; bridge-to-doctorate programs where students who major in certain disciplines have the opportunity to continue on from the baccalaureate directly into a doctorate program, where they can earn a doctorate degree; and programs that afford incoming freshman students the opportunity to advance their knowledge by taking pre-college course work in preparation for freshman year. These opportunities are made possible through alliances with other colleges and organizations such as the Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP), and the Student Minority Access for Research and Training (SMART) program, which is now HBCU-Up.

Another great opportunity for Southern University students is the Honda Campus All-Star Challenge (HCASC). As discussed in the section on HBCUs, Honda organizes this opportunity for students at HBCUs to come together and challenge each other on knowledge gained throughout their school careers. Southern University students prepare year round for these opportunities with constant research into answers for the various questions, tryouts and practice, and on-campus quiz bowls. The professors who act as their coaches play significant roles in getting them from start to finish. As of today, Southern University students, including Southern University in New Orleans and Southern University Baton Rouge, have participated in the HCASC every year since the 1995 – 1996 season (HCASC.com). Combined, they have acquired $179,000 in grants from the HCASC, with Southern University’s main campus in Baton Rouge acquiring over $100,000. One graduate of Southern University Baton Rouge, Dr. Keyonne Pope,
is featured on the HCASC website for his induction into the HCASC Hall of Fame. This Hall of Fame recognizes “former players who have succeeded in their chosen career and life paths, and to facilitate their becoming mentors for the current generation of HCASC players” (HCASC, 2016, hcasc.com). Dr. Pope is one of 33 inductees.

**Challenges**

Southern University has seen many challenges since its inception. The most significant challenges have been in budget deficits and student enrollment. Budgeting with state funds, students’ tuition, and other resources continues to be a priority for Southern University, as cuts to educational funding have become more significant and prevalent. As Stewart (2010) explains, “The Southern University and Louisiana State University systems are struggling with state-ordered cutbacks and have been forced to make significant reductions in their budgets” (p. 1). These cuts in higher education have caused decisions to be made that affect all parties of the university. Tuition has continued to increase for students, which could deter those students who were coming to the university because it was affordable, forcing them to enroll in cheaper community colleges. Tuition increases also pose a challenge to retention, as students who are currently at the university could withdraw because of affordability, with financial aid being limited because of resources. As Vanacore (2016) explains, “The result [of budget cuts] is that universities founded to offer a historically disenfranchised minority an escape from poverty are struggling more and more to fulfill their mission in Louisiana” (p. 1).

Budget challenges *have* posed issues for faculty, staff, and administration as well. Stewart (2010) explains that Southern University administration has been in conflict with faculty concerning budget issues. Concerns from the faculty stemmed from the administrations financial decisions, “including their delaying the long-awaited pay increases for promoted faculty,
deferring needed repairs on various buildings and laying off staff in certain departments” (Stewart, 2010, p. 1). In a recent article by Vanacore (2016), in his interview with Southern University Faculty Member Thomas Miller, Miller expressed his frustration with struggling to keep good professors at Southern. He explained that there is hope because legislators and citizens are realizing that the cuts to higher education have gone too far.

Southern University has added new structures to its campus in Baton Rouge, including a monumental structure at the center of the campus with the university’s name, new athletic facilities, and upgrades to building. However, some buildings that have remained for decades are in need of renovations. Some repairs include leak repairs and ceiling tile replacements, notwithstanding other major and minor repairs. Budget cuts have not afforded the university the opportunity to undergo a major overhaul of all of its structures. Certain facelifts and new structures have given the campus leverage to recruit in academics, athletics, and other programs, yet there are still classrooms, offices, and other area that need desperate attention. As Allen (2016) explains:

It’s not for lack of effort. Southern officials over the years have asked the state for millions of dollars to make repairs at the Baton Rouge campus. Just in the past two years, Southern has requested $22 million for repairs and maintenance to address 41 projects. It only received money for seven projects, totaling $4.8 million, which has left the school virtually helpless in its ability to make a dent in the decaying state of the campus. Southern has more than $111 million in deferred maintenance projects in its backlog. (p. 1)

Student enrollment can be a challenge to any university, give or take the amount of pressure concerning enrollment and retention. Southern University has seen it’s enrollment fluctuate over time, but recently, “officials said all signs pointed to the school having its largest freshmen class ever and that the tide was turning in favor of a steadily increasing enrollment
after years of losses” (Allen, 2016, p. 1). Those signs were promising until the Great Flood of 2016 that recently devastated Baton Rouge and surrounding Louisiana parishes caused projected enrollment numbers to change. The university itself was not affected by the flood except that the F. G. Clark Activity Center became a shelter for those who were displaced from their flooded houses in the surrounding area. Student enrollment however took significant hit, as “hundreds expected to show up to class this week [, before the flood,] never arrived” (Allen, 2016, p. 1).

The Great Flood of 2016, as some are calling it was a catastrophic event that impacted Baton Rouge and surrounding parishes. It took place over the weekend of August 12, 2016, where a storm system causing a torrential downpour of rain covered certain parishes in Louisiana for 48 hours, causing waterways to crest, water to rise rapidly, and homes to flood. To the surprise and dismay of many, water rose in neighborhoods that had never seen flooding. Tens of thousands of homes were flooded and the damage was in the millions, dollar wise. Concerning Southern University and the affects of the flood, Allen (2016) explains:

In total 6,571 students enrolled at Southern University and had active schedules, but as of Tuesday when the official tallies were counted, only 6,152 students had paid their bills for the semester. That means 419 students who had expected to start school didn't end up making it.

The loss in students is a 5 percent drop from last year's fall enrollment of 6,510. The freshmen class is 1,063. In July, citing increases in student applications, acceptance rates and attendance at freshman orientation, Southern predicted a record breaking freshmen class of more than 1,500. (p. 1)

The challenges that Southern University face are significant, but they can be solved. Concerning the budget issues, Louisiana is in a financial crunch because of the mishandling of the budget in the past few years. However, as this problem resolves, the possibilities for the advancement in higher education can come to the forefront again, allowing appropriate funding to colleges and universities. With this advancement, universities will have more to offer students
who are interested during recruitment, leading to greater enrollment number and better retention and diversity. The solutions to the challenges are not out of reach for Southern University.

**Future**

The future of Southern University and Agricultural & Mechanical College, like other HBCUs, will depend on several factors. Some of those factors include having adequate funding to maintain the university; the efforts of the university personnel to keep the university relevant by keeping up with trends and educational evolution; the success of the graduates; and the recognition of the University’s importance to the African American community, the underserved, and society as a whole. Since it’s beginnings in New Orleans, Southern University has been producing successful students, and more currently from diverse ethnicities and cultures. The fact remains that “Educational preparation resulting in higher income levels strengthens American society by creating productive citizens and the financial and human costs associated with uneducated, unproductive and non-participating citizens in the American enterprise” (Lucisano, 2010, p. 27). This means that inequalities and cuts to education cost more in the broader aspect than providing better educational opportunities for all. In other words: pay for the education of citizens or pay more for the miseducation of citizens. Statistics show that “over a lifetime, that the average U.S. citizen with a baccalaureate degree will earn $2.1 million, while a person with a high school diploma will earn only $1.2 million” (Lucisano, 2010, p. 27). Where Southern University and other HBCUs play a major role is, “this ‘earnings gap’ is much wider for African Americans…. [whereas] the average African American with a bachelor’s degree will earn $1.7 million, while the average African American with a high school diploma will earn about $1 million” (Lucisano, 2015, p. 27).
Southern University is among the oldest, non-segregated universities. The university, since its inception has never gone on record as a university that did not welcome other ethnicities. The focus of transformational leaders, such as Dr. Clark, has always been to educate the underprivileged, the mis-educated, and the discriminated against. Also, “it is important to note that many of our public and private HBCUs have diverse student bodies including many White students, Latinos, and international students from all around the globe” (Lucisano, 2010, p. 27). Because of Southern University’s academic programs, rich and historic culture, and affordable education for all ethnicities, constituents, stakeholders, and alumni of the university must continue to demand equal economic opportunities for the university. And because society is still struggling with racial inequalities that directly effect education and other civil rights of populations of color, primarily African Americans, the need for Southern University is imperative, and will remain imperative, which gives some promise to its future.

Another key role that Southern University will continue to play to the Louisiana community is that it is a type of community center to the Black culture of Louisiana and those who visit Louisiana from other states. Besides the Baton Rouge River Center, which hosts many events that come to Baton Rouge, Southern University hosts a wealth of events itself: gospel concerts with national recording artists such as Kirk Franklin; community outreach programs with East Baton Rouge Parish School System (EBRPSS); the Drug Abuse Resistance Education (D.A.R.E) annual programs which includes local law enforcement and EBRPSS staff and students; automotive shows; and Hollywood entertainment shows with famous comedians among its many other events. Recently, the funeral for Alton Sterling, an African American man who many believe was unlawfully shot and killed by law enforcement, took place at Southern University’s F. G. Clark Activity Center.
Although Southern University does not regularly host funerals, the significance of Alton Sterling’s killing was due to the outcry of the African American community against the rise in police brutality and injustices targeted at African Americans. Alton Sterling’s was the first killing that involved a Black male being shot by White male law enforcement officers to take place in Baton Rouge since the “Black Lives Matter” movement started. This movement was initiated in the past 10 years to bring recognition and an end to the injustices against African Americans, and has since been the primary movement, among others, that has fought against these injustices in society. As the community looked for answers and justice, Southern University administration opened its doors as a place to allow family and friends of Alton Sterling to celebrate his life.
CHAPTER 3. METHODOLOGY

RESEARCH DESIGN

The layout of this research was structured using techniques in portraiture. There were three specific methods used, which included fostering a relationship with Dr. S, that could possibly extend beyond this research; structuring the narrative through the collection and analysis of Dr. S’ story, including emergent themes, expression, and the dialogue between us; and lastly developing the narrative.

When establishing a relationship with Dr. S, person at the center of the research (the subject), I aimed for the relationship to be genuine and sustained, even beyond the research. As Lawrence-Lightfoot & Davis (1997) explains,

Portraits are constructed, shaped, and drawn through the development of relationships. All the processes of portraiture require that we build productive and benign relationships. It is through relationships between the portraitist and the actors that access is sought and given, connections made, contracts of reciprocity and responsibility (both formal and informal) developed, trust built, intimacy negotiated, data collected, and knowledge constructed. (p. 135).

I have conducted and also been a subject in research where the relationship was only for the sake of collecting data. In several instances, there was genuine interest from both parties, opening up the possibility for communication and collaboration beyond the research, which allowed the actual research to be a very rich conversation. On the other hand, I have been in research where I was, as the researcher, very interested in the subject’s knowledge, but where it seemed that the conversation was short and rushed. My aim was to refrain from making the relationship with the subject rigid, distant, and formal (Lawrence-Lightfoot & Davis, 1997), as research shows, “relationship that are complex, fluid, symmetric, and reciprocal – that are shaped by both
researchers and actors – reflect a more responsible ethical stance and are likely to yield deeper data and better social science” (p. 137).

Paralleling the establishment of the relationship was the establishment that the relationship was geared to glean the goodness (Lawrence-Lightfoot & Davis, 1997) from the dialogue for the research. As the “portraitist’s stance is one of acceptance and discernment, generosity and challenge, encouraging the actors in the expression of their strengths, competencies, and insights (Lawrence-Lightfoot & Davis, 1997, p. 141), I aimed to make it clear that I wanted to see the positive things done as a transformational leader. While the dialogue was open to be whatever Dr. S chose it to be, my goal was to no seek the negative aspects. Portraits are not meant to portray the negative, but rather the positive.

The second step was collecting and structuring the data. To collect the data, I conducted interviews where I was able to sit and dialogue with Dr. S, being sure to have ample time to do so. Because the “information in portraiture is conveyed through language and story” (Lawrence-Lightfoot & Davis, 1997, p. 80), I developed open-ended questions and left room for emergent questions from the dialogue. Leaving room for free dialogue and using open-ended questions allowed my framework and research questions to “adapt” to Dr. S story (Lawrence-Lightfoot & Davis, 1997, p. 186), which is the research. I also encouraged the monologues that sparked from questions, as this provided the richness of his experience, and this research experience, through information for the research and knowledge and wisdom learned in leadership and life.

After each interview, there was an analysis of the research. I used techniques learned from atlas.ti and portraiture to develop themes using frequently spoken words (coding) and patterns within stories such as how Dr. S viewed both economy and diversity engagement through developing global relationships, and relationships overall. This analytical process of
“sorting, grouping, and classification that follows data collection…” (Lawrence-Lightfoot & Davis, 1997, p. 189) involved pulling certain elements from the transcriptions: frequently used words, frequently used phrases, the resorting back to certain ways of thinking, and emphasis and emotion during monologues.

Grouping certain words together allowed me to see the frequency of the words used to set the track for themes. Word such as family, partner, and team set the themes for togetherness. Phrases such as “seeing yourself in the work” allowed me to focus on his thought patterns and understand his philosophy on mentoring. And pushing past the common rhetoric of diversity centering on ethnicity allowed me to see his global perspective on diversity and economy.

In the last process of developing the narrative, the importance was to keep in mind the purpose of the research: “to inform and inspire, to document and transform, to speak to the head and to the heart” (Lawrence-Lightfoot & Davis, 1997, p. 243). As there is bias from me as a researcher that believes in relationships and care for others in leadership, and from Dr. S who’s philosophies are expressed in the narrative in the next chapters, it was important to include more of his story with my segues according to my interpretation. In this, there was a careful consideration of making sure the story fit what portraiture suggested. As Lawrence-Lightfoot & Davis (1997) explains:

The portraitist constructs the aesthetic whole – weaves the tapestry – while attending to four dimensions: the first is the conception, which refers to the development of the overarching story; second is the structure, which refers to the sequencing and layering of emergent themes that scaffold the story; third is the form, which reflects the movement of the narrative, the spinning of the tale; and last is the cohesion, which speaks about the unity and integrity of the piece. (p. 247).

Figure 3.1 below gives the timeline of the research followed by the detailed layout of the research practices from start to finish.
Figure 3.1 Timeline of Research

December 18th, 2015 - Initial contact with Mind Garden to discuss survey for transformational leadership research.

February 7th, 2017 - National Institution of Health (NIH) Training Certificate of Completion received.

March 3rd, 2017 - IRB Approval from Louisiana State University

March 3rd, 2017 - Researched leaders

April 17th, 2017 - Leaders contacted concerning research and participation

June 1st, 2017 - IRB Approval from Southern University

June 1st - 12th, 2017 - Surveys approved for circulation, results analyzed

June 12th, 2017 - Leader chosen as subject for research

June 12th, 2017 - Leader responds and is willing to participate

June 28th, 2017 - initial interview and observation with Dr. S.

July 27th, 2017 - Interview, observation, follow-up interview

October 20th, 2017 - Interview

Develop the narrative
IRB TRAINING

The Institutional Review Boards (IRB) of both Louisiana State University (LSU), the host institution, and Southern University (SU), the site of research, requires that the researcher goes through National Institution of Health (NIH) training and earn a certificate of completion. Both IRBs also require supporting documents be submitted to them for approval to conduct research. I completed the training and submitted the supporting documents to both boards. I was approved by both LSU and SU IRBs to conduct my research. Please note: it is important to contact the site of research institution to inquire if there is an IRB for that institution and if so, how to go about acquiring their approval. The host institution can approve the research project, however the site of research institution may have regulations concerning conducting research at their institution, such as their own IRB approval.

MIND GARDEN CAMPAIGN

Mind Garden, Inc. is a company that does extensive research on transformational leadership. They have developed validated surveys and other tools, such as scoring keys and manuals, to aid in research on transformational leaders and leadership. It is important to contact them and set up a campaign, which is an online platform for the researcher. Within this platform, the researcher can put email contact information for leaders and employees of leaders. The researcher can also elect to send a preferred email to the research subjects or select to have Mind Garden send a standard email when contacting the research subjects. Thirdly, the platform allows the research to keep all essential documents within the campaign including manuals, survey feedback, contacts, and other supporting documents.

For this research, I followed Mind Garden’s guidance and used their Multifactor Leadership Questionnaire (MLQ) Survey to send to the employees of the leaders. The MLQ
Survey consist of 45 questions, including multiple choice and short answer, which allowed employees to give calculable feedback and written feedback about their leaders. Once the results were available, Mind Garden helped in analyzing the feedback and determining which leader had higher transformational characteristics than others. It is important to note that Mind Garden’s disclaimer is that the company does not specify that any researched leader is labeled a “transformational leader”, but rather that he or she is “‘more transformational than the norm’ or ‘less transformational than the norm’” (Bass & Avolio, 2004, p. 120).

**DETERMINING CREDENTIALS AND LONGEVITY**

The bureaucratic frame of leadership looks at the hierarchical structure of an organization (Birnbaum, 1988; Manning, 2013). Because Southern University also operates within a bureaucratic framework, I wanted to make sure that I was selecting leaders who actually had employees working for them, even if that meant that those leaders did not lead multiple units, within the university. Through research I was able to gain access to leaders who did have units that they led and some who were the head of single departments at the college. Because deans and directors hold some of the first positions in higher education where their roles as leaders would allow them to have employees working for them, I wanted to start researching leaders from that level to the highest position in higher education without reaching into the board of supervisors. The range I chose was deans and directors to president or president chancellor.

**SELECTION PROCESS**

Selecting a transformational leader at Southern University was a five-step process. The process consisted of the following: researching six (3 female, 3 male) leaders who had been employed at Southern University post 21st century or before the turn of the century, with at least five consecutive years in a leadership position; petitioning those leaders to participate in the
initial research; surveying the employees of those leaders to find the leader with the highest level of transformational leadership characteristics; selecting the leader with the highest transformational leadership characteristics; and conducting research with the chosen leader.

**Research Leaders**

Attending Southern University allowed me to form a network with personnel at Southern University. I was able to reach out to those persons through phone calls and short visits for assistance in pinpointing leaders who had been employed at the university since before the turn of the 21st century. I only reached out to those persons who had been employed at Southern University since before the turn of the 21st century, so that I could be sure the leaders chosen had been at the university since that same time.

The next step was to look into the credentials of those leaders, including their position and longevity at the university. I was able to use the Southern University website, www.subr.edu, and the university directory to collect the information needed to verify the leaders’ credentials, including title, position, and organization he or she led within the university. Further investigation allowed me to pinpoint the accuracy of the website and current information on the leaders, as some of the information did not align. Looking into the updates of information, including consulting my network and talking with the university information hotline, allowed me to get current information.

One important factor to note is that there must be a different approach if this research is to be duplicated at an institution where the researcher has not built a reliable network with personnel. This will require an initial Institutional Review Board (IRB) training and approval, so that the researcher is able to meet with and gather information from campus personnel concerning leaders, and/or the leaders themselves. To make sure that the researcher is in
compliance with using human subjects in his or her research, the researcher would certainly need to pursue IRB training with his or her home institution and the institution at which she or he plans to do the research.

**Initial Research (Petitioning Leaders)**

The primary step is to go through the IRB process and approval for the home institution and the institution at which the research will be conducted, if that institution has and IRB or other regulations. The IRB process and approval allows the researcher to be in compliance with both institutions. To conduct research using human subjects, by law the researcher is required to go through the IRB process and acquire their approval.

Petitioning leaders to participate in the research involved several steps. Once the leaders were identified through the process of consulting personnel from the institution and verifying information through the university website and directory, the following steps were taken.

**Step 1.** Obtained contact information for potential leaders through up-to-date directories.

**Step 2.** Used email addresses to reach out to leaders with the following information:

Hello Dr. (Leader’s last name),

My name is Aubry Turner and I am an alumnus of Southern University (Graduated in Mathematics). I am working on research for my dissertation and I am looking to study one to two transformational leaders at Southern University. I did some research on leaders who have been at the university for 20 or more years, and I came across your name. I have chosen six leaders and will narrow it down to one or two, but in order to do so I have to survey the employees (probably five (5) to seven (7) employees) of these
leaders to see if they are transformation leaders vs. other leadership styles they may posses (i.e., transactional leaders, servant leaders, authentic leaders). Once I narrow that down, I will send out the consent form to see if the leader(s) chosen would be willing to participate in this research. Is it ok if I send out the survey to five or seven of your employees? If so, can you send me their names, and I can research the email address. I have also attached a copy of the survey your employees would receive to pinpoint transformational leaders from the six selected.

Just some background: The title of my dissertation is "In Depth Look Into The Transformational Leadership of Southern University and Agricultural & Mechanical College At Baton Rouge: A Focus On Engaging Economy, Diversity, And Implications For Community". I chose this topic because I was "raised" by great leaders at Southern University and I believe that one way of giving back is spotlighting the great impact that transformational leaders have on HBCUs, specifically Southern University. Southern is like my second home. I also aspire to be a transformational leader myself, which are leaders who focus on the relationship with their employees to build them and help the overall organization be successful through that relationship, while also focusing on the organization. If you have any questions, please let me know. Thank you in advance, Dr. (Leader’s last name).

Step 3. This step was determined by the leaders response:

a. If the leader did not respond for at least three days, I followed up with the same email.

b. If the leader responded with names, I then sent the survey to those employees that the leader selected.
Step 4. Sent emails to employees of the leaders including a link to the MLQ survey (See APPENDIX 1). The email was sent by Mind Garden through the researcher’s dashboard, which is accessible once an account is purchased and the survey is set up. It is important to have the process explained by Mind Garden personnel, as it does have several steps to get the emails sent correctly.

The researcher must determine how many survey results should be returned for each leader. I chose to have at least three survey results for each leader, which would allow for tie breakers for conflicting results. If two results conflicted, I could determine which of the two results matched the third result. It is important to note that reaching out to employees will not always result in responses. I determined that after a third survey request to at least a second email address that may be listed for the leader’s employee, if there is still no response, that employee is deemed unreachable. This could certainly impact results, as it did my results.

**Survey Results, Analysis, and Selection**

Mind Garden makes the survey results available for the researcher to analyze as each survey is completed. In the results, I looked for at least three surveys for each employee. As aforementioned, I did have to reach out to some employees three times, which was my limit, so as not to cause any discomfort or exertion on any employees. With reaching out three times, there were still a significant number of employees that did not return emails, with some stating that they would get to the survey, and actually did not. However, there were results that allowed me to determine a leader with transformational characteristics and qualities.

Initially, only four of the six leaders responded with only three leaders confirming they would participate in my research. In this situation it is up to the research to move forward with
those willing to participate or research other leaders. Note that it is never a guarantee that research will have 100% participation and perfect results. I then received email addresses for employees who the leaders allowed me to survey. These employees included managers, coordinators, directors, and faculty, both male and female, although the leader chosen did not have full-time faculty employees as specified by their career title, but rather adjunct faculty. I sent emails out and after three attempts with no responses from some, some not taking the survey although they stated they would, I went with the responses I did receive. Although each leader gave me three or more emails addresses for employees, only one leader had over two employees that did respond to the survey. Although the leaders were not chosen because they were transformational, but had to prove transformational through the results, I did consult with Mind Garden concerning analyzing the results and how to interpret them to see if the leader who had over two surveys returned proved transformational. After consultations and more information to help me analyze and solidify the results, I was able to confirm that the leader with the preferred number of results was indeed a leader with proven transformational characteristics.

The results that I did receive from the employees of the other leaders, although not my preferred number, was able to be compared with the leader chosen. Although some averages are higher than Dr. S’ in certain categories, the feedback for him is compared to feedback coming from two employees for each of the other leaders, which weighs more. It is also compared to the MLQ Benchmarks. I also took into consideration the written results for the leaders. The written results for Dr. S paralleled what research suggests concerning the impact of transformational leaders on employees and the characteristics of transformational leaders. The results are as follows in the Results Table:
Table 3.1 Survey Results for Selecting A Transformational Leader

<table>
<thead>
<tr>
<th>Characteristics Surveyed By Employees to Suggest if Leader is Transformational</th>
<th>Dr. S’ Average Score</th>
<th>Leader 2</th>
<th>Leader 3</th>
<th>MLQ Benchmarks</th>
<th>Dr. S’ Rank Among Percentile of Transformational Leadership Averages (Percentile Scale: 5% - 95%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds Trust</td>
<td>3.70</td>
<td>4</td>
<td>3.4</td>
<td>3.0 – 3.75</td>
<td>70%</td>
</tr>
<tr>
<td>Shows Integrity</td>
<td>3.575</td>
<td>3.65</td>
<td>2.9</td>
<td>3.0 – 3.75</td>
<td>80%</td>
</tr>
<tr>
<td>Encouraging</td>
<td>4.00</td>
<td>4</td>
<td>3.25</td>
<td>3.0 – 3.75</td>
<td>95%</td>
</tr>
<tr>
<td>Encourages Creativity</td>
<td>3.50</td>
<td>3.9</td>
<td>2.5</td>
<td>3.0 – 3.75</td>
<td>80%</td>
</tr>
<tr>
<td>Coaches &amp; Develops Others</td>
<td>3.45</td>
<td>3.3</td>
<td>3</td>
<td>3.0 – 3.75</td>
<td>70%</td>
</tr>
<tr>
<td>Rewards Accomplishments</td>
<td>3.825</td>
<td>2.75</td>
<td>3.15</td>
<td>2 – 3</td>
<td>90%</td>
</tr>
<tr>
<td>Micro-Manages (Aggressive Leadership)</td>
<td>1.025</td>
<td>1.4</td>
<td>1</td>
<td>1 – 2</td>
<td>20%</td>
</tr>
<tr>
<td>Puts Out Fires (Defensive Leadership)</td>
<td>0.875</td>
<td>0</td>
<td>0.4</td>
<td>0 - 1</td>
<td>40%</td>
</tr>
<tr>
<td>Laissez-Faire (Apathetic Leadership)</td>
<td>0.325</td>
<td>0.15</td>
<td>0.15</td>
<td>0 - 1</td>
<td>40%</td>
</tr>
<tr>
<td>Fosters Extra Effort</td>
<td>3.925</td>
<td>4</td>
<td>3</td>
<td>3.5</td>
<td>80%</td>
</tr>
<tr>
<td>Productive as a Leader</td>
<td>3.625</td>
<td>4</td>
<td>3.4</td>
<td>3.5</td>
<td>80%</td>
</tr>
<tr>
<td>Generates Satisfaction</td>
<td>3.875</td>
<td>4</td>
<td>3.25</td>
<td>3.5</td>
<td>70%</td>
</tr>
</tbody>
</table>
Research Practices

In conducting the research with the transformational leader, there were three important practices I put into place that I believed would make the research efficient and informative. First, I scheduled interviews making sure that interview times were at least two hours. I did not want the leader to feel pressured to rush the interview or the answers that I needed. Secondly I made sure that I did not make the interview seem like a news report. I wanted the leader to know that, beyond the research, I was genuinely interested in what he had to say, as “portraits are constructed, shaped, and drawn through the development or relationships” (Lawrence-Lightfoot & Davis, 1997). This also meant meeting with Dr. S to develop the relationship before, during, and beyond the research. The third practice was transparency. IRB training requires that information essential to the research subject(s) must be communicated to him, her, or them. I communicated everything to the leader before, during, and after the interview and observation process so that there would be minimal questions and no concerns. Another point to add is that, the person at the center of the research will most likely want to read the work once completed, where as the researcher or “portraittist now relates to the actors at the site as future readers of the portrayals” (Lawrence-Lightfoot & Davis, 1997, p. 172).

Conducting Research: Interviews and Observations

The selected leader was contacted to confirm that he was still willing to participate in this research. After confirming with him and having him to sign the consent form, I set up the initial interview and observation. As mentioned, I blocked off 2 hours of my schedule that match two hours that he would be available. I also sent him a reminder closer to the date so that he would be prepared. Another important step was to send the questions that I had prepared and approved by my committee members before hand so that the leader was not unprepared for any questions.
During the initial interviews, there were interruptions, which I did expect, as Dr. S (the leader) let me know that he was expecting a call from administration concerning projects in the office. Note that interruptions are opportunities to observe interactions with office personnel. The interview process was as follows.

a. When I arrived, I made sure to dress professional, as I was interviewing a professional.

b. Greeted personnel that I interacted with, no matter who they were.

c. Remained genial and optimistic so as not to cause a reaction to any other behavior that could have occurred, such as anxiety, negative attitude, unwelcoming demeanor, and the like.

d. I followed directions, even if they were not given.
   a. I was greeted by office personnel and told that Dr. S would be with me shortly.
   b. I was summoned by Dr. S to come to his office conference room.
   c. I asked if I could have a seat, and he said sure.

e. Thanked Dr. S again for agreeing to the research and began a conversation with him including very minimal information about myself. This was so that I could gage whether he was interested in who I was or whether he was ready to dive into the questions.

f. I asked if I could record, which was also stated in the consent form. Once he agreed to it, we began the questions. I also had my laptop so that I could ask the questions from there.
a. It is important to note that I did not type any notes or write any note because I wanted Dr. S to have my undivided attention. The aim was for the initial interview to be a conversation very “...rich with meaning and resonance...” (Lawrence-Lightfoot & Davis, 1997, p. 3), and let the recorder take the notes.

b. Additionally, it is very risky not to take notes in the event that the recorder malfunctions. It is up to the researcher to be vigilant concerning the condition of the electronics used.

g. I took notes as I observed several extensive moments when he was called out of the room and how he interacted with his employees and how they responded.

h. Once the interview ended, we conversed a bit and I was then walked to the door.

a. It is important to note that I did ask for the next event, which was an observation before leaving the interview.

b. It is important to ask before leaving, in my opinion, because initial face-to-face contact is made and it is an opportune time to gage and interpret the leaders feelings on further research.

i. I immediately began transcribing the interview.

The second interview was short and before an observation. For this interview I took notes, as the observation was taking place shortly after the interview and I would have time for a follow-up interview. In this interview, Dr. S informed me on what was about to take place with the observation. I was able to observe his interaction with other personnel from the offices he lead, as well as University and outside officials.

During the observation I stood with the photographer. I surrendered my seat that I initially had to a city official who came in after the meeting had started. I was still able to take
notes in my position. I was also dressed professionally, as this meeting was important to Dr. S and I was invited to it. It was also important for me to dress professionally because, although I did not know I would be at the time, I was introduced by Dr. S, and had some interaction and conversation with these officials. The steps for the interview and observation were as follows:

a. When I arrived, I made sure to dress professional, as I was interviewing a professional and observing him in a meeting with other professionals.

b. Greeted personnel that I interacted with, no matter who they were.

c. Remained genial and optimistic

d. I followed directions, even if they were not given.
   a. I was greeted by office personnel and told that Dr. S would be with me shortly.
   b. I was summoned by Dr. S to come to his office conference room.
   c. I was told to have a seat, while he prepared for his meeting and answered some questions I had.

e. Thanked Dr. S again for agreeing to the research

f. I took notes.
   a. It is important to note that when taking notes, one must be a quick writer and paper versus electronic note taking is at the researchers discretion.

g. I took notes electronically during the meeting.

h. Once the observation ended, we walked back to his office and conversed about the meeting.
   a. I took notes
b. I also made it short as I gaged that he wanted to follow-up with some personnel from the meeting.

i. I thanked him again and gaged whether another interview was possible.

j. I immediately began analyzing the observation notes for error and moments that were not noted.

The fourth interview was similar to the first. We were able to block off two hours of time and have a very rich conversation. Because some of the information was already given to me, Dr. S gave me more information with some repetitive information. This interview was for the purpose of gaining more insight into who Dr. S was as a teacher, philosophy as a leader, and where he started and his influences. This information was used to create a clearer depiction of who Dr. S is, and why he leads as he does. It also allowed me to create a progression of his life from childhood to Vice Chancellor. The steps for this interview were as follows.

a. When I arrived, I made sure to dress professional, as I was interviewing a professional.

b. Greeted personnel that I interacted with, no matter who they were.

c. Remained genial and optimistic so as not to cause a reaction to any other behavior that could have occurred, such as anxiety, negative attitude, unwelcoming demeanor, and the like.

d. I followed directions, even if they were not given.

   a. I was greeted by office personnel and told that Dr. S would be with me shortly.

   b. I was summoned by Dr. S to come to his office conference room.

   c. I was offered a seat.
e. Thanked Dr. S again for agreeing to the research and began a conversation with him including more but minimal information about myself. This was because we were now more on a professional-to-professional level instead of researcher-to-subject.

f. I asked if I could record, which was also stated in the consent form. Once he agreed to it, we began the questions. I also had my laptop so that I could ask the questions form there.
   a. It is important to note that I did not type any notes or write any note because I wanted Dr. S to have my undivided attention.
   b. Additionally, it is very risky not to take notes in the event that the recorder malfunctions. It is up to the researcher to be vigilant concerning the condition of the electronics used.

g. Once the interview ended, we conversed a bit and I was then walked to the door
   a. At this time I hinted at another possible interview. I also let him know that I would be sending the transcriptions to him.

h. I immediately began transcribing the interview.

i. I began looking for “emergent themes” (Lawrence-Lightfoot, 1997, p. 223) in the research and writing the narrative through my transcriptions and interpretation (Lawrence-Lightfoot, 1997). Throughout the process, however, I had been developing the narrative, as beginning the narrative after the initial interview, and pouring in information after every interaction was critical to capturing the essence and ideas that had emerged after every interview.

As previously mention, the figure (3.1) above is a timeline of this research from start to finish. It shows the overall steps to conducting this research. It is important to note that these steps can be
followed in their entirety, however, every researcher and research opportunity has its own nuances. No research opportunity will perfectly match another opportunity. To repeat this research, follow the outlined steps aforementioned and remain vigilant concerning hindrances and opportunities.
CHAPTER 4. DR. S, THE TRANSFORMATIONAL LEADER

DR. S: HISTORY

A Great Cloud of Educators

Dr. S (pseudonym) grew up in a small, rural town in northern Louisiana. He was raised by two educators: his father, an educator and Mathematician, and his mother, who is still active as an educator in the school system. He explained that his influence to pursue his education began when he was young, as he saw his mother and father “in the work” (Dr. S, personal communication, 2017) as being educated and then educators. As Dr. S explained:

To be frank with you, growing up in a little small town, my parents were both teachers. My mom taught elementary, middle and high school. She still teaches. So, she’s been teaching about as long as I’ve been living. So that’s always been a part of my life, in terms of just being exposed to education. My dad was a mathematician, as well, in high school. But he passed away during my senior year in school. So, I think at the end of the day, both of them are definitely supportive of education. My dad graduated from Southern. My mom graduated from, at the time Northeast Louisiana University. So it’s always been a part of my life. (Dr. S, personal communication, 2017)

Having educators for parents allowed Dr. S to become familiar with the path of education. As he matriculated through the k-12 school system, and moved into high school, he was able to start gaining information about majors in college and careers that he could pursue. Unlike the information that is quickly accessible through technology present day, Dr. S explained that:

Growing up though, in terms of picking a major, exposure to the types of occupations and majors out there was not necessarily well thought of. It wasn’t being exposed in a way that a student could see the opportunity that existed. You didn’t have internet. The most/best thing you could do was get to the library, and you had somebody’s word of mouth. (Dr. S, personal communication, 2017)
While in high school, Dr. S was able to receive information about engineering and, again, Southern University, as his father had attended Southern University, giving him initial exposure to it. He gained this re-exposure through his “math instructor, [as] her son was actually at Southern at the time, majoring in engineering” (Dr. S, personal communication, 2017). This experience is how he became “exposed to a particular major…. [and] how… [he] chose it, actually” (Dr. S, personal communication, 2017). He explained that choosing engineering was a “good choice” (Dr. S, personal communication, 2017) for him. Some people choose paths and have plans to attend college, get a job, and then just live the single life. However, Dr. S believes that, aside from his plans to do the same, “those experiences [, from youth to transitioning into college and majoring in engineering] have actually kind of molded me or melded me into the person that I think is a good person” (Dr. S, personal communication, 2017).

Being formed into the leader that Dr. S is today came by way of different factors including the mentorship he received throughout his life. Besides being raised by parents who parented/mentored him, purpose would have it that Dr. S would spend his graduating semester in his undergraduate program with an adjunct professor, who also became a significant influence. This professor of Asian descent, who I will call Dr. P (pseudonym), granted opportunities to Dr. S that would propel him into graduate school and allow him to become an editor of published writings, research presenter, and a grant-funded researcher. As Dr. S explains:

So, my last semester then, one professor from LSU decided to teach [an Engineering course at Southern]. I think it might have been his second semester in Louisiana, so he was one of the very first professors ever to recognize there was another university in Baton Rouge. So he actually came over here and taught a class. That’s why I say that. So, when he came here he actually taught me one of my final classes, and then he tried to recruit me over to LSU to go to Graduate School. But my deal was, I was going to go to school, live three years... something like that, you know, independently single life and then get married, have kids, blah blah blah, all that. I had my life planned. But he encouraged me to come over to LSU.
So then he brought me over there, I met with the Dean of the Graduate School, the Dean of Engineering, I think I met somebody in the Chancellor’s office, and they just took me, you know. I’m thinking, “gosh! They do this for all grad..”, you know, I’m just thinking, “this is how grad students get treated”, right? I said, “they got me, they got me!” [(laughter)]. And then, they offered me the funding to go to school. (Dr. S, personal communication, 2017)

The opportunity for Dr. S to go to graduate school as opposed to living the life that he planned – single, job, and eventually get a family - is what some might see as a “no brainer,” or the obvious choice. However, Dr. S had other opportunities upon graduating with his Bachelors in Engineering that presented not only a splitting path, but two paths leading into the forest of the unknown, where both opportunities would be exploratory adventures. Going straight into the workforce after graduation meant taking on opportunities that were offered to him, such as working in states like Ohio or Idaho where he had an open door to a job at a Nuclear power plant. Although the salary would have been competitive and the opportunity was there, along with the possibility of growth in that field, Dr. S chose to further his education by walking through the door Dr. P presented to him. One reason, as Dr. S explains was that he was a “Louisiana Boy” (Dr. S, personal communication, 2017) and those other states were “cold places” (Dr. S, personal communication, 2017).

A second platform Dr. P provided Dr. S was opportunities that allowed him to develop his skills in research, writing, and presenting. Because Dr. P was of foreign descent, and because Dr. S was now engaged in research with him at Louisiana State University (LSU) as a graduate student, he placed Dr. S in the position of editor of his publications, and presenter of the research. Going into graduate school and meeting the Graduate School administration at LSU, Dr. S explains:
They were providing me the opportunity for me to reset myself and rethink, so I took the opportunity. It was probably one of the best things ever though, because while I was there - and Dr. P is actually from China, so, I just have an affinity for that community of people - So, while I’m there, he hones my skills in terms of being able to speak, because he sent me to so many conferences. Now, English wasn’t his first language, right? So, I’m editing and reviewing all his proposals and writings and things like that while I’m there. Even my dissertation, I graduate, and I have three journals attached to my dissertation already, before I do my defense. So, he’s one of those guys that pushed me, right, and provided me the opportunity too. So those different things I never thought about before. (Dr. S, personal communication, 2017)

What Dr. S calls “happenstance,” some might call purpose. Dr. S was able to develop skills that would be essential in his career after graduation from graduate school. He also worked with a mentor that not only gave him the opportunity to attend graduate school, and to develop pertinent skills, but Dr. P also presented a third door, which led to Dr. S’s current career. Dr. P came to Southern University and asked Dr. S to follow him back to LSU for graduate school. He then helped Dr. S develop skills that would be essential to Dr. S’s career. Lastly, upon entering the season of graduation from graduate school, Dr. P simply told him to return to the place where it all began, Southern University, where Dr. P was still working also. As Dr. S explains

Even while I was there I was doing research projects with him that were in partnership with Southern. So, he said well, “why don’t you just come to Southern when you graduate and we can still work together.” I said, “fine” you know.. still thinking “I don’t know what I want to do right now.” So, I’m 26, 27. So I told him, “yea, I’ll go to Southern.” So I come over here, and then I walk in with like a couple of research grants already in my name, under my belt, I brought them over here with me. So, I’m partly paying for myself. They’re excited about it. I come over here, write some more proposals, after the first year I had like three funded out of four. But I had a very good mentor, a guy that taught me the skill sets, made sure that I was engaged and involved, you know. (Dr. S, personal communication, 2017)

In starting his career at Southern University, Dr. S was still able to have Dr. P by his side, as a mentor. They were engaged in research together and worked on proposals for funding while at Southern, not to mention the proposals that Dr. S came in with. One of the proposals they
collaborated on afforded them the opportunity to work with the United States Naval branch of the military. By this time Dr. S had realized that he had chosen the better path, and the adventure had begun. Dr. S recaps:

One of the first proposals we got funded that I worked with him on was the first one received by the state of Louisiana by the Department of the Navy…. So it was about businesses doing research to develop a better product, right? So it look like one of the very first ones for the state of Louisiana, that was back in the late 90s, or early 90s… 19… whatever… the stuff that blurs now, right? But it was a good time. Dr. P taught me well: I was able to come over here, make some initial impact, and then I… I started to love what I was doing.

One of the very first awards I had was from NASA but it allowed me to do summer experiences for students here in Baton Rouge and in my hometown. So, I had those students working together, doing things together, and they were coming here, going to NASA facilities. So they were being exposed to the world around them. So I felt kind of good about those things. And then research in the lab, I was doing those thing - research that allowed us to engage or.. grants that allowed me to work with the private sector, governments and stuff like that. So, these things were because this guy saw something, right. He saw something. So a lot of my leadership skills… [were] actually honed through that one guy. (Dr. S, personal communication, 2017)

Accomplishments Then and Now

Dr. S is the current Vice Chancellor of Office of Research and Strategic Initiatives at Southern University (See APPENDIX 2). He has been in this position for 10 years. Before this position, he held several leadership, membership, and faculty positions between Southern University, Louisiana State University (LSU), and the state of Louisiana. Some of these positions included Director for the Center of Energy and Environmental Studies, Director of the Center for Information Technology Innovation, professorships in the Engineering Departments of Southern University and LSU, and Director of Research and Development, Specialty Plastics, Inc., for Baton Rouge, LA. Other membership positions included Louisiana Optical Network Initiative, Management Council Member & Treasurer, Vice Chairman for the East Baton Rouge Parish
Planning Commission for Brownfields, and National Science Foundation Advisory Committee on Cyber Infrastructure (Resume of Dr. S, 2017).

Dr. S, along with his many leadership, membership, and professorship positions, has gained many accolades and awards. He is a three-time award winner of the Southern University Grantsmanship Award: Millionaire Club, an award bestowed upon those who’s grants and contracts that are funded reach one million dollars. He has also gained the Southern University Most Awarded Proposals honor, “Ten Paper Cup Award,” ASME Energy Sources Technology and Exhibition Conferences, and became an inductee into the Southern University Young Faculty Award: Science, Mathematics, Engineering & Technology Hall of Fame” (Resume of Dr. S, 2017). What started out as a path to be average turned into an avenue of adventure and great accomplishments. Dr. S had encountered a leader who fostered a significant relationship with him. He helped him transform his thinking and his life. Dr. S had encountered a transformational leader, and moving forward into his position as Vice Chancellor of the Office of Research and Strategic Initiatives, he has become one himself. Just like the red-glowing wood in a fireplace where flames flicker from time to time, there are moments in Dr. S’s leadership philosophy where that which he gained through Dr. P’s mentoring can be heard in his own way of mentoring. In one excerpt, Dr. S explains his leadership:

So the people that I have working with me directly, direct line, its important for me that, you know… they really serve as an extension of me, right? So, I can’t really be everywhere. Even when they ask me to be at a meeting, I have to send other people to those meetings. So my thing is, it’s very important for me that they can represent themselves orally, and in their thinking… I’m not saying that they mimic mine right? But they truly understand what I am trying to achieve. You know, one of the young ladies that works for me, actually all of them, right – I’ll sit down, sketch something out, and the benefit is that they understand and appreciate what I’m trying to achieve. So, in terms of helping them to grow or be prepared for other opportunities, I think its very important that you allow them to be as creative as well: where not every thought is your own thought, you know.
So I bring them in and ask for their opinion on stuff, but, you know, I’m most appreciative as well when I give them a track that I want to try to grow or develop. They understand it and they can actually fill in the spaces for me. So, if I plant that seed, they’re very adept or capable in terms of providing some type of growth or strategy, to grow that seed, right, like the Ideation Center. That was an idea, but they helped me put the proposal together, to help me to sell it. The Workforce Commission, I go down to meetings down there but then I.. once I open the door, they’re able to step in and participate, and engage, and represent Southern on it. So I think it’s very important in terms, that they’re willing and able, more so willing to engage other state cultures. I think that’s a good deal. (Dr. S, personal communication, 2017)

As the observer, I was able to observe the interactions between Dr. S, as a leader, and his employees, which gave implications that he had gained respect, but remained humble. His diligence and work ethic as a Vice Chancellor appeared to be respected by his employees, as the written feedback indicated that he was creative, thought outside of the box, honest, forward thinking, and innovative. While they seem very comfortable in approaching him and comfortable in his presence, their feedback, along with the interactions indicated that they focus on the goals of the organization and reflect his diligence in their own work ethic. Dr. S’s demeanor to me was firm yet friendly, charismatic (also indicated in the written feedback), and very welcoming. If one can imagine, he has the demeanor of a legendary dad hosting Thanksgiving for a large family, whereas visiting family would respect and honor him because of his legacy and as the family patriarch. Most visitors would be greeted with, “Hey, how’s it going? Come on in and let’s talk for a bit.” When one leaves his presence, he/she would feel as though he/she has gained much wisdom from a person who is impacting the world in some very charismatic way, much like that of a well-deserving pastor.

An example of Dr. S’s patriarch-like persona was during his engagement in business concerns with employees in his office. There were several occasions where his team needed him for business with other offices. As they would interrupt the interviews, he kept a very calm and
reserved response and would excuse himself to tend to whatever the business was. He never became frustrated, and listening to the dialogue between him and the employees, there was a tone that one could call taking care of business on a social level. What that means is, the dialogue between Dr. S. and the employee(s) concerned business matters, and business was discussed, but because of the relationship that was established with the employee(s), the tone was observed to be that of a friend talking to a friend, and not a *boss* talking to an *employee*.

A second example of Dr. S’s patriarch-like persona was the atmosphere in his office building. Because I had attended Southern University before, I was familiar with some of his employees who were there during my time. During my first interview, I recognized them and was able to speak with them. While walking around with Dr. S and seeing those familiar faces, I observed how comfortable they were to greet me and to be around him. One employee, with whom I was very familiar with, greeted me with open arms and talked with me while Dr. S was standing several feet from me. Her tone and interaction with me was as if she was letting him know that I was a member of the team, as though I was “good peoples”, a term in African-American culture meaning that I held the same values and beliefs as the team. And unlike many situations I have witnessed, where employees are terrified to engage with visitors, this interaction led me to believe that Dr. S’ employees were more than his employees. They were family.

**THE LOYALTY OF DR. S’S EMPLOYEES**

Dr. S’s rapport and respect from those he leads saturated the feedback received from them, and was indicative of his transformational leadership, as words like encouragement, motivation, and listener were used to describe his leadership. They talked about Dr. S being a visionary and how he allows his employees to do their job with encouragement, equipping, and little oversight, motivating them through his confidence in their ability and skills. Paralleling
some of the dialogue with Dr. S during the interviews, the feedback showed that there is a
loyalty to Dr. S, to the point where they fight for his success as a leader, just as much as he fights
for theirs. In one interview Dr. S stated:

Even when they represent me… and I guarantee if you were to say something bad about
or disrespectful about me, they would come to my defense immediately. I don’t even
have to say anything. That’s when you know that the people that work with you respect
you. So I like that. I don’t have to say anything, you know. I can’t even have a meeting
with, you know – I can have a meeting with you, right – but even if it was another young
lady or something like that, I don’t have meetings with them in closed door sessions or
nothing like that. They watch out for me, professionally and personally. That’s when you
have a strong team that’s willing to step in and watch out for those things you might miss.
I think at that point that transformational leadership skill set is there, because you can
always make sure that the effort is being taken care of and the person leading the effort is
being watched over as well. (Personal communication, 2017)

Just as transformational leadership research shows, there is a specific interest in, and care
for those one leads, and for the organization. Here, we see that the style of transformational
leadership has been adopted by those led by Dr. S, in that his team “makes sure that the effort is
being taken care of and the person leading the effort is being watched over, as well” (Personal
communication, 2017). In other words, just as the leader is focused on the employee and the
organization, the followers, as indicated above, appeared to be focused on the leader, and the
organization.

One point that I found important was his terminology when talking about those whom he
leads. He never mentioned being a boss or a manager. As one can see in his statement above, he
used the term “with” to indicate those employees, stating, “That’s when you know that the
people that work with you respect you” (Personal communication, 2017). His terminology and
approach in talking about his employees strongly indicated that he saw them as more of a team
than employees. And that could be seen throughout the interactions I had with Dr. S.
Upon leaving one interview I encountered another employee of Dr. S. I was familiar with this person because we attended Southern University together during my undergraduate years. While talking to the person, I was asked what I was doing, and I explained that I was interviewing Dr. S for my research. As soon as my classmate heard this, she became very excited and talked about how great of a leader Dr. S was. This encounter took place in the parking lot and away from anyone else, allowing my classmate to not feel pressured into making up a glorified story about Dr. S, so I could gather that she genuinely felt, with no reserve, that Dr. S was a valued leader. Her excitement and our dialogue was that of a person that not only admired Dr. S’s leadership, but also enjoyed the culture and environment in which she worked. Dr. S’s influence on his employees, as he sees it, is set by his example as a leader. As he explains:

I also believe that your office takes on the character of the person [, the leader]. So, if you’re engaging, your staff is engaging. If you’re polite, your staff is polite. So it is reflective in the way that our customers come in (5:47), in how we engage our students, our faculty and our staff. So, my leadership style is more so about, hopefully inspiring others to do great things, but at the same time, provide and environment where they can really encourage others, that they know when they come in this office, that we’re going to do our best to help them. (Dr. S, personal communication, 2017)

Because of Dr. S’s example as a leader, employees appear genuinely enthusiastic about working in their different roles at his side. It is not only heard in their speech but also seen in their actions, as employees frequently discussed business matters and appeared to be focused on what they were accomplishing. And stemming from his past, as a young person growing up between two educators, having mentors early on in life and through his college career, Dr. S philosophy on leaderships speaks to that of a mentor who has a genuine care for his followers, which their feedback reiterated. Notwithstanding, they too showed that they have a genuine care for him, which his dialogue indicated.
CHAPTER 5. HOW DOES A TRANSFORMATIONAL LEADER EMPLOY DIVERSITY AT SOUTHERN UNIVERSITY

To preface this section: Dr. S is not directly responsible for recruiting a diverse group of students, faculty, staff, or administrators, in the capacity of recruitment and retention. However, he employs diversity in two distinct ways: 1. Through building partnerships with different persons and/or entities to bring diverse programs, partnerships, ideas, and ventures to the campus, resulting in the interest of diverse populations seeking those programs, career opportunities, and ventures; and 2. Gathering statistical data from research and partnerships with the different programs and offices to show where diversity is great, where it is lacking, and helping provide solutions.

Building a Diverse Network

Initiating and cultivating relationships are the foundational steps Dr. S takes to build diverse networks of partners for Southern University. His philosophy on building those relationships, and any relationships focuses on the bigger picture where everyone benefits. As Dr. S explains:

Everyone has a particular objective, agenda, or need. Right? So the best thing to do is, if you know you’re going the meeting with somebody, kind of understand what that questions or that need might be. Alright? And even if I’m here with you, I’m listening to your questions and what you’re trying to achieve and do. And then its best to respond to those things in a way that you do present some type of solution or how we can partner or work together in achieving a win-win situation. Right? You should always be aware of what the other person or persons or entity wants in terms of their objectives. Because that’s the case, and then you can see whether it matches your own, and then I guarantee you there’s always a way to kind of partner and collaborate. You just got to figure out how both sides would want to continue to work together, and its kind of simplistic but it is the win-win scenario. (Dr. S, personal communication, 2017)

One example of Dr. S employing diversity through partnerships and ventures is the result of his “networking” trip to China. Baton Rouge’s governmental systems, including the Mayor’s
office and the Governor’s office was and is looking to position Baton Rouge as an attractor of businesses, both nationally and internationally, making Baton Rouge a “global city.” As a result of the trip to China for the purpose of discussing business and educational partnerships, and because he has a love for China, Dr. S and his partnership team were able to invite the Chinese Ambassador to the United States, to Baton Rouge. As he explains Southern University’s involvement:

   Every time I take one of those trips overseas I’m always meeting with the University, the private investment sector, and the government. Wherever I go, because a university is supposed to be a focal point to allow economic opportunity, you know. It facilitates opportunities, for the students that are here, for the companies that partner with it, and for the government, which it serves, right? So, Southern University, in my opinion, has a unique opportunity and responsibility to serve as a touchstone for those types of collaborations. (Dr. S, personal communication, 2017)

The Chinese Ambassador, while being in the United States met with Dr. S, his team, and also Mayor Sharon Broome of Baton Rouge. In the meeting, the Chinese Ambassador informed those attendees that there is a desire to focus on “second cities,” or major cities in the U.S. that are known, but may not be as well known as say Los Angeles, Las Vegas, New York, Dallas, or New Orleans. Thus, as the team spotlighted Southern University as an incubator for businesses in the city, and Baton Rouge as an attractive place for international business, the Chinese Ambassador also encouraged them to develop relationships with a community in China for business ventures there, which would increase diversity in that community in China. Another reason Dr. S chose China, as well as other regions was that he:

   Picked those areas too that I believe were important to Louisiana in terms of trade and economic development, right? So I spoke with the L.E.D. [(Louisiana Economic Development)] on that. So I was speaking to him about what spot would you believe is important to you in terms of South America, or in the Caribbean, or Europe. And Europe will be our next stop too [in creating a network]… and using Southern University to be
able to attract the opportunity for the state of Louisiana, which actually impacts us positively in terms of the research and the academic program that we offer. Additionally, you know, with a diverse population that provides diverse thoughts, right? So our students are engaged in the global grand challenges. (Dr. S, personal communication, 2017)

Keeping Southern University at the table as an attractor of diverse partnerships, which leads to diversity and economic growth for the university and the state has been Dr. S’s focus for several years. He has used university personnel as well as outside agencies to participate on the team that initiates and cultivates these diverse and broader networks. As Dr. S explains:

So, one of the things that we do, or continue to do, is to engage those participants, like the Mayor’s office, the Governor’s office through his state agencies: the Work Force Commission, L.E.D., Housing Administration. All those different agencies, right? …I engage international partners to see whether there is a connector with the city for one, and then definitely make sure there is a connector with the state. (Dr. S, personal communication, 2017)

Abstract and concrete goals that were interwoven in these networking initiatives included having Southern University be the hub through which national and international business partnerships with Baton Rouge grow, and that goal is being reached. Other components of this endeavor include government approval and funding, along with local, national, and international partnerships with other nations besides China, such as West Africa and South America. Campus-wise, part of this endeavor includes facilities revamped, renovated, and repurposed, and businesses interested in Baton Rouge finalizing contracts to plant sub-offices at Southern University, which we discuss further in Chapter 6.

A second example of local partnerships employing diversity was Dr. S’s position in the Baton Rouge Mayor’s subcommittee for economic development, which was part of Mayor Broome’s transition team. As Dr. S explains:
... the Mayor had the transition committee. I had the pleasure of serving on the subcommittee for economic development for the Mayor’s transition team. But under her I identified some goals as well in terms of how to provide more access to small businesses, contracting with the city parish. So, it’s opening those new types of doors that we believe that Southern can engage in in being a good partner. (Dr. S, personal communication, 2017)

Dr. S cultivated the relationship between the Mayor’s office and Southern University in an effort to keep Southern University at the table of the local government as a partner in its numerous ventures, as aforementioned. His bottom line was to have Southern University grow together with Baton Rouge’s local government and its agencies, solidifying Southern University’s position as a key component of the city and state’s growth success.

Internal partnerships coupled with external partnerships create the bridges that initiate strategies for diversifying the institution. Dr. S, like former leaders at Southern University such as P.B.S. Pinchback and Dr. Joseph Clark, brings essential personnel to the table for the partnerships to happen. The internal partnership teams that meet with the external partners range from deans and/or officials of particular colleges and/or offices, to administrators. This allows those officials to listen to global needs and plans, analyze the role they can play, and look at how they can diversify their particular area through that role and partnership.

In one observation, where Dr. S met with officials from the Economic Development Association (EDA) to discuss and tour a facility they helped fund, several officials from the University attended, including the College of Business, the Turbo Venture Center (where students will have opportunities to develop entrepreneurial ideas), the University’s International Center for Information Technology and Development, and an administrator from Academic Affairs. These officials were able to talk about their particular areas and what roles they play in connection with the new facility. As a result, more connections were made between the diverse
entities and those funding the initiative spoke of their enthusiasm about continuing the partnerships and seeing the rest of the goals accomplished.

Data and Diversity

Making the connections between essential Southern University personnel and outside partners contributes significantly to the diverse ventures, economic growth, and academic development Dr. S is advocating and working for. The other part of that involves affording students the opportunity to engage in the ventures. The question becomes then, “how does Southern University afford the opportunities to a broad and diverse population of students?” Dr. S provides his philosophy on diversity that points back to the origins and primary purpose of the HBCU, in including the underserved populations in society. However, he looks at a more global perspective, as the Southern University community is diverse concerning ethnicities and genders. Concerning his global perspective on diversity and the Southern University community, Dr. S explains:

That’s a hard one too, right? But I think, for me, it’s more so about the… if your saying what type of student should Southern University track and support? At the end of the day, we declare/affirm that we are or wish to be a global institution. So diversity is one of those institutions that allows a platform for everyone to be engaged regardless of race, or ethnicity and such. Now, I think one of the common denominators across all those tracks is the fact that we do promote more engagement for the ones that are more socially or economically distressed. Those communities, right? So that transcends anything, whether it’s based upon race. Right? So, if we can be one of those communities that… that engages ones that want to… that are striving a little bit more harder, or working a little bit harder to achieve that American dream, I think regardless of the race, those things will occur.

Now, Southern University is a historically black institution, and most HBCUs are still a majority African American. So those are the one, historically, [African Americans] are drawn to in part because of their families, right? But I still believe that, you know, HBCUs, because of their… remember it’s because of their history, do provide an avenue or a platform for all communities to be engaged, particularly if they are about the education of all. (Dr. S, personal communication, 2017)
Dr. S has the ability to specifically pinpoint the needs for diversity in the different programs and areas of the university because he oversees research at the University. Within the scope of offices that he oversees, they review programs and analyze the impact, student participation, student enrollment demographics, faculty demographics, and other statistical data. Because of this, Dr. S is able to work with those programs and areas of the University to strategize ways of increasing diversity where needed, be it faculty or students. As he explains:

Institutional research wise… we have to look at those data driven responses, right? So we create the data, do an assessment of it, to allow the president to make the necessary calls and how he wants to do certain things, right? So, even with the recruitment side, and now you’re talking about the diversity of being able to recruit veterans. That’s diversity, right? Diversity in terms of not every student is an 18-year-old freshman. So now we have to look at the diversity model in terms of that, in terms of age. So, I think in aspect we do provide support in terms of creating the data, creating the response and the recommendations and stuff. But enrollment management probably more so with the students, academic affairs more so with the faculty. (Dr. S, personal communication, 2017)

One important aspect of looking at diversity is keeping in mind the primary mission of the HBCU, which is “The Education of African Americans”. With this, Dr. S is also able to see where there are needs for students to see more professionals that are of the same ethnicity as well, and especially African American students, since they are the majority population of the college, and since they have historically been the underrepresented in different arenas including education. As he states, Southern University could benefit “…in terms of diversity of faculty, being strategically placed, where everyone can see themselves in the effort, where students growing up, they can see themselves achieving something greater” (Personal communication, 2017). He does not specify seeing more African Americans, but as the majority of the student body is African American, one can make an inference that there is a need for more African Americans in professional roles. Is this seeing “themselves in the effort” (Dr. S, personal
communication, 2017) a push for more blacks to be employed at the University? Not necessarily. It actually speaks more to a philosophy of leadership that Dr. S employs.

Dr. S continued to point to others participating in the endeavors and “seeing themselves in the work” or “seeing themselves in the effort” (Dr. S, personal communication, 2017). What this meant was, students and employees being able to see others like them and even themselves in the actual endeavor as a form of inspiration and motivation to achieve goals. In my observations I noticed that having others see themselves in the work by involving them and opening the way for colleagues to play significant roles in endeavors was part of Dr. S’s strategy on growing others. I could sense the autonomy of his employees that resonated throughout his offices. As Dr. S explained concerning this leadership strategy:

But if you ask me how I engage staff or engage others, I think more so about painting a picture for them as well where they can easily see themselves in that process. So, you have to be quite aware of their skill set and their interest. Even when I’m speaking to them, I’m always asking them, what do you like about this job or what do you want to do tomorrow? Right? So, it’s good to know what their interest are, what their aspiration are. And again, it’s still based upon what their job assignments are. But at the end of the day, you can still tailor it in such a way that it is of interest to them, and there engaging in others. (Dr. S, personal communication, 2017)

One thing to note about Dr. S is that he is about the betterment of others. From engaging his employees for the purpose of helping them grow and develop, to bringing Southern University into partnerships with outside agencies to benefit the university, to making sure that the students and community are the true beneficiaries of Southern University’s growth, Dr. S works toward the good of all. In talking with him about leading these initiatives, he explained to me that he does not believe in letting things happen as they happen, or laissez faire leadership. He also explained that a true winner wins by helping others. As he explains:
So, that’s why I try to emphasize to people, you know, only time you want to sit still is when you’re taking a breath, just trying to relax a little bit. But if the main goal is about how do you impact or grow opportunities for yourself, right? You win. I think the easiest way for anyone to succeed in life – this is just a personal thing/belief, right – is your first thought is about how you impact someone else, positively. If I’m helping someone get a job - preparing them as a student - well the deal is, if they succeed I succeed in part because my position is extended. If I go out and help someone in the community create a new job or attract a new company or something like that, I’ve impacted many others. But in that process, I’ve created relationship and partnerships that, at the end of the day, can benefit me personally as well. So your first thought is about, “how do I impact the lives of someone else?” That’s that social entrepreneurship, right? Everyone wins, creating opportunity for the social conscious. (Dr. S, personal communication, 2017)

Recapturing the diversity, we see that the efforts to broaden the diversity of the student body through research and collaboration with the offices assigned to that task is taking place. Yet, we also see that Dr. S is leading the charge to diversify the university through partnerships inside and out, and his own leadership philosophy, where inspiration for diverse groups to be involved starts with seeing others like them in the work, and where social constructs develop when one’s actions are for the betterment of others.
CHAPTER 6. HOW DOES A TRANSFORMATIONAL LEADER ENGAGE THE ECONOMICS AND REVENUE AT SOUTHERN UNIVERSITY?

Chapter 5 highlights the networks Dr. S has created including Southern University, local and state governments and agencies, and national and international entities. Although chapter 5 is focused on diversity, it also gives us an initial look at how these networks/partnerships impact Southern University’s economy. In this chapter I narrate through some details of those economic impacts stemming from those networks. To preface this chapter, Dr. S does not oversee the revenue or the economic workings of the university, as that is the responsibility of the Office of Finance and Business. However, as the Vice Chancellor of the Office of Research and Strategic Initiatives, his offices generate a significant amount of the revenue through grants and other funding from research and strategic initiatives.

The financial situation at Southern University is not unique, in that Southern University is not the only higher education institution in Louisiana that has felt the negative impact of the gubernatorial administration under former governor, Piyush “Bobby” Jindal. As mentioned in Chapter 2, Higher Education institutions across Louisiana had seen government funding decrease because of the financial woes of former Governor Jindal’s administration. Dr. S’s take on Southern University’s financial situation somewhat speaks to this. As Dr. S explains:

I’m not the finance office, right? So, I can at least give you what I perceive it to be, alright?... This past year was like the very first year, in terms of funding, that Southern University and most institutions in the state of Louisiana received flat funding. There was no decrease in it. The previous 7 to 8 years under the other administration, every year, the funding has been decreasing,… to the point where you might have started off as a 70/30 investment from the state, as to others sides of the dollar in terms of other funding. Now it’s flipped, where it’s like a 30/70 or even greater still than that, where 30% comes from the state, and 70% from others. And mostly, usually it’s off of the tuition. So, most states are… Most universities are impacted regardless of whether it’s Southern University or other[s]. Now, the problem might exist because of the fact that many HBCUs don’t have that large reserve fund to pull from, to be able to kind of weather those lean years. And in so doing what happens is that the dollars that we have are necessarily just for operational
support. There’s very little that we have that suggests that there is dollars available for investment – investment meaning to new faculty, investment into infrastructure. (Dr. S, personal communication, 2017)

Working in higher education and working with retention specifically, I am frequently involved in the discussion that retention is “everyone’s problem.” In talking with Dr. S and researching what other Southern University constituents have had published concerning funding at Southern, I quickly realized that Southern University’s financial situation is also everyone’s concern, as everyone at Southern University is affected in some way when it comes to deficiencies in funding. We see this with the students concerns for facilities and the faculty senate president’s concern for hiring staff. Dr. S, from the vantage point of research and strategic initiatives, has the advantage of having a broader view of what works and what needs work. As he explains, “The question becomes, how do we better allocate our resources…. and a lot of institutions – and Southern University is doing it now in terms of academic program review – [institutions are looking at] what are the programs… [we should] strengthen?” (Dr. S, personal communication, 2017). Dr. S expounds further:

And I stay away from “crisis” because I do believe that some of the things that we are trying to do - with the facilities master planning to make sure they are aligned with the course that we proposed to offer; the academic program review that the university is currently undergoing; the fact that the president has actually established a commission of national thought leaders to say “what are the key elements of a world renowned institution?”; “how can Southern University create a pathway for it?” - so, I think those types of efforts puts us in a position where our resources are… our revenue stream is not necessarily beholded totally to the state of Louisiana or the need to continue to provide tuition increase upon a student. Our research and strategic initiative comes in to the point where, “how can we support the university in identifying new ways to diversify its revenue stream?” And that’s when you’re talking about the partnerships and things like that. (Dr. S, personal communication, 2017)
Dr. S’s office, along with other Southern University personnel have put in place three strategic pillars that they believe will propel the university to be a leading higher education institution, and especially one that develops partnerships the benefit both the institution and the partnering firm. As part of the strategic plan, these three pillars include academics, research, and service. As Dr. S explains,

If you’re doing your academic, which is the workforce and development piece, and then you have your research, its really your innovation and entrepreneurial opportunities, well the last part of any type of mission institution is about the service piece: how do you impact your community and economics, in terms of job creation? So if we look at… if I go back to the academic program offerings, we always need to make sure that they are supportive of market trends, industry needs. The partnership with the [Louisiana] Workforce Commission, and [Louisiana] Economic Development allowed us to look in the economic development side: what were the key industries of the state of Louisiana? What types of things they were trying to.. jobs they were trying to maintain? Those core industries. (Dr. S, personal communication, 2017)

Within the industrial trends, Dr. S is also looking beyond the core industries. He explained that the two other industry trends they target include “emerging [industries], like the IT fields, supportable companies like Century Link,… IBM,… so IT generally” (Dr. S, personal communication, 2017). The other would be “aspiring types of industries…. [such as] integrated sustainability,… the green energy, healthful, good living and things like that” (Dr. S, personal communication, 2017).

Academics, research, and service, the three pillars that are part of the strategic plan are essential components that Dr. S believes make up a good institution. His philosophy is based on a very simple formula, and it has created the components needed to connect and streamline the education of Southern University students to the industries, entrepreneurial included, in which they will serve. As Dr. S explains the connection, recapping on the three pillars:
So if we can provide an opportunity for our students to be able to claim that they’ve actually had that type of opportunity [, learning global skills to compete in a global market and work in any global industry], they’re even more job ready. And then we become an attractor of partnerships. I’m an Engineer, I like formulas, right? But the formula I think that’s the easiest one in the world, at least for institutions is about academics + research + business partnering provides you significant opportunities, different opportunities. So, in all of those three business lines, the academic side, the research side, the business partner which is really your community, economic development, right? The research again is your innovation, your entrepreneurial opportunities. And then your academic, if I can call it something else is really your workforce development: how your programs are designed to support those - engagement of the business sector.

So they’re at the table at the very beginning with you, and then there is more opportunities for them [, the business sector,] to want to invest in the institution. So part of the academic program assessment, again, is to insure that our programs are aligned with those private sector needs, or those governmental, right? So if we can immediately see that, and we are aware of [them, and] because the state has already said that these are four and five star jobs, that we are trying to attract, for growth [, the alignment with private sector needs is made]. And a lot of those are actually defined by the number of jobs that we believe we are going to have. We won’t have enough graduates to fill [them], so there’s a gap. That’s the four and five star job gaps. So, that dictates as well, where Southern University can be a benefit to the state of Louisiana. The return on the academic investment. (Dr. S, personal communication, 2017)

When it comes to entrepreneurial ventures, one of the opportunities Dr. S has created for students is the Student Ideation Center, which is a space for students to develop entrepreneurial ideas. In this space students have the tools they need to develop those ideas, such as a classroom, internet tools and access, and modernized meetings spaces for collaborative efforts. The Student Ideation Center is part of a renovated and repurposed office space, formerly a bookstore, that students have access to, as it is located on the front side of Southern University’s campus. This Office space also houses the Turbo Venture Center, the Louisiana Small Business Development Center, and the Incubator. With these offices in the same space, a broader spectrum of collaboration can exist, which would include students, faculty, staff, local agencies, and businesses, which is part of Dr. S’s overall strategy. Partnerships with, and funding from the Louisiana Small Business Development Center, U. S. Economic Development Administration,
Southern University Foundation, and other entities have allowed Dr. S to create those different spaces.

The Incubator, which was also mentioned in chapter 5, is the specific office space used to house businesses that come, or “incubate” to the Southern University, which plays a major part in the alignment Dr. S has strategized. The Incubator is an office space for businesses to expand part of their company to Southern University, where they can recruit and hire students from the campus, and more so, the programs that are specific to their business. There are several strategies and goals Dr. S communicates concerning what the incubator will do and is doing for Southern University:

- Using Southern University to be able to attract business opportunities for the state of Louisiana, which actually impacts us positively in terms of the research and the academic programs that we offer.
- Businesses will have actual offices on campus where they will have access to the campus directly.
- Our students are engaged in the global grand challenges [concerning the global market and industry needs].
- One IT business from the east coast has already signed a contract to incubate to the university and has employed two students to run the office as representatives of the business.
- Students will have direct access to these businesses as they are housed at the front of the campus.
- [Because of the incubator being an attractor of businesses and the connection Southern has with the Louisiana Small Business Development Center], Southern, from the federal viewpoint, is actually, in some instances, treated as a small minority business for federal work.
- What I’m hoping that will grow out of that is that, if those companies are here, our students, while they’re on the campus will have a chance to intern with those firms. Be part of the federal contracting process, know how to bid and develop proposals to submit, and those things. (Dr. S, personal communication, 2017)

Dr. S also looks forward to these business partners having a space in the actual buildings of the colleges or schools where they are recruiting students from, much like a recruiting
residency. However the incubator provides office spaces, conference rooms, and student stations for active engagement between company officials, campus officials, and students.

Dr. S and the team are helping Southern University lead the charge in attracting and partnering with businesses. He is also changing the position of the university from its past dealings with the business sector. In the past, businesses would ask Southern University to partner with them in their ventures. However, what Dr. S. is continuing to do is help lead Southern University to the forefront where the university leads the charge in initiating and fostering the partnerships needed to grow the university and the community, city and statewide.

Certain partnerships have allowed Southern University to have national recognition. As Dr. S explains:

Southern is located in what the federal government calls a hub zone as well. There are a lot of checks that the federal government looks at in terms of how they’re trying to expand opportunities for small businesses, whether an 8A firm, whether a veteran owned firm, whether a hub zone located firm in an economically distressed region, whether you’re an HBCU and things like that. So, what we started working with were larger firms, and $20 million in federal terms is called a small business, but $20m plus… $100m are those large federal contractors right? They’re always looking for HBCUs to partner with. Well we kind of flipped the script a little bit. They would always come to us and say, “be part of our team.” So in a lot of instances we were the lead contractor and they were part of our team. So, we’re trying to put Southern University in a position where it can be the lead entity to attract those types of partnerships. Even recruiting companies from D.C. to incubate here on Southern’s campus. Incubate here to Louisiana. So, we’re hoping to introduce a couple of those this summer on the campus.

Now the good thing about it is that they got a good reputation and some of them are in fields that we believe.. that we know Louisiana is trying to strengthen or highlight, like cyber security, on the IT side, right? So, some of the contracts we’ve had the pleasure of working on are in that field. And we were actually part of the – the last two years – part of the team that won the Nunn-Perry Award, which is the D.O.D. [(Department of Defense)] Small Business Award. We had a large firm, the firm being mentored, and Southern University as an HBCU providing some type of training support to that small firm. So the last two years, we were part of one of the recipients of the award with that team. So now we’re getting that brand, that trademark. (Dr. S, personal communication, 2017)
In paralleling what transformational leaders do, in that they foster relationships with, and growth in others, forming communities that work toward certain goals, Dr. S is, in his words, making the university a transformational university. As he states, “I know you’re talking about transformational leadership, but I think the piece is how that leader, particularly in the job that they’re in, how they translate that attitude to the institution itself?” (Dr. S, personal communication, 2017). In this instance, as transformational leadership talks about relationships and change, the university is gaining partnerships with outside entities through fostering and cultivating relationships, and equipping and educating its students to be globally prepared career-wise. Dr. S’s team is also changing the face of the institution from a local HBCU to a global HBCU with the capacity to grow the business sector of the city and state, through partnerships and ventures. These partnerships are also generating revenue for the university through grants and other investments in the University, such as those offices spaces for students and for businesses. Lastly the team at Southern University, including Dr. S, is re-writing the strategic plan to meet the present and future needs and trends of the global market in three aspects: Academics, research, and service.

Dr. S’s passion for growing the economy and revenue of the university through partnerships can be heard throughout every interview. His forge forward attitude to bring opportunities to the students of Southern University through these ventures is certainly prevalent in his interactions with his staff, Southern University personnel, and the outside agencies. Even as he is venturing with other partners outside of the continental United States to partner with other countries speaks to his passion to meet global trends and provide global opportunities for students and the university as a whole. He has even included his hometown in one of his projects where Southern University will play a major part in the economic development of that town,
which he is calling an “urban and rural interface” (Dr. S, personal communication, 2017), that being between Baton Rouge and his hometown. Besides the numerous grants Southern University has received via Dr. S offices, he is looking to make sure that the connections and funding remain even after he is gone. As he explains:

So, I think we’re doing some good things, right? But the thing is, how do you sustain them and grow them and then, you know, have them interwoven into the fabric of Southern, you know, permanently, right? That’s where the transformation becomes, you know, becomes harder. Not becomes like a little spot or dot on the map, but how do you actually extend yourself beyond the borders of Southern University or even beyond the borders of the department. Right? So that’s the effort that we’re trying to continue to grow. So, even beyond... - I’m going to use my name as a noun – even beyond the era of [Dr. S]..., how does it live, right? And I think that’s the question a lot of HBCU’s are struggling with: that once someone is there and they leave, does that effort continue, Right? So we have to continue to recruit, to identify, mentor, to create some type of process or plan that allows our position to be filled the day after somebody leaves. And I forgot what they call that, but some type of.. process plan: if I’m gone, we already know who’s been trained to take over. And that’s what we need to do. (Dr. S, personal communication, 2017)

Partnerships with various entities inside and outside of Southern University are the mechanisms Dr. S is using to positively affect the economy of the university. Through these partnerships, Dr. S is able to attract businesses to the university and the state, allowing both the students and the community to benefit from the opportunities these businesses bring. Students have direct access to businesses that are housed on the university’s campus, which provide recruitment and career opportunities, benefiting the students and the business. The businesses that are housed on campus can also benefit the programs from which they recruit students academically and financially. Not only is Dr. S looking for the long-term positive affects of these efforts, but he is also looking for those who will be able to lead the charge once he retires.
CHAPTER 7. ARE THERE IMPLICATIONS FOR BUILDING A COMMUNITY CULTURE ON SOUTHERN UNIVERSITY’S CAMPUS?

Community speaks of a diverse group of individuals with diverse ideas and beliefs, but who work together for a common cause, and not often in isolation (Bugg, 2010). A community culture then points to the community where diversity of people, ideas, and beliefs, and working together is the holistic attitude, way, or culture of the community: a community that believes in community. The role of a leader then is to cultivate this type of culture. Dr. S establishes a community culture through methods that allow his employees to work in partnership with each other and with him as a leader, giving them shared governance of the endeavors.

Recapping the last paragraphs in Chapter 5: I observed Dr. S’s sense of involvement of, and growth of others throughout his offices and how it permeated in his speech. It reflects the characteristics of transformational leaders in that they build others through establishing relationships, encouragement, equipping, autonomy, and being an example. From my observation of his employees’ interactions with campus visitors, and our dialogue, Dr. S, ultimately has developed a community of autonomous employees, who are encouraged by him and motivated to be engaged in accomplishing the goals of the workplace as a team, but using their individual strengths. Dr. S explains his mentoring strategy in this way:

One of the things that I always like to do is kind of leave questions or opportunities open ended, because it provides a pathway for the person to invoke their own creative thoughts into how we provide a solution to something, or how we engage something. And me, I usually just say… I put blocks upon the wall or a chart or something, and we go through the brainstorming session of what I’m trying to achieve, and then I just submit the charge. I just create the framework, and then there are individuals there that their job is to execute it.

Remember I mention earlier that, when I’m speaking to them, I’m always kind of curious about what they want to do over the next five years or so. Some of that is “work for Dr. S for perpetuity.” Even greater still, inside of that, there’s the suggestion about how they want to grow in their particular offices. And we’ve had some leave, right? But I think, even when they left, they were in some better positions. But that was because they
were afforded an opportunity to kind of lead themselves. You know, train the trainer, mentor the leader. (Dr. S, personal communication, 2017)

Within the offices Dr. S supervises, there is a sense of togetherness and collaboration. As a transformational leader, and like Dr. Clark, he has set the tone for there to be no slander or gossip among peers. Dr. S acknowledges that the peers in the offices he oversees work well together. He does not shun that fact that there is a strong sense of community within his workspaces. However, as he explained, he looks at that as not being the greatest success, as a leader, if that does not translate beyond those offices, and to the campus overall.

Just like his idea of making the university transformational, or a university that builds essential partnerships for a common goal, he also looks to make the campus more community oriented. One example of this push for community is when Dr. S engaged peers from different offices around the campus. While he gave each peer an opportunity to be a part of a project to bring businesses to the campus, he also gave each the opportunity to work with other personnel with whom they might not otherwise work with, such as the Dean of the College of Business, an administrator from Academic Affairs, personnel from Agriculture, and personnel who oversee a student center for entrepreneurial development.

Another example of translating community outside of his offices was the trip to China. As Dr. S explains it:

So I have a professor from the College of Business, myself from Engineering, representatives from the Workforce Commission, the Louisiana Board of Regents, .. Louisiana Economic Development, Thurgood Marshall, and then I told you about those 1890 universities [also being called upon to partner with Southern], right? Well I had four other partners from those schools going with us. So the goal was to say that Southern University could lead this type of collaboration where, when they see us overseas, they’re not just seeing that one HBCU, they’re seeing a family.

At the same time… you know, every time I take one of those trips overseas I’m always meeting with the University, the private investment sector, and the government.
Wherever I go, because a university is supposed to be a focal point to allow economic opportunity, you know. It facilitates opportunities, for the students that are here, for the companies that partner with it, and for the government, which it serves, right? So, Southern University, in my opinion, has a unique opportunity and responsibility to serve as a touchstone for those types of collaborations. (Dr. S, personal communication, 2017)

As we talked about transformational leadership, and discussed how transformational leaders build relationships with employees for the purpose of bringing together a community for a common cause, Dr. S helped me see a broader outlook on transformational leadership. He asked the question, “I know you’re talking about transformational leadership, but I think the piece is how that leader, particularly in the job that they’re in, how they translate that attitude to the institution itself” (Dr. S, personal communication, 2017). His idea, as we see in the above excerpt, was that transformational leaders should work to not only be transformational themselves, but also leaders who convey that same style to the institution where they serve. A clear example of this is Dr. S’s effort to make Southern University an institution that connects with other entities and institutions for a common cause. And just like in his offices, and on the campus, Dr. S motive, beyond working towards goals, is that potential partners are “not just seeing that one HBCU, they’re seeing a family” (Dr. S, personal communication, 2017).
CHAPTER 8. HOW DOES TRANSFORMATIONAL LEADERSHIP HELP OR HINDER SOUTHERN UNIVERSITY?

To look at whether transformational leadership helps or hinders Southern University is to look at the challenges Southern University faces as an HBCU. As an institution of higher education, Southern University has seen, and still sees its share of cuts in state funding and federal aid. Budget deficits still linger in the state of Louisiana as it recovers from a mishandling of the state budget by the previous gubernatorial administration. Secondly, because Southern University is an HBCU, it still is faced with questions on whether HBCUs still serve their purpose and should certain HBCUs still be in existence.

When it comes to the economy of the university, Dr. S, as a transformational leader has certainly helped the university. Transformational leaders foster relationships, lead by example, equip and encourage followers, and show genuine interest in followers. As a result, research shows that those employees or followers achieve the goals of the organization with confidence, as their performance is greatly influenced (Bass & Riggio, 2006) and their investment into the organization genuinely grows. Dr. S has cultivated workplaces as such, where his employees work diligently to make sure the offices he oversees are not only doing what they have been given the charge to do, they are doing it with confidence and assurance. As a result, team morale and the atmosphere is positive in the work-spaces, grants are being written through those offices and funded, employees are vested in achieving the goals of the organization, and partnerships that boost Southern University’s economy are being gained, cultivated, and growing.

Secondly, concerning economy, Dr. S’s relationship focus has flooded over to the community, state, nation, and global scene. The grants and partnerships that are being gained, that help the university through providing opportunities for students, gaining funding for deferent ventures, and bringing the university to the fore-front of its peers, are not just temporary. Dr. S is
working to make these partnerships solid so the university can remain a leading university for
developing students to meet global needs, recruiting businesses to the city and state, local and
state capitol growth, and building partnerships and networks. As Southern University thrives in
those areas, the return on the investment can cause the university to possibly reach self-
sustainability in the future, where budget cuts will have little impact if any.

When we look at the purpose of Southern University as an HBCU, we can still see that it
is serving its purpose of educating African Americans. Now, as stated before, Southern
University never practiced segregation or discriminated against students who were not African
American. Since its inception, Southern University has always welcomed diversity, be it
ethnicities, or otherwise. However, because African Americans still face educational inequalities
and discrimination, it is important to recognize the need for a university that not only provides
education, but also grounding in one’s culture, affirmation, and mentoring to students who might
not otherwise get it.

Dr. S has the opportunity to analyze the data and be a part of the conversation that leads
to student mentoring, education, and satisfaction, which encompass some other aspects of the
university’s impact on the students. Because he oversees research, he is able to compare current
practices at Southern University to what research suggests, which allows him to stay current with
trends that promote positive student impact and satisfaction. What makes this collaboration even
more important is that, as a transformational leader, Dr. S works as a mentor, an encourager, an
equipper, and an example. This coupled with research allows Dr. S to not only make suggestions
from research, but give examples that might shed more light on the importance of it.

A second component that makes Dr. S’s roll in helping strategize diversity, student
satisfaction, and student recruiting and retention is his history with Southern University. Dr. S
started as a student at Southern University who was mentored by a man of Chinese descent, hence his fervor for building Chinese relationships. This mentoring led him to many opportunities, including an invitation to a faculty position, where he began mentoring students and colleagues. Eventually, he found himself in a place where he had the authority to promote mentoring, while still mentoring, and influence how certain mentoring should go. As a leader who experienced positive mentoring and then became a positive mentor, he knows from experience what it takes for students to gain positive mentors who will lead them to being great mentors, professionals, and leaders themselves.
CHAPTER 9. CONCLUSION AND EMERGING THEMES

CONCLUSION

Overall Portrait

In conducting this study, I found that Dr. S exemplifies the exact style and characteristics of what research suggests is transformational leadership. He not only builds relationships with followers, he also equips, encourages, motivates, empowers, listens to, and sets an example for them, as the employee feedback indicates. In his interactions with employees and peers, those characteristics were present, almost as a fragrance that followed him. His interactions with his employees and the interview dialogue showed that he sees them as individuals that are part of, and important to, the team. As the feedback from the employees indicated, he equips, empowers, and encourages them to develop in their careers and as leaders. In turn, they, like him, focus on protecting him as a leader and the organization.

Along with his proven transformational leadership, Dr. S plays a significant role in the diversity, economy, and community building of Southern University. His engagement in diversity comes through the relationships he builds with outside entities and university personnel. He brings those entities, including city, state, and global partners to the table with university personnel to foster relationships between them, and accomplish goals that develop into diverse interests and investments in the university. Secondly, he engages diversity through the analysis of statistics from Southern University’s campus. He is able to give input on ways to diversify the faculty, students, and staff because of the research and analysis of campus statistics. While dialogue on diversity often speaks to ethnicity at HBCUs, Dr. S looks at diversity more globally, taking into consideration attributes that range from the socioeconomic status to the actual country of origin.
Economically, Dr. S brings in revenue through those same partnerships that attract diverse interests and investments. He has had grants funded and has been able to attract local agencies, government agencies, and business partners to the campus to invest in endeavors that benefit Southern University. One benefit includes the renovation and repurposing of existing structures where businesses can be housed on campus and be directly accessible to students. Another benefit includes the renovation of a structure to be a space for students to develop entrepreneurial and innovative ideas. A third economic benefit of these relationships is the attraction of more businesses to Southern University, the city of Baton Rouge, and the state of Louisiana. Yet a fourth benefit is the partnerships that other university personnel develop with outside entities, building a broader network and collaboration on present and future endeavors.

Lastly, Dr. S, like other transformational leaders, builds community. The relationships that he fosters with those who he leads build community and togetherness in the offices he supervise. He also motivates and leads those employees to exemplify that spirit of community and togetherness to other offices. His goal is to let what he has cultivated in his own offices overflow to the campus, thereby bringing the campus into a place where there is campus wide community and togetherness.

**Recapturing the Purpose**

Recapturing the purpose of transformational leadership being researched, we first look at the perception that higher education institutions are not implementing the changes needed to keep pace with an evolving society (Power, 2013). As Power (2013) explains, the need is not for “…leaders with transformative visions…” (p. 278), as they alone cannot meet the broad needs of a university community along with those who are learning online. The need is for “…a shift away from a preoccupation with the characteristics of effective leaders, and a focus on the
behaviors of those leaders that will inspire others to follow them towards the transformation of higher education” (Power, 2013, p. 278).

Dr. S, as he explains, is inspiring others to follow him towards transforming (Power, 2013) Southern University. He is doing so by training the trainer and mentoring the leader (Dr. S, personal communication, 2017). And while there might exist the belief that it would be more beneficial to start with the administration in a top down approach, and/or the faculty who interact with students in the classroom, Dr. S is taking a double approach. Not only is he aiming to inspire his colleagues in administration, staff, and faculty, who he partners with for collaborative initiatives, he is training those program managers, coordinators, directors, and other staff and faculty members who are employed by him, and who are also his partners, to be the change agents that will transform the university to meet the needs of an evolving society, which includes meeting global industry needs. As leaders of programs that impact students success, such as programs that provide scholarships for students and where students can do research, they too, have a strategic opportunity to affect change.

The other purpose of this research, which looks at transformational leadership at an HBCU, and specifically Southern University, that we recapture, is its contribution to the overall research of transformational leadership in higher education. While much of the literature on transformational leadership looks at the business, political, educational, and religious functions of transformational leaders, there is a severe lack of research that speaks specifically to transformational leadership within HBCUs. The opportunity then was to not only contribute the results of transformational leadership within an HBCU, but speak specifically to how a transformational leader engages the economy, diversity, and community of the main campus of the largest public HBCU in the United States of America, and at a time where budget deficits are
plaguing higher education institutions and HBCUs are having to prove their relevance. There were also emerging themes that I did not find much literature on, and that could lead to further research of transformational leadership.

**EMERGING THEMES**

Research on transformational leadership focuses particularly on the relationship between the leader and the follower. It talks about how transformational leaders relate to followers through actions such as encouragement, motivation, equipping followers with the tools needed to accomplish goals, listening, and leading by example. It looks at the impact that transformational leaders have on followers and how followers respond. There is also a focus on the organization and how the relationship between leader and follower impacts the organization. In conducting this study with Dr. S, there were two emerging ideas about his transformational leadership that I did not see highlighted in my research on transformational leadership, but that could be an aspect of it. These two ideas included strategizing ways to make the entire organization transformational and looking at the mentoring received by a transformational leader to see if that plays a part in his/her leadership.

**Transformational Organization**

Dr. S discussed the strategy of making the university as a whole, transformational. The idea was making Southern University a transformational organization in that the university would focus on relationships between itself and those outside entities. Dr. S used networking opportunities he was given to blend, per say, Southern University into the DNA of a growing community, city, state, nation, and globe. Through these opportunities, Dr. S, along with his team, has made Southern University a leader in making partnerships that bring revenue to the university itself, and as a result, to the city of Baton Rouge and the State of Louisiana. Just like a
transformational leader encourages, motivates, and cultivates relationships, teams that represent Southern University also focus on doing the same as representatives of the university. Southern University can now be said to be a transformational university.

**Transformational Mentoring**

Dr. S’ leadership depicted the leadership example that was set for him, through his mentor, Dr. P. Dr. S came to Southern University with the goal of pursuing a bachelor’s degree in Engineering and then seeking employment after graduation. But he did not have the goal of pursuing graduate degrees, doing research, and teaching in Engineering. Just like the leadership that Dr. S now practices, Dr. P encouraged and motivated Dr. S to look beyond the norm and “rethink” (personal communication, 2017) his strategies and possibilities. He also empowered Dr. S by bringing him into his own research, and at a different institution, so that Dr. S became an editor, researcher, and a presenter. And lastly he equipped him by introducing him to leaders at LSU he himself had networked with, leading him back into school to pursue opportunities in his field. After graduating with his Engineering Doctorate, Dr. S was invited by Dr. P to start a career at Southern University.

The mentoring that Dr. S received, which was encouragement to seek out great opportunities in Engineering, parallels the mentoring that he gives. In this relationship between Dr. P and Dr. S, there is the idea that transformational leadership is a gained leadership style that comes through actually being transformed. Although Dr. S did not indicate that Dr. P was a leader, he did indicate his characteristics, and his attitude of not letting him settle. He discussed how Dr. P had transformed his thinking.

These two emerging ideas – making the organization transformational and focusing on if the transformational leader had a transformational mentor – can add to research of
transformational leadership. There are several components of transformational leadership, which includes the characteristics, skills, and styles. However, I believe that there is importance in these areas also. Organizations can benefit from knowing that the actual organization can be transformational just as the leader is, which can result in greater networking opportunities and growth. And just as important, leaders can know that they can have a strong impact on followers, even down to the point that followers can futuristically align their behaviors with those of the leader.
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APPENDIX 1. EMAIL TO EMPLOYEES

Hello,

My name is Aubry Turner and I am a graduate student at Louisiana State University and an alumnus of Southern University and Agricultural & Mechanical College. I am conducting research on Transformational Leaders at Southern University and Agricultural & Mechanical College. Transformational Leadership has been researched substantially and is known as one of the most effective styles of leadership. In my experiences at Southern University and A&M College, I was able to experience such leaders inside and outside of the classroom. They helped me grow in tremendous ways and they are still having a great impact on my life today.

The purpose of this research is to highlight two Transformational Leaders in their leadership roles at Southern University. I look to gain great insight on how these leaders engage the economic viability of the university, how they promote diversity, and if there are implications for a culture of community and togetherness. Another part of this is to connect research on transformational leaders to Southern University, the largest HBCU and the first HBCU in the south, also known as the HBCU of the south. The goal is to add significant information about how transformational leaders impact HBCUs, specially Southern University and A&M College.

How this works initially is, I will survey you, as an employee, using the Multifactor Leadership Questionnaire (MLQ) survey. This survey is only 45 items and should take nor more than 10 minutes. On this survey, which is anonymous, you will answer questions about your leader, or
the person who leaders your department. The results will only be used to determine if your leader is a Transformational Leader or not, and they will not be shared with your leader. Once you complete the survey, you will have no other obligations and your part will be complete. I will then move on to select those leaders who are identified as a result of the surveys, and chose two from them. With their permission, those chosen will be the leaders who I conduct my research with.

Logistics

To participate in this survey you must meet the requirements of both the inclusion and exclusion criteria:

a. Must be employed at Southern University and A&M College at Baton Rouge (SUBR).
b. Must be on campus at least three (3) days a week.
c. Cannot be a student at the University (i.e., student workers, student volunteers).
d. Must report to one specific leader who can be identified.

The survey will be conducted in the following way:

a. Click the link below and you will be directed to the Multifactor Leadership Questionnaire (MLQ) survey.
b. Once you fill out the survey, please remember to submit it.
c. Once the survey is submitted, you will not need to do anything else. Your results will only be used to determine if your leader is a Transformational Leader or not.

Confidentiality

a. Your survey is anonymous, will be kept confidential, and will only be seen by the investigators.
b. Results from the MLQ survey will only be used to determine if the person who leads your department is a Transformational Leader. If they are not, they will not be used for the research, nor involved in any way.
c. Participants may choose not to participate or to withdraw from the study at any time without penalty or loss of any benefit to which they might otherwise be entitled.
d. This information will be kept secure on the primary investigators personal computer and will be destroyed once the research has been completed. Only number statistics will be kept, if necessary, and without identifying information, for the sake of the validity of the research.
e. There are very minimal risks involved:
a. Social: Risk of results being exposed although the survey is anonymous and results will be secured.
b. Psychological: Risk of emotional reaction depending on your own thoughts about your leader.
c. Physical: No physical risks are involved.

Investigators
M – F, 8:30 a.m. – 7:30 p.m. → Aubry Turner (Primary Researcher/Investigator)
M – F, 8:30 a.m. – 4:30 p.m. → Roland Mitchell, Ph.D. (Committee Chair)

**Please Note: By continuing this survey, you are giving consent to participate in this study

This study has been approved by the LSU IRB. For questions concerning participant rights, please contact the IRB Chair, Dr. Dennis Landin, 578-8692, or irb@lsu.edu.
APPENDIX 2. SOUTHERN UNIVERSITY ORGANIZATIONAL CHART...
APPENDIX 3. CONSENT FORM

Consent Form

1. **Study Title:** In Depth Look Into The Transformational Leadership Of Southern University And Agricultural & Mechanical College At Baton Rouge: A Focus On Engaging Economy, Diversity, And Implications For Community

2. **Performance Site:** Southern University and Agricultural & Mechanical College, Baton Rouge, LA

3. **Investigators:** The following investigators are available for questions about this study,

   M – F, 8:30 a.m. – 4:30 p.m. → Roland Mitchell, Ph.D.

   (Committee Chair)

   M – F, 8:30 a.m. – 7:30 p.m. → Aubry Turner (Researcher)

4. **Purpose of the Study:** The purpose of this study is to capture the essence of a transformational leader in his/her role at Southern University and Agricultural & Mechanical College. It aims to depict his/her engagement in the economical workings of the university and how he/she leads others while facing financial successes and hardships. Secondly, it focuses on how the leader contributes to the diversity of the university body (i.e., faculty, staff, and/or students) and the relevance of the university itself, concerning those who question the purpose of HBCUs post desegregation. It also focuses on implications of a community culture or culture of togetherness at the University.

5. **Participant Inclusion:** Individuals identified as transformational leaders by the Multifactor Leadership Questionnaire (MLQ) survey, who are in leadership position, spanning from Deans to President

6. **Number of Participants:** Two participants will be interviewed from those categorized as transformational leaders at Southern University

7. **Study Procedures:**
   a. Between one and three audio-recorded interviews will be conducted to ask questions and listen to the story of the transformational leader (participant). If the leader is comfortable with, or request more interviews, including follow-up interviews, one or more interviews will be conducted, as necessary.
   b. There will also be observations of meetings and activities the leader is involved in, pending permission. Those meetings and activities will be relevant to the research, concerning economy, diversity, and/or community.
   c. The entire process should take between 3 and 6 months depending on scheduling and availability.
8. **Benefits:** There is insufficient research on transformational leadership in HBCUs and their significant contributions to the university. This research will not only shed light on the essence of transformational leaders at HBCUs, but it will also present the opportunity for best practices for leaders of HBCUs, as well as all other universities. Secondly, it will give insight to leading and being a part of the largest and one of the most significant HBCUs. And thirdly, it will capture the essence of the culture of Southern University and Agricultural & Mechanical College.

9. **Risks:**
   a. **Physical:** There will be no physical risks to participants.
   b. **Psychological:** The participant will be asked open-ended questions concerning their professional experience that could lead to answers that cause the participant to remember ideas and experiences from the past. The only risk is if the participant becomes emotional and decides that remembering those thoughts and experiences is overwhelming.
   c. **Social:** The only social risk is if the participant's name is somehow exposed and attached to the research answers he/she gives. The information collected will be secured with password and secured physical storage.

10. **Right to Refuse:** Participants will have the option to cancel their participation in the study at any time. Participants will also have the option to not answer questions they are not comfortable answering or to request that the audio recording be suspended. Information from interviews will be maintained in a secured location with access only from principal and co-investigators.

11. **Privacy:** This is a confidential study, as participants will be identified by pseudonyms. Participants will either select or be provided a pseudonym for the study. These pseudonyms will be used in all writings, presentations, and publications. Documents that identify the names of study participants and their background information will remain confidential and will be secured by the investigators of this study, unless disclosure is required by law, the participant gives written permission.

12. **Signature**

The study has been discussed with me and all my questions have been answered. I may direct additional questions regarding study specifics to the investigators. If I have questions about participants' rights or other concerns, I can contact Dennis Landin, Institutional Review Board, (225) 578-8692, irb@lsu.edu, www.lsu.edu/irb. I agree to participate in the study described above and acknowledge the investigator's obligation to provide me with a signed copy of this consent form.

Participant Signature: ____________________________ Date: ____________________
APPENDIX 4. INTERVIEW PROTOCOL

Interview Protocol (to be digitally voice recorded):

Thank you for agreeing to participate in the study! As mentioned via e-mail, the interview provides the opportunity to obtain insight on your experience as a transformational leader in engaging economy and diversity at Southern University and Agricultural & Mechanical College.

If, at any point, you wish to not answer a question, simply say, “I prefer not to answer.” If you wish to not participate or wish to conclude the interview at any point and want to be removed from the study, simply let me know and all documentation will be destroyed and any dialogue you have provided thus far, will be erased and will not be used in the study.

Do you have any questions? Let’s begin.

[Turn on digital audio recorder. Ask the following questions in semi-structured format; allowing for follow-up questions as needed.]

**Leadership**
1. Please state your desired pseudonym and current title.
2. Tell me a little bit about yourself and your personal background.
3. What lead you to pursue a career in higher education?
4. How many years have you worked in this institution? How many years have you worked in higher education?
5. Why an executive leadership position?
6. How do you define the words leadership and leader?
7. How do you think your employees would describe you as a leader?
8. How do you supervise personnel?
9. What is the atmosphere in the office (physical space)?
10. What is the culture of the community? Is there community?
11. How would you say you contribute to the culture or community?
12. How would you describe your institution?
13. How would you describe the unit or division you directly oversee?
14. Do you feel your leadership style vary between the two?
15. What would you say your organization does well and why?
16. What needs improvement and why?
17. If you could change anything about the organization, what would it be?
18. If you had to select an image (i.e. a noun-person place or thing) that represents/describes your organization, what would it be? It can be anything.
19. How do the culture, politics, and structure of SU being an HBCU affect the organization, if at all?
20. How is information disseminated/communicated in the organization?
21. In particular, why did you accept a position at SU?
22. How has your identity as a Black/African American male/female affected your professional experiences, if at all?
23. Do you feel race and ethnicity generally affects one’s experience, opportunities, and/or career trajectory in higher education leadership?
24. Nationally and at the state level, there are vast disparities between the number of White individuals in executive levels of leadership in higher education and that of people of color (African American/Black, Asian American, Hispanic/Latino, and Native American). Why do you feel these disparities exist?
25. What are your recommendations to aspiring Black/African American male higher education leaders?
26. Is there any else you would like to add, that we have not covered?

**Economy**
1. What are the economic workings of the university like?
2. How does your position directly or even indirectly impact the economic workings of the university?
3. How would you say you contribute to the economic growth of the university?
4. Where have you seen deficits?
5. What contributed to the deficit(s)?
6. As a leader, what is your reaction or feelings when the University economy is suffering? How do you respond to yourself?
7. When you see economic shortfalls, and your employees or concerned, how do you respond to them?
8. How have you seen the University community respond to the economic growth and deficits?
9. What is the rhetoric from the outside concerning SU’s economy?

**Diversity**
1. What is the atmosphere of the University when it comes to diversity at SU?
2. With other universities facing issues of diversity, what issues, if any, have you seen Southern University face, concerning diversity?
3. How does your position directly or indirectly affect diversity on campus? (Student and employee)
4. What is the rhetoric from the outside concerning diversity here at SU?

Thank you again for participating in the study and sharing your experiences and insight to the field! I truly hope this was a good experience for you, please feel free to contact me with any questions you may have or if you think of anything additional you wish to share.

[Turn off digital audio recorder.]
APPENDIX 5. LOUISIANA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL

ACTION ON PROTOCOL APPROVAL REQUEST

TO: Roland Mitchell
Human Science and Education

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: March 2, 2017

RE: IRB# 3833

TITLE: In Depth Look Into the Transformational Leadership of Southern University and Agricultural & Mechanical College at Baton Rouge: A Focus on Engaging Economy, Diversity, and Implications for Community


Review type: Full ___ Expedited ___ X ___ Expedited

Risk Factor: Minimal ___ X ___ Uncertain ______ Greater Than Minimal ______

Approved ______ X ___ Disapproved_________

Approval Date: 3/2/2017  Approval Expiration Date: 3/1/2018

Re-review frequency: (annual unless otherwise stated)

Number of subjects approved: 3

LSU Proposal Number (if applicable):

Protocol Matches Scope of Work in Grant proposal: (if applicable)

By: Dennis Landin, Chairman

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING – Continuing approval is CONDITIONAL on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU’s Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
8. SPECIAL NOTE: When emailing more than one recipient, make sure you use bcc.

*All investigators and support staff have access to copies of the Belmont Report, LSU’s Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at http://www.lsu.edu/irb

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APPENDIX 6. SOUTHERN UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL

Institutional Review Board (IRB) for the Protection of Human Subjects
Federal Wide Assurance # 00002518
IRB Registration # 00002445

Initial Approval Form for Non-Exempt Research

Investigator(s): Aubry Turner  Unit: LSU

Project Title: Transitiional Leadership of Southern University: A Focus on Engaging Economy, Diversity, and Implications for Community

Project Number: SU-BR IRB 2017 – 18 NE

I certify that the above research project was reviewed and approved by the SU-BR IRB for the Protection of Human Subjects in accordance with the Code of Federal Regulations, Title 45 Public Welfare Part 46 Protection of Human Subjects, on May 22, 2017 – Expedited Review Research Category Title 45 CRF 46.110(F) and 110 (F) (7). However, before any changes to approved proposed protocols (e.g., subject selection or category, consent, risks, benefits, procedures, subject anonymity and confidentiality, etc.), the principal investigator is to present the proposed changes to the Chairperson of IRB for the Protection of Human Subjects for review and approval prior to implementation of these changes.

Signature: ______________________  Date: 5/24/17

Name: Reginald Rackle, Ph.D.
Department of Psychology
Southern University – Baton Rouge
Baton Rouge LA 70813

reginald_rackle@csx.subr.edu
(V) 771-2990 / (F) 771-2082

We certify that this institution applies Title 45 CRF 46 subparts A, B, C, and D to all research involving human subjects regardless of the source of support.

Chairperson of the SU-BR Institutional Research Oversight Committee

Signature: ______________________  Date: 5/24/17

Name: Patrick Carriere, Ph.D.
(V) 771-5870 / (F) 771-4320

patrick_carriere@csx.subr.edu

Authorized Institutional Official

Signature: ______________________  Date: 5/24/2017

Name: Michael Stubblefield, Ph.D.
Office of Research and Strategic Initiatives

(V) 771-3890 / (F) 771-5231

Baton Rouge, Louisiana 70813-9272
"A People’s Institution Serving the State, the Nation, and the World.”
VITA

Aubry Turner was born in 1982, in New Orleans, Louisiana. He grew up in the 9th ward, which was one of the tougher neighborhoods of New Orleans. Upon graduating from McDonogh #35 Senior High School, he was able to attend Southern University and Agricultural & Mechanical College in Baton Rouge, Louisiana, from which he graduated in 2006 with a Bachelor of Science in Mathematics. He then entered into Louisiana State University and Agricultural & Mechanical College, from which he graduated in 2009 with his Master or Arts degree in Higher Education Administration. While obtaining his Masters, he worked as an educator in the East Baton Rouge Parish School System. After educating K-12 students for five years, and finishing up his k-12 certification at Southern University, he walked into his current career as a professor and advisor at Franciscan Missionaries of Our Lady University, formerly Our Lady of the Lake College. He currently works at Fran U as an advisor, professor, and manager of the Retention Alert System.