The purpose of this study was to capture the experiences and commentaries of current and past African American male presidents of private HBCU in a southeastern state to discover their pathways to the presidency. The researcher utilized the qualitative method of research, which entailed interviews, content analysis, and document analysis in collecting, interpreting, and presenting the data. The experiences of current and past presidents provided access to a body of knowledge that has not been fully explored or recorded.

This study utilized the qualitative method to examine the presidential pathways of two African American males in private HBCUs. The interviews for this study were semi-structured to allow for flexibility of response and dialogue. Data was recorded using a tape recorder and note-taking. The data collection process ensured the anonymity of the participants. The information obtained was presented in the narrative form for both participants.

Eight main themes emerged that related to the participants obtaining the presidency of a private HBCU. The eight themes are family, role modeling, mentoring relationships, professional experiences, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. Each theme was present in the narratives and interviews for each participant. In effect, the themes were factors in the success of the participants to obtain and maintain their presidency.
AN ANALYSIS OF PRESIDENTIAL PATHWAYS
OF TWO AFRICAN AMERICAN MALES IN
A PRIVATE HISTORICALLY BLACK COLLEGE AND UNIVERSITY
IN A SOUTHEASTERN STATE

By
DAVID WASHINGTON

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2006

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Dr. Colleen Wiessner
DEDICATION

This is dedicated to

my beautiful, loving wife, Thu

I love you.
BIOGRAPHY

David Washington was born and raised in Mobile, Alabama. He and his older brother were raised in a single parent home. During, the course of his adolescence, David had to work four jobs to support and maintain the financial stability of his family. In hopes of making a change in his life, David enlisted in the United States Army. While in service, he stayed focused and dedicated in his desire to pursue a college degree and had to sacrifice his every waking moment to attend college classes on post, doing homework, and carrying out his responsibilities as a soldier. He was able to complete his associate degree in general studies at Central Texas College in 2000 and a bachelor degree in general business with Excelsior College in 2001 while he was in service. He went on to complete a Master of Business Administration with Webster University in 2002 and another master degree in Public Administration with Central Michigan University in 2003. Also in 2003, he was accepted into the Educational Research and Policy Analysis doctoral program at North Carolina State University.

After leaving the military, David pursued a career in higher education. He received his first teaching experience at Wake Technical Community College, in Raleigh, North Carolina. After two years of being with Wake Technical Community College, he received a new teaching opportunity at Barton College in Wilson, North Carolina as a Visiting Instructor of Business Administration. Upon completing a year of teaching at Barton College, David was recruited to come to Saint Augustine’s College in Raleigh, North Carolina as an Assistant Professor of Business Administration. David is married to Thu T. Washington.
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I would like to thank God for all of His immaculate blessings in my life. In addition, I would like to thank the people who contributed to my success in life: My wife, Thu Washington, has greatly contributed to my success with her constant support and devotion. I am extremely grateful to have such a wonderful friend, confidant, and companion. Thank you Babe, I love you. Next, I would like to thank my mother, Clementine Washington. When I was younger, my mother worked long hours and tolerated unbearable working conditions for my older brother and me, and I truly thank her for that. Thank you Momma, I love you. Next, I would like to thank my brothers, Charles Washington and John Matthews for their steadfast support. In addition, I would like to thank my first instructors, Bruce Austin and Thomas Stout. Thanks guys, I finally made it.

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CHAPTER I
INTRODUCTION

HBCUs have been providing educational opportunities to African Americans since before the 1860s. These institutions have produced some of the best minds of the 20th century. For example Dr. Martin Luther King, Jr., a graduate of Morehouse College, W.E.B. Du Bois a graduate of Fisk University, and Booker T. Washington, a graduate of Hampton University (formerly Hampton Institute). In addition, HBCUs serve an important role as institutions of opportunity for many African Americans. An institution of opportunity is a higher education institution that provides a chance to individuals to obtain a college education that under normal circumstances would not be possible. It is amazing that these institutions have not been studied in an in-depth manner, particularly in the area of presidential pathways for African American males. In addition, this study could provide a guide for career development programs specifically targeting African American males that could include mentoring, continuing education programs, and internships that would assist this group in obtaining the presidency in private HBCUs.

A literature search of presidential pathways revealed that the journey of African American females to the presidency has been extensively researched (Bush, 1999; De Veaux, 1999; Freeman, 1999; Paxton, 1998; Sanders, 2004). In contrast, scant literature exists regarding the journey of African American males to the presidency of higher education institutions and, more specifically, on their pathways to the private HBCU presidency. The significance of addressing the lack of research on African American males is that there a historical perspective that is being missed. This study seeks to examine the historical
commentaries of two African American males as they ascend to the presidency of a private HBCU in a southeastern state. This study will help fill the current void in the literature.

**Background Information**

In examining the presidential pathways of two private HBCU presidents, it was important to understand the concept of the HBCU. This section will answer the following questions: (1) What are the HBCUs? (2) Who founded the HBCUs? (3) Who led the HBCU? and (4) Why this study is focused upon the leadership of private HBCU?

**What are the HBCUs?**

The Historically Black Colleges and Universities (HBCU) have been active for well over 130 years in North American society. The HBCUs are higher education institutions that have traditionally served the African American community providing educational opportunity. Many of the modern HBCUs were rooted in the industrial and normal educational model, this educational model emphasis the need for labor or domestic based education. An HBCU that most reflected the normal and industrial model of education was Hampton University (formerly Hampton Institute) founded by Samuel Chapman Armstrong. Under auspices of Armstrong, Hampton University’s curriculum reflected a labor or domestic intensive skills preparation. The HBCUs of the past not only focused upon labor preparation, but also on teacher training. The teacher training focus came from the need to assist African Americans in developing their own communities. Most HBCUs were not on the collegiate level of education (Anderson, 1988). Generally, in the early inception of the HBCUs the education that they provided was on the elementary and secondary level. “According to the 1917 survey of black higher education conducted by Thomas Jesse Jones, only one of the sixteen
black federal land-grant schools in the former slave state taught students at the collegiate level” (Anderson, 1988, p. 238).

**Who founded the HBCUs?**

During the times of pre and post Civil War, the development of African American educational systems was largely the work of Northern philanthropy. During the period of 1865 to 1890 there were 41 HBCUs, 26 were privately owned and operated, remaining 15 were public owned and were the result of the Freedmen’s Bureau (Person, 1998). Generally, the Northern philanthropy efforts were the result of religious organizations such as the American Missionary Association, The Freedmen’s Aid Society of the Methodist Episcopal Church, The American Baptist Home Mission Society, and The Presbyterian Board of Missions for Freedmen (Anderson, 1988; Person, 1998; Pifer, 1973). In addition, there was support that came from the business sector to aid in the development of the HBCU, however, many Northern industrial businesses desire the educational attainments of African Americans remained at the normal and industrial level (Anderson, 1988). Furthermore, monies that were donated to the HBCUs were earmarked for industrial education program, this forced many HBCU to refocus their curriculum to the industrial and normal education model instead of enhancing their classical or liberal arts educational programs (Pifer, 1973).

Regardless of the financial restraints that were put upon many HBCUs, by 1913 many HBCUs started to develop classical or liberal arts educational programs that were at the collegiate level, this was a result of the development of the six regional accrediting bodies and the Carnegie Foundation for the Advancement of Teaching (Anderson, 1988). The regional accrediting bodies required that the institutions met certain criterion such as in
admission, instruction, and organizational management to be considered a college or university. The regional accrediting bodies placed pressure upon the HBCUs to reevaluate the curriculum and methods of instruction that were being utilized in the operations. As mention earlier, academics were not the only concern of the HBCUs; there was also the matter of organizational management more specifically the financial management of these institutions. In order to be accredited by the one of the regional accrediting bodies the higher education institution had to possess an endowment of $200,000.00 or greater (this is in 1913). Yet, most HBCUs did not possess this type of financial strength with the exception of two: Hampton University and Tuskegee University (formerly Tuskegee Institute). However, these two universities did not offer collegiate level courses. In order for the HBCUs to stay in operations, the religious and missionary organizations that founded them reached out to business and industry for financial help. For example, the missionary organization reached out to John D. Rockefeller for assistance this action resulted in the General Education Board founded by John D. Rockefeller in 1902. The General Education Board contributed approximately $63 million to the education of blacks by 1964 (Person, 1998). The General Education Board provided aid to HBCUs to assist with the endowment, buildings, expenses, teacher’s salaries, medical education, libraries, teacher training, and fellowships and scholarships (Anderson, 1988; Person, 1998). According to Person (1998) the General Education Board was the largest direct philanthropic contributor to colleges until 1953.

**Who Led the HBCUs?**

The leadership of the early HBCUs was not African American it was predominately Caucasian. For example, the founder and president of Hampton University was Samuel
Chapman Armstrong, a Caucasian missionary and soldier, who believed that African Americans “needed character, morality, and socialization. They [African Americans] needed the knowledge of industry, self-restraint, and decency. Such were the qualities that would allow the building of community and societal participation” (Watkins, 2001, p. 58). Under the leadership of Armstrong Hampton University focused heavily upon the normal and industrial training for African Americans. Moreover, Hampton University became the model institution in the eyes of many Northern industrial organizations and contributors. Hampton University’s ideology of industry, self-restraint, and decency became the hallmark that all others HBCUs judged by (Anderson, 1988). However, Hampton was only one institution that carried this ideology. Based upon the thinking at the time other institutions were needed that mirrored the concept of Hampton. Conversely, the question then becomes who will lead that institution. The answer came in the form of Booker T. Washington.

Booker T. Washington, a former slave, was a model student of Hampton University’s ideology and protégé of Armstrong (Anderson, 1988; Watkins, 2001). Washington represented the best Hampton University had to offer. In his tenure at Hampton, Washington was a model student. He immersed himself in the ideologies of Armstrong. Armstrong saw in Washington the values that he wanted other African Americans to embrace. Armstrong was so pleased with the work of Washington at Hampton that Armstrong made Washington the principal of the night school (Anderson, 1988). Moreover, “in 1881 when Armstrong received a letter from Alabama state commissioners requesting a principal for a newly authorized black normal school at Tuskegee, he enthusiastically recommended Washington” (Anderson, 1988, p. 102). Washington, in his capacity as principal of Tuskegee University,
espoused the same rhetoric as Armstrong, which was that to prevent racial strife blacks should vote, run for political office, or pursue civil equality (Anderson, 1988). Furthermore, “Washington’s endorsement of the southern racial hierarchy and black industrial training was consistent with the basic premises of the Hampton idea” (Anderson, 1988, p. 103). Unlike Hampton University, many HBCUs did not have black leadership until the early 1920s. For example, Howard University did not gain black leadership until 1926, Hampton University did not gain black leadership until 1946, and Fisk University not did gain black leadership until 1949. Today’s leaders of the private HBCU must understand the challenges of the institution in the current context.

In the current context, the private HBCU is facing a very specific challenge, financial stability. According to Person (1998) financial stability has been cited by the Southern Association of Colleges and Schools and the North Central Association of Colleges and Schools as the primary reason several private HBCUs have lost their accreditation. Thus, it is paramount for the leadership of these institutions to understand the role that financial stability plays in the current context of the HBCU. Furthermore, by examining the presidential pathways of the two participants there is a possibility of understanding the skill set that they developed in order to maintain their private HBCUs.

Why this study is focused upon the leadership of private HBCU?

The rationale of focusing upon the private HBCU is based upon two factors (1) historical significance of the HBCU and (2) the private HBCUs’ service to the African American community. The HBCUs have been apart of the higher education landscape of North American for well over 130 years yet the scholarly analysis of these institutions is
severely limited. It is a concern of the researcher that the precise historical value of the HBCUs will be lost unless more scholar research is conducted upon these institutions in various subject areas. For this study, the researcher is focusing upon the presidential pathways of two African American males in private HBCUs to capture their commentaries and experiences. The reason for focusing upon the private HBCU is its long-standing service to the African American community. Many of the early HBCUs were privately held and operated and thus, it is of greater interest to the researcher to study the private HBCU environment.

**Purpose of the Study**

The purpose of this study was to capture the experiences and commentaries of a current and past African American male president of a private HBCU in a southeastern state to discover their pathways to the presidency. The researcher utilized the qualitative method of research, which entailed interviews, content analysis, and document analysis in collecting, interpreting, and presenting the data. The experiences of a current and past president provided access to a body of knowledge that has not been fully explored or recorded. Documenting the pathways of those in private HBCUs is an important step in adding to that body of knowledge.

**Research Questions**

To explore and describe issues regarding presidential pathways of African American males in one private HBCU in a southeastern state, the following research questions were explored:
1. What pathways did the African American male presidents use to ascend to the presidency of a private HBCU?

2. What skills, knowledge, and abilities (e.g., degrees, education, attributes) were essential to reach the presidency of the private HBCU?

3. What personal experiences or other situations (e.g., mentoring, family, role models) did African American male presidents think were important in attaining the presidency of a private HBCU?

Statement of Significance

In explaining the significance of this study, it was important to identify the conceptual basis for conducting this research. The significance of this study lies in four conceptual areas: (1) the death of history (2) the social impact of the research (3) the need for scholarly analysis and (4) personal growth. These concepts help shape the overall direction of the study and provide the rationale for conducting this research. This section will explain the significance of this study through the conceptual areas listed above and the effect each concept will have on this study.

The Death of History

As stated earlier, the goal of this study is to capture the experiences, commentaries, and stories of the two African American male private HBCU presidents as it relates to their journey to the presidency. This study seeks to preserve a portion of history and more importantly the culture of the concept of the Historically Black Colleges and Universities. The word culture is derived from the Latin word colere (to inhabit, to cultivate, or to honor). The definition of culture is the beliefs, values, and behavioral norms shared by organizational
members that influence the process interaction (Coulter, 2004). Culture is important because it defines a people and provides the single point of interrelation based upon some type of associated feature, such as race, originality, gender, sexual orientation, or institutional ties. The HBCU represents a culture in itself, which has been an active part of the African American community for well over 130 years. Therefore, it is imperative that neither the history nor the culture of HBCU is lost.

Culture is transmitted from one generation to the next via rituals, material symbols, language, and, most importantly, stories (Robbins, 2005). Atkinson (2002) details the role that stories play in the preservation of culture with the following statement: “Sharing our stories helps create community, and may show us that we have more in common with others than we thought” (p. 128). The focus of this study is on the stories of the participants as it relates to their ascent to the presidency of a private HBCU. It is a concern of the researcher that the history of these two participants will not be chronicled or captured and this will lead to the death of a substantial piece of history and culture of the private HBCU. If the participants’ stories are not recorded when the participants die, the history dies with them.

The Social Impact of the Research

This study can also contribute to society as a whole by providing the perspectives about the presidential pathways that has not been examined before. The sociological contributions of this study are far reaching because of the rarity of subjects being studied. For example, interviewing the two African American male presidents of private HBCUs can shed light of the subject of the HBCU presidential selection process. Furthermore, the participants are given an opportunity to share their experiences, commentaries, and stories with the next
generation of African American academicians, which can possibly make change in the perspectives of the future generations of academicians. Atkinson (2002) stated the importance of stories to society with the following statement:

The results of life story interviews also have sociological uses. Life stories can help the researcher become more aware of the range of possible roles and standards that exist within a human community…They [stories] also can help explain the story itself as a social construct as well as help explain an individual’s understanding of social events, movements, and political causes, or how individual members of a group, generation, or cohort see certain events or movements (p. 129).

The Need for Scholarly Analysis

Although HBCUs have been in operation for more than 130 years, the topic of presidential pathways of African American males has been largely ignored among researchers. Despite research that shows the importance of academic preparation, career experiences, continuing education, familial influences, institutional setting, mentoring, role modeling, and other factors on the successful pathway to the presidency of higher education institutions (Ballentine, 2000; Boham, 1988; Buddemeier, 1998; Graham, 1997; Roubanis, 2000), most of these studies have focused on females, African American females, four-year institutions, community colleges, or a combination thereof. This study will be important in expanding the body of knowledge of educational leaders who could offer advice to African American male academicians aspiring to the presidency of HBCUs.
The rationale for choosing Historically Black Colleges and Universities (HBCU) presidents, particularly privately held institutions, is because the current research in this area is limited. The career development literature in higher education does not have a substantial amount of information addressing the concerns of historically black colleges and lacks the scholarly analysis that is necessary to develop a strong curriculum for individuals who may wish to lead these types of institutions. In addition, the issue of recruitment and selection of the president of these institutions has not been well highlighted in the literature. This study attempts to fill some of the void in the current literature by capturing the experiences and commentaries of former and current HBCU college presidents. These presidents will be interviewed to gain their perspectives on the pathways to the presidency of HBCUs. Capturing these responses would add greatly to the body of knowledge of presidential pathways.

**Personal Growth**

The personal growth aspect of the significance of this study is centered on the need for information about the presidential pathway in private HBCU. It is an aspiration of the researcher to become a college or university president. Thus, it is important to gain first hand knowledge of the process of presidential ascent from those that have experienced the process. Moreover, the personal benefit to a researcher conducting interviews with a knowledgeable participant is invaluable and precious to the knowledge of the researcher. The participant can help other people see their lives more clearly or differently, and perhaps inspire them to change negative things in their lives via the participant’s stories (Atkinson, 2002). Therefore, the value of this study to the academic canon is priceless.
Scope of the Study

Setting

The setting for this study was the private HBCU environment. The rationale for choosing this setting is because little information exists on presidential pathways of African American males in HBCUs, particularly private HBCUs. Additionally, the researcher has the capability to interact with the presidents of these institutions because of his professional and personal affiliations. The scope of this study focuses upon the presidential pathways in the private HBCU, thus, it is important to interview participants from this environment. This study was conducted in a southeastern state. The name of the southeastern state will not be revealed in order to assist in protecting the anonymity of the participants.

Participants

The participants in this study had the following characteristics: (a) African American, (b) male, and (c) hold or have held the position of president of a private HBCU in a southeastern state. The rationale for utilizing these selection criteria for the participants is because of the focus of the study. The researcher wants to investigate the African American male experience of presidential ascent in a private HBCU environment.

Limitations of the Study

This study does not represent the experiences of African American male presidents of private HBCUs outside of a southeastern state. An additional limitation of this study is the amount of participants involved in it. The participant number of this study is two individuals; however, valuable information can still be obtained from these two individuals. The concept of generalizability would be a likely limitation of this study; however, the goal of the
A qualitative method of analysis is not to generalize the findings, but to provide exploratory evidence of the events that are occurring in an environment (Gummesson, 2000). Further, the findings of this study are not being used for hypothesis testing. The findings will be used to chronicle the experiences of two African American males who have experience traveling on a presidential pathway, in hope that their experiences will shed light on the presidential pathways for African American males in private HBCUs.

**Definition of Terms**

This section will define key terms that will be used throughout the course of this study.

1. Accreditation—the process by which educational institutions become certified as institutions of higher education. The regional accrediting bodies are the most recognized form of accreditation in the United States. Accreditation determines if an institution can receive federal financial aid.

2. Historically Black College and Universities (HBCUs) –Higher education institutions that traditionally serve the African American population and whose racial composition historically is predominately African American.

3. Predominately White Institution–Higher education institutions that traditionally serve Caucasians and whose racial composition historically is predominately Caucasian.

**Chapter Summary**

In this chapter, the researcher has discussed the purpose of the study, which is to examine the presidential pathways of two African American males in private HBCUs. The
methodology that was used for this study is the qualitative method, more specifically the narrative-oral history. This study utilized interviews, content analysis, and document analysis to collect, interpret, and present the data. The focus of the study is to capture the experiences and commentaries of two African American male HBCU presidents on the subject of presidential pathways.

Chapter II will provide a review of relevant literature regarding the topic being examined. Chapter III, the methodology section, will discuss the procedures for collecting, recording, and analyzing the data and discuss the safety protocols to ensure participant anonymity. In Chapter IV, the findings will be analyzed and presented in the form of a narrative. In Chapter V is the discussion and compare the findings to the material presented in the research literature. In Chapter VI will provide the conclusions, implications for practice and recommendations.
CHAPTER II
LITERATURE REVIEW

Literature Review Concerns

The information contained in this literature review is not exhaustive, because new informational concepts developed from the narratives that were not originally included in this literature review. Thus, in order to maintain the integrity of the document and remove the appearance of the researcher having preexisting finding as new concepts emerged from the data, the researcher added them into the subsequent Chapters of IV, V, and VI.

Overview

The literature review for this study of the presidential pathways of two African American males in a private HBCU in a southeastern state begins with the history of African Americans in higher education. Next, the conceptual framework for the study is discussed, focusing on literature about presidential pathways, the role of the president in private HBCUs, the presidential career trajectory, and the presidential selection process. Factors that have been shown important in the career pathways of college presidents are discussed.

History of Historically Black Colleges and Universities

The education of African Americans in the pre-Civil War America depended upon the deeds of white abolitionists, missionaries, and educated slaves. In the early stages of slavery, slave owners decided not to educate slaves, fearing that education would disrupt the status quo of the institutions of slavery (Pifer, 1973). An example of this was exhibited in a state law from South Carolina that stated the following:
That all and every person and persons whatsoever, who shall hereafter teach, or cause any slave or slaves to be taught or write, or shall use or employ any slave as a scribe in any manner of writing whatsoever, hereafter taught to write; every such person or persons shall, for every offense, forfeit the sum of one hundred pounds current money. (South Carolina Law, 1740).

The economic situation of America, particularly the south relied heavily upon the institution of slavery. According to Scott (1996) slavery provided a source of “free” labor that enhanced the agrarian society of the south by developing staple corps such as tobacco, rice, indigo, and cotton. Furthermore, northerner merchants also profited from the institution of slavery via the Atlantic slave trade. The Euro-American justification for the institution of slavery was the idea of the black man being “inferior, beast-like, sinful, cursed—indeed a natural slave” (Pifer, 1973, p.8). A serious threat to the institution of slavery was education; as stated by Henry Peter Brougham, “Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave” (Cited in Carnes, 1996, p. 217). In an attempt to ensure that slaves were not educated, many states passed laws that limited the actions and activities of slaves; these legal restrictions were referred to as the “Black Codes” (Pifer, 1973; Scott, 1996). The Codes were also the result of fears that blacks would launch a revolt. However, some whites, missionaries, and slaves defied this law at great personal risk (Pifer, 1973; Scott, 1996).

There were some free blacks in pre-Civil War America, but they were free only in a sense of the word. The education of freedmen was not equal to that of whites. Freedmen still had to attend separate schools, even in the home of a Boston abolitionist. Racial harassment
was still harsh on freedmen in the north as it was on slaves in the south. For example, in the 1850s in Washington D.C., Alexander Hayes, an emancipated slave, with the assistance of influential religious leaders and two British teachers, designed and implemented a school system for blacks. Hayes’ schools were frequently burned to the ground, and, in 1858, Hayes and his followers were forced to flee the city (Pifer, 1973).

Regardless of the adversity African Americans faced in obtaining an education, many obtained a substantial education. After 1850, a few African Americans started to attend higher education. African American college graduates were rare. The first college graduates were John Brown Russwurm of Bowdoin College and Edward Jones of Amherst College, both in 1826 (Pifer, 1973). “Only a few colleges made a regular practice of admitting black students, notably Oberlin in Ohio and Berea in Kentucky, institution noted their Abolitionist sympathies” (Pifer, 1973, p. 9). Oberlin College was known for regularly requiring students to perform manual labor to acquire habits of industry and to provide monetary support for the college (Anderson, 1988).

The higher education of African Americans prior to 1860 could be credited to the American Colonization Society (ACS). The ACS, founded in 1817, believed the racial divide between blacks and whites was so severe that free blacks could not successfully integrate into white American society. This organization sponsored a back-to-Africa movement for freedmen and developed a colony in Liberia, Africa, for freedman in 1822. The ACS thought it would be necessary for blacks to have their own teachers, civil servants, doctors, lawyers, and clergyman for the colony. The ACS provided support for freedman, prior to their serving in Liberia, to attend Predominately White Institutions (PWI) in the United States. In 1847,
the Republic of Liberia was founded. Around this same time, institutions were being established for the sole purpose of providing higher education to African Americans. Today, these institutions are known as Historically Black Colleges and Universities. The first three institutions were Cheyney State College founded in 1839, Lincoln University founded in 1854, and Wilberforce University founded in 1856 (Pifer, 1973). These institutions provided higher education for freed black prior to the start of the Civil War and were the result of private efforts of religious organizations (Anderson, 1988; Person, 1998; Pifer, 1973).

In 1863, Lincoln signed the Emancipation Proclamation, and Congress eventually passed the Thirteenth (1865), Fourteenth (1868), and Fifteenth Amendments (1870) to the Constitution of the United States, guaranteeing African Americans the power to claim their rights as citizens. After the Civil War ended, the Reconstruction of the South, from 1865 to 1877, brought about many changes for American Americans. During that time, many Northerners felt that for the black man to be integrated into American society he had to be educated (Pifer, 1973). Thus, most of the educational institutions for blacks in the South today resulted from the deeds of Northerners at the end of the Civil War. The federal government also played a part in looking after the welfare of ex-slaves in the Reconstructive South, forming the Freedman’s Bureau in 1865 under the governance of General O.O. Howard. The Freedman’s Bureau helped develop educational institutions for ex-slaves in the South (Pifer, 1973). Additionally, Northern religious organizations, such as the Baptists, Methodists, Presbyterians, and Congregationalists, contributed to the establishment of private higher education institutions for African Americans in the South. Clark-Atlanta University (formerly Atlanta University) founded in 1865, Fisk University founded in 1866, Hampton
University (formerly Hampton Institute) founded 1868, and Meharry Medical College (formerly Walton College) founded in 1865 are examples of distinguished higher education institutions that were established for newly freed African Americans. Most of these institutions started as industrial or normal (teacher training) schools (Pifer, 1973).

Many of the early public HBCUs survived because of the Morrill Act of 1862 and the Morrill Act of 1890, often referred to as the Second Morrill Act (Pifer, 1973). In the first Morrill Act, the government provided land grants to public colleges. In the Second Morrill Act, the government provided for the establishment and maintenance of separate land-grant college for blacks and whites. The Second Morrill Act stipulated that funds were to be equitably divided, but, in most cases, equitable division did not occur.

Yet another interesting issue surrounding the HBCUs was their leadership. Many HBCUs did not have black leadership until the early 1920s. For example, Howard University did not gain black leadership until 1926, Hampton University not until 1946, and Fisk University not until 1949. However, in 1874, an African American was appointed to the top leadership of a Predominately White Institution. Patrick Francis Healy, a former slave of fair complexion who could pass for white, was appointed to the presidency of Georgetown University in 1874 (“African-American”, 2000) (see Appendix A).

In 1877, at the end of Reconstruction, many Southern states regressed into their unequal treatment of African Americans despite the Fourteenth Amendment. The process of equality required the citizen to be sufficiently attentive. The Union was unable to supply adequate attention, thus the Compromise of 1877, an agreement between the Union and the former Confederate states, was created to help reestablish America. The Compromise
outlined the following provisions: the national government agreed to end military occupation of the South and abandoned efforts to reorganize Southern society (Dye, 2002). Conversely, the South agreed to pledge its allegiance to the Union and accepted national preeminence (Dye, 2002). African Americans would be further constrained by a legal interpretation in *Plessy v. Ferguson* (1896) that fortified the idea of separation and segregation of the races. *Plessy v. Ferguson* (1896) arose from a dispute over accommodations, in which Homer Adolph Plessy, whose racial heritage was majority Caucasian with a little some of African American heritage (Plessy racial genealogy was only one-ninth African American), challenged a Louisiana law that segregated Caucasians and African American passengers on railways (Brooks, Carrasco, & Selmi, 2000). The Supreme Court held that the Louisiana law was constitutional and that the principle of segregation did not violate either the Thirteenth or Fourteenth Amendment of the Constitution (Brooks et al., 2000). Justice Brown, a Republican from Massachusetts, offered the following commentary in his majority opinion on the *Plessy v. Ferguson* case:

> A statute which implies merely a legal distinction between the white and colored races . . . has no tendency to destroy the legal equality of the two races, or to reestablish a State of involuntary servitude . . . in the nature of things it [Fourteenth Amendment] could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality or a commingling of the two races upon terms unsatisfactory to either. (163 U.S. 537, as cited in Brooks et al., 2000 p. 1020)
The *Plessy v. Ferguson* decision created the “separate, but equal” doctrine. The underlying premise of this doctrine was that accommodations could be segregated along the lines of race but they should nonetheless be equal. Many facilities were racially segregated, but they lacked the equality of the doctrine (Dye, 2002). This doctrine also extended to the area of education for African Americans and whites. Not only were their educational institutions separate but also the type of educational opportunities were separate. Moreover, the social ideology at the time about the type of education African Americans should receive was brought into question. Should African Americans receive a classical or liberal education or an industrial education?

During the 1890s, an educational philosophy, called industrial education, came about due to the Southern caste system (Pifer, 1973). The premise of industrial education was that African Americans did not need a liberal arts or classical education, as whites did, but rather that blacks needed a simpler labor-intensive crafts education. The purpose of this industrial training was to prepare the black male for his station in society as a worker and not as a leader of society (Pifer, 1973). Industrial education gained the support of many white Southerners, Northern philanthropists, and some blacks. One of the greatest supporters of the industrial training model was Booker T. Washington, a former slave and a student at Hampton Institute under Samuel Chapman Armstrong. Samuel Chapman Armstrong, a Caucasian missionary and soldier, believed that African American “needed character, morality, and socialization. They [African Americans] needed the knowledge of industry, self-restraint, and decency. Such were the qualities that would allow the building of community and societal participation” (Watkins, 2001, p. 58). In Washington’s tenure at
Hampton, he showed great potential and skill as a student. Washington would go on to start Tuskegee Institute in 1881 (Pifer, 1973). Washington rejected the concept of a liberal education, and, in 1895, he made an address at the Atlanta Exposition that would later become known as “the Atlanta Compromise” (Pifer, 1973). In Washington’s speech, he validated industrial training as the way for African Americans to be promoted in the social caste system.

One of Washington’s most outspoken critics was a man from a middle-class family by the name of W.E.B. DuBois. DuBois attended Fisk University and later Harvard University, where he received a master’s degree. DuBois completed his Doctor of Philosophy degree at the University of Berlin in Germany. DuBois was a sociologist by trade and firmly believed the hope of African Americans was in the liberal or classical education. DuBois also believed that “the talented tenth” of black youth would be the individuals to lead the African American community out of their status of second-class citizenship, and thus the talented tenth needed to be educated in liberal education (Pifer, 1973). Because many Northern philanthropists did not believe in the liberal education for African Americans, they withdrew their financial support from black liberal education institutions and redirected the monies to normal and industrial schools. By the early 1900s, much of the Northern support was directed to normal and industrial schools, forcing many liberal arts education institutions to adopt normal and industrial programs. Another contention of the African American community at the time was that there was a lack of African American leadership in higher education. The board of trustees for the early HBCUs, such as Lincoln University, Howard University, and Hampton University, was almost exclusively white and so were the presidents, deans,
professors (“The Tradition,” 1997). However, the landscape of higher education would start to change via the justice system; African Americans would start to obtain rights and privileges that had been denied due to segregation.

Often the practice of “separate, but equal” lacked one important component, the equal portion. For example, the public school systems were not equal in condition (Dye, 2002). The disparities in the Negro only facilities captured the attention of the Supreme Court in several circumstances. Although the Supreme Court did not take a stand against the separatist interpretation in the *Plessy* decision, the Court began to admit individual African Americans into Caucasian public universities when evidence indicated that separate African American institutions were inferior or nonexistent, as in the case of *Sweatt v. Painter* (1950). In 1950, the National Association for the Advancement of Colored People (NAACP) brought a lawsuit claiming that Sweatt’s Fourteenth Amendment rights were abridged by not allowing him admission on the basis of his race into a “white only” law school. The Court held that Sweatt’s Fourteenth Amendment rights were abridged because there was no “Negro only” law school that was of equal quality as the “white only” law school. The *Sweatt* case was a victory for the NAACP and the civil rights movement (Dye, 2002).

Four years later, another case would finish the legal work started by *Sweatt*. In 1952, the Supreme Court heard the case of *Brown v. Board of Education of Topeka, Kansas*. The plaintiffs contended that segregated public schools were not equal and could not be made equal and hence the plaintiffs were deprived of the equal protection of the laws (Brooks, Carrasco, & Selmi, 2000). On May 17, 1954, the Court rendered its historic decision:
Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of law, for policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A form of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of Negro Children and to deprive them of some of the benefits they would receive in a racially integrated school system. (347 U.S. 483)

The strategy of the NAACP’s legal team was to remove de jure segregation, a racial separation established by law (Tannahill, 1993). Tannahill pointed out that, while the Brown decision highlighted the unconstitutionality of de jure segregation, the concern of de facto segregation remained unresolved. De facto segregation is racial segregation resulting from factors other than law, such as segregation in housing patterns. For civil rights proponents, the Brown decision represented a superficial victory for quite a number of years. Not until 1957 would the executive branch of the federal government take action to enforce the Brown decision. President Eisenhower, in 1957, ordered federal troops into Little Rock, Arkansas, to enforce a school desegregation order against Governor Oval Faubus (Tannahill, 1993). The process of desegregation, while underway, was incomplete, as segregation was still present in public accommodations, such as restaurants, hotels, and restrooms. The Civil Rights Act of 1964 was passed that ended segregation in public accommodations, educational opportunities, and employment opportunities. With the passage of the 1964 Civil Rights Act, the HBCUs, and African Americans saw new opportunities during the 1960s and 1970s.
African Americans became active in new areas of the labor market. HBCUs responded to these new opportunities by providing a curriculum to reflect the needs of the labor market, and their enrollments grew.

**Trends in the Historically Black Colleges and Universities**

Since the 1960s, many changes have occurred in the HBCUs. In the 1970s, the HBCU had seen the largest growth in enrollment than in the past (Hill, 1985). There is speculation that this could be attributed to the reduction in barriers to higher education via federal financial aid program (Person, 1998). From 1976 to 1996, student enrollment in the HBCUs both public and private has increased from 222,613 to 273,018 (18%). The larger growth in student enrollment occurred in the public HBCUs. In 1976, public HBCUs had a student enrollment of 156,836 which increased to 200,569 (21% increase) in 1996. This could be due the economic advantages that they provide. The cost of tuition in these institutions is far less than their private counterparts. The private HBCU maintained a growth of 9% during this period. However, from 1996 to 2001 the private HBCUs realized a larger percent growth than their public counterpart yielding a growth of 9% (72,449 to 79,902) versus the public HBCUs growth of 5% (200,569 to 210,083).

A point of interest is the large decline in the two year private HBCUs. In 1976, the two year private HBCUs had a student enrollment of 2,629 students which decreased to 701 students (73% decline) in 2001. A possible reason for this decline could be the cost associated with private education versus a public education. Public two-year colleges or community colleges are a cheaper method of obtaining an education, the cost of tuition at a publicly supported community college is a fraction of the cost of a public or private 4-year
college (Kasper, 2002). In addition, public institutions are generally cheaper than their private counterparts are. Thus, this could possibly explain the sharp decline in the two year private HBCUs' enrollment.

Table 2.1 depicts the total enrollment growth for the HBCUs both public and private as being 5% (273,018 to 289,985) (NCES, 2003). The number of degrees conferred for HBCU has increase from 33,637 in 1994 to 40,411 in 2001 this was an increase of 16% (NCES, 1995 & 2004). The largest notable area of increase was in the master’s degree from 4,986 in 1994 to 6,338 in 2001.

The HBCUs, both public and private, have seen periods of growth and decline; however, these institutions remain on the landscape American higher education. With the knowledge of the history of the HBCU and the current trends of these institutions, the discussion can focus upon presidential pathways. The next section will examine the current research on presidential pathways.
<table>
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**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS)
Presidential Pathways

Studies of presidential pathways from the 1980s, 1990s, and early 2000s examined a number of factors, including race, gender, national origin, and institutional type. These studies sought to determine which factors had the greatest influence on presidential pathways.

Extensive research has been conducted upon the career pathways for community college presidents (Ballentine, 2000; Boham, 1988; Buddemeier, 1998; Graham, 1997). Though the community college system differs from the private HBCU environment, there is a possibility that by reviewing these studies pertinent information can be extracted. These studies can contribute to the methodological approach to the study, possible areas to examine during the study, and possible findings that may occur from the study. In addition, a few studies addressed the issue of presidential pathways in a college and university environment (Roubanis, 2000; Sanders 2004). These studies were more applicable upon the basis of institutional environment as it relates to the HBCU characteristics. However, these studies did not address the issue of presidential pathways from the gender perspective that the researcher was studying. Nevertheless, these studies also contributed in the areas of: methodology and understanding of the research questions.

This section will first examine the presidential pathways from the community college and then from the college and university level. Within this section of the community college review there will be a variation upon the examination of presidential pathways via race and gender. Within the college and university review there will be a variation upon the
examination of presidential pathways via race, gender, and institution type (e.g. PWI or HBCU).

**Community College Presidential Pathways**

In a study of community college presidential pathways, Boham (1988) examined the strategies that the presidents used in ascending to the presidency of a Mid-Atlantic community college and “any relationship between those perceived strategies and selected socio-demographic, familial, career record and socio-psychological factors” (p. 1). Boham mailed a survey to community college presidents in North Carolina, Virginia, and Maryland. Of the 62 respondents, 100 percent were male and the majority was Caucasian (98.4%). These facts limit the generalizeability to the African American male population that may aspire to the presidency.

Boham discovered that community college presidents used a number of strategies, including diversifier and loyalist career strategies on their path to the presidency. Diversifier career strategy is “a career plan capitalizing on efforts resulting in high-frequency mobility as well as an extensive range of career experiences and qualifications” (Boham, 1988, p. 18). Moreover, the individual may hold various jobs from various organizations. The loyalist career strategy is “a career plan typifying the individual who values longevity and seniority within a chosen organization” (p. 18). In loyalist career, strategy an individual stays in one organization in the hopes that this will contribute to growth and promotion in the organization. In addition, Boham concluded that participants in the study utilized a mixture of the diversifier and loyalist career strategies to obtain the presidency. However, this study did not address the possible career strategies for African American males in private HBCUs;
this is due to Boham’s sample being Caucasian males and he did not study HBCUs. Thus, this adds to the need to conduct this study on African American males in the environment of a private HBCU.

Boham (1988) concluded that “community college presidents as a group feel that their performance in jobs held prior to becoming the chief executive officer was the single most important factor in their having been tapped for the presidency” (p. 124). The position most often held by the presidents in the community college is that of the dean. According to Boham, a higher percentage (30.5%) of the community college presidents in their career held the position of dean versus any other administrative position such as vice president. Yet, there were no African American perspectives for Boham’s study.

Boham also asserted that community college presidents value the importance of obtaining a doctoral degree. In the sample for Boham’s study, 86.9% held doctoral degrees and 13.1% held masters degrees. A majority of the degrees were in education (78%) while the remaining was in the humanities and social sciences (22%). Boham’s study provided useful information on experiences, skills, and knowledge important for obtaining a community college presidency, but these results may not apply to HBCUs. The study did help the researcher in developing the interview guide for this study.

Graham’s (1997) research had shown differences in the career strategies of African Americans and Caucasians seeking the community college presidency. The purpose of Graham’s study was “to analyze the process through which African-Americans and whites become community college presidents in the United States” (p. 1). Graham utilized a mailed out survey to obtain information from community college presidents across the nation.
Graham received a response rate of 54.9% (n= 193). Graham’s study revealed “there are significant differences in the career strategies of African-American and white community college presidents when aspiring to the top post” (p. 108). Graham’s (1997) comparative analysis of career paths pursued by African American and Caucasian community college presidents included 193 community college presidents from across the nation. The sample included 64 Caucasians, 35 African Americans, 4 Hispanics, and 1 American Indian, 75 males and 29 females. The setting of the study still left many questions unanswered such as the ascendancy to the presidency in a private HBCU.

Graham’s (1997) study revealed significant differences in the career strategies of African American and Caucasian community college presidents. Graham asserted that African American community college presidents took a “planful strategy” approach to obtaining the presidency versus their Caucasian counterparts (p. ii). Graham defined the planful strategy as “a career plan that typifies the individual whose values entail the exploration of one’s needs and the environment, as well as the rational weighing of the alternatives, costs and benefits within chosen organizations” (p. ii). This finding is significant to this study because if career strategy differences exist between African Americans and Caucasians in the community college environment, there may be differences for those pursuing the presidency of HBCUs. Moreover, there may be a difference in the career strategies of those aspiring to the presidency of HBCUs versus other types of educational institutions.

Buddemeier (1998) studied female community college presidents’ pathways, experiences, and perceptions of the presidency. The purpose of Buddemeier’s study was “to
provide a descriptive profile of female community college presidents, including their career paths, experiences, and perceptions of the presidency” (p. 1). The study had 128 participants from across the nation. The majority of the respondents were Caucasian females (72.2%; n=91) and the remainder of the respondents was minority females (27.8%; n=35).

Buddemeier’s study (1998) revealed that mentorship and continuing education were very important to female community college presidents in obtaining their position. The participants in the study admitted they had at least one mentor in the course of their career. In addition, “presidents who had mentors participated more often in continuing professional education programs which assisted in their career development and in helping presidents attain their current position” (p. 98). Although the participants in Buddemeier’s study were female, the majority was Caucasian, and had led community colleges; this finding simulates interest of learning whether mentoring was important in African American males attaining the presidency of a private HBCU. Thus, it is important to study and document the experiences of African American male private HBCU presidents in their mentoring relationships to find out the significance of the mentoring relationship.

Buddemeier (1998) found that the female community college president did not follow the “traditional” career pathway to the presidency; Buddemeier asserted the “traditional career path to the presidency via the positions of teaching faculty, division chair, and chief academic officer” (p. 102). Yet, half of the respondents in the study admitted to entering higher education as teaching faculty and served at one time in the area of academic affairs. This is significant to the current study in assessing if African American males ascend to the
presidency in a traditional manner in the private HBCU or do they take a different approach to obtaining the presidency in the private HBCU?

In a study of the career development experiences of 3 female former community college presidents, Ballentine (2000) used a sociological multiple life history approach to examine the factors and circumstances that influenced the female presidents’ decision to seek that position. Ballentine examined a combination of academic, personal, institutional, and professional influences (e.g., degrees, marital status, career path, mentoring, institutional climate) and found that mentoring and role models were particularly important because “they helped the former presidents develop self-esteem and self-confidence” (p. ii). These findings supported those of Buddemeier (1998) regarding the importance of mentoring. Although all 3 participants in Ballentine’s study were Caucasian and had led community colleges, this finding lends support for learning whether mentoring was important in African American males attaining the presidency of a private HBCU.

**College and University Presidential Pathways**

Ross (1998) studied the demographic, professional, personal, and educational background of 2,297 current presidents from the HBCU and PWI environment. Ross was able to develop a composite of a current president in higher education. The profile was a 56-year-old Caucasian man holding a Ph.D. in education (Ross, 1998). 26.5 percent held the position of Vice-President of Academic Affairs prior to becoming president. The average presidency lasted about 7.3 years. In Ross’s study, 84.9 percent held some type of terminal degree such as Ph.D., Ed.D., J.D., or M.D. Ross (1998) did address the issue of presidential information for the HBCU environment.
Ross (1998) profiled the average HBCU president as being: older than 60; have a spouse who worked at the same institution; be of the Methodist religion; hold an Ed.D. as their highest earned degree; have served in another position at the same institution before becoming president; their presidency would last 15 years or more; and be a voting member of their governing board. The information contained in Ross’s study provided good quantitative information; however, it did not explain how individuals gain the presidency of a private HBCU. This study will attempt to gain information about how individuals are brought into consideration for the presidency of private HBCUs in a southeastern state.

Roubanis’s (2000) case study addressed the career pathways of six female presidents of higher education institutions in the Raleigh-Durham metropolitan region of North Carolina. The purpose of the study was “to articulate the meaning that female academic pioneers bring to their experience of forging the female pathways to the presidency of an institution of higher education” (p. 1). Roubanis utilized the case study method of analysis for her study. In addition, interviews were employed to collect the data for the study. The participants in the study were six female presidents in the Raleigh-Durham metropolitan region. Roubanis found that the “best academic and career preparation for a woman aspiring to assume a presidency [depends] on the institution she wants to lead” (p. 195). Roubanis also reported:

As the perceived rigor of their achieved graduate work decreases, the importance of one’s career experiences increases, unless tremendous personal skills are displayed,

As more women are assuming the role of president, the path is being redefined to be more reflective of women’s experience and to include areas of educational
concentration and career experiences that were previously disparaged or thought to be
glass-ceiling positions. (p. 195)

Roubanis’ (2000) work serves as an example of examining presidential pathways from the qualitative perspective. This study assisted in developing the methodology section and the interview protocol of this study. Roubanis study addressed many of the same key questions that are present in this study but from the female college president perspective. Roubanis examined questions such as: What pathways did the presidents use to ascend to the presidency? What skills, knowledge, and abilities (e.g., degrees, education, attributes) were essential to reach the presidency? What personal experiences or other situations (e.g., mentoring, family, role models) did presidents think were important in attaining the presidency? However, these questions were answered from the female college president perspective. This study will seek to learn whether any of these factors are important in the presidential pathways of African American males of private HBCUs.

In a phenomenological study of African American female presidents, Sanders (2004) sought to “determine the leadership traits and personality characteristics needed by African American women at major public colleges and universities and HBCUs” (p. 1). Sanders’ (2004) study addressed the issue of under-representation of African American female presidents at major colleges and universities. Interviews, content analysis, and data analysis were employed to gather and interpret the information for the study. Sander concluded that the success of the females to obtain the position of president was due to leadership style, educational background, role models, and mentors. Sanders help to shed some light on the HBCU presidential pathways; however, the assessment of presidential pathways in the
HBCU is done female perspective and not the male perspective. Thus, Sanders work does not satisfy the research questions of this study. More research is needed to see if these findings apply to African American males seeking the presidency of HBCUs and, specifically, private HBCUs.

**President’s Role**

In the HBCU environment, the president serves as the chief executive officer. The president of any college has certain roles and responsibilities. According to Robbins (2004), a role is “a set of expected behavior patterns attributed to someone who occupies a given position in a social unit” (p. 248). As the chief executive officer, the president is expected to be involved in the day-to-day operations of the institution, specifically in academic and student affairs, finance and financial planning, external relations, and general administration (Karol & Ginsburg, 1980). Therefore, the president oversees educational quality, new program development, faculty and staff recruitment and development, student enrollment and retention, budgeting, investing, and financial aid, strategic planning, public, community, and government relations, and other functions. While the president is responsible for fulfilling these expectations for the institution, he or she retains the power to delegate some of the duties to other administrators inside the organization, such as the vice president or provost. The vice president or provost aids the president in sustaining the institution by serving in the president’s absence or taking on some of the president’s responsibilities.

Aside from the president’s roles and responsibilities, he or she must possess certain managerial competencies to be successful in his or her administration. A managerial competency is beyond the scope of a role or responsibility and is defined as “a cluster of
knowledge, skills, and attitudes related to effective managerial performance” that will contribute to the success of the president’s administration (Robbins, 2004, p. 14). The managerial competencies required of a college president in the current environment are to “raise extraordinary amounts of money . . . to do more with less . . . and to compete with and outperform for-profit competitors” (Martin & Samuel, 2004, p. 10). Both public and private institutions depend on fundraising to thrive, and the president’s skill in this area is critical to the institution’s success. Cost control through effective resource management is another vital skill that presidents must possess because higher education institutions no longer have the resources that were once available to them. Non-traditional for-profit institutions are also posing a greater threat to traditional colleges and universities, pressuring already tight resources. Moreover, these for-profit institutions possess many tangible benefits to the patrons they serve such as advanced technology, premium faculty (some faculty recruited from the traditional institution), new facilities, evening programs for working adults, and competitive tuition for students. Therefore, the college president must be entrepreneurial in their reasoning and decision-making.

The president of a college or university must play many roles, uphold various responsibilities, and possess an array of competencies. To attain the presidency, a person must also plan his or her career.

**Presidential Career Trajectory**

The career paths of college and university presidents have not been critically analyzed in the same way as corporate presidents have, perhaps the career paths of college and university presidents have not been formally outlined as in business and industry. Whereas in
corporate America, a successor is chosen early to provide an opportunity for the individual and the organization to prepare for organizational change, academia utilizes a more natural selection process for the presidential position (Moore, Salimbene, Marlier, & Bragg, 1983). Cohen and March (1974), however, argued that the presidency follows a successive pattern, called the normative presidential career ladder, by which an individual starts at a certain position and moves up to become president of a college. Cohen and March outlined (1974) a series of positions starting at faculty member, moving successively to department chair, dean, and provost, and finally ending at president.

In a study of the normative career trajectory, Moore et al. (1983) examined 4,092 college administrators nationwide to determine to what extent they followed the normative career trajectory, whether there were any deviations, and whether there were alternate paths. Moore et al (1983) stated, “Normative career trajectory is developed by establishing those sequentially ordered, common positions that commence with a single or fixed-entry position and culminated in a single, fixed top position” (p. 501). For example, an individual would first be a faculty member then a department chair followed by the position of dean, ascends to provost position, and then become president of a college. The individual progresses through each position in order to obtain the next position. There seems to be an assumption that by holding the prior position it prepares the individual for the next position and job responsibilities.

Moore et al (1983) also wanted to investigate frequency of deviations from the normative career trajectory and alternate pathway to the presidency. For example, an individual that has not held an academic post such as faculty member, yet was appointed to
the position of university system president, is a practice that is starting to take shape in some
university systems (e.g. The University of North Carolina System appointed a businessperson
to the post of system president). Results showed that only a small percentage followed Cohen
and March’s (1974) model. Moore et al stated the following: “The career histories of only
chief executives (3.2 percent) matched this career ladder, thereby indicating that the
normative path delineated by Cohen and March does not accurately describe the professional
experiences of a significant proportions of current institution presidents” (p. 508).
Furthermore, many of the presidents in this study were missing at least one of the positions in
the career ladder outlined by Cohen and March (1974). These results concurred with those in
Boham’s study that presidents followed multiple career paths.

Boham’s (1988) study addressed the issues of community college presidential
pathways in the Mid-Atlantic region of the United States. Boham (1988) discovered that
“community college presidents utilize several career strategies in the pursuit of that
leadership position” (p. 123). However, Boham (1988) also concluded the following:
“community college presidents as a group feel that their performance in jobs held prior to
becoming the chief executive officer was the single most important factor in their having
been tapped for the presidency” (p.124). Experience is knowledge gained via trial and error,
observation, or participation in an event. Boham’s (1998) participants stressed the
importance of experience in their pathway to the presidency. Heneman and Judge (2003)
focused on experience as being more vital to the organizational ascent than seniority.
Experience is a far better predictor of future success in a position than the concept of
seniority (Heneman & Judge, 2003). Seniority is merely a quantitative measure that reflects
time spent in an organization or job, but does not focus upon the skills, knowledge, and abilities obtained from having meaningful professional experiences. Moore et al (1983) did not mention the opinions of the presidents as it related to the value of their experiences. Not known is whether these results apply to HBCUs and to African American males aspiring to become president of a private HBCU. An important factor in the presidential pathway is the presidential search process.

**Presidential Selection Process**

The selection of a president for a college or university plays a pivotal role in the institution’s success. Bolman (1965) stated, “The objective of the presidential selection process is the matching of a person and an institution, so that one meets the other’s needs at a particular moment in history” (p. 1). Different events, such as retirement, resignation, termination, or the death of the current president make it necessary to search for and select a new one. According to Bolman, the process of recruiting and selecting a college president is often a lengthy undertaking, requiring the utmost attention of the Board of Trustees for a private college or university or the Board of Governors for a publicly funded institution. There is no standardized form of performing a presidential search.

The key steps in selecting a college president are organizing the search, determining the qualifications and criteria, obtaining nominations and candidates, and screening and assessing candidates (Kauffman, 1974). Each step in the selection process requires careful consideration, or the institution may experience disaster. The choice of allowing faculty to be involved in selecting a new president can have many political ramifications (Bolman, 1965). If faculty members are not involved in the process, they may feel alienated from the
institution and feel that their opinions in this matter have been devalued. On the other hand, if faculty members are involved in the process, gerrymandering individuals to ascend to the presidency may result. For these reasons, the Board of Trustees or Board of Governors retains the power to make the final decision in the selection process, with the recommendation of the committee or subcommittee for presidential selection (Bolman, 1965). In some HBCU environments, the faculty has limited input in the selection decision of the next president (Minor, 2005). The limitation of the faculty can attributed to the factor of limited faculty governance. Faculty in some HBCUs did not have a vehicle to express their collective view about campus issues such as a faculty senate. The lack faculty involvement directly affects the ability of the faculty to have input of the presidential selection process.

Once the choice of organizing a committee is completed, attention must be directed toward determining the qualifications and criteria for selecting a new president. That someone must state the type of person sought seems “so obvious that some selection committees seem to overlook it” (Bolman, 1965, p. 20). Kauffman (1974) and Bolman (1965) suggested that search committees should be realistic in their expectations of the prospective college president. Kauffman (1974) advised that the selection criteria should match the needs of the individual institution, rather than trying to follow the guidelines of other colleges. “The challenge is to match specific talents, skills, experiences, and commitments of one’s own institution” (Kauffman, 1974, p. 36).

After the qualifications have been determined, a list of candidates can be generated from advertisements posted in professional trade journals, newspapers, and various professional organizations (Kauffman, 1974). As with any position, Affirmative Action or
Equal Opportunity requirements must be satisfied to comply with the federal government. Generally, the job advertisement should contain the statement, “an equal opportunity employer”, to encourage women and minorities to apply.

The final stage in the selection process is to screen and assess the pool of qualified applicants to select the president. This stage has four phases: initial screening, reference checking, preliminary interviewing, and final interviewing (Kauffman, 1974). During initial screening, candidates are screened out who do not meet the minimum criteria and qualifications determined by the selection committee. Reference checking also eliminates a few more candidates. Each institution sets its own criteria for the interviewing process. Board members and faculty may be concerned with “academic governance, educational philosophy, faculty authority, collective bargaining, tenure, management of financial resources, fund-raising, athletics, and the like” (p. 43). After the preliminary interviews, only a few candidates will remain. Once these candidates have been interviewed further, the final selection is made. In the final round, candidates are usually asked to give their views regarding the “problems, priorities, and objectives” for the institution (p. 43).

**Summary**

The literature review for this study of the presidential pathways of African American males in private HBCUs in a southeastern state began with a review of the history of African Americans in higher education. This section discussed the formulation of the Historically Black College and University before the Civil War and events affecting African American higher education after the Civil War. The next section of the literature review presented the conceptual framework for this study that focused upon the current research about presidential
pathways, the roles of the president in private HBCUs, the presidential career trajectory, and the presidential selection process. In addition, information was presented on the factors that had been shown to be important in the career pathways of college presidents such as professional experience, continuing education, and mentoring relationships. Much of the existing literature has examined career pathways of African American female presidents of colleges. Little is known about past or current African American male college presidents, particularly those in private HBCUs. This study will attempt to fill this void of information on African American male presidential pathways of private HBCUs. Chapter Three provides a discussion of the study’s methodology.
CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to capture the experiences and commentaries of current and past African American male presidents of private HBCUs in a southeastern state to discover their pathways to the presidency. This study addressed the following research questions: (a) What pathways did the African American males use to ascend to the presidency of a private HBCU? (b) What skills, knowledge, and abilities (e.g., degrees, education, attributes) were essential to reach the presidency of the private HBCU? (c) What personal experiences or other situations (e.g., mentoring, family, role models) did African American male presidents think were important in attaining the presidency of a private HBCU? This chapter will discuss the research design, sample selection, instrumentation, data collection procedures, interviews, document analysis, data analysis, ethical considerations, verification methods, the researcher, and human subjects.

Research Design

Qualitative research has several purposes, such as exploratory, explanatory, critical, descriptive, action-oriented, and predictive (Marshall & Rossman, 1995). Because this study will analyze the presidential pathways of African American males in private HBCUs in a southeastern state, it reflects an exploratory or explanatory purpose. The exploratory purpose of qualitative analysis seeks “to investigate little-understood phenomena” and to “explain the forces causing the phenomenon in question” (Marshall & Rossman, 1995, p. 41). Currently, little is known about the phenomenon of African American male presidents of private
HBCUs. Stebbins (2001) described limited exploratory research as occurring when the investigator searches for something in particular. I will use semi-structured interviews for capturing the responses of the study’s participants. In a semi-structured interview, the interviewer has a list of pre-selected questions but may chose to deviate from the list to gain more information (Borg & Gall, 1989). The use of the semi-structured interview will be useful for this study because I will be able to probe deeper into the subject as needed, which will add to the “richness and thickness” of the data (Merriam, 2002).

**Sample Selection**

The sampling technique for this study will be purposeful sampling. The researcher utilized purposeful sampling to ensure the individuals will have familiarity with the subject matter important to the study’s purpose and to understand more fully the phenomenon under investigation (Borg & Gall, 1989). Therefore, the following criteria were used to select subjects: (a) African American, (b) male, (c) current or former president of a private HBCU in the same southeastern state.

Initially, the researcher consulted the southeastern state’s library website to identify HBCUs in this southeastern state. The search yielded 11 HBCUs, 5 public and 6 private institutions. The private HBCUs are governed predominately by females (5 out of 6 institutions), which left only 1 African American male currently serving as president of a private HBCU. To gain more perspectives, a retired private HBCU president was contacted to participate in this study. The sample size for this study will be 2 HBCU presidents, one retired and one active.
The institutions which the two participants governed over are comparable in size of the student population both institutions student population ranges from 1,100 to 1,300 students. However, the institutions differ in the type of degrees they award, one institution offers graduate degrees and other institution is purely an undergraduate institution. The rationale for choosing to study privately funded institutions is accessibility. For the researcher it was easier to obtain access to the presidents of the private funded HBCU in the southeastern state of this study versus the publicly funded institutions. Moreover, the participants of the private HBCU were more inviting to have dialogue on a subject of this nature. Furthermore, the interest of the researcher lies in the presidential pathways in the private HBCUs.

**Instrumentation**

The following is the interview protocol that was used to conduct the interviews for the study. The questions in the interview protocol were developed from the literature that related to the presidential pathways for college presidents (Ballentine, 2000; Buddemeier, 1998; Smith, 2003; Roubanis, 2000); however, the questions were adapted for this study of presidential pathways for African American males in private HBCUs. The section following the interview protocol provides an explanation and rationale for the questions in the interview protocol and their purpose in the study.

**PART I: DEMOGRAPHICS**

2. Martial Status: _______________
3. Number of Children: _______________
4. Father’s principal occupation: _______________
5. What was your parent’s education level? Father _______________
Mother ___________________  Yes / No
Part-time ___  Full-time ___
Principal occupation: __________________________

7. Birth order position:
   First born and only ___
   First born ___
   Second born ___
   Third or latter ___

8. Siblings:
   N/A ___
   Number of brothers ___
   Number of sisters ___

PART II: PATHWAYS

9. Was it your initial career goal to become a president of a private HBCU?

10. What was your first job in higher education? Was there anything special about it?

11. What was the position you held prior to your first presidency?

12. What attracted you to the presidency?

13. Have you been a college president before?

14. How did you become a candidate for the position of president?

15. Have you had a mentor(s) who assisted in your professional development? If yes, please describe your mentor.

16. Are there certain specific jobs or types of jobs you see as critically important in preparing African American males for the position of presidency in a private HBCU?

PART III: SKILLS, KNOWLEDGE, & ABILITIES

17. What do you feel are some important qualities for African American males to possess to obtain the position of president in a private HBCU?

18. What do you feel is your one strong personal quality that has helped you in your position as president?

19. In your experiences as president, what skills did you find most useful?
20. Sometimes people attend workshops and seminars that they hope will pay off for them. Can you think of something you specifically invested in to improve yourself that proved to be particularly valuable? How about something that turned out to be a waste of time?

PART IV: EXPERIENCES & SITUATIONS

When you think of your career in higher education, were certain episodes, events, or situations critical to your success in obtaining the presidency? What stands out in your mind? Please identify at least three key events and/or situations in your career that contributed to you obtaining the presidency of a private HBCU.

21. What happened? Why was the situation/event so important?

PART V: ADVICE

22. What advice would you give to African American male academicians who wish to obtain a position of president of a private HBCU?

23. At this time is there anything else you would like to add?

The following table is the taxonomy of the interview protocol. The Table 3.1 provides the questions, the content area, and the purpose of the question. The content area refers to the subject covered in the questions.

Table 3.1 Taxonomy of the Interview Protocol

<table>
<thead>
<tr>
<th>Questions</th>
<th>Content Area</th>
<th>Purpose of the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions 1-8</td>
<td>Demographic Questions</td>
<td>These questions set the stage of the study by providing the demographic information of the participants. This information helps to enhance the data by providing the context for which the responses of the participant derive.</td>
</tr>
</tbody>
</table>
Table 3.1 Continued

| Questions 9-16 | Pathways information | These groups of questions assist in answering research question 1. The purpose of questions 9-16 is to inquire about the pathway taken by African American males to ascend to the presidency of a private HBCU. |
| Questions 17-20 | Skills, Knowledge, and Abilities | This group of questions assists in answering research question 2. The purpose of questions 17-20 is to inquire about the skills, knowledge, and abilities required to obtain the presidency of a private HBCU. |
| Questions 21 | Critical experiences and situation | This question assists in answering research question 3. The purpose of question 21 is to inquire about experiences and situations that contributed to the participants obtaining the position of president in a private HBCU. |
| Question 22-23 | Advice | The purpose of these questions is to allow the participants the opportunity to include any other information that they feel is pertinent to the study. |

Data

The data for this study was compiled from various sources and the data came in various forms. The sources of data were state archives, university archives, personal interviews, media companies, and internet searches. Each source of the data provided something different to assist in developing the narratives for this study. For example, the
state archives provided the social and cultural aspect of the state at the time of the participants’ presidency. The university archives were at the institutions where the participants obtained their undergraduate education and the institutions where the participants became president. The university archives provided the information on the participants when they were students and information about their presidency. The personal interviews provided information from the participants on their thoughts and feelings about information that related to their presidential pathway. The media provided information like televised interviews with the participants. Finally, the internet searches allowed access to information about the past and current events that occurred with the participants.

The data recorded included conversations, photographs, texts, archival documents, website documents, transcripts, and videotape recording. The archival documents contained information such as newspaper clippings, yearbooks, past meeting and event agendas, internal memos, artifacts, and other information that added to the richness of the data. Table 3.2 details the number and type of data that was collected in the course of this study.

Table 3.2 Data for the Study and Sources

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Quantity</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded Conversations</td>
<td>200 Minutes</td>
<td>Personal Interviews</td>
</tr>
<tr>
<td>Recorded Interviews</td>
<td>40 Minutes</td>
<td>Media</td>
</tr>
<tr>
<td>Photographs</td>
<td>300 Photographs</td>
<td>Archives</td>
</tr>
<tr>
<td>Texts</td>
<td>202 pages</td>
<td>Archives, Personal Interviews, Media</td>
</tr>
<tr>
<td>Archival Documents</td>
<td>51 Documents</td>
<td>Archives</td>
</tr>
<tr>
<td>Website Documents</td>
<td>16 Documents</td>
<td>Internet Search</td>
</tr>
<tr>
<td>Transcripts</td>
<td>2</td>
<td>Personal Interviews</td>
</tr>
<tr>
<td>Videotape Recording</td>
<td>1 tape</td>
<td>Media</td>
</tr>
</tbody>
</table>
The data that was collected help to confirm the information provided by the participants and added richness to the narratives that were presented in Chapter IV. In addition, having multiple types of data provided a more in-depth portrait of the participants and their journey to the presidency of a private HBCU.

**Data Collection Procedures**

Data was collected through semi-structured interviews, informal conversations, and observation with the private HBCU presidents. In addition, document analysis was also utilized.

**Interviews**

In conducting the interviews with the participants, the researcher promoted an open and free dialogue. The participants were contacted via telephone or personal visit to engage in this study. For confidentiality purposes, the interviews were conducted at the participant’s office, and the door was closed to ensure privacy. Only the participant and the researcher were present in the room. All participants were required to sign a consent form, which was modeled after Brinson’s (1997) consent form (see Appendix B), signifying open participation in this study and release rights of legal recourse.

Two interviews were conducted with each participant. The first interview involved acquiring the answers to the Interview Protocol (see Appendix C). Each interview lasted from 1 hour to 1 and 1/2 hours. The researcher practiced with the interview schedule with someone who will not be participating in the study to gauge the approximate length of the interview. When the interview exceeded the stated time limit, the researcher did continue the
interview because the acquisition of information is far more important than a set time limit. The data this study seeks to gain may be encoded in the additional time.

The participants were assured of the confidentiality of their identities and that the information they shared would not be traced back to them. To avoid interview bias, the researcher refrained from providing signs of affirmation or disapproval by speech or body language (e.g., “I agree,” head nods, frowns) (Borg & Gall, 1989). The researcher recorded the interviews utilizing a tape recorder and by note-taking. The purpose of the notes was to capture important data that the researcher may wish to refer to later. Each participant was assigned a pseudonym that designated his respective recording tape. At the end of the interview, the participant had an opportunity to ask any questions he may have in reference to the study or the interview process. At the conclusion of the interview, the date for the second interview was scheduled. The data from the interview was transcribed into written form, and the tapes were kept locked in a strongbox to protect the anonymity of the participants.

The second interview was utilized to clarify any data obtained during the first interview and to ensure the participants’ comments were recorded correctly. The participants were contacted via telephone and the reviews began. The purpose of the interview was not to change the participants’ answers but to ensure the information was properly recorded.

The questions in the interview guide were developed from the literature of college presidential pathways (Ballentine, 2000; Buddemeier, 1998; Roubanis, 2000; Smith, 2003). The questions were adapted for this study of presidential pathways of African American male presidents of private HBCUs in a southeastern state. Questions 1 through 8 of the guide were asked for demographic data, dealing with marital status, age, and so forth. Questions 9
through 16 were asked about presidential pathways and addressed Research Question 1. Questions 17 through 20 were asked about the presidents’ skills, knowledge, and abilities and addressed Research Question 2. Question 21 was asked about the presidents’ experiences and other situations, which addressed Research Question 3. The final two questions on the guide were asked the presidents to offer any advice and provided them the opportunity to add anything not already covered.

Informal Conversations

In the course of conducting this study, a large portion of contact with the participants occurred informally. The researcher referred to these moments as the “breezeway conversations”. The amount of time spent in the breezeway conversations has not been quantified; however, it covers a span of two years with semi-weekly meetings. The breezeway conversations provided information in a more relaxed setting without the constraints of a formal interview process.

Observations

Observations and shadowing occurred--following the participants around to various events. The researcher would sometimes be invited to some of the events with the participants. In other cases, the researcher scanned the community events calendars and searched to see if the participants were listed on the agenda. If the participants were listed on the tentative agenda, the researcher attended the event. The rationale for conducting observations was that the researcher could gain an understanding of the participants’ interaction with the community.
**Document Analysis**

Documents and records are any written materials that provide additional information about the subject of the study (Esterberg, 2002). Documents and records provide evidence to corroborate the responses of the participants of a study. Documents that were reviewed in this study are the following:

- **Public Records**- “Public records include those materials produced for ‘official purposes’ by social institutions like governments, schools, and hospitals” (Esterberg, 2002, p. 121). The public records general document official transactions such as birth, death, and marriage. For the purpose of this study, this would be such items as the schools’ Internal Revenue Service filings, Charters, and Mission Statement.

- **Documents and Private Papers**- “Documents and private papers include things like letters, diaries, and personal papers” (Esterberg, 2002, p. 121). Private papers may be hard to retrieve and obtain; however, the value of these documents is paramount. These types of documents may be obtained from the person, but can also be gathered from archives.

- **Archives**- The archives represent a place where documents are stored for historical value. One on the participants of the study has extensive materials stored in the institutional archives of the college where he was president. The archives have a wealth of information that will assist with understanding the participant, the institution, and community on the time.
Media Accounts- “Media accounts include things like newspapers, magazines, books, films, and television programs” (Esterberg, 2002, p. 124). The media accounts provide a point to examine the subjects and contribute to the corroboration of the responses of the participants.

In order to assure the anonymity of the participants the information sources (e.g., Newspaper Company, television program, or Media Company) will be provided a pseudonym, so the connection will not be linked back to the participants in the study.

Data Analysis

In analyzing the data, it was important to identify the model of analysis, the unit of analysis, and method of analysis for the study. These concepts help shape the overall direction of the study and provide the methodological background. This section will examine the concepts that relate to the data analysis process and the affect each concept had on this study.

Model of Analysis

The model of analysis is the methodology that was utilized to examine the data for the study. Figure 3.1 depicts the model of analysis for the study.

![Figure 3.1 MODEL OF ANALYSIS](image)

In the model of analysis, qualitative research is traditionally that is used as the primary method of data analysis. Qualitative research is the naturalistic perspective that allows the researcher to examine the topic in a holistic view. In the naturalistic model, “there are no human characteristics or processes from which generalizations can emerge. Instead,
each subject or phenomenon is different and can only be studied holistically” (Borg & Gall, 1989, p.383). This approach is well suited for this study; as mentioned earlier, is it not the focus of this study to attempt to generalize the results, but rather to explore the lives of two African American HBCU presidents in hope to understand their methods to ascent to the presidency. Cozby (2001) asserted that the goal of the naturalistic perspective “is to provide a complete and accurate picture rather than to test hypothesis formed prior to the study” (p. 91). The naturalistic perspective of qualitative research attempts to capture, record, or detail information as is, without the goal of attempting to proof a theory or substantiate a hypothesis, however, in qualitative research there are methods that attempt to proof theories and test hypotheses. Moreover, the goal of this study is provide an accurate account about the presidential pathways of two African American HBCU presidents versus to prove or substantiate a hypothesis.

The next level of the model of analysis is the narrative. The narrative relies on the use of interplay between the interviewer and the participant to construct a life history (Miller, 1999). It is the focus of this study to attempt to capture the experiences, stories, and commentaries of the two African American private HBCU presidents as it relates to presidential pathways. Moreover, this study is a case history narrative not a case study narrative (Plummer, 1983). A case history narrative is the telling and capturing of a story for its own sake (Plummer, 1983). A case study narrative conversely, “uses personal document for wider theoretical purpose such as the verification or the generation of theory” (Cohen, Manion, & Morrison, 2000, p. 167). Based upon the sample size of this study the ability to generalize is limited. Furthermore, it is not the purpose of this study to verify or generate
theory, but to examine the presidential pathways of the two participants in this study. The value of this study will be measured in the ability to obtain a clear and concise picture of the presidential pathways of these two men. The benefit of this study to the academic cannon is the opportunity the view the presidential pathways process through the eyes of two African Americans that reside in different private HBCUs.

The third level of the model of analysis is the interview and document analysis. As stated earlier the interviews that were utilized for this study are semi-structured. The interview seeks to obtain the retrospective life history data. The retrospective life history data are a reconstruction of past events from the present feelings and interpretations of the individual concerned (Cohen, Manion, & Morrison, 2000). The two African American HBCU presidents are reflecting on the past events with today’s perspective versus in the contemporaneous life history where they would be commenting on current issues that are affecting them (Cohen, Manion, & Morrison, 2000).

The third level of the model of analysis is the document analysis. As stated earlier the objective of the document analysis portion of this study was to verify the responses of the participants and add to the richness to the data. The document analysis also assists in developing the background for the narrative; it is imperative to understand the times and social context in which the two HBCU presidents led their respective institutions.

The final level of the model of analysis is the thematically-edit. The thematically-edit refers to the mode of presentation, the manner in which the data are presented. In the thematically-edit, the participants’ words “are retained intact but are presented by the researcher in terms of a series of themes, topics or headings” (Cohen, Manion, & Morrison,
This is in contrast to the interpreted and edited mode of presentation where “the researcher’s influence is most marked in his or her version of a subject’s life story which the researcher has shifted, distilled, edited and interpreted” (Cohen, Manion, & Morrison, 2000, p. 166). As Yin (2003) emphasized the importance of allowing themes to emerge from the data collection, the goal of the mode of presentation for this study is to extract the themes.

**Unit of Analysis**

The unit of analysis is the major entity that is being analyzing in a study (Trochim, 2002). In this study, the units of analysis are the interviews with the participants. Figure 3.2 depicts the unit of analysis progression for the study.

![Figure 3.2 UNITS OF ANALYSIS](image)

The interviews are the major entity being analyzing in this study, however, they are not the only entity being analyzing and processed. In examining the units of analysis, the process of peeling back layer upon layer of data to get to the core of the information is imperative. This provides the richness of the data that is so often the goal in qualitative research. The interviews represent a starting point for the analysis of this study; they are contextual background. In the course of the interviews the experiences, commentaries, and most importantly the stories are shared with the researcher. The stories are next level in the
unit of analysis that assists in providing form to the study. The stories assist in developing the oral history of the participants. Oral history mostly “focuses on a specific aspect of a person’s life, such as work life or a special role in some part of the life of a community” (Gubrium & Holstein, 2002). Oral history as it relates to this study is an examination of the presidential pathways for two African American males in private HBCU in a southeastern state. The next step in the units of analysis is to examine the text that is transcribed after interviews are over.

Agar (1980) suggested that the researcher read the transcripts in their entirety several times to immerse themselves in the details, trying to get a sense of the interview as a whole before breaking it into parts. The text also provides an opportunity to make notes in the margin of the transcripts that will assist in developing the themes of the study (Creswell, 1998). The text guides the researcher to the themes, the final unit of analysis.

As stated earlier, this study is thematically based and edited. The goal of this study was to capture the experiences, commentaries, and stories of the participants focused around some central themes. The culmination of all of these units of analysis provides a clear and unambiguous presentation of the data.

**Method of Analysis**

The data was analyzed using the qualitative method more specifically the narrative approach. According to Creswell (1998), the steps in qualitative analysis are “(a) data managing, (b) reading and memoing, (c) describing, classifying, interpreting, and (d) representing and visualizing” (p. 148). The remainder of this section will address the techniques that were utilized to analysis the data or the method of analysis.
The first step in analysis the data is collecting, as discussed earlier this occurred using interviews and data analysis. The next step in data analysis process is data management, which is the method of filing or organizing the data (Cohen, Manion, Morrison, 2000; Creswell, 1998). Data management for this study was done by organizing the information in electronic files produced in Microsoft Word® and Excel®. As mentioned earlier, the interviews were transcribed into electronic transcripts. The electronic transcripts allowed the researcher the ability to easily move data from one area to another and extract important portions of text. From the data management process the next is reading and memoing the data.

In the reading and memoing process the researcher must “read through the text, make margin notes” (Creswell, 1998, p. 148). This step is important to formulate themes for the study. In this study, the researcher is searching for meaning of the stories and possible categories to group the excerpts into, which leads into the next step of describing, classifying, and interpreting the data.

In the description, classification, and interpretation process the contextual background is developed. In the description process the details are provided that are within the context of the setting of the person, place, or event (Creswell, 1998). In the case of this study, the details are provided within context of lives of two men in this study as it relates their ascent to the presidency of a private HBCU in a southeastern state. The next step is to classify the data, which refers to identifying the key stories, locating epiphanies, and identifying contextual materials for participants’ lives (Creswell, 1998). In this study, classification was conducted utilizing themes that emerge during the course of the investigation. The interpretation process
is making sense of the data and the lessons learned from this process. In interpreting, the data the researcher relied upon the themes that emerge in the course of the research. The final step in the method of analysis is representation and visualization of the data. The information was presented in a narration focusing on process and general features of the participants’ lives as it relates to their ascent to the presidency of their respective institutions.

**Ethical Considerations**

The researcher must identify how he dealt with ethical concerns. Certain steps must be taken to ensure the validity of the data, minimize researcher bias, and protect the confidentiality of the participants.

**Verification Methods**

In verifying the data that was collected in this study, several methods were utilized such as triangulation, a variation of member checking, and clarifying researcher biases. Clarifying the researcher biases is covered in the following section titled “The researcher”. The remainder of this section is devoted to each of the verification methods.

Triangulation is one method of corroborating evidence by using multiple and various sources, methods, investigators, and theories (Creswell, 1998; Merriam, 2002; Miles & Huberman, 1994). In qualitative research, data is systematically processed in order to provide meaning to the information that is gathered (McMillan & Wergin, 2002). According to McMillan and Wergin (2002), “Triangulation is used often, in which different sources of data pertaining to the same question are used to verify consistency of findings” (p. 11). For example in this study, I not only interviewed the participants, but I collected their resumes and vitas. In addition, I also collected additional documentation from others sources as
detailed earlier. The collection of additional documentation and information is for the purpose of verifying and corroborating the responses of the participants.

According to Creswell (1998) member checks involve the researcher soliciting the participants’ views of the credibility of the findings and interpretations. However, a variation of member checking was utilized. In this study, the participants examined the quotes of that they made during the course of the recorded interviews to ensure the accuracy of the information.

**The Researcher**

Merriam (2002) stated, “The human instrument has shortcomings and biases that might have an impact on the study” (p. 5). Merriam further asserted, “rather than tying to eliminate these biases or ‘subjectivities,’ it is important to identify them and monitor them as to how they may be shaping the collection and interpretation of data” (p. 5). For this purpose, the researcher is disclosing his current biases as it relates to the current subject of African American males pathways to the presidency of a private HBCU with the following statement:

As an African American male, I am highly concerned about the lack of attention the HBCU environment has received in the arena of scholarly research, particularly on the subject of the presidency. At some point in my career, I would like to become president of a higher education institution. However, I do not know which type of institution will provide me the opportunity to govern it. Thus, it is important to me to discover the process of ascending to the presidency in either a PWI or a HBCU. Currently, bodies of knowledge exist on the subject of career path development for the PWI environment; however, modest amounts of information
exist on the HBCU environment. Moreover, little research exists on African American males in the presidency of private HBCUs. This represents a void in the current literature that deals with the subject of the college presidency. I am personally tied to this study due to my race, yet I do not see that this would cause me to adjust or misrepresent the data gathered in this study. There is no ulterior motive for me to adjust the findings in the research. By no means am I suggesting that I am “bias free”, however, my bias has minimal affect upon this study.

**Human Subjects**

In conducting this study, the researcher upheld the highest ethical standards in obtaining the information needed. The researcher sought the approval from North Carolina State University’s Institutional Review Board and adhered to their guidelines regarding the treatment of human subjects. In accordance with those guidelines, the researcher developed a consent form that explains the study’s purpose, clarifies the obligations and responsibilities of the participants and the researcher, and informs the participants that they may decline to participate or withdraw from the study at any time without penalty. The consent form also explained to participants that their identity was kept confidential and clarifies how the data was handled. The researcher also explained these procedures to the participants at the start of the interview to ensure they understand their rights fully.

**Summary**

This study utilized the qualitative method to examine the presidential pathways of African American males in private HBCUs. The participants in the study were African American males who currently or formerly governed a private HBCU in a southeastern state.
The interviews for this study were semi-structured to allow for flexibility of response and dialogue. Data was recorded using a tape recorder and note-taking. The data collection process ensured the anonymity of the participants. Finally, the researcher adhered to the highest ethical standards in conducting this study. It is hoped that this study provided useful information to those aspiring to become presidents of private HBCUs. As well, the researcher hopes that this study makes an impact in the field of higher education.
CHAPTER IV
PRESENTATION AND ANALYSIS OF FINDINGS

Overview

The purpose of this study was to examine the presidential pathways for two African American males in the private Historically Black College and University (HBCU) environment. The participants of the study were two African American males; one of the participants is a retired private HBCU president; the other participant is currently a private HBCU president. The study was conducted utilizing interviews, narrative, content analysis, and document analysis employed to collect, interpret, and present the data. A semi-structured interview protocol was utilized in interviewing the two participants in the study. To ensure the anonymity and the confidentiality of the subjects, each was assigned a pseudonym. The pseudonyms for the study were Dr. Jones and Dr. Roberts.

The presentation of the information is in the form of a narrative based upon the interviews with the participants, archival searches, and print media. The narratives detail the journey of the two participants to the presidency of the private HBCU in a southeastern state. The rationale for utilizing the narrative form of reporting was the desire to weave together a story that reflected the experiences of the two participants. It was important to document the experiences in a manner that would allow for the voices of the participants to be heard. Interviews were utilized to collect the initial information, however, in an attempt to add richness to the data, archival and media searches were employed in this study.
The chapter is divided into three sections, which contain: the Dr. Jones narrative, the Dr. Roberts narrative, and the themes. The first section contains the Dr. Jones narrative; the narrative explains the pathway of Dr. Jones obtaining the presidency. The contents of the narrative are as follows: observation, background, pathway, presidency, and summary. Each of the components of the narrative provides a clear picture of the pathway to the presidency for Dr. Jones. The second section contains the Dr. Roberts narrative; the narrative follows the same outline as in the narrative of Dr. Jones. The third section contains the themes that emerged from the interviews, the narratives, document analysis, and archival searches.

**Difference in the Narratives**

Dr. Jones is a retired president of a private HBCU. He served as president for 28 years, thus, there is more information available about him. Dr. Roberts has been a president for two years. This fact is highlighted because of the differences in the length of the narrative. However, the process of retrieving data was the same for both participants. Both participants were interviewed and media and archival searches were conducted on both.

**Confidentiality**

During the course of conducting this study, the researcher was able to obtain very personal and intimate information from the participants. In order to receive this information the researcher promised the participants that their identities would not be revealed; in keeping with that promise the names of the participants, locations, and other persons have been changed to protect the participants’ anonymity. Moreover, some information has been strategically omitted in keeping with the desire to maintain the participants’ anonymity.
The Observation: Dr. Jones

Dr. Jones’ stature is not imposing, yet the presence of this man is still iconic. He speaks with a southern drawl, when joking he often refers to himself as a “little ol’ country boy”. He was raised in the south and is a product of the southern HBCU system and southern society. In this man’s eyes, I can see that the years of labor and work had taken its toll. He remains cheerful and inviting to all he meets. He is admired and praised by members of the community for the work he has done for the college where he was president and in the community at large. Now retired, he works as a professor in the college where he was once president. However, he retains the title of “President Emeritus”, an honor commensurate with his achievement.

Dr. Jones has been a dignitary for several United States presidents in matters of foreign affairs and policy. When one walks into his office, it is like stepping into an American history museum. On the walls, there were several pictures of Dr. Jones with various U.S. presidents shaking hands or receiving an award from them. Dr. Jones was in the presence of such U.S. presidents as Lyndon B. Johnson, Jimmy Carter, Ronald Regan, George H.W. Bush, and Bill Clinton. There were other pictures where he was in the presence of foreign presidents, emperors, and princes from such countries as Ethiopia, Kenya, and Liberia. Yet, other pictures showed him with local legislators and prominent leaders. The walls were also laced with awards, honors, and recognitions, many of which Dr. Jones was the first African American to receive. It seems that he worked hard to build his career, life, and the college where he was president.
The character of Dr. Jones is that of a statesman. In public functions, people often flock to him, either seeking his advice or merely wanting to meet the man. He is always kind with his time and he never turns anyone away. He is inviting to those he meets and greets. He makes a joke and everyone laughs, he seems to have the power to engage the soul of a person and make him or her feel good about that moment in time with him. He is non-threatening and this adds to his appeal as a person. A spirit of invitation surrounds Dr. Jones. Often I would find myself drawn into his stories and I would be mystified as a little child would be when noticing something for the first time. It was no wonder that he was able to govern over his college for nearly three decades.

**Dr. Jones’ Background**

Dr. Jones is an elderly man with an estimated age of 82 years old (he did not want to disclose his age). He was born in a rural area of the south, the eighth of nine children. His father was an “undertaker” and his mother was a homemaker. His parents completed 10th grade, which was the highest level of education that an African American could receive in that area. In his youth, the Great Depression and high unemployment rates plagued the nation causing financial difficulties for the average American family. The average annual earning was $1,236 in 1920 (American Culture, 2006). His father’s annual income was probably less than the average. However, money did not influence the happiness of the family; this is evident in a statement made by Dr. Jones:

We were a poor family, but a happy one. There was a lot of love in it.

My dad and mother somehow instilled in us the concept that being poor was no basis for feeling sorry for oneself.
It seems that his willing and motivated attitude assisted Dr. Jones in life. Under his father’s tutorage, he learned the importance of a strong work ethic despite a weak social status. In a statement made by Dr. Jones, he recalls the principles that his father shared with him: “My dad taught us the old Protestant ethic: ‘work hard, keep yourself clean, save your money, and there is success at the end of the rainbow.’”

Dr. Jones was raised in a small racially segregated town with an estimated population of 3,000 people. The town did not have many accommodations for African Americans. The prospect of receiving an education was also difficult for African Americans in his hometown. The African American public school system only went to the 10th grade. The situation of having a public school system that only provided a 10th grade education presented a problem in obtaining a secondary education. Dr. Jones recalls the problems of the school system and the remedies for the problem: “The school I attended went to the tenth grade. And, if a black youngster wanted to complete his high school education, he had to leave that locale and go somewhere else” (Archival Document 1, 1971).

The limited educational opportunities in Dr. Jones’ hometown forced his father to send him and his younger brother to another town to complete their high school education. Dr. Jones was a good student despite the limited educational opportunities provided to him. He finished first in his 10th grade class and was accepted for study at an institution that served as a finishing school for high school and a junior college. His family bore part of the expense to send him to school in a town that was 60 miles away from his hometown. He assisted in paying his way through junior college by working three jobs on campus; he was a bus driver, mail carrier, and electrician.
Dr. Jones completed his high school education with honors and two years of junior college in 1942. Following his completion of his junior college education, he was drafted into the United States Army. He served a term of two years in the Army in the strategic planning division as private first class, and upon completion of his service, he returned to the higher educational environment to complete his education. In 1944, he enrolled in the college at which one day he would be president. Dr. Jones was admitted as a transfer student with junior standing. In 1946, Dr. Jones wrote an editorial piece describing his feelings about World War II. The editorial contained the following:

The Second World War is a clear turning point in the destiny of the American people. More than that, the future of the race will be highly determined by its ultimate outcome. It seems to be as critical a war as any that has occurred in all the turbulent past of mankind. There are, however, few thoughtful Americans who do not feel that this is so. But why is it so? Not many of us find it easy to answer the question with what could be called total satisfaction. Well-worn words like “freedom” and “democracy” phrases like “preservation of our way of life,” have sparks but they could hardly provide the full illumination we all crave. The reason for this fairly common mental state seems plain upon reflection. This is world war number two taking place in a highly complicated and complex world, which itself, is far from being comprehended by the general run of human beings. Our deep going granite resolution that the war shall be won-wholly won!- it is not weakened by the fact that many of us are comparatively inarticulate about it. One is always somewhat tongue-tied about things that matter deeply. Yet certainly it is more satisfying to be
articulate, if it is possible; to have a reasoned philosophy about the war, instead of what might be considered an instinctive one. Such a philosophy is at once acquired-it rounds itself out-as soon as one great simple truth about modern human society is recognized: that all the diverse peoples on this planet are now bound together, indivisibly, in an economic world union. This is not yet a de jure, a contractual, union. But that fact does not minimize-on the contrary, it emphasizes-the indestructible character of the union (Archival Document 10, 1946).

Dr. Jones’ views on the war may have been shaped based upon his service in the Army. It seems that his sense of nation is strong and that he possesses a patriotic viewpoint and perspective. Later, as president of his college he would introduce and implement the Reserve Officers’ Training Corp (ROTC) for the Army during the 1960s.

Dr. Jones was a good student who showed much promise; his fellow classmates voted him “Most Valuable Young Man”. He completed his baccalaureate degree in sociology. In 1946, utilizing his degree he was able to gain employment at a junior college. During this time, jobs were scarce for young educated African Americans. It would be the job at the junior college that would start Dr. Jones on his pathway to the presidency.

The Pathway

Dr. Jones’s pathway is depicted in Table 4.1. Table 4.1 describes the pathway of Dr. Jones from academy teacher to president of a private HBCU. However, Dr. Jones had different occupational aspirations than becoming a private HBCU president.
Initially, Dr. Jones wanted to be a lawyer. He was inspired by a young attorney who lived in the surrounding area; he saw the attorney as a role model and desired to be like him.

In the course of his undergraduate years, Dr. Jones possessed the desire to attend law school. Upon completion of his undergraduate education, he was accepted into a prominent historically black university law program. He was given a teaching job at Richmond Academy, a small rural postsecondary academy. Dr. Jones had planned to work at Richmond Academy and save for his tuition to law school. He had determined he was going to teach

Table 4.1 Dr. Jones’ Career Taxonomy

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Time</th>
<th>Education</th>
<th>Time (Completion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James College</td>
<td>President</td>
<td>1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim President</td>
<td>1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Executive Dean</td>
<td>1966</td>
<td>1963</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean of Instruction &amp; Professor of Sociology</td>
<td>1963</td>
<td>1957</td>
<td></td>
</tr>
<tr>
<td>Stanton College</td>
<td>Dean of Men Registrar Teacher</td>
<td>1957</td>
<td>1948</td>
<td>1956</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master’s Degree Major: Educational Administration</td>
<td></td>
<td>1953</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor: Economics Rural Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richmond Academy</td>
<td>Teacher &amp; Head Football Coach</td>
<td>1948</td>
<td>1946</td>
<td>1946</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the one-year and not more than two and save his tuition for law school. However, teaching
provided great joy for him and his desires of law school slowly faded away.

Dr. Jones was hired at Richmond Academy for a salary of $300 a month, $2700 a
year. He was pleased with the profession of teaching; in addition to his duties as a teacher the
following year he was assigned the position of assistant coach for the football team. He
became assistant football coach with no experience and never had played the game of
football. In Dr. Jones' undergraduate experience, he was an athlete on the track team but he
never played football. However, the president of Richmond Academy requested him to
become the coach. The following year he became the head coach of the football team
because the head coach left that year. In his role as teacher and coach, he felt that it was
important for the African American children of the area to have role models and
postsecondary education. He felt that the need for role models and postsecondary education
was further compounded due to the location of the academy in a rural area. However, Dr.
Jones' third year would not come to pass at the academy due to a new opportunity that
unveiled itself via the connection of a past professor.

Dr. Jones received a letter from Dr. John Matthews, a past professor of Dr. Jones,
requesting that he come work for him at Stanton College, a small liberal arts HBCU, where
Dr. Matthews was president. Dr. Matthews offered Dr. Jones a job teaching mathematics,
French, and history. Dr. Jones arrived at the institution in 1948; upon arrival, his duties
included: Dean of Men, Registrar, and teacher. Via his own admission, he had no experience
being a registrar; however, he did the job. Moreover, Dr. Matthews had confidence in the
abilities of Dr. Jones to accomplish tasks and provide due care to his duties. Dr. Matthews
was a graduate of a prestigious predominantly white institution for his masters and doctoral degrees. Dr. Jones was inspired by the accomplishments of his president and found in his president a mentor. In addition to Dr. Matthews serving as a mentor to Dr. Jones at Stanton College, there was the Dean of the College, Dr. Allen Payne. Initially, Dr. Jones believed that Dr. Payne and he would have conflict because of Dr. Jones’ relationship with Dr. Matthews. However, Dr. Payne pleasantly surprised him by becoming active in Dr. Jones’ success as college registrar.

While at Stanton College, Dr. Jones was encouraged to pursue his masters’ degree by Dr. Matthews. Dr. Matthews saw the potential for Dr. Jones to excel in higher education administration. Early in his career, Dr. Jones was having thoughts about obtaining a presidency and the president believed that Dr. Jones would do well in the position. Thus, he suggested that Dr. Jones pursue a masters’ in educational administration and a minor in an academic field. Upon the advice of the president, Dr. Jones obtained a masters degree in educational administration with minors in economics and rural sociology from the same institution as Dr. Matthews. The institution that Dr. Jones attended to gain his masters degree was a prestigious Predominately White Institution (PWI). According to the Carnegie Classification System it would considered a Research One institution. Upon completion of the masters’ degree in 1951, Dr. Jones returned to the small liberal arts institution. However, his educational advancement was not concluded; Dr. Matthews once again urged Dr. Jones to pursue his doctoral degree. The president advocated for Dr. Jones to the religious organization that was affiliated with the institution to obtain funding for Dr. Jones’ tuition costs. The cost of tuition in the 1950s was $10,000.00, Dr. Jones won a scholarship and the
religious organization paid the remaining balance. In 1956, Dr. Jones graduated with a
doctoral degree in sociology and administration (Archival Document 1, 1971).

In 1956, Dr. Jones received a letter from Dr. Mickey Howard, the president of James
College, expressing interest in Dr. Jones to interview for the position of Dean of Instruction
and Professor of sociology. Dr. Howard made it clear that he was only employing someone
with a doctoral degree and Dr. Jones just fulfilled that requirement in the summer of 1956.
Dr. Howard paid for Dr. Jones to come to the institution for an interview. In meeting with the
president, Dr. Jones liked his demeanor and personality and believed that he would be a good
fit with the institution. Moreover, Dr. Jones was a graduate of the institution. After the
interview, Dr. Howard extended an offer and Dr. Jones accepted.

In his role as Dean of Instruction, Dr. Jones encountered many situations that
developed his skills, knowledge, and abilities. An example of this is his encounter with a
celebrity of the time. In the 1960s, the Black power movement was at its height. Many of the
students wanted to hear from an individual that was considered radical for his affiliation and
participation in the Black Nationalism movement. Dr. Jones was approached by Dr. Howard
to solicit his advice about allowing the controversial speaker to come to the campus. Dr. Jones
suggested that the speaker should be allowed to come to on campus.

A mandate was sent to presidents of the publicly funded HBCUs from the governor
of their state, that if any publicly funded HBCU allowed the controversial speaker to come to
their campus, their funding would be severely decreased. Many of the other HBCU rejected
the idea to allow the speaker to come to their respective campuses, particularly the publicly
funded HBCU. Thus, many public HBCU presidents steered away from being involved with
the controversial speaker or any individual of his type. However, Dr. Jones felt that inviting the speaker would actually help in keeping the peace on campus. Dr. Jones explained his view on the situation to the president with the following statement:

If you fail to let him to come onto this campus, the students are going out into the streets. They’ll go over to Mack Park where he can come and they’ll come back onto this campus and tear it up. Plus, they’re going to call you an Uncle Tom and they’re going to make it very hard for you and for the college. I think we will still have some problems, but we’ll have many fewer problems by letting him come on the campus.

However, Dr. Jones suggested that rules should be set for the event. The stipulations for the event were that: (1) the speaker could not merely make a speech and leave; (2) the speaker could not use excessive profanity; and (3) there would be a time limit to speak. Dr. Howard agreed with Dr. Jones’ plan and proceeded with the event. The speaker arrived on the campus in a chauffeured Cadillac and was wearing a silk leisure suit. The speaker complied with the stipulations set for him. During the course of the lecture, the students of the institution started to scrutinize his views on Black Nationalism and questioned some of the logic behind the speaker’s actions. Consequentially, the speaker was angered and walked off the stage. The students were able to challenge the speaker in a controlled academic environment and it seems that some of the speaker’s views could not stand scrutiny. The local paper praised Dr. Howard for having the courage to invite such a controversial figure to his campus and for the event to occur without incident. The success of the president on this outcome could be
directly attributed to the advice of Dr. Jones. Dr. Jones learned the importance of soliciting the advice and weighing that advice against one's own view. Dr. Jones served in the position of Dean of Instruction and sociology professor for seven years, until a new opportunity unveiled itself.

In 1962, Dr. Howard appointed Dr. Jones to the position of Executive Dean of the College. The importance of this position was that Dr. Jones could make many decisions for the college without having to confer with the president. Dr. Jones’ additional areas of responsibility were campus security and student affairs. In addition, the Deans of Men and Women reported to Dr. Jones. Dr. Jones could make decisions in the areas of security and student life without having to confer with the president. The position of Executive Dean provided a broad wealth of experiences and background to excel as president. As in his role as Dean of Instruction, Dr. Jones also encountered some interesting situations as Executive Dean that would also provide learning opportunities for him. An example of this came in the form of an encounter with the student body.

In the same time, that Dr. Jones became Executive Dean the student body desired to organize a civil rights march, but before this could occur, the students had to meet with Dr. Howard. Once again, the president asked the assistance of Dr. Jones to resolve the matter. The question surrounding the march was not the march itself; yet, how Dr. Howard would meet with the student body to address their concerns. The Student Government Association wanted to meet in a large public forum like the gym and debate the finer points of the march. Dr. Jones suggested that meeting with all the students in a public forum would be a mistake due to the sensitivity of the subject matter. Dr. Jones felt that meeting the students in a small
group would provide an opportunity for peaceful discussion of the situation. Against the advice of Dr. Jones, Dr. Howard met with the entire student body in the gym.

On the day of the meeting, Dr. Howard was late to the meeting and because of a back problem; he walked hunched over and slowly. The students began to antagonize Dr. Howard by scraping their feet across the floor in their chairs. However, the students did not limit their attack to mere gestures; they also verbally attacked the president. The students yelled such statements as “Old Uncle Tom, just like all Uncle Toms you come in late” (Transcript, 2005). It seems that the reason why the students displayed such unacceptable behavior was the president showing up late. In addition, the general attitude of the students was contagious to the others, as one student acted out another would join in. The students became more and more disorderly; Dr. Jones feared the students were going to overrun the members of the administration. However, the Vice President of Student Affairs intervened to calm the students down. Dr. Jones recalls the Vice President’s actions to calm the students:

Well, the Vice President stood up there and he kept his voice modulated. It never rose to one decibel. It never did. It was very modulated and that tended to keep the students calm. If he had yelled out and if his voice decibels had gone up higher, it would have incited them and they would have acted up. But he had a modulated voice and spoke to the students and it worked. They calmed down. They walked out of that place. They didn’t turn over chairs and things as they had done.
The issue was resolved and the students left without additional incidents. Dr. Jones learned from this experience that students are sometimes provoked to act in certain ways by the actions of others in large groups. Thus, as president if he had a particular issue that was sensitive to the student population he would discuss it in small groups. The experiences that Dr. Jones had as Dean of Instruction and Executive Dean of the College prepared him for his next role as interim president of the college.

In the beginning of his role as Executive Dean, Dr. Jones was informed by the president of his desire to retire. The president also informed Dr. Jones when he retired he would recommend Dr. Jones for the presidency. As mentioned earlier, Dr. Jones was attracted to the position of president of a private HBCU from his time at Stanton College. Dr. Jones was first attracted to the presidency by the work of Benjamin Mays. Benjamin Mays was the president of Morehouse College from 1940 to 1967. During his undergraduate years, Dr. Jones had the chance to hear Dr. Mays speak at his college. Dr. Jones stated that he was impressed with the intellectual attributes of Dr. Mays. Dr. Jones recalled his feelings about Dr. Mays in the following statement:

I was just - just floored by his knowledge, by his suaveness, by his sheer intelligence. And I said if this is what a college president is like I want to be one. Because this man was - he was a giant of a person.

Dr. Jones was inspired by Dr. Mays to obtain the position of the president and the opportunity presented itself in 1964.

In 1964, Dr. Jones won a prestigious fellowship to lecture and study abroad. Dr. Howard’s health started to cause him problems and thus, he wanted Dr. Jones to postpone his
travel until the following year in 1965. Dr. Jones did postpone his travel until the summer of 1965. Upon his return to James College, Dr. Howard called him into his office to share some important news with him. Dr. Howard informed Dr. Jones that he was going to retire in the summer of 1966 and that he wanted Dr. Jones to take his place as president. Dr. Jones was elated with the decision of Dr. Howard and on May 1966, Dr. Howard and Dr. Jones attended the Board of Trustees meeting. When Dr. Jones entered the room the board members started to applaud and the Chairman of the board said, “We’ve just elected you president”, Dr. Jones replied jokingly, “But you didn’t ask me”. The boardroom erupted with laughter from the members. Dr. Jones officially took office on July 1 of 1966 as Interim President. Six months later in December of 1966 a special meeting of the board was called. Once again, as when he was appointed to the position of interim president, Dr. Jones entered the room and the members of the board started applauding. He was appointed to the position of president of the college.

During the course of his presidency, Dr. Jones achieved many goals and objectives and became known for his effectiveness. The next section will describe his presidency.

**Dr. Jones’ Presidency**

Dr. Jones’ presidency spanned over 28 years; in the time of his presidency, he was praised for the work he did with his institution. The college Dr. Jones served was James College, a small private historically black college. Like many of the HBCUs of the south, the college was founded with the aid of a religious organization. The institution has been in service for well over 130 years. The significant growth experienced at James College is largely attributed to the work of Dr. Jones. His effectiveness as president led to the expansion
of the college in terms of capital improvement, program development, and endowment development.

Dr. Jones’ effectiveness has been his hallmark. As a teacher, he won awards for his effectiveness and efficiency in the classroom. In 1960, he was the recipient of the Faculty Award. In 1962, he was voted one of three outstanding teachers at the college. However, his effectiveness was not merely limited to the classroom. As president, Dr. Jones was recognized as the most effective president among the nation’s 117 historically black colleges and universities (note: the number of HBCUs has decreased over time). The source of this recognition could be traced to his accomplishments over the span of his presidency. Dr. Jones improved many areas and functions of the college such as campus construction and renovation, program development, and financial stability. In the area of campus construction and renovation, he was able to construct seven campus buildings: two residence halls were constructed in 1971 and 1987; a student union was built in 1969; a new library was constructed in 1974; a performing arts center was added in 1976; a health center was constructed in 1979; and a multi-media communication center was constructed in 1989. In addition, from 1975 to 1990, Dr. Jones renovated 11 campus buildings. However, he did not only focus on campus construction and renovation, he also was involved in program development.

Dr. Jones' work in program development primarily focused on the development of the students’ involvement in the community and their leadership skills. Two programs that embodied this type of focus were the Service-Learning Program (SLP) and the Reserve Officers’ Training Corps (ROTC). The SLP was an initiative that combined the two concepts
of academic study and community service. However, the community was not defined in traditional terms; the community was the world. Students in this program engaged in community service around the world in such places as England, Jamaica, and the West Indies. The second program introduced by Dr. Jones was ROTC, which focused on leadership development. ROTC is “a training program of the United States Armed Forces present on college campuses to recruit and educate commissioned officers. It is designed as a college elective, and studies focus on leadership development, problem solving, strategic planning, and professional ethics” (Reserve Officers’, 2006).

The introduction of ROTC was not unfettered from controversy. The ROTC program was introduced in the mid 1960s at the height of the Vietnam War. National protest and outcry over the military actions in Vietnam made the thought of introducing such a program as ROTC highly unlikely for a college president. However, according to a person close to Dr. Jones the benefits far outweighed the costs. The source stated in an open letter the following:

Dr. Jones’ sense of patriotism and a desire to enhance the leadership skills of the College’s young men and women brought to the campus a Reserve Officers’ Training Corps which has received national acclaim (Archival Document 2, 2004).

Dr. Jones’ program development activities provided opportunities for students to expand their leadership skills and capacity for community service. These programs assisted in the growth of the student population from 400 to 1800 by the time of his retirement. Another measure of his effectiveness as president was his ability to build financial stability for his college.
Dr. Jones was a gifted fundraiser, so gifted that James College was named one the “Richest African American Institutions” based upon endowment. He built the institution’s endowment from $200,000 to just under $19 million by the time of his retirement. However, fundraising demanded a good portion of his time. In a statement made by Dr. Jones, he explained how his time was divided at his college: “I spend 55 to 60 percent of my time on fundraising. Another 25 percent is spent primarily with students-I get a great deal of joy out of that part” (Archival Document 1, 1971).

In building the endowment for James College, Dr. Jones enlisted the aid of many corporations, private foundations, and governmental entities, but he also looked toward the alumni as active participants in assisting the college. An example of this is his message to the graduating class of 1967, he wrote:

I hope you will continue to think about your Alma Mater as you go forth. Regardless to what happens to you in life, you are still sons and daughters of this institution. Not only will this institution be judged by your accomplishments, but the manner in which you support it may mean the difference in its continuing to move ahead as a first rate institution or fall behind as just another “has been college”. Your alma mater needs you: your loyalty, enthusiasm, support and good wishes. May it never be said that this College called upon you and you were derelict in responding to its call. (Archival Document 11, 1967)

Most of Dr. Jones' activities at his college such as campus improvement, program development, and the financial development of the college were driven by his leadership and
educational philosophy. It seems that his leadership and educational philosophy was, regardless of one’s social class, excellence is not beyond their reach. This philosophy goes back to the lessons taught to Dr. Jones by his father.

A local newspaper once described Dr. Jones as “a firm but genial college administrator” (Archival Document 1, 1971). Dr. Jones made decisions that sometimes were not popular; however, he was able to initiate dialogue among his constituent groups to explain the rationale for the decision. An example of this was the appointment of a student to the Board of Trustees. Dr. Jones’ explanation for this was, “I expect a great deal from young people...And for the most part I have not been disappointed. They will respond to adults who deal with them squarely” (Archival Document 1, 1971).

Dr. Jones had two fundamental beliefs, one was in the tradition and potential of the historically black college and university and the second was in the students. He believed that the HBCU had a great value in developing the future leaders of society. In a statement made by Dr. Jones, he explains his belief in the need for HBCU’s and the purpose they serve:

We want the college to be a part of this pluralistic society in America... We are striving to develop capable black leaders, but this institution is open to everyone... I am thoroughly convinced that we need our predominately black schools. For the last five years, we have been trying to say to our publics, ‘We want to be an excellent college -- not a Harvard or Yale -- but the kind of institution providing students with experiences that will enable them to cope with the complexities of society’ (Archival Document 1, 1971).
In order to ensure that students got the ‘experiences necessary to cope with the complexities of society’, Dr. Jones put a lot of stock into student responsibility. He believed that student involvement was the predicate of student responsibility; the more the student was involved in the decision-making process, the more ownership the student took. An example of this was a statement made by Dr. Jones:

There are some people who feel that students will ‘tear the place up’ if they are really involved and given an opportunity in decision-making processes. But I think students will be much more responsible than people give them credit for. So far, my assumptions have been born out to be correct... But unless you trust students you don't get the best out of them (Archival Document 1, 1971).

Dr. Jones’ presidency was marked by successes in areas such as capital development, student development, and financial growth. Dr. Jones’ presidency contained many of the elements that would be considered successful and his presidency has contributed to the private HBCU environment.

**Summary**

Dr. Jones came from meager beginnings; however, along the course of his life he was able to accomplish the great task of becoming a HBCU president. Dr. Jones’ family socio-economic standing was not upper class, however, his family, particularly his father, instilled in him the values of hard work and square dealing. Those family values provide some explanation for Dr. Jones’ ascent in life and particularly in the higher education environment. Dr. Jones’ education contributed to success in higher education administration.
Dr. Jones worked hard to obtain his education and he utilized that education to gain employment that led him to the presidency. On the behest of his mentor, Dr. Jones obtained his graduate education at a prestigious predominately-white university. His education provided the opportunity to obtain a high-level administrative job that would eventually lead him to the presidency. Dr. Jones’ education represented his “dues card” in the environment of higher education, without having his doctoral degree he would not have obtained the position of Academic Dean. It seems that the doctoral degree was a sign of validation in the higher education environment. However, education alone did not provide Dr. Jones with all the skills necessary to govern over a private HBCU. Dr. Jones’ experiences and the situations he faced added to his knowledge as a president and assisted him in becoming president.

In examining his pathway, it is clear that Dr. Jones possessed the interpersonal, conceptual and managerial skills that were necessary for him to obtain the presidency and used these skills to maintain his presidency. It seems that the development of his skills occurred via his experiences and various situations he encountered. While serving as Dean of Instruction and Executive Dean, Dr. Jones was exposed to the various tasks, duties, and responsibilities of the presidency of a private HBCU. Thus, it seems that Dr. Jones was able to develop the key skills, knowledge, and abilities that were required for the presidency of a private HBCU. This information leads to the position that experience was important in the pathway of this HBCU president.

Dr. Jones’ story helps in identifying some key components of the pathway of a private HBCU president such as: perseverance, education, and professional experiences. The value of Dr. Jones’ story is that it provides insight to the inner-working of the pathways of a
private HBCU president. In addition, from a personal note, Dr. Jones’ story is inspiring; his story of meager beginnings is inspiring to this researcher because the researcher shares the same type of beginnings.

**The Observation: Dr. Roberts**

Dr. Roberts is 55 years old. Dr. Roberts is a tall man with a strong and athletic stature; in college, he was a football player and this fact is not difficult to believe. However, aside from his stature he is an inviting individual. He is a kind and gracious host; upon initially meeting him, he was quick to offer the comforts at his disposal. In his career, he was a pastor and he has the ability to set one at ease and make them feel welcome with him. In observing Dr. Roberts at public functions, he has a statesman-like quality. Dr. Robert speaks and walks with authority and strength. When Dr. Roberts speaks, he commands the audience’s attention and respect. Once, listening to a radio broadcast of Dr. Roberts, I was compelled to stop all action and listen attentively to the message that was being broadcast. He walks with authority, but not arrogance. Dr. Roberts’ walk is that of a person with purpose.

Dr. Roberts is a man of God and he seems to conduct his ministry through his everyday actions. Being from the south, I am very familiar with the concept of leading a ministry in a secular environment. These individuals do the work of God within the framework of man. For example, a professor who is aligned with the teaching of Christ would provide guidance to his or her students in a loving manner like Christ did for his disciples without having to state that they are doing the work of Christ. Dr. Roberts conducts his ministry via his presidency. At one time Dr. Roberts was called upon by the Pentagon for
his spiritual enlightenment and advice about the war in the Middle East. He does not speak
down to an individual; he speaks with the individual, once again not arrogant. The language
he uses is supportive, truthful, and encouraging. The information that he shares is valuable
and useful. Based on the observation it seems that Dr. Roberts will have a successful
presidency.

**Dr. Roberts’ Background**

Dr. Roberts is a native of the state where he would become president of a private
HBCU. Dr. Roberts came from a well-educated family that supported the prospect of
education. Furthermore, his family have been long-time supporters of the institution where he
became president. His family was steeped in the profession of education and gaining
educational opportunities; Dr. Roberts’ grandfather was the chairperson of the black board of
education in his hometown. His grandmother worked with a church organization collecting
pennies for the HBCU where Dr. Roberts would become president eventually raising
thousands of dollars in support of the university. Dr. Roberts’ father was a school principal
who had two masters’ degrees and received a certificate in education and his mother was a
Registered Nurse. His Uncle attended medical school at the institution where he would be
become president. In keeping with family tradition, Dr. Roberts attended college; however,
he did not merely attend any institution. In 1968, he was admitted into one of the most
prestigious predominantly white institutions (PWIs) in the United States. This was the
beginning of his educational pathway to the presidency.

In 1968, Dr. Roberts was admitted as a student athlete into one of the most
prestigious PWIs in the nation. Dr. Roberts and another African American student named
Chris Walker were recruited by the head coach of the football team. In today’s time, it is common for African American youth to be recruited to come to PWIs to play sports. However, the time was 1968 at the beginning of desegregation and integration. Dr. Roberts and Mr. Walker were the only two African American players on the entire team. In fact, there were only 28 African Americans undergraduate students on the entire campus and only 3 in the graduating class of 1967 (Archival Document 3, 1989). This would make for an interesting time for Dr. Roberts and Mr. Walker. Mr. Walker recalls this feeling about the situation with the following:

It took some adjustments when I came to school with just 45 black students and you were one of just two on the team and you were away from home for the first time. It took some time to get used to everything that was happening to you and what you were doing as a black man. (Archival Document 3, 1989)

The head coach thought highly of Dr. Roberts and Mr. Walker and it seems that their teammates thought like-wise. The coach stated, “The other players respected Dr. Roberts and Mr. Walker, because they respected themselves and their teammates respected them” (Archival Document 3, 1989). Dr. Roberts and Mr. Walker would go on to become star athletes and scholars at the university. However, the harmony shared on the football team was not consistent with the rest of campus.

The racial climate of the university was tense; an example of this was a group of African American students seized the administration building in 1969. 70 African American students barricaded themselves on the first floor and vowed not to leave until a 13 item list of
demands was met (by 1969, the African American student population had grown to well over 100 students). The students were able to occupy the building for 10 hours and managed to escape before the city and state police came to end the insurrection. Approximately 1000 spectators rallied behind the students and joined in a short march beneath the banner of “the Malcolm Liberation School” (Archival Document 4, 1975). Verbal exchanges between the police and the marchers resulted in the crowd being tear-gassed. As stated earlier the racial climate of the university was tense. However, Dr. Roberts was not without aid in the institution and that aid came in the form of two mentors. One was the first African American to teach at the university and the second was the president of the university.

In 1966, before Dr. Roberts came to college, Ivory University hired its first American African faculty member named Dr. James Dalton. Dr. Dalton was hired as a visiting professor of political science; before coming to Ivory University, he served as Department Chair of Political Science in a well-established HBCU in the south. Dr. Dalton was friends with Dr. Martin Luther King, Jr. and was active in the civil rights movement of the 1950s and 1960s (Archival Document 5, 1974). Three years after being hired Dr. Dalton won the award for “Outstanding Professor” at Ivory University. Dr. Dalton and Dr. Roberts developed a mentoring relationship; Dr. Roberts thought highly of Dr. Dalton. He stated:

Dr. Dalton inspired me. He took great interest in me personally…and I learned a lot about Benjamin Mays from Dr. Dalton…and I began to think of Dr. Dalton as my Benny Mays. And to this day, if I ever pick him up, that’s what I would say. Pick up the phone and call him and I would say how is my Benny Mays doing?
A point of interest is Dr. Dalton would one day go on to be a president of a HBCU in the south as Dr. Benjamin Mays was. Dr. Roberts’ second mentor would also have a great influence upon him.

The second mentoring relationship that Dr. Roberts formed would have the most profound impact on his decision to be involved in higher education administration. Dr. Roberts’ second mentor was Ivory University’s college president, Ben Fore. Mr. Fore was an older Caucasian man that possessed great influence in the community. Prior to becoming the president of Ivory University, he was a federal agent, United States Army paratrooper, and governor. Mr. Fore was the president of Ivory University for 15 years with only a bachelor’s degree (generally, most college presidents have some type of terminal degree such as a doctorate or jurist doctorate); however, Mr. Fore was not short on accomplishments after holding the post of president at Ivory University. Mr. Fore went on to run for the presidency of the United States twice unsuccessfully; however, he did become a U.S. Senator for a term of six years. Mr. Fore took interest in Dr. Roberts and hired Dr. Roberts as a personal assistant. This experience provided Dr. Roberts with a wealth of knowledge. On various occasions, Dr. Roberts would write speeches for Mr. Fore. Dr. Roberts recalls the value of these experiences with the following:

So being close to Mr. Fore kind of gave me the sense of the life of a college president. Just the kind of the exposure, watching him work, watching him raise money, watching him interact with people. Watching him on the national scene with his political involvements.
Mr. Fore believed in Dr. Roberts’ skills, knowledge, and abilities. Mr. Fore would never second-guess the work of Dr. Roberts, he was confident that Dr. Roberts could do anything he assigned. Dr. Roberts referred to this mentoring relationship as “a blessing” for him. Dr. Roberts learned a great deal in his time at Ivory University and in 1972, it was time for him to leave the ranks of being an undergraduate student.

In 1972, Dr. Roberts was slated to graduate from Ivory University with a bachelor of arts in liberal arts. In his tenure at the institution, he received accolades as an athlete; he lettered in football and was twice named to the ACC All-Academic Team. In academics, he maintained a strong grade point average. However, one more honor would be bestowed upon him during graduation; Dr. Roberts would be the first African American student to deliver the student address at commencement for Ivory University. The theme of graduation was “A Special Day in May”; the speaker at graduation was a famous journalist who spoke about the need to reorder American society (Archival Document 6, 1972). Dr. Roberts spoke about the social implications of a failure to act on the part of the students. In his commencement address, Dr. Roberts said the following:

As potential leaders in this society, we would then no longer tolerate pollution, we would not tolerate poverty, wars and racism. Because I recognize that it is a critical time, I have aligned myself with sasa (Neo-African concept of time). I have reorganized my orientation to the world. I have become un-harnessed by any period of time, and consequently place no emphasis on material well-being at the expense of jeopardizing other forms of life, Hence, I am about the task of
combating the afflictions of this society. Will you free yourselves to join me in fighting the wrong in this society, or will you be a part of the wrong that I set right?

The commencement address that Dr. Roberts developed embodied his passion to make an impact on society in some manner and his opportunity would be in the form of his first job. After graduation, in the fall of 1972, Dr. Roberts attended graduate school at Ivory University in the School of Divinity. However, his educational pursuits would be slightly interrupted in 1973, because of a job offer to become Interim Dean of Black Affairs at Ivory University.

The Pathway

Table 4.2 describes the pathway of Dr. Roberts from Interim Dean of Black Affairs to president of a private HBCU. However, Dr. Roberts had different occupational aspirations than becoming a private HBCU president. Initially, Dr. Roberts desired to pursue a career in the medical field, more specifically dentistry. However, by the end of his first year in college Dr. Roberts started to change his mind. Via his association with Mr. Fore, Dr. Roberts started to envision himself in higher education. Yet he still had some reservation about leaving dentistry and pursuing higher education. In order to relieve some of his anxiety Dr. Roberts reflected upon a document he wrote when he was in high school. At first, the paper started out as a method of careering planning. However, in the words of Dr. Roberts,
it became “a conversation with God”. Dr. Roberts was never able to complete the letter because he was not sure of the path that God wanted him to take. However, the letter did spark new ideas about his life and direction for where his life may lead. One concept that emerged was the desire to study religion.

Dr. Roberts’ religious faith steered his decision to study religion, yet he was apprehensive about leading a ministry. In addition, he not believe that leading a church would best serve God; but, he did see himself going into higher education as a form of ministry. Now he needed God’s affirmation that this was the road he needed to travel. Prior to his soul-searching, Dr. Roberts had made an appointment with the local School of Dentistry to discuss admission at the institution. He was sure that God would make it clear to

Table 4.2 Dr. Roberts’ Career Taxonomy

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Time</th>
<th>Education</th>
<th>Time (Completion)</th>
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<td>President</td>
<td>2003</td>
<td>Doctor of Philosophy</td>
<td>1982</td>
</tr>
<tr>
<td>Lancer University</td>
<td>Full Dean School of Divinity</td>
<td>2003</td>
<td>Master of Divinity</td>
<td>1975</td>
</tr>
<tr>
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<td>Interim Dean School of Divinity</td>
<td>1992</td>
<td>Bachelor of Arts</td>
<td>1972</td>
</tr>
<tr>
<td>Hector University</td>
<td>Associate Dean School of Divinity</td>
<td>1991</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hector University</td>
<td>Assistant Dean School of Divinity</td>
<td>1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lancer University</td>
<td>Assistant Professor of American Christianity</td>
<td>1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory University</td>
<td>Interim Dean of Black Affairs &amp; Director of Summer Transitional Program</td>
<td>1974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory University</td>
<td>Personal Assistant to the President</td>
<td>1972</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1999</td>
<td></td>
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</tr>
</tbody>
</table>
him that he did not belong in that school by sending a disenfranchised individual to meet with him; however, this was not the case. The individuals at the local School of Dentistry were kind, considerate, and very amenable, thus Dr. Roberts was more confused that ever. However, God’s envoy was much closer than he thought.

Dr. Roberts was in a position of uncertainty about his future. His wife saw that he was troubled and she asked him what was on his mind. Dr. Roberts explained his dilemma to his wife and she asked a question that immediately clarified the direction he should go. She asked, “Will you be content looking down people’s throats all day long?” Dr. Robert replied, “No”. Then, the decision seemed obvious; Dr. Roberts left the dentistry for the ministry. In the fall of 1972, Dr. Roberts enrolled in the School of Divinity at Ivory University; however, an opportunity would allow him to get involved higher education much sooner that he thought.

In the 1960s through 1970s, Ivory University, like many predominantly white universities, had to contend with the process of racially integrating its campus. In the 1960s, racial protest was prevalent on the campus of Ivory University and this forced the administration to respond to the request of African American students for inclusion. Thus, a position was created to show that Ivory University invited diversity and wanted no part of its past racial discrimination; the position was the Dean of Black Affairs.

The Dean of Black Affairs reported to the Vice Provost and Dean of Arts and Science who reported to the Provost, which reported to the President. Mr. Fore appointed a young man to the post by the name of Jack McCoy in the fall of 1969. Mr. McCoy was a relatively young African American man that understood the importance of the position. The role of the
position was to assist in the integration process of African American students into the mainstream of Ivory University society. McCoy believed that the movement to integration lost its steam in the 1970s. McCoy stated that:

Black studies and black affairs were suffering at Ivory University because the plight of black students was no longer ‘popular’…The Black studies budget this year is $46,000, third lowest in the University. (Archival Document 7, 1973)

Frustrated with the seemly lack of support Mr. McCoy resigned in the summer 1973 stating, “that the university’s commitment to blacks had begun to fade with the decline of protest” (Archival Document 7, 1973). McCoy listed many reasons for his departure such as inadequate financial aid, support services for African American students, and the reduction of funding to the Department of Black Studies. This position being vacant created a problem for the administration of Ivory University. Thus, in 1973, Dr. Roberts was called upon to help his former mentor Mr. Fore in running the Office of Black Affairs and the Summer Transition Program at Ivory University.

Dr. Roberts accepted the role of Dean of Black Affairs and took a leave of absence from his graduate studies in religion. Dr. Roberts, now 23 years old, shouldered a large amount of responsibility for ensuring the transformation of the environment of Ivory University to a more inclusive and congenial environment for minority students. However, Dr. Roberts was not aspiring to be Dean permanently; he was going to serve as interim until a replacement could be found by the fall. Yet, Dr. Roberts took his job seriously and offered several different initiatives to further the cause of the Office of Black Affairs such as
advising the president of the status of the black studies curriculum and suggestions about lending support to several local HBCUs to improve their operations and fiscal strength. Being Dean exposed Dr. Roberts to various learning opportunities and reaffirmed that he was on the right path with higher education. Dr. Roberts recalled:

I was interacting with world-renowned scholars, long established administrators as a very, very recent graduate. So, I was confirmed that whatever Ivory afforded me in the way of an educational experience actually worked because I was able to hold my own well enough to garner some respect to discharge the duties of the office…But the duties of the office also exposed me to a larger need and that is the need to pursue my doctorate.

Upon completing his year of service, Dr. Roberts returned to the School of Divinity and graduated with his master’s degree in 1975. With the exposure he received, he decided to continue toward his doctoral degree.

In 1975, Dr. Roberts started working as a teaching assistant in American Christianity while pursuing his doctorate in religious studies. Early in his doctoral career, he received three major fellowships for his scholarship productions, which he maintained from 1975 to 1978. In 1978, Dr. Roberts was promoted to the rank of instructor of American Christianity and served in that capacity until in 1982 when he graduated with his doctorate. In 1982, Dr. Roberts graduated with his doctor of philosophy in religious studies. In that same year, Dr. Roberts was promoted to the rank of assistant professor of American Christianity. Another interesting development for Dr. Roberts was that he started to preach for a church, which was
not his original intent. Securing his doctoral degree and developing pastoral roots, Dr. Roberts suspected that he would remain at Ivory University for his entire career. However, some influential individuals had other plans for him.

In the course of writing his dissertation Dr. Roberts was able to interview an individual who was considered a great academic scholar in the area of religious thought named Dr. John Webster. Dr. Roberts wanted to interview him to gain insight about the president that he was studying for his dissertation. The interview was interesting because Dr. Webster would change subjects rapidly and by some means, the interview turned on Dr. Roberts. Dr. Webster expressed interest in Dr. Roberts and told him, “Young man, God expects you to help him decide what he’s going to do with your life” (Transcript, 2005). In addition, Dr. Webster also expressed that Dr. Roberts should not only be content with just being at Ivory University. Later, Dr. Webster would send Dr. Roberts a letter thanking him for his hospitality and with a P.S. “get out of Ivory University”. However, Dr. Webster was not the only person that thought Dr. Roberts should spread his wings and leave Ivory University, Mr. Fore thought likewise. Mr. Fore adamantly nominated Dr. Roberts for a presidency; however, because of the political environment Dr. Roberts did not get the appointment (Dr. Roberts would not explain the meaning of “political environment”). The experience of being nominated for the presidency opened him up to leaving Ivory University. Dr. Roberts would stay at Ivory University until 1986 when an offer of an assistant deanship became available.

While Dr. Roberts was a faculty member at Ivory University, he started being recruited by the Dean of the School of Divinity at Lancer University, Dean Ronald G. Troy.
Dean Troy wanted Dr. Roberts to come to Lancer University. Dean Troy took interest in Dr. Roberts and encouraged the idea of higher education administration for Dr. Roberts. Consequently, Dr. Roberts joined the School of Divinity at Lancer University, however, not as a professor but as an Assistant Dean. In addition to this position came a sense of confirmation that he would become a college president. Dr. Roberts recalled that:

> It was a commitment to follow through on what was emerging in me
> as a sense that a college presidency would be a good fit for me in
> terms of my gifts and my skills.

Dr. Roberts came to Lancer University in 1986 as Assistant Dean of the School of Divinity. Within two years he was promoted to the rank of Associate Dean for the School of Divinity. Then, in 1991, he was promoted to Interim Dean of the school and one year later, he obtained a full deanship in the School of Divinity. Through years at Lancer, Dr. Roberts made vast improvements to the school in the areas of enrollment, program creation, and endowment development.

In the area of enrollment, Dr. Roberts was able to increase enrollment by 59 percent. Dr. Roberts attributed his success to the reputation of the institution and active recruitment efforts in the community. The market for Schools of Divinity is the church. Thus, Dr. Roberts preached every Sunday to stimulate interest in his program. In addition, Dr. Roberts worked in churches, wrote to churches, and encouraged alumni to get active in the church community. Dr. Roberts’ work paid off with the large growth in enrollment.

In the area of program creation, Dr. Roberts established an international component of the School of Divinity, which collaborated with South Korea. In 1996, Dr. Roberts
established the international component by negotiating an agreement to collaborate with two universities in South Korea for an international perspective on the study of religion. In addition, Dr. Roberts organized to capital project to restructure the school with the latest technology with the most comprehensive and cost effective videoconferencing systems in higher education (Archival Document 8, 2005). The system was a multifaceted two-way audio video communication resource. Dr. Roberts also assisted in endowment development and capital development.

Dr. Roberts successfully raised $1.5 million, which he used to establish a Doctor of Philosophy program in religious studies and social justice for the School of Divinity. Dr. Roberts felt that the program was important and added to society. Dr. Roberts stated:

A PhD program will open the way for us to make enduring, powerful, positive difference in theological education…The overwhelming attendance, as well as the extremely successful start of our campaign, proves how the School of Divinity as well as theological higher education is valued in this community. (Archival Document 9, 2002)

In addition to Dr. Roberts’ work at Lancer University, he was given an appointment to the Board of Trustees at his alma mater, Ivory University, which also added to his prominence and popularity. Dr. Roberts’ work was being noticed by the president of Hector University and his work made him a candidate for the presidency.

Dr. Roberts was encouraged by Dr. James Rowland to apply for the presidency of Hector University. Dr. Rowland planned to retire from the presidency in 2003 at Hector University, a private Baptist-affiliated HBCU. Dr. Roberts had a special affinity for Hector
University; his uncle attended the medical school at Hector University, Dr. Roberts’ mother worked to raise money for the institution, and his aunt who was an alumna that served on the Board of Trustees at Hector University and had a dormitory named after her. However, Hector University was not the only institution seeking the services of Dr. Roberts and in fact; it would not be another HBCU vying for Dr. Roberts, but a PWI.

A PWI theological school approached Dr. Roberts with an offer of a presidency. The institution had many positive features such as a large endowment; the institution would pay the cost of educating Dr. Roberts’ children, and leadership of a majority institution. Meanwhile, Hector University was recovering from several problematic issues such as accreditation, campus culture, and a small endowment. However, Dr. Roberts did not take the offer from the majority theological school; he decided to apply for the presidency at Hector University. Dr. Roberts was attracted to the presidency, because of his sensitivities, interests, and aspirations and most importantly his sense of calling to the presidency. Dr. Roberts recalls the day he decided to apply to Hector:

And the day that I decided to become a candidate, I was actually parked in my car across the street from a house that I was trying to persuade my wife to buy so that we could just retire in Columbia, Maryland. The call came in on the cell phone. I was sitting looking at the house. The golf course was right there and the swimming pool. And it was something about the conversation that persuaded me that I should - I should say yes.
Dr. Roberts applied for the presidency at Hector University. 34-plus candidates applied for the position and Dr. Roberts was a finalist with 11 other candidates. One of the other candidates was a former mayor and favorite to win the presidency. However, the former mayor withdrew from the selection process. It is unknown why the mayor withdrew from the selection process; nevertheless, this made Dr. Roberts the frontrunner for the position and in December of 2002, he was selected to be president. Dr. Roberts officially took the oath of office on April 16, 2004 in a packed civic center. Many city officials, fellow colleagues, and supporters of Hector University expressed confidence in Dr. Roberts’ ability to lead as president. The next step for Dr. Roberts was to address the agenda set before him as president. The next section will discuss his agenda as president.

Dr. Roberts’ Presidency

The agenda for Dr. Roberts’ presidency that was set by the Board of Trustees was very ambitious. The Board of Trustees wanted Dr. Roberts to improve the enrollment of the institution, physical plant, and the endowment over the span of 10 years. In the area of enrollment improvement, the Board of Trustees wanted growth in the student population from 2,700 students to 10,000 students. In addition, the Board of Trustees also desired that Dr. Roberts would add three to five master’s degree programs. In the area of capital improvements, the Board of Trustees wanted the construction of classrooms and other facilities. Improvements in the campus are a physical manifestation of progress and growth for an institution. The final area of improvement that the Board desired was the expansion of the Hector University’s endowment from $15 million to $50 million. The rationale of the endowment improvement was because the endowment will sustain the institution and provide
additional funds for the institution in times of need. Dr. Roberts responded well to the ambitious agenda set before him; he stated:

What those figures really represent are great ambition and noble ambition. Whether we get 10,000 students in 10 years is really beside the point. The point is, we’re going to grow. We’re going to strengthen our infrastructure, we’re going to tighten up, we’re going to identify waste and we’re going to delineate the resources that we have.

Dr. Roberts has been active in attempting to fulfill the goals that have been set before him. He has been visible in the community by attending various functions such as the community business incubators graduation ceremonies, local community meetings, and local government functions. He has also lent his support outside of the area of religion in the community and ventured into the business community to develop a presence for his institution. He is currently serving on several boards and committees in the community generating support for Hector University. It remains to be seen how Dr. Roberts’ presidency will be viewed through the lens of history; however, it seems that it has the making of a great presidency.

Summary

Dr. Roberts came from a family that valued and actively participated in the business of education. It seems the influence of his family, college experiences, and faith guided him to the profession of higher education. Dr. Roberts’ deeply held religious briefs guided his course of study and direction in academe. Dr. Roberts’ experience as an assistant to the president of his college contributed to success in higher education administration.
Dr. Roberts obtained his undergraduate and graduate education in the midst of a racially tense environment at a prestigious PWI. In addition, he was one of two African Americans that played on the college football team and one of 28 African Americans on the entire campus. However, Dr. Roberts adapted to his environment and found two mentors that guided him through the process: one was the first African American ever appointed to a teaching position at the university and the other was the president of the university. Dr. Roberts learned a great deal from both and excelled under their tutelage. The experience of serving as an assistant to the president provided an opportunity to examine higher education administration.

In examining his pathway, it is clear that Dr. Roberts possessed the skills that were necessary for him to obtain the presidency and he uses these skills to maintain his current presidency. It seems that the development of his skills occurred via his experiences and various situations he encountered while serving as Interim Dean of Black Affairs and later as Dean of the School of Divinity. It seems that Dr. Roberts was able to develop the key skills, knowledge, and abilities that were required for the presidency of a private HBCU. This information leads to the conclusion that experience was important in the pathway of this HBCU president.

Dr. Roberts’ story helps in identifying some key components of the pathway of a private HBCU president such as: education, mentoring relationships, and professional experiences. The value of Dr. Roberts’ story is that it provides insight to the importance of professional connections and networking.
THEMES

The themes in this section were consistent for both participants. Eight distinct themes emerged; the emergent themes were family, role models, mentorship, experience, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. Each of these themes had a tremendous impact on the success and motivations of the participants obtaining the presidency of a private HBCU.

Family

Demographically, Dr. Jones and Dr. Roberts shared many commonalities such as being males, black, Southern, educated, from stable family homes, and being married. However, in the areas of parents’ level of education, parental occupations, birth order, and number of siblings they are in stark contrast to each other. Dr. Jones’ father was an undertaker, his mother was a homemaker, and both had a 10th grade education. Dr. Roberts’ father was an educator, his mother was a register nurse, and both were college educated. Dr. Jones came from a large family with eight other brothers and sisters. On the other hand, Dr. Roberts came from a small family with only two other brothers. However, there is a relative commonality within the contrasts of the two participants and it is in the area of parents’ level of education.

Dr. Jones’ parents both finished the 10th grade and in examining the fact that the black school system where Dr. Jones lived only went to the 10th grade, thus his parents received the highest education level available to them. In the case of Dr. Roberts, his parents obtained undergraduate degrees and his father went on to graduate studies. The point of commonality is that both sets of parents were highly educated relative to their environment.
The Jones’ family received the highest education that was available to them and the Roberts’ family received the highest education available to them based upon the race and geography. In other words, due to the racial segregation that existed in America, the educational opportunities for African Americans in the past were limited; consequently, the Roberts family obtained the highest educational opportunity that was available to them at the time. Thus, both Dr. Jones and Dr. Roberts were raised in families that valued education so much, that both families would make sacrifices to ensure their son received a quality education. Dr. Jones’ family sent Dr. Jones and his brother away to complete their high school and undergraduate education and sacrificed monetarily for them. Dr. Roberts’ family sent him to a prestigious PWI that was struggling with the concept of racial integration and Dr. Roberts’ family sacrificed emotionally for him via their concern for his safety. It seems that the wives of the participants played a pivotal role in their ascent to the presidency of a private HBCU.

Based upon the information gathered in this study, it seems that the wives of the participants assisted in the participants’ ascent to the presidency by providing support and words of wisdom when necessary. For example, Dr. Roberts’ wife supported his decision to come to the private HBCU as president, even though a more lucrative offer had been extended to Dr. Roberts. His wife supported his vocational choice and the helped to affirm his decision to take the presidency of a private HBCU. A theme that emerged from the demographic information was that of family.

**Role Models**

Hirsch, Kett, and Terfil (2002) defined a role model as “A person who serves as an example of the values, attitudes, and behaviors associated with a role” (p. 443). In common
terms, the role model is the individual that one admires or up looks up to, the role model can have tremendous influence in the person’s life. Robbins (2004) stated that role models have an affect through the learning process. An individual learns via the process of shaping or modeling. In the shaping process, individuals learn what is good or bad through the process of trial and error, however, in the modeling process, individuals learn by examining the actions of others and determining if the outcomes received are attractive or unpleasant. The role model for an individual can set an example about life, family, or career choices; the role model allows various individuals to learn from them, however, the role model may not be aware that the modeling process is taking place. Yet, the process can still occur without the knowledge of the role model. The awareness of the role model can be a prime distinction between role modeling and mentoring.

In the case of mentoring, the mentor is actively aware of having an influence on the mentee. However, in the case of role modeling, the role model may have no knowledge of the individual modeling after them. Furthermore, in the mentoring relationship there is an understanding between the mentor and mentee to engage in a collaborative relationship. The mentoring process will be discussed at greater lengths later in this study. As stated earlier, the role model can also influence the career aspirations of an individual.

The two participants were influenced by a role model to pursue the presidency of a private HBCU. It could be inferred that without the influence of role models the participants may have likely considered employment in other professions than higher education administration. The role models affected the choice of the participants to become involved in higher education administration early in their lives. In both cases, the role model influenced
the participants in their undergraduate years and that influence remained consistent over the
course of their lives. Often, when the participants reflected on their role models they speak
fondly of them. An example of this is when Dr. Jones spoke of his role model that inspired
him to become a president, which was Dr. Benjamin Mays. Dr. Jones spoke of the
impression that Dr. Mays left on himself. The intellectual capacity and ability of Dr. Mays
impressed Dr. Jones as much that he wanted to follow in Dr. Mays’ example. Dr. Mays
played a tremendous role in influencing Dr. Jones in pursuing the presidency of a private
HBCU.

In the case of Dr. Roberts, his role model was Dr. Dalton. He described Dr. Dalton in
terms of being his Benjamin Mays. The role model provided an example of a HBCU
president for the participants. As stated earlier, the role model can influence an individual
into choosing a profession. In addition, the role model represented the principles, traits, and
characteristics that the participants aspired to possess. For example, when Dr. Jones spoke of
being impressed with the attributes of Dr. Mays, he also acknowledged the desire to have the
same attributes of Dr. Mays; this was also true in the case of Dr. Roberts. The significance of
this information is that positive role modeling can have a positive impact on a person’s life.

Positive role models in higher education administration could attract more quality
candidates to become more involved in the profession. Dr. Roberts stated a concern that the
HBCUs were going to have a lack of leadership to choose from in the next few decades; Dr.
Roberts’ concern is not isolated. In order to attract and retain high quality individuals to the
position of president in the private HBCU there needs to be more examples of quality
administrators in this area. Thus, it is important that the individuals currently holding the
position of president act with the greatest levels of care when discharging their duties, because they are setting an example for future generations of HBCU presidents and in effect influencing the next generation of HBCU presidents via their actions.

A point of significance in this study is that not only did the participants have role models, but also the participants desired to serve as role models to other African Americans. For example, Dr. Jones expressed this sentiment in the following statement:

Another suggestion I would make is - is the fact that a person has an opportunity to change the lives of many young men and women as a college president because you kept saying a minority person or a black person or what have you. A minority youngster has so few role models to emulate that are constructive. And that’s why you see so many young black boys now who are athletes. The TV plays it up and they play up an athlete as a hero and the like. My point is we want to have some other models that they can emulate. And I think a college president is one of those models that young people can emulate.

Within the statement that Dr. Jones made he highlighted several important points that alluded to his desire to serve as a role model to others. First, Dr. Jones expressed the understanding that minority youth do not have a wide selection of role models to choose from in today’s society. It seems that he was implying that there is a deprivation of African American role models in the community that could inspire young African Americans to achieve their goals. Second, Dr. Jones asserted that the media highlights the contributions of African Americans
in the light of athletics but does not highlight their intellectual contributions. Thus, African American youth need to see examples of productive African Americans aside from athletes, because African American athletic contributions only represent one part of the African American experience. Finally, Dr. Jones stated that the college presidency is an obtainable goal that more young African Americans could obtain.

Dr. Roberts also spoke of serving as a role model in the form of being a "standard bearer". Dr. Roberts stated:

First of all, demonstrate excellence in a way that as I’ve often said around here, it is clear to others that you understand that there’s no substitute for it. Demonstrate in a way that you or someone interested in a college presidency can signal to others because you’ve got people observing you all the time. And then, you demonstrate to yourself that there is absolutely no substitute for it because a leadership position such as this is a - is a position of being a standard bearer. And you're going to - people have tried all the time - people come at you all the time to lower your standards and sometimes you’ve got to just stand there single-handedly holding the banner out. And once you get into the habit and the ritual of it as habit, it becomes routine. Just becomes who you are.

Within the scope of Dr. Roberts’ statement, it is clear that he understands that he, himself is being watched by others and others are examining his actions. Dr. Roberts spoke of the need to maintain a standard of excellence that is clear and distinctive. The standard of excellence
is Dr. Roberts’ way of providing role modeling to others. As president of a private HBCU, Dr. Robert stressed the importance of maintaining high standards for those individuals that follow him. Dr. Roberts is inspiring others individuals such as the faculty, staff, and students via his own example of maintaining a standard. In essence, he is providing a role model for the individuals under his charge.

The significance of the theme of role modeling is not only was role modeling important to the participants in being attracted to the presidency of a private HBCU; but also the participants themselves desired to be role models via the position as a private HBCU president. This theme directly addresses the uniqueness of the study in comparison to other studies that have been conducted about the pathways to a college presidency. An explanation is in order to draw the connection to this point.

In the course of conducting this study and examining other studies, the concept of role modeling is a reoccurring theme. However, other studies did not discuss the participants’ desire to be role models for others, only the need of the participants to have role models in order to obtain a college presidency. However, the participants of this study expressed a true and clear desire to be role models to others via their positions of being a private HBCU college president. It seems that the participants of this study had a clear desire to serve their race and community via their position and the example they set. This leads to other themes such as sense of service, sense of calling and making a difference for ones race, all of which will be discussed later in this section. Thus, the participants of this study felt a need to contribute to their institution, people, and community through their actions and examples.
Another theme that is closely related to the theme of role modeling is that of mentorship. The next section will discuss the emerge theme of mentorship.

**Mentorship**

The concept of mentor comes from Greek mythology. Odysseus asked his friend Mentor to teach his son Telemachus book knowledge and the wiles of the world (Wexley & Latham, 2002). Thus, the name mentor has become synonymous with seasoned and experienced veterans. In the world of business and commerce, a mentor is a manager who experienced, productive, and able to relate well to a less experienced employee (Wexley & Latham, 2002). The participants in this study had mentors that greatly influenced and helped them to reach their goal of becoming HBCU presidents. This section will address the concept of the mentor, the benefit of a mentor relationship, and the impact the mentors had on the two participants in the study.

The goal of mentoring is to teach critical jobs skills, impart valuable knowledge, and in some cases provide protection to the mentee. Mentoring relationships are not relegated to individuals within an organization; mentors can be an individual outside of an organization. For example, a mentoring relationship could exist between individuals in two different universities (Heneman & Judge, 2003; Mony, Noe, & Premeaux, 2002; Segal, 2000; Thomas, 2001). A president of one university could mentor another president in a different university, providing insight and advice about being a president of a college. The mentoring relationship can be initiated in several ways: there can be a formal mentoring relationship set up by the organization; a mentee can catch the attention of mentor by being an outstanding performer; or a mentee can seek out the mentor (Heneman & Judge, 2003).
The mentoring relationship can be initiated in several ways: there can be a formal mentoring relationship set up by the organization; a mentee can catch the attention of the mentor by being an outstanding performer; or a mentee can seek out the mentor. In the case of Dr. Roberts, his mentors seemed to take notice of him versus him soliciting their aid. There could be several reasons for this such as, Dr. Roberts was an athlete in college and only one of two African Americans on the college football team and was one of the few African Americans that were visible on campus; whatever the reason, he was able to catch the attention of the president of the university, Mr. Fore. In the case of Dr. Jones, it seems that his mentors took notice of him because of his productive and active nature. Dr. Jones’ mentors were members of the organization and other mentors were outside the organization. In the case of both participants, the mentors provided benefits that were critical to the success of both to ascend to the presidency.

According to Kram (1985) the mentoring relationship provides two essential benefits for the mentee: career and psychosocial support. Career support contains such items as providing coaching, protection from organizational harm, visibility, and forms of sponsorship for the mentee. Psychosocial support entails that the mentor may serve as role model, counselor, provide positive acceptance and recognition, and moral support for the mentee. Once again, the distinction must be made between mentoring and role modeling. Role modeling can occur without the knowledge of the model and can be established without any formal relationship. In addition, role modeling can exist in a mentoring relationship; however, a mentoring relationship does not have to exist for role modeling to occur. Additionally, research has shown that individuals with extensive mentoring relationship
receive more promotions, obtain higher salaries, and have greater satisfaction with their pay and benefits than individuals with less extensive mentorship relationship (Dreher & Ash, 1990). These benefits can be attributed to the fact that mentors are more likely to put their mentee in situations that yield high dividends for them. Furthermore, it has been suggested that having a mentor is essential to progressing to the top levels of an organization (Mondy, Noe, & Premeaux, 2002). In examining the research on mentoring relationship, it is important to put it into context with the two participants of the study, and examine the impact that their mentoring relationship had on their careers.

In the case of Dr. Jones, he had three primary mentoring relationships with Dr. Matthews, Dr. Payne, and Dr. Howard. Each mentor provided a different area of expertise to assist Dr. Jones. In the case of Dr. Matthews, he provided for Dr. Jones constant encouragement and support for him to complete his graduate education. Dr. Matthews stressed the importance of Dr. Jones gaining a graduate education. In addition, Dr. Matthews saw in Dr. Jones the talents necessary to become a HBCU president and Dr. Matthews nurtured those talents and set up situations for Dr. Jones to be successful. In the case of Dr. Payne, he provided direct job knowledge about the position of being a college registrar. Dr. Payne taught Dr. Jones the skills necessary to be successful in the job of college registrar. Finally, Dr. Howard provided Dr. Jones with the employment experiences necessary for Dr. Jones to become president of James College. Dr. Howard allowed Dr. Jones to take on job experiences that exposed him to higher education administration and to practice his skills before becoming president of the college. In addition, Dr. Howard promoted Dr. Jones to the position of Executive Dean, which made him a prime candidate for the presidency. In
addition, Dr. Howard recommended Dr. Jones to take his place as president, which ultimately ensured his pathway to the presidency.

In the case of Dr. Roberts, he had two primary mentoring relationships with Dr. Dalton and Mr. Fore. Dr. Dalton provided moral support in the mentoring relationship and an example of an African American academician in a majority Caucasian environment. In the latter, Dr. Dalton provided role modeling for Dr. Roberts; like Dr. Dalton, Dr. Roberts was a minority attempting to excel in a majority environment. Dr. Dalton's presence seems to have provided comfort and acceptance for Dr. Roberts. In the case of Mr. Fore, he provided employment visibility and professional recommendations for Dr. Roberts. Mr. Fore, the president of Ivory University, had immense political and community influence. The fact that Mr. Fore hired Dr. Roberts as an assistant in his undergraduate years provided phenomenal exposure for Dr. Roberts. Furthermore, Mr. Fore’s assignment of difficult tasks to Dr. Roberts without second-guessing his abilities increased Dr. Roberts’ confidence and provided reinforcement that he could become a college president. Finally, Mr. Fore recommending Dr. Roberts to a presidency helped to validate Dr. Roberts’ skills, knowledge, and abilities. In conclusion, the mentoring relationships of Dr. Jones and Dr. Roberts aided them in their journey to the presidency by providing career and psychosocial support.

**Experience**

Another theme that emerged was that of experience. Experience is knowledge gained via trial and error, observation, or participation in an event. The professional experience that was common between the two participants was that of administrative experience. Administrative experience refers to holding a position that is in the middle to top level of the
organization. Prior to becoming president of a private HBCU, both participants held the position of dean. Dr. Jones was Executive Dean of James College and Dr. Roberts was Dean of the School of Ministry for Lancer University prior to becoming president. Heneman and Judge (2003) suggested that experience is a far better predictor of future success in a position than a concept such as seniority. This section will examine prior positions held by the participants and the impact and significance of prior experience on shaping the participants’ pathways.

In the case of Dr. Jones, he held the following positions: Dean of Men, Registrar, Dean of Instruction, and Executive Dean. These positions exposed Dr. Jones to the various aspects of higher education administration such as fundraising, coalition building, and organizational management. Each position developed and enhanced Dr. Jones’ skills, knowledge, and abilities; in addition, the tasks, duties, and responsibilities prepared him for the next level of administration. For example, the position of Executive Dean provided a clear insight for Dr. Jones to the requirements of being a HBCU president. Dr. Jones stated that:

That was the significance of my being appointed Executive Dean. Then he broadened my responsibilities, too, as Executive Dean. I took on some non-academic responsibilities such as security. I took that on. I took on the responsibility of the Dean of Men and Dean of Women were [Sic] reporting to me. So all of this helped to give me a background and experience that I would not have had simply as an academic dean. I was able to get some broader experiences.
The Executive Dean experience prepared Dr. Jones for the presidency of James College by allowing him an opportunity to expand his administrative skills. The experiences that Dr. Jones received were important to his ascent to the presidency. In addition, the position of Executive Dean placed Dr. Jones close to the president and allowed the president an opportunity to examine Dr. Jones’ skills and recommend him to the Board of Trustees.

In the case of Dr. Roberts, he held the following positions: Assistant to the President, Interim Dean of Black Affairs at Ivory University, and Dean of the School of Divinity at Lancer University. From his undergraduate career, Dr. Roberts was able to examine the profession of higher education administration as Assistant to the President. The position provided Dr. Roberts an opportunity to examine higher education administration in action. In the following statement, Dr. Roberts explains what he witnessed from the position of Assistant to the President, Dr. Roberts stated:

So being close to Mr. Sanford kind of gave me the sense of the life of a college president. Just kind of the exposure, watching him work, watching him raise money, watching him interact with people. Watching him on the national scene with his political involvements [Sic].

The experience as Dean of the School of Ministry also assisted Dr. Roberts in his ascent to the presidency. The Dean of the School of Ministry at Lancer University provided Dr. Roberts with additional training in higher education administration and the opportunity for Dr. Roberts to sharpen his administrative skills. Experience seems to have played an important role in assisting the participants in developing their presidential pathways;
however, skills that the participants developed seem to be just as important as the experience
that they had. The next section will discuss the final theme of emotional intelligence.

_Emotion Intelligence_

Emotional intelligence refers to an assortment of noncognitive skills, capabilities, and
competencies that influence a person’s ability to cope with environmental demands and
pressures (Goleman, 1995). Emotional intelligence is composed of four dimensions that are:
self-awareness, self-management, social-awareness and relationship management (please
refer to Table 4.3).

**Table 4.3 Dimension of Emotional Intelligence**

<table>
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<tr>
<th>Dimensions</th>
<th>Explanation</th>
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| Self-Awareness | • Emotional self-awareness: Reading one’s own emotions and recognizing their impact; using “gut sense” to guide decisions.  
• Accurate self-assessment: Knowing one’s strengths and limits  
• Self-confidence: A sound sense of one’s self-worth and capabilities. |
| Self-Management| • Emotional self-control: Keeping disruptive emotions and impulses under control.  
• Transparency: Displaying honesty and integrity; trustworthiness.  
• Adaptability: Flexibility in adapting to changing situations or overcoming obstacles.  
• Achievement: The drive to improve performance to meet inner standards of excellence.  
• Initiative: Readiness to act and seize opportunities.  
• Optimism: Seeing the upside in events. |
Dr. Jones and Dr. Roberts identified certain skills as being essential to their presidential pathways. Dr. Jones described skills such as listening, decision-making, perseverance, and humility as keys to his success. Dr. Roberts described skills such as listening, assertive communication, liaison skills, and intermediary skills as being components of his success. The skills that the participants listed were consistent with the concept of emotional intelligence. In the course of the participants’ interviews, they alluded to concepts of self-awareness, self-management, social-awareness, and relationship management. It seems that emotional intelligence was the skill that was developed for the participants over the course of their journey to the presidency of a private HBCU. The

| Social Awareness                                                                 | • Empathy: Sensing others’ emotions, understanding their perspective, and taking active interest in their concerns.  
|                                                                               | • Organizational awareness: Reading the currents, decision networks, and politics at the organizational level.  
|                                                                               | • Service: Recognizing and meeting follower, client, or customer needs.  
| Relationship Management                                                      | • Inspirational leadership: Guiding and motivating with a compelling vision.  
|                                                                               | • Influence: Wielding a range of tactics for persuasion.  
|                                                                               | • Developing others: Bolstering other’s abilities through feedback and guidance.  
|                                                                               | • Change catalyst: Initiating, managing, and leading in a new direction.  
|                                                                               | • Conflict management: Resolving disagreements.  
|                                                                               | • Building bonds: Cultivating and maintaining a web of relationship.  
|                                                                               | • Teamwork and collaboration: Cooperation and team building.  

following section will discuss the concept of emotional intelligence and the role it played for the participants.

**Self-Awareness**

Self-awareness refers to possessing a deep understanding of one’s own emotions as well as strengths, weaknesses, values and motives (Goleman, 2001). Individuals that are self-aware are in touch with their own feelings and dispositions. In the course of conducting this study, the participants discussed the importance of self-awareness. For example, Dr. Jones stated that character was an important trait to possess for an individual aspiring to become a private HBCU president. Understanding one’s own character makes it easier to address others. Dr. Roberts concurred with the sentiment of Dr. Jones with the following statement:

> Well, a lot of people who pursue Ph.D. degrees in particular come through the process imbalanced. The process is almost intended to create an imbalance. And if you aren’t careful, you’ll never readjust. And some people begin careers and pursue careers for years without making the necessary adjustment and they’re kind of - kind of a little lost when it comes to doing something other than talking about subject matter.

Self-awareness is one of the dimensions of emotional intelligence that was highlighted by the participants. Another dimension that was addressed by the participants was that of self-management.
**Self-Management**

Self-management refers to the ability of an individual to control or redirect one's internal states, impulses, or emotions (Goleman, 2001). Self-management also entails the individual refraining from disruptive impulses, maintaining honesty and integrity, adapting to change well, striving for achievement, and maintaining optimism in the face of setbacks and problems. Once again, in the course of the interviews the participants noted the importance of self-management. For example, Dr. Jones stated that:

That just seems to me that it is very, very important for one to have what I call perseverance. There will be many setbacks in the life of a president. There’s a quality of understanding that once you don’t succeed, try again and again and again. In other words, don’t give up. Perseverance. If you believe in something, hang in there with it. Don’t give up on it. I think that is tremendously important.

Dr. Roberts concurred with the sentiments of Dr. Jones with the following statement:

A period of spiritual boot camp where your soul is toughened for purpose. Not any kind of thing anybody wants to do. But it’s the kind of thing you do in order to be prepared. Where you are toughened for the job. That’s a part of the preparation for it. Psychologically, morally, emotionally, intellectually, physically. You are prepared to take a position of leadership with the sense, the confidence, that you are resilient, that you are insightful, that you have some wisdom and you are willing, also, to follow. Because once you get toughened in a
certain way, you can become more confident that you can follow and lead at the same time.

Individuals with self-management skills are good at responding to their own emotions and controlling their emotions. Another dimension that was addressed in this study was that of social-awareness.

**Social-Awareness**

Social-awareness refers to an individual having empathy for others (Goleman, 2001). Empathy refers to possessing an understanding and sensitivity to the feelings, thoughts, and situations of others. In addition, active listening is required in order for social-awareness to occur. Social awareness also contains the element of service to others and assisting individuals in their endeavors. For example, Dr. Jones stated that:

> I think the ability to listen… Listen. Third, there appears to me that one who aspires for the presidency as a quality should be able and willing to listen to and to see both sides of an issue. A coin has two sides to it. Look at both sides of an issue. You may not agree with them, but listen to them, look at them and weigh the merits of each… allow for people to - to share information with you and to disagree with you without becoming angry. I think that is very important for a person who wants to be a president and yet feels that he has the answer to everything. He’s smarter than anybody. Allow room for somebody to disagree with you. Allow room for the fact that you might be wrong on some things… So, I - I would think that a young person who is
aspiring for a presidency should understand that there’s a great deal of joy and satisfaction out of serving others. And what better way can a person serve his or her fellow man than becoming a college president? I mean, that the service abounds to help others as a college president.

Dr. Jones’ point was substantiated by Dr. Roberts with the following statement:

I pastored for a while while being on the faculty at Ivory University. Learning people, learning how to relate to people, learning how to read people, learning how to hear people when people speak in silence. Learning how to listen which is tremendously important in higher education - administration in higher education. And translate what people are trying to say so that they can better understand what it is they think they’ve said to you. That’s very, very important.

The participants in this study utilized social awareness to obtain and maintain their presidency, by reading the social cues and responding to the needs of their supporters.

Moreover, relationship management, the final dimension of emotional intelligence, played a pivotal role in assisting the participants in maintaining their presidency in the area of fundraising, community development, and capital improvement on their campuses.

**Relationship Management**

Relationship management refers to handling and managing the emotions of others. Relationship management is working to build influence, initiate change, inspire others, develop others, build coalitions, handle conflicts, and develop teamwork networks. The participants in this study used relationship management to assist them in the areas of
fundraising, community development, and capital improvement. An example of this was Dr. Jones worked on developing the institution’s endowment from $200,000 to $19 million.

Developing the endowment of James College required that Dr. Jones interact with a large number of individuals from various walks of life and assemble those individuals to the single goal of providing financial assistance to James College. This required Dr. Jones to use a large sum of relationship management in accomplishing his goal of raising the endowment to $19 million.

In the case of Dr. Roberts, he used relationship management to gain buy-in from the local churches surrounding Lancer University on the importance of the School of Divinity. Due to his actions, Dr. Roberts was able to raise enrollment by 59 percent for the School of Divinity. In order to increase enrollment for the School of Divinity, Dr. Roberts was cognitive that coalitions and relationships had to be built between the School and the surrounding religious community.

*Sense of Service*

Another theme that surfaced in the course of this research was the sense of service that the participants felt to the private HBCUs and their communities. It seems that the sense of service attracted the participants to the position of president in the private HBCU. The participants spoke of the important role that the president played in developing the institution and the institution’s people. However, more importantly the participants spoke of the president in terms of being a servant to the private HBCU and its people. For example, Dr. Jones stated:
First, is to remember that you’re not going to get rich being an academic administrator. But by the same token, look how many people you can give a sense of direction that you can help…You got a student body of 1,000 students. Look at those 1,000 students. Yeah, you are - you are, in some ways, redirecting the lives of 1,000 young men and women who, themselves, each will affect the lives of another four or five people. You see the multiplying effect that this has…So, I - I would think that a young person who is aspiring for a presidency should understand that there’s a great deal of joy and satisfaction out of serving others. And what better way can a person serve his or her fellow man than becoming a college president? I mean, that the service abounds to help others as a college president.

Dr. Jones spoke of the joy and satisfaction that could be obtained by serving others. It seems that Dr. Jones was drawn to the presidency of a private HBCU in part because of the service component of the position and from this position; Dr. Jones could make the greatest contributions that would affect other African Americans. Dr. Jones asserted by that serving as a private HBCU president an individual can serve a large mass of individuals in turn those individuals can serve others and the multiplier effect can take place. Dr. Jones saw the presidency as a prime opportunity to implement a large-scale effort of utilitarianism, the greatest good for the greatest number.

The sense of service explains the rationale for the participants serving as a private HBCU president. Sense of service is why Dr. Roberts declined an offer from a PWI seminary
and instead took an offer at a private HBCU, because the sense of service drew him to that institution. The theme of sense of service provides uniqueness for this study; other studies that addressed the presidential pathways spoke about the attraction to the presidency, but the participants did not respond with a sense of service as being the rationale for pursuing the presidency. This is particularly interesting when examining the private HBCU environment. The participants spoke of the need to serve other African Americans, to help other minorities via their presidency. Another theme that seems to explain the participants’ attraction to the presidency of a private HBCU is a sense of calling to the position.

**Sense of Calling**

In the case of Dr. Jones, he explained he was not only attracted to the presidency of a private HBCU because of his role models and service component of the position of president, but he also felt that the presidency is where he belonged. Dr. Jones had a sense of calling to the position of private HBCU president. Once Dr. Jones became involved in higher education administration, he started to see that he had skills, talents, and desires that led him to the presidency of a private HBCU.

In the case of Dr. Roberts, he cited divine intervention or spiritual motivation as the cause that positioned him toward the presidency of a private HBCU. Dr. Roberts spoke of the presidency as a method of conducting ministry and the service of God. This is important because of the connotation that the service of God was Dr. Roberts calling, however, the way in which he chose to provide that service was through the presidency of a private HBCU. Again, the uniqueness to this study is shown via this theme. Dr. Jones and Dr. Roberts’ sense of calling to the presidency was beyond the scope of stated attractions to the presidency.
found in previous studies. The sense of calling directed these men to the presidency of a private HBCU. For them the presidency of a private HBCU was not just a job, but also a vocation. The vocation of the presidency of a private HBCU involved preparation and continuous improvement on the part of the participants. The participants fulfilled their sense of calling through work that they did as presidents of a private HBCU.

*Making a Difference for One’s race*

An additional theme that emerged within the context of this research is that of making a difference for one’s race. Making a difference for one’s race is the desire to contribute to an individual’s race by some type of positive impact on the social landscape. Making a difference for one’s race was present in both narratives of Dr. Jones and Dr. Roberts. Constantly, both participants spoke of the concept of making a difference for one’s race. It seems throughout the course of their presidency they focused upon making a difference in the lives of African Americans. Dr. Jones and Dr. Roberts both understood the impact the presidency of a private HBCU could have on the future for many African American youth and it seems they used the power of their position to improve the situations of many African Americans. For example, as Dr. Jones and Dr. Roberts contributed to their HBCUs they were contributing to the African American race as a whole. In the 1960s to approximately the 1980s, Dr. Jones’ institution produced more students that went on to graduate studies in the fields of the hard sciences than any other HBCU in the southeast. The students that would proceed on to graduate study would have a greater probability that these individuals would earn higher salary and upgrade their social class. In effect, Dr. Jones was contributing to
strengthening the African American middle-class. Once again, the presidency was a tool that was being utilized for the purpose of service.

In the case of Dr. Roberts, he assisted African Americans not only in his position as president in a private HBCU, but in his position as Interim Dean of Black Affairs at Ivory University. In an internal memo to the president of Ivory University, Dr. Roberts advocated on the behalf of the HBCUs in the surrounding area to receive assistance from Ivory University. Dr. Roberts suggested to Mr. Fore that Ivory University provide technical training to help the HBCU with their financial management. In turn, this would help HBCUs in developing strong financial management techniques and assist Ivory University in developing an image of racial tolerance and awareness. It is not clear in the research if the technical assistance training took place; however, it is important to note that Dr. Roberts made an effort to help the HBCUs before ever becoming a private HBCU president and that he was attempting to make a difference in the lives of the African American students that attended the HBCU. Once again, service to HBCUs was abounding in this action. Another example of making a difference for one’s race came in the form of Dr. Jones refusal to compromise his racial identity and pride to the pressures of the time and Caucasian community.

Dr. Jones seemed to possess a strong attitude of preserving his racial identity and pride; however, this is not to say that Dr. Roberts did not possess the same attitude, but to say that this theme did not emerge within the course of this study. An example of Dr. Jones’ attitude was when Dr. Howard sought the advice of Dr. Jones about allowing the controversial speaker to come to campus. When Dr. Jones made the recommendation to Dr.
Howard, he was sure to inform Dr. Howard that if he did not allow the controversial speaker to come to campus he would be labeled as an “Uncle Tom” and he would lose to respect of the student population. Furthermore, he would lose the respect of the black community. Dr. Jones explains the rationale for the advice he gave to Dr. Howard in the following statement:

That the white community did not want the speaker to come out on this campus, etc. etc. Well, the students knew that and they knew that if Dr. Howard adhered to that, he was in their eyes an Uncle Tom, you see. So, I got from that, the idea that you don’t allow a community to control your actions. You do what you think is right. That’s where, you know, a sense of morality comes in here. Anybody does what he thinks is right - and you can’t control situations you know, are wrong. You may not be able to control them, but you can control what you do which is received as being right. You do the right thing.

Dr. Jones pointed out in his statement that it was important for the president of a private HBCU to have resolve in his actions and decisions. In addition, Dr. Jones highlighted the need for a private HBCU president to do what he or she believes is the proper course of action; a private HBCU president must gain the proper input from trusted individuals, however, the burden of the decision lays with the president.

**Summary**

In the course of analysis, eight major themes emerged from the investigation: family commitment to education, role models, mentorship, experience, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. These eight themes were
constant in both participants’ interviews and narratives. The themes point to the reasons for the participants’ success in obtaining the presidency of a private HBCU. The participants families’ commitment to education got the participants involve in obtaining a level of education greater than that of their parents. In obtaining an education, the participants gained role models that inspired them to become involved in higher education. Some of the role models of the participants would eventually become mentors that would provide specific benefits in the area of career and psychosocial support that provided experiences to the participants. The experiences in higher education administration provided exposure, opportunities, and skill development. The set skill of emotional intelligence became paramount to the success for the participants. Emotional intelligence aided the participants in becoming self-aware, self-managed, socially-aware, and management social relationship.

With a strong family commitment to education, good role models, quality mentoring relationships, excellent professional experiences, and well-developed emotional intelligence and interpersonal skills, the participants were able to obtain and maintain their presidency of a private HBCU.
CHAPTER V
DISCUSSION

The discussion of the narratives is broken into two sections: My interpretation and response to the related literature. The sections in the discussion sound quite different. The response to the related literature is a linear conversation that explains points that have been discussed in Chapter II of this document. The response to the related literature is written in a “fact-finding” manner, which is conducive to the researcher’s disposition, attitude, and way of thought. However, in the section titled “My Interpretation”, the researcher attempted to become more reflective about the narratives and information that have been presented in this study for the purpose of developing a tapestry of the lives’ of the participants, their families, and the HBCU environment. My interpretation is an expansion on the information presented in the study and provides the researcher’s interpretation of the information. My Interpretation is my evaluation, feelings, perceptions, and emotions about the story of the two participants’ journey to the presidency of a private HBCU.

Response to Related Literature

This study sought to analyze the presidential pathways for two African American males in private HBCUs. Various studies on presidential pathways have largely focused on other demographic groups and institutional types other than African Americans in HBCUs. Little research exists on the presidential pathways for African Americans in black colleges. However, in the midst of the research that focuses on other demographic groups and institutional types there are some commonalities between those studies and the present study. The literature review revealed research studies in four areas relating to presidential pathways,
which are: pathways, president’s role, presidential career trajectory, and presidential selection process. Within each of these areas the results of the studies matched some of the findings in the present study; however, differences were found between the research presented in the literature review and the current study. This section will discuss the findings in relation to the information presented in the four areas of the literature review.

Pathways

In this study, eight major themes emerged which were: family, role modeling, mentoring relationships, professional experiences, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. Three of the eight themes were consistent with the research that was presented in the literature review. The five themes that were not present in the literature was family, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. In examining the literature, some studies addressed the affects of family; for example, Boham (1988) studied the relationship between perceived career strategies for college presidents and selected familial, socio-demographic, career record, and socio-psychological factors. However, no connection was drawn between a family commitment to as education or the role of the spouse and the pursuit of a presidency of HBCU. This is an area where the current research is unique in its approach to examining presidential pathways. In examining the pathways of the two participants, it was apparent that their families influenced the participants’ decision to continue to gain higher levels of education, which affected their choices of professions.

Another theme that was not present in the literature was the incorporation of emotional intelligence. Many studies focused on personal skills and leadership styles
as it related to presidential pathways; however, it seems that emotional intelligence would have been an appropriate concept to include in past studies. It seems that exclusion of emotional intelligence provides another point of uniqueness for this study and provides an additional area of exploration for future research. The themes of: sense of service, sense of calling, and making a difference for one’s race were totally unique to this study and did not appear in the related literature. However, commonalities did exist within the literature and the current study in the areas of role modeling, mentorship, and professional experience.

In the area of role modeling and mentorship, several studies concurred with the findings of this study. For example, Ballentine (2000), Buddemeier (1998), and Sanders (2004) all conceded the importance of role modeling and mentoring relationships to the success of an individual obtaining the presidency of a college. Each of the studies including the current study, was conducted in different environments (i.e., community colleges, predominantly white institutions and HBCUs) and dealt with different participant groups (i.e. Caucasian males, Caucasian females, African American males, and African American females), yet all the studies pointed to a similar finding, that role models and mentors are important to the success in obtaining a college presidency. The concepts of role modeling and mentoring relationships were paramount to the success of the two participants in obtaining their presidency of a private HBCU; however, the concept of role modeling and mentoring seems to transcend academic and demographic constraints. It seems that the role modeling and mentoring are important regardless of the environment. Another area where
themes of this study matched the literature was that of the importance of professional experience.

Professional experiences refer to the concept of previous job experience gain via position held within an organization. Boham (1988) concluded that “community college presidents as a group feel that their performance in jobs held prior to becoming the chief executive officer was the single most important factor in their having been tapped for the presidency” (p. 124). In conducting this study the theme of professional experience concurs with the finding of Boham; the participants of the current study spoke of the importance of professional experiences in gaining the presidency of a private HBCU. Once again, this theme transcended the institutional type and participants’ demographics. Another area that the literature review addressed was that of the president’s role. The next section will discuss the findings of this study and the comparison to the research contained in the literature review.

President’s Role

Martin and Samuel (2004) clearly outlined the role or expectation of a college president stating that the president is expected to “raise extraordinary amounts of money . . . to do more with less . . . and to compete with and outperform for-profit competitors” (p. 10). The participants of this study seem to concur with the sentiments of Martin and Samuel. For example, Dr. Jones was expected to raise funds and develop the James College’s financial standing; this was also the case with Dr. Roberts. In the case of Dr. Roberts, the Board of Trustees was very explicit with him about their desire for him to raise funds for the institution and develop the institution. The participants fell within those expectations defined
by Martin and Samuel's research. In the case of this study, there was an expectation from the Board of Trustees of the participants to produce financially for their respective institutions. Another area that the literature review addressed was that of career trajectory. The next section will discuss the findings of this study and the comparison to the research contained in the literature review.

Career Trajectory

In the area of career trajectory, Cohen and March (1974) stated that the pathway to the presidency was a consecutive pattern of positions, called the normative presidential career ladder. Cohen and March delineated (1974) a sequence of academic posts starting at faculty member, moving successively to department chair, dean, and provost, and finally ending at president. However, the participants in the current study did not follow Cohen and March’s defined career trajectory. In the case of both participants, they skipped the position of department chair and provost or vice president in their journey to the presidency. The findings of this study, however, concurred with the findings of Moore, Salimbere, Marlier, and Bragg (1983). Moore et al. (1983) studied 4,092 college administrators nationwide to determine the extent to which their presidential pathways concurred with the normative career trajectory and account for any deviations in the administrators pathways. Moore et al concluded that, only 3.2 percent of chief executives matched the normative career ladder outlined by Cohen and March. Furthermore, many of the presidents in Moore et al.’s study were missing at least one of the positions in the career ladder outlined by Cohen and March. This finding is consistent with the results of the current study. Buddemeier (1998) also found that the female community college president did not follow the career trajectory outlined by
Cohen and March; this finding concurs with the findings of the current study. The final area that the literature review addressed was that of the presidential selection process, the next section will discuss the findings of this study and the comparison to the research contained in the literature review.

**Presidential Selection Process**

Minor (2005) discovered when it came to the selection of the president of a HBCU; the faculty had limited input in the selection decision. In the case of the two participants, it seems that Minor’s assertion is creditable; in the case of Dr. Jones, his predecessor made the decision to nominate him to the Board of Trustees and, it seems, without the opinion of the faculty. In the case of Dr. Roberts, the decision to appoint him was also made by the Board of Trustees, and once again, it seems with little faculty input. Based upon the information gathered in the course of this study, it seems that the current president of a HBCU and its Board of Trustees highly influence the choice of the next president to lead the institution.

In the areas of presidential pathways, president’s role, career trajectory, and presidential selection process there are some stark contrasts between the studies detailed in the literature review; however, there are also many commonalities within the research. The areas of contrast provide a new arena of exploration for future research and the areas of commonality confirm the research that has preceded this study.

**My Interpretation**

**Family**

In the course of conducting this study, I have become particularly aware of the role that family plays in the success of an individual. Regardless of the position, job, or
employment prospect, family can be a support unit that can assist an individual in succeeding in their chosen profession. The participants in this study had the commitment of their parents in obtaining a quality education, but it was not only the participants’ parents that assisted them in succeeding. It seems that the participants had supportive wives. It is not clear the role that Dr. Jones’ wife played in his success. In the case of Dr. Roberts, it is clear the role his wife played in affecting his presidential pathway.

In the course of the study, it seems that Dr. Roberts’ wife was a sage and level for him. She would ask the key questions or made the enlightened statements that would assist Dr. Roberts in his decision making process. For example, when Dr. Roberts was contemplating becoming a dentist or going into higher education his wife asked a question that help clarify the pathway he should take. Another example was when Dr. Roberts was completing his doctoral degree, he stated:

   My wife was very, very helpful at a later stage when I was - well, shortly after I completed my dissertation I was just trying to regain my equilibrium. I spent so long a time of studying and you know getting ready to be the scholar that I was missing out on the fun of life, the joy of life. So one day she said come on and go with me to the library and I did. Public library. And as we were walking through the door, there was a sign there. The sign said, “Life, get in it.” And so that helped me. Helped me, you know, to kind of develop this balance.

Dr. Roberts’ wife provided balance to him. There is often overused adage that matches the participants’ relationship with their wives, which is “Behind every great man, is a good
woman”. A study conducted by Brinson (1997) echoes this point. Brinson (1997) studied the impact of the superintendency on the spouses and families of retired public school superintendents. Brinson concluded that the wives of the superintendents provided the home support necessary for the superintendents to be successful in their jobs. However, I would like to emphasize another point about family, family does not have to be relegated to the traditional concept of the family.

The concept of family does not have to be confined to the conventional terminology of society, where family is one’s grandparents, mother, father, sister, brother, wife, aunt, uncle, or cousins. Family can be those that care about an individual in the substitution of those who hold the appropriate family structure titles yet do not carry out the duties, responsibilities, and tasks associated with those titles (i.e., a parent that abuses or neglects a child). Family does not even have to be confined to an individual’s race, ethnicity, religion, or national origin. As people we are all connected to one family, the brotherhood and sisterhood of mankind and any individual that extends himself or herself for another should be able to be considered family.

I remember one time when I was walking with Dr. Roberts; we have just finished one of our interviews and I was following him to an event on his campus. An individual walking with us had made a slightly derogatory comment about another private HBCU. Dr. Roberts turned and said “We are two schools, but one family”. Dr. Roberts’ statement resonated with me; I have been a servant and family member of the private HBCU for the last few years and I have felt that same way for a very long time but could not put it into words, but he summarized my feelings with a few words; one family. The concept of one family has been
at the core of the private HBCU since its inception. Ex-slaves that could read and write taught other ex-slaves that could not read or write. The teachers of the early HBCUs labored with the students of HBCUs to build a better community for all, under the premise of one family.

**Dr. Jones and Dr. Roberts**

In the course of this study, I have grown to admire and appreciate the participants’ contributions to the private HBCU. In addition, I respect the participants for the men that they are. I learned from them a great deal, about what it means to be a private HBCU president. The presidency of a private HBCU should not be about the money, prominence, fame, or gratification. The presidency of the private HBCU is about the service of others and the ability to have an affect on one’s community. Dr. Jones and Dr. Roberts exhibited in their deeds and actions that they had the desire to serve others via their presidencies. This is unique because if this study had been conducted in another environment I am not sure if I would have found that sense of calling. For example, it this study had been conducted in a PWI with a Caucasian male, I do not know if I would have found the same themes. This is not to say that it does not exist, but I cannot definitively say that I would have found this in another environment. Furthermore, though the presidential pathways of the participants may mirror some of their Caucasian counterparts, it seems that their motive for ascending to the presidency was developed from a sense of calling and service to the private HBCU and the people it serves. Both Dr. Jones and Dr. Roberts were inspired to come into the profession of higher education administration by other African American academicians and they wanted to inspire other African Americans to achieve their goals via their example. The participants
utilized their talents to improve the private HBCU and in effect improved the African American race as a whole. Dr. Jones and Dr. Roberts could have taken their talents and went into other professions that paid better and provided more personal financial opportunity. However, they chose to come into higher education and execute change in their communities. The participants used the power of their respective offices to provide expediential change to a mass of young African Americans. They wanted to make a difference and they did.

I cited emotional intelligence as being the skill that assisted the participants in obtaining the presidency of a private HBCU and I stand firm on that assertion. The participants exhibited the characteristics that were congruent to the description of emotional intelligence. As I studied their ascent to the presidency of the private HBCU there was evidence that denoted emotional intelligence was present in the participants. The participants exhibited the concept of self-awareness, which is a dimension of emotional intelligence. The participants understood their calling in life and had the presents of mind to execute on that knowledge. Had the participants not acted on that knowledge of self, they probably could have been in a profession that was not their calling. Thus, the participants had a vocation and not merely a career. The participants self-management and social-awareness skills were evident in the participants’ reaction the various situations. For example, Dr. Jones faced race relations issues in the time of his presidency that had a direct affect on his campus. Thus, he had to assess his feelings about the issues as a black man (self-awareness), then he had to conduct an internal audit on the importance of the issue (self-management), then he had to assess the affect it would have on the college community (social-awareness) and finally, he had to make a decision and deal with the ramification (relationship management). It seems
that the participants had to not only be keenly aware of their personal feelings on issues, but they also had to be aware of the long term affect it would have on their private HBCU; and deal with any fallout that would come along with their decision. These characteristics are heavily steeped in the concept of emotional intelligence.

In examining the life and works of the participants, I walk away from this study with the understanding, if one wants to be a private HBCU president; one must do it for the right reasons. The presidency of a private HBCU is not about material acquisition, but making a contribution; making a contribution to faculty, staff, students and most importantly society. The ideal of service and making a difference for one’s race has been a consistent part of the mantle of the private HBCU since its inception in 1839. The private HBCU has been a catalyst for change in the lives of African Americans. The president of a private HBCU most be aware and understand the position of president is about one thing, service.

**The Private HBCU**

I have been in the service of the private HBCU for the last few years. I have not notice many leadership development or mentoring programs in the private HBCU. I am very curious about this, because I desire to become a private HBCU president and it makes me question: Where do I go from here? In the case of Dr. Jones and Dr. Roberts both were groomed for the presidency of the private HBCU. They were the taught the information that about private HBCU administration first-hand and provided opportunities for on the job experience. Recently, I have witnessed several private HBCU presidents come out of retirement in order to assist the current administration in managing the institutions where they were president. This could be a sign of the need to develop the next generation of
private HBCU presidents. I must make a distinction of why I am focusing on the leadership of the private HBCUs and not public HBCUs or PWI. Public HBCUs are allotted funds from their respective states; however, public HBCUs compared to their public PWI counterparts are seriously under-funded (Person, 1998). Public HBCUs still receive financial assistance; this is not the case in private HBCUs. Private HBCUs are tuition-driven institutions, which mean financial stability hinges on the ability of the institution to attract and retain the student population. Thus, the private HBCUs are more often dealing with financial pressure and require that not only the institution attempt to attract as many students as possible each year but also requires the president to seek philanthropic financial support. Doing this is no small task and certain managerial skills need to be obtained and developed.
CHAPTER VI
SUMMARY, RECOMMENDATIONS, & CONCLUSIONS

Summary

This study examined the presidential pathways of two African American male private HBCU presidents. The purpose of this study was to capture the experiences and commentaries of a current and a past African American male president of a private HBCU in a southeastern state to discover their pathways to the presidency. To explore and describe issues regarding presidential pathways of African American males in private HBCUs in a southeastern state, the following research questions were used:

1. What pathways did the African American male presidents use to ascend to the presidency of a private HBCU?
2. What skills, knowledge, and abilities (e.g., degrees, education, attributes) were essential to reach the presidency of the private HBCU?
3. What personal experiences or other situations (e.g., mentoring, family, role models) did African American male presidents think were important in attaining the presidency of a private HBCU?

The setting for this study was the private HBCU environment in a southeastern state. The rationale for choosing this setting is because little information exists on presidential pathways of African American males in HBCUs, particularly private HBCUs. The scope of this study focused upon the presidential pathways of African American males in the private HBCU. The name of the southeastern state was not revealed to protect the anonymity of the participants. The participants in this study had to meet the following criteria: (a) African
American, (b) male, and (c) hold or have held the position of president of a private HBCU in a southeastern state. The rationale for utilizing these selection criteria for the participants is because of the focus of the study. The researcher wants to investigate the African American male experience of presidential ascent in a private HBCU environment.

This study utilized the qualitative method to examine the presidential pathways of two African American male private HBCU presidents. The interviews for this study were conducted using a semi-structured format, which allowed for flexibility of response and dialogue. Data was recorded using a tape recorder and note-taking. The interviews were conducted for approximately an hour and one-half. The participants of the study responded to various questions outlined in the interview protocol. In a second interview, the participants were asked to confirm their direct quotation. A quotation verification sheet was signed by each participant to acknowledge the accuracy of the quotes from the interview. In addition, archival data was recovered to corroborate the information received in the interview process.

The archival data search entailed examining information from the state library, state archives, institutional archives, and television stations. The information gained from the archival search provided the necessary context to add richness to the narratives and assisted the researcher in understanding the participants. The information gained from the interviews, document analysis, and archival searches provided a depth of knowledge about the participants and their pathways to the presidency of a private HBCU.

In the initial analysis of the information, the researcher examined the interviews. The researcher listened to the interviews multiple times to gain an understanding of the stories of the participants and to start to strategize on the method of developing the narrative. Once a
plan was developed, the researcher wrote the narratives of the participants. After, the narratives were written the researcher examined the narratives and the transcripts for reoccurring themes. Finally, the themes were presented in the final portion of Chapter IV.

**Summary of Main Findings**

In the course of conducting this study, eight main themes emerged that related to the participants obtaining the presidency of a private HBCU. The eight themes are: family, role modeling, mentoring relationships, professional experiences, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. Each theme was present in the narratives and interviews for each participant. In effect, the themes were factors in the success of the participants in obtaining the presidency of a private HBCU.

**Responses to the Research Questions**

Within the course of this study, three research questions were formed that guided the study. This section will answer the research questions that guided the study.

*What pathways did the African American male presidents use to ascend to the presidency of a private HBCU?*

Both participants in the study held administrative positions prior to becoming president of their private HBCU. Within the course of the participants’ careers both had served as professors and deans. In the case of Dr. Jones, his pathway started with being a teacher and football coach at Richmond Academy, then a professor, Dean of Men, and Registrar at Stanton College. After Stanton College, Dr. Jones obtained the position of Dean of Instruction and Professor of Sociology at James College. At James College, Dr. Jones
went on to become Executive Dean, Interim President and finally, President (please refer to Figure 6.1).

Figure 6.1 Dr. Jones’ Presidential Pathway

In the case of Dr. Roberts, his pathway started with being an Interim Dean of Black Affairs and Director of the Summer Transitional Program at Ivory University. After being Dean, Dr. Roberts stayed at Ivory University as Assistant Professor. After leaving Ivory University, he went to Lancer University, becoming Assistant Dean of the School of Divinity and worked his way up to Full Dean. After his deanship at Lancer University, Dr. Roberts obtained the position of President (please refer to Figure 6.2).

In examining the pathways of the participants, they did not follow the normative career ladder that was outlined by Cohen and March (1974). Cohen and March stated that the normative career ladder for the presidency is a series of positions that starts with a faculty
appointment, the individual then moves to the position of department chair, dean, provost, vice-president, and finally ending at president. The findings of this study, however, concur with the results that were found in studies conducted by Moore, Salimbene, Marlier, and Bragg (1983) and Boham (1988) that the participants deviated from the normative career ladder.

Figure 6.2 Dr. Roberts’ Presidential Pathway

What skills, knowledge, and abilities (e.g., degrees, education, attributes) were essential to reach the presidency of the private HBCU?

From the perspective of credentials, the terminal degree was essential in the participants obtaining the presidency of a private HBCU. The doctoral degree seemed to serve as a “dues card”. For example, Dr. Jones would not have been able to receive his position at James College if he had not had his Doctor of Philosophy degree. In the case of
Dr. Roberts, he learned the value of the terminal degree during his service as Interim Dean of Black Affairs. The terminal degree seemed to be an essential part of the pathway of the participants of the study.

From the perspective of skills, knowledge, and abilities, it seemed that interpersonal skills and emotional intelligence were also essential in the participants obtaining the presidency of a private HBCU. Both participants in the course of their interviews commented on the importance of active listening, self-awareness, social awareness and community awareness. The participants highlighted that keen interpersonal skills and emotional intelligence were factors in their success in obtaining and maintaining the presidency of a private HBCU.

*What personal experiences or other situations (e.g., mentoring, family, role models) did African American male presidents think were important in attaining the presidency of a private HBCU?*

The participants of the study each had significant personal factors that aided them in becoming HBCU presidents. The personal factors that aided the participants in becoming president were: family, mentoring relationships, role models, sense of service, sense of calling, and making a difference for one’s race.

The family seems to be the foundation for the success of the participants. Furthermore, if the parents of the participants did not stress the need or value of education, it is probable the participants could have taken another pathway. As stated earlier, the role model and mentoring relationship played a pivotal role in the development of career choices.
and direction. The role model of Benjamin Mays, highly influence the two participants to become involve in higher education administration. In addition, other individuals served as role models for the two participants. In the case of Dr. Jones, Dr. Matthews and Dr. Payne served as role models and mentors to him. In the case of Dr. Roberts, Dr. Dalton and Mr. Fore served as role models and mentors to him. The mentoring relationships that were established by the two participants served as an essential part of their success in obtaining the presidency. The mentoring relationships provided two main benefits, career support and psychosocial support (Kram, 1985). The career support aided the participants by providing them with access to key positions and insight on higher education administration. In addition, the participants themselves possessed the desire to inspire others as role models in their position as presidents.

The sense of calling, sense of service, and making a difference for one’s race provided the participants with the additional attraction to the presidency of a private HBCU. The participants were drawn to presidency of a private HBCU, because it seems that felt they a responsibility to assist the African American race via the presidency of a private HBCU. This sense of calling and service provided the motivation to the participants to become private HBCU presidents.

**Implications and Recommendations for Practice**

Based upon the information that has been gathered during the course of this study the following initiatives are recommended:

The development of a minority based mentoring program targeting African American academicians that aspire to obtain a private HBCU presidency. The mentoring relationships
of the participants had a profound affect on their career choices and the development of their careers. The implication is that the mentoring relationships had a strong influence on the direction and growth of the participants' careers. This finding is consistent with the research of Dreher and Ash (1990) that individuals that have mentoring relationships are more likely to be successful in their careers and have greater compensation rates than those individuals that do not have mentoring relationships. Thus, to ensure that the next generation of African American academicians can share in the same benefits and prosperities of the past generations, it is important to develop minority-based mentoring programs. The programs should focus upon African American academicians that aspire to become a president of a private HBCU. The mentors in the program should be current or past private HBCU presidents. Furthermore, the mentoring program would not only be beneficial to the aspiring presidents, but the HBCU environment in general.

The benefit for the HBCUs is that the next generation of presidents will have the knowledge necessary to effectively govern over these institutions. Without having some type of mentoring program in place, the next generations of HBCU presidents are left to fend for themselves at the expense of the institution. In developing the narratives, it became clear that experiences provided for the participants via their mentoring relationships allowed the participants an opportunity to improve upon the skills necessary to lead their institutions. The participants were allowed to practice and develop skills such as interpersonal skills, emotional intelligence, and managerial skills. These skills were necessary for the participants to govern over their institutions. However, had it not been for the mentoring relationships, the participants could have been less prepared to take leadership positions in their institutions.
or obtain the presidency. Thus, it is important to develop mentoring programs for the benefit of the individuals and the institutions.

**Better management of the public image of the HBCUs and presidents.** Understanding the importance of mentoring and role modeling to the next generation of private HBCU presidents, it is imperative that the image of the HBCU and the presidents who lead them remain untarnished. The implication is that poor role models may dissuade quality African American academicians away from the position of president in a private HBCU or away from the HBCU environment totally. For example, both participants in this study were drawn to the HBCU presidency because of positive role models that exhibited characteristics and traits, which were appealing to the participants. However, hypothetically, what if those positive images of the HBCUs and their presidents did not exist? It is possible that the participants could have chosen another profession. Thus, the HBCU environment would not have had the contributions of those individuals, which in effect would have limited the growth of their respective institutions.

For example, if Dr. Jones had never became president of James College, would there have been seven new campus buildings constructed or 11 campus buildings renovated? Moreover, would the endowment of the institution have grown from $200,000 to $19 million? In the case of Dr. Roberts, had he never become Dean of the School of Divinity at Lancer University, would there have been a 59 percent increase in the enrollment of students in the School of Divinity or would Lancer University have been able to raise $1.5 million and established a doctoral program without Dr. Roberts’ aid? These questions are at the core of
this recommendation. In order to ensure that the HBCUs survive for another generation of students it is important that these institutions be able to attract the best possible leadership. Thus, it is paramount that the image of the HBCUs and presidents be protected in order to attract quality talent. The group that would be most responsible for this recommendation would be current and past HBCU presidents.

**Recommendations for those who aspire to be a HBCU president**

There are several recommendations that have been outlined via the presentation of the narratives of the two participants; the following are highlights of those narratives:

- **Completion of a terminal degree is essential to obtaining a presidency of a private HBCU.** A study conducted by Ross (1998) that surveyed 2,297 college presidents from various HBCUs and PWIs, found that 84.9 percent of the participants listed their highest degree earned was a terminal degree of some type such as Ph.D., Ed.D., M.D., or J.D. However, 1.5 percent of the population of the study responded that the bachelor’s degree was their highest degree earned. Nevertheless, the occurrence of an individual possessing a bachelor’s degree and being appointed to the position of president is extremely rare. Thus, it is important that the aspiring president to gain a terminal degree of some sort.

- **Develop strong and beneficial mentoring relationships with individuals currently in administrative positions.** A mentor can assist in providing advice about situations that may be encountered by the mentee. In addition, a mentor in an administrative position can assist the mentee in identifying possible opportunities and providing sponsorship to help the mentee.
Finally, the mentor can explain the inner-workings of the higher education administration environment and identify possible problems that the mentee may encounter.

The aspiring president must network to develop strong community, academic, and political connections. Strong community connections and ties can assist in making the aspiring president visible. The visibility in turn can assist in making the aspiring president a candidate for a presidency when it becomes available. In addition, strong connections can assist the aspiring president when he or she takes office in the areas of fundraising, capital improvement projects, and community reinvestment activities.

Develop strong interpersonal skills and emotional intelligence. This recommendation is highly important because without good interpersonal skills the aspiring president could lose his or her presidency if they are not careful. As stated earlier in chapter two, the president is the figurehead for the institution. When the president represents himself or herself poorly, in effect they represent the campus poorly. Poor representation can cause a backlash effect i.e., alumni can become disenfranchised with the institution, the community could stop supporting the institution, or the current students of the institution could leave and go elsewhere. It is important to understand how to communicate with people in order to sustain support for an institution. Furthermore, communication is not only relegated to the spoken word, but is also apparent in body language, personal presence, and disposition. Left unchecked, lack of interpersonal skills can destroy a presidential career and an institution as well.
Recommendations for Future Research

Currently, there is a limited amount of research on the topic of African Americans ascending to the presidency of a HBCU. Thus, it is recommended that more research be conducted on the topic of African Americans ascending to administrative positions in historically black institutions. This study can be a good starting point; however, it needs to be replicated with another participant population such as women. Exploring the realm of female administrators in the HBCU would add greatly to the body of knowledge by providing another perspective that has not been fully addressed. A study should be conducted utilizing public HBCUs as well as private HBCUs to examine if there is a difference in the pathways of the presidents of these institutions. Another possible area of interest for future research is the HBCU environment as a whole. Currently, there is not a large amount of research on HBCUs as it relates to faculty governance, organizational leadership, and leadership development. The environments of HBCUs are highly under-researched and needs more scholarly analysis to assist in the development and perseverance of these institutions.

Conclusion

In conclusion, the pathway to the presidency of a private HBCU for the participants was the culmination of many factors such as a family commitment to education, proper role models, good mentoring relationships, strong professional experiences, and the development of quality interpersonal skills and emotional intelligence. The participants decided early on in their careers that the presidency of a college was in their future and pursued their dream to that end. The narratives in this study are stories of triumph and hope. These narratives provide “proof” that the American dream is alive and well, that an individual can change
their socio-economic class if one is willing to do what is necessary and proper to achieve one’s goals. In addition, the narratives contained in this study provide a road map for aspiring HBCU presidents to follow in their journey to the presidency of a private HBCU. In closing, a verse from Proverbs 4:7, illustrates the core of this study, “Wisdom is the principal thing; Therefore get wisdom. And in all your getting, get understanding.”
REFERENCES

African-American presidents of white colleges and universities: They broke through one of the last taboos in higher education. The Journal of Blacks in Higher Education, 28 (summer, 2000), 94-95.


Plessy v. Ferguson, 163 U.S. 537 (1896).


South Carolina Law, 1740.


Appendices
Appendix A

Portrait of Patrick Francis Healy
Patrick Francis Healy was the first African American president of a predominately white university.
Appendix B

Consent Forms
INFORMED CONSENT FORM
North Carolina State University

Title Of Project:  An Analysis of Presidential Pathways of Two African American Males In a Private Historically Black College And University in a Southeastern State

Person in Charge:  David Washington
PhD candidate in Educational Leadership and Policy Studies
5000 Swordfish Drive
Raleigh, NC 27603
(H) 919-772-8876   (O) 919-516-4043

1. Explanation of the Study:

   A. The study in which you will be participating is intended to investigate the pathway to the presidency for African American males in Historically Black Colleges and Universities (HBCUs).

   B. If you agree to take part in this research, you will be asked to meet with the researcher and be interviewed about your experiences as a president in a HBCU. The interview will be recorded. While the researcher engages you conversation, he will take notes. The recordings will be kept in a strong box to protect your confidentiality. Your answers, along with those of other participants, will be used to identify common themes and experiences.

   C. Your participation in this research will take approximately 1 hour to 1 and 1/2 hours in one face-to-face interview with the researcher scheduled at your convenience. A second interview will be conducted over the telephone to ensure your responses were properly recorded.

2. Your Rights as a Research Participant:

   A. You may ask any questions about the research procedures, and these questions will be answered. Further questions should be directed to the researcher, David Washington.

   B. Your participant in this research is confidential. Only the researcher will have access to your identity and to information that can be associated with your identity, unless otherwise required by law. In the event of publication of this research, no personally identifying information will be disclosed. To make sure your participation is kept confidential, each set of interview notes will be assigned a code for identification purposes. Only the researcher will be able match names to the codes.
C. Your participation is voluntary. You are free to stop participating in the research at any time, or to decline to answer any specific questions without penalty. At the conclusion of the interview, you may request to have any of the researcher’s notes read to you.

3. **Informed Consent to Participate in the Study**:

   **Participant:**

   I agree to participate in a scientific investigation of the pathways of African American males to the presidency of private Historically Black Colleges and Universities (HBCUs).

   I understand the information given to me, and I have received answers to any questions I may have had about the research procedures. I understand and agree to the conditions of this study as described.

   To the best of my knowledge and belief, I have no physical or mental illness or difficulties that would increase the risk to me of participation in this study.

   I understand that I will receive no compensation for participation.

   I understand that my participation in this research is voluntary, and that I may withdraw from this study at any time by notifying the person in charge.

   I am 18 years of age or older.

   I understand that I will receive a signed copy of this consent form.

   ____________________________________  ________________
   Signature         Date

   **Researcher:**

   I certify that the informed consent procedure has been followed, and that I have answered any questions from the participant above.

   ____________________________________  ________________
   Signature         Date
Appendix C

Interview Guide
Interview Guide

Project: An Analysis of Presidential Pathways of African American Males in Private Historically Black Colleges and Universities in A Southeastern state

The purpose of my research is to identify the critical skills, knowledge, abilities, experiences, and situations that contribute to the ascent of African American males to the presidency of private Historically Black Colleges and Universities (HBCUs).

PART I: DEMOGRAPHICS

2. Martial Status: __________________
3. Number of Children: __________________
4. Father’s principal occupation: __________________
5. What was your parents’ education level?
   Father ___________________
   Mother ___________________
6. Was your mother employed when you were growing up? Yes / No
   Part-time __ Full-time __
   Principal occupation: __________________
7. Birth order position:
   First born and only ___
   First born ___
   Second born ___
   Third or latter ___
8. Siblings:
   N/A ___
   Number of brothers ___
   Number of sisters ___

PART II: PATHWAYS

9. Was it your initial career goal to become a president of a private HBCU?
10. What was your first job in higher education? Was there anything special about it?
11. What was the position you held prior to your first presidency?
12. What attracted you to the presidency?
13. Have you been a college president before?

14. How did you become a candidate for the position of president?

15. Have you had a mentor(s) who assisted in your professional development? If yes, please describe your mentor.

16. Are there certain specific jobs or types of jobs you see as critically important in preparing African American males for the position of presidency in a private HBCU?

PART III: SKILLS, KNOWLEDGE, & ABILITIES

17. What do you feel are some important qualities for African American males to possess to obtain the position of president in a private HBCU?

18. What do you feel is your one strong personal quality that has helped you in your position as president?

19. In your experiences as president, what skills did you find most useful?

20. Sometimes people attend workshops and seminars that they hope will pay off for them. Can you think of something you specifically invested in to improve yourself that proved to be particularly valuable? How about something that turned out to be a waste of time?

PART IV: EXPERIENCES & SITUATIONS

When you think of your career in higher education, were certain episodes, events, or situations critical to your success in obtaining the presidency? What stands out in your mind? Please identify at least three key events and/or situations in your career that contributed to you obtaining the presidency of a private HBCU.

21. What happened? Why was the situation/event so important?

PART V: ADVICE

22. What advice would you give to African American male academicians who wish to obtain a position of president of a private HBCU?

23. At this time is there anything else you would like to add?