

THE POLITICS OF SUCCESS:

AN HBCU LEADERSHIP PARADIGM

A Monograph

by Barbara R. Hatton

for

“Documenting the Perspectives of Past HBCU Presidents”

An Oral History Project



Atlanta University Center
Robert W. Woodruff Library

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Loretta Parham, Project Director

Karen Jefferson, Project Coordinator & Editor

An Oral History Project
of the



Atlanta University Center
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TABLE OF CONTENTS

PREFACE	3
ACKNOWLEDGEMENTS	6
PROLOGUE	
The HBCU Leadership Paradigm: Facing the Odds	7
The HBCU Leadership Legacy: Overcoming the Odds	11
RETROSPECTIVES OF PAST PRESIDENTS	20
Exemplars and Mentors Of HBCU Presidents	21
Leadership In Public HBCUs	24
Leadership In Private HBCUs	32
EPILOGUE	38
REFERENCES	40
HBCU Leadership Photo Gallery	43
APPENDICES	
I. Selected Quotes From The Interviews	56
II. The Council Of Past HBCU Presidents, 2011-2012	108
III. Listing Of Interview Participants	
Roundtable Discussion	113
Individual Interviews	115
IV. Biographical Statements On Interviewees	117
V. Atlanta University Center Robert W. Woodruff Library	138

PREFACE

Both the successes and the challenges descriptive of the HBCU (historically black colleges and universities) are familiar to those who have held the title of President and its accompanying responsibility for the advancement of the HBCU mission. The professional literature is ripe with articles and opinions about the governance and financial challenges of many HBCUs. As many will note, there is not enough in that literature about the significance and the need for sustaining strong HBCUs. Presented within this manuscript and in the virtual space of the Atlanta University Center Robert W. Woodruff Library (AUC-RWWL) are the documented words of a few of the past presidents who have been at the helm of several HBCUs and who can claim hold of the successes experienced as a result of their leadership despite circumstances. As one of the past Presidents stated in the recorded interview, leaders of HBCUs should be recognized for "...doing the impossible with nothing."

The products resulting from this project were borne out of a professional and passionate concern about the preservation of the history of the HBCU. As the library and archive for the consortium of HBCUs called the Atlanta University Center (AUC), we share the responsibility of preserving and providing access to resources that capture the history, the stories and the people that define the AUC. Members of the consortium include Morehouse College, Spelman College, Clark Atlanta University, and Interdenominational Theological Center.

As so many of the country's academic doors have slammed shut and as so many of the executive seats become vacant it is important to share the knowledge and learn from the experience of those who administered through an era of repeated question about the value of the HBCU in the world of higher education. It is our hope that this content will be of interest to those who are leading and those who may consider leadership within this academic environment. Further, that this content will recognize, celebrate, and promote more question and conversation about

the men and women who have served as president of an HBCU.

This oral history project, entitled “Documenting the Perspectives of Past HBCU Presidents,” was conducted by the Atlanta University Center Robert W. Woodruff Library, in collaboration with the Council on Past HBCU Presidents (an Atlanta-based group informally organized by those who have served as president of an HBCU and who, in retirement, now reside in the metropolitan Atlanta area). This monograph summarizes the feedback of many members of the Council who in roundtable discussions and individual oral interviews, commented on subject matters impacting the success of HBCUs.

The Council on Past HBCU Presidents was originally established as one of the offshoots in the advocacy and program efforts within the National Association For Equal Opportunity in Higher Education (NAFEO). As a council it was first active at Fisk University in the mid-1970s, and was later reactivated in Atlanta during the 1980s. The founding purpose of the Council was “to bind together those who have acquired special knowledge and expertise in the administration of black higher education so that they may be available to serve as advisors or consultants when needed or required.” (Council By-Laws, undated) Presently, the Council operates as a monthly forum for the collegial sharing of information about HBCUs and higher education by members and invited guests. As many as thirty-three past presidents have been associated with the Council, constituting the country’s largest critical mass of former HBCU presidents. Past presidents of the Council have led thirty-five institutions. The AUC-RWWL is the designated archival repository for the Council of Past HBCU Presidents.

This project was funded by the Andrew W. Mellon Foundation in response to the proposal submitted by Loretta Parham, AUC-RWWL CEO & Director. Implementation of the project was capably coordinated by Karen Jefferson, Archivist and Records Manager for the AUC-RWWL. The monograph is authored by Barbara Hatton, a member of the Council of Past

Presidents. Three roundtable discussions and nine individual interviews were led by Dr. Hatton or Mrs. Parham and held at the Woodruff Library and at the Davidson House (Presidents House) at Morehouse College during the summer and fall of 2012.

The resulting videos are posted to the Library's institutional repository and accessible from the library's website (www.auctr.edu). The video masters and other associated documents from the project are housed in the Atlanta University Center Woodruff Library Archives Research Center.

It is our hope that these documented conversations will promote additional study of the leadership of HBCUs and that they will generate greater interests in sustaining and preserving the exceptional and necessary legacy of the HBCU and those that lead them. An additional study may also include the perspectives of the seated presidents of these institutions and notably those presidents who have been in their positions for 10 or more years, thereby extending and enriching the documented voice of HBCU leadership. The HBCUs continue to endure challenge and change as accreditation standards, retention rates, fiscal policy and competition from other institutions of higher education endure. There is much to gain from the dialogue of those leaders who have and to those who continue today, despite the odds, to produce results that contribute to a great society and provide the evidence and value of Historically Black Colleges and Universities.

Loretta Parham, CEO/ Director
Atlanta University Center
Robert W. Woodruff Library

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This project is the result of the collective effort and thinking of many people, to include the entire staff of the Atlanta University Center Robert W. Woodruff Library (AUC-RWWL) who work tirelessly to support the teaching, learning and research needs of the students, faculty and staff of the AUC-RWWL member institutions (Clark Atlanta University, Interdenominational Theological Center, Morehouse College & Spelman College); and in particular the staff of the Digital Services Unit, the Office of Communications & Information Technology, Security, Business Office, Archives Research Center, and the staff of the Office of the CEO & Director.

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THE POLITICS OF SUCCESS: AN HBCU LEADERSHIP PARADIGM

PROLOGUE

The HBCU Leadership Paradigm: Facing the Odds

Historically black colleges and universities (HBCUs) are institutions defined by the Higher Education Act of 1965 as those institutions that were “established prior to 1964, whose primary mission was, and is the education of black Americans.” Those who lead HBCUs meet an enormous challenge in American higher education. The efficacy of HBCU leadership is evident in the well-established productivity of HBCUs. And that productivity is yet unmatched according to analyses of enrollment as compared to graduation rates for similarly situated students and by the levels of persistence to completion of graduate study for HBCU graduates (e.g., see OCR Reports, 1991, 2010). For decades, as the mainstay of the case for increasing HBCU support, HBCU leaders have used narratives based on the institutions’ achievement of such productivity as *prima facie* evidence of their quality. And they could do so because HBCUs had overcome the low probability of such success in the face of the race-based inequities the institutions and their students endured.

Yet, “the successes (of HBCUs) are rarely celebrated by the mainstream educational community, policymakers, and the media (Gasman, 2008).” And recognition of HBCUs is more than warranted, according to Henry Drewry and Humphrey Dormann, authors of *Stand and Prosper: Private Black Colleges and Their Students* (2003). Based on their findings in an examination of the circumstances and prospects of forty-five historically black four-year private colleges and universities:

Their (*the HBCUs*?) record of accomplishment is so well-established that voices expressing doubts about the continued need for them are rare indeed. Yet black higher education calls out for further attention - from educators, funders, and scholars. These institutions represent, in many ways one of the most remarkable stories of education-against-the-odds of any set of schools in America.... It is time that they be recognized as an important part of the universe of American institutions of higher education (Drewry and Doermann, 2003, Preface, Section 2, para.1).

It follows that the leadership legacies embedded in and integral to HBCU successes also deserve far more recognition and study than has occurred. Mbajekwe (2006) suggested as much after her examination of what has been written about the state of the American university in the twenty-first century in preparing her book, *The Future of Historically Black Colleges and Universities*. She found “virtually nothing” on the impact of contemporary social policy changes on historically black colleges and universities. And most importantly, according to Mbajekwe (2006), “the literature overlooks the views and opinions of the men and women who lead black institutions.”

In the oral history project on which this monograph is based, those who have led the nation’s historically black colleges and universities voiced comparable views. Throughout their participation in the project, past HBCU presidents were unequivocal about the need to do a better job of telling the HBCU success stories so that, moving forward, these institutions and their leadership can take the place they have rightfully earned in American higher education. The past presidents who accepted the invitation to take part in this project are active, former, or

prospective members of the Council of Past HBCU Presidents (an Atlanta-based, informal organization of those who have led an historically black college or university and who reside in the metropolitan Atlanta area). Focusing on members of the Council, the project was implemented to document their perspectives, experiences and administrative contributions.

Oral history narratives of past presidents such as this project recorded are important for several reasons. While existing HBCU histories chronicle college events and accomplishments according to presidential tenures, few capture the views of the leaders for whom eras of college history are named. Yet presidential perspectives are extremely valuable for gaining insight and understanding of the factors which have the most impact on decision-making and direction at any given time, such factors as innovation or advances in technology, resources or economic conditions, campus intellectual activity and research, or social conditions. In addition and particularly for HBCUs, the existing institutional histories generally do not cover post-Civil Rights eras during which the educational landscape and prospects for African Americans were changed more drastically than at any other time since the founding of the colleges. The perspectives of those who led the institutions during this period of change and uncertainty, and who shouldered “the critical responsibility of conceptualizing and articulating the mission and vision of these institutions in the new era (Mbajekwe 2006)” are primary sources of information about the accomplishments of HBCUs at this transitional period.

Some of the changing patterns in the educational landscape to which HBCU leaders responded are apparent in the snapshot view of HBCU enrollment in 1976 and 2010 presented in the table below. As shown, overall enrollment in HBCUs is larger in 2010 than it was in 1976, reflecting in part the increase of African Americans enrolled in all higher education institutions today. The major trends facing HBCUs during this period are found in the increases in female and non-black enrollment.

Enrollment in HBCUs, 1976 and 2010, by Sex and Type of Institution

Year	Total	Male	Female	Public	Private
<i>All Students</i>					
1976	222,613	104,669	117,944	156,836	65,777
2010	326,614	127,437	199,177	259,146	77,468
<i>Black Students</i>					
1976	190,305	84,492	105,813	129,770	60,525
2010	265,911	101,644	164,265	193,843	72,068

Source: Excerpted from: National Center for Education Statistics, Digest of Education Statistics, Table 256.

However, the percentage of African Americans at HBCUs as compared to those in predominantly white institutions (PWIs), declined by half, from about 20% in 1976 to about 10% in 2010, according to OCR Reports (1991, 2010). This decline must be tempered by the fact that a large proportion (about 40%) of African Americans in higher education institutions are enrolled in community colleges and private, for-profit schools. Most black students who are enrolled in PWIs are not in four year baccalaureate degree programs comparable to those in historically black colleges and universities. Based on these trends, some analysts predicted that HBCUs would have a lesser role in the education of African Americans and in higher education (see Wilson 1990 and Riley 2010 in a Wall Street Journal article and the responding Op-ed articles by Hampton and Spelman presidents). Conversely, these trends may well indicate that a new form of segregation has developed in education signaled by the concentration of students by race (and income levels) in inner city public schools and community colleges, one that is disproportionately affecting African Americans and similarly situated groups. Those

past presidents participating in this project who hold this view argue that HBCUs are needed now more than ever to provide and to model the kinds of access and success that HBCUs have created for these groups in the past (e.g., Franklin 2010).

Throughout the history of HBCUs, visionary leadership, in conjunction with critical pedagogy and collective action, enabled these institutions to adapt to changes in enrollment patterns and environmental conditions when the odds were stacked against their doing so, primarily because of race-based inequities. As the nation's racial policies evolved, subjecting HBCUs to lessening degrees of external definition and control, presidential leadership was the most important factor in how well the institutions were able to build new capacities for effectively meeting the changing needs of the African American community and the more diverse college populations of the country. A brief review of HBCU history, presented below, describes the environment for HBCUs and the leadership traditions that are embedded in their success stories. Following this brief history, and in that context, is a discussion of HBCU leadership in late twentieth century based primarily on the reflections and writings of past HBCU presidents, and literature on HBCU successes during this period.

The HBCU Leadership Legacy: Overcoming the Odds

From their inception, the successes of HBCUs were determined in large part by the work and influence of their presidents and the teams of administrators and faculty they assembled. Some of the earliest documented evidence of HBCU successes is found in the *Report of the Commissioner of Education for 1894*. The Report includes a chapter entitled, "Education of the Colored Race," which begins by describing the financial history of the Tuskegee Normal and Industrial Institute of Alabama as "the epitome of the larger institutions for the education of the colored race." The report states:

That Institution, on the 4th of July, 1881, started in the world without a dollar except an annual appropriation of \$2,000 from the State for tuition of State students. During the thirteen years that have

elapsed since that date the institution has received \$421,956 in cash, derived from the following sources:

The State of Alabama, about 9 per cent, or	\$37,000
The Peabody Fund, about 1 per cent, or	5,163
The John F. Slater Fund, about 4 per cent or	15,500
The students, about 12 per cent, or	51,451
Gifts, about 74 per cent, or	<u>312,842</u>
Total for the thirteen years	421,956

The Commissioner attributes Tuskegee's financial success to the "benevolent people" who provide support for "the purpose of enabling the negro youth to acquire an education without loss of self-respect," based on the general principle that "the education of the negro is best to be effected through systematically teaching him to labor...given his peculiar intellectual difficulties and ... moral weaknesses (The Report, p. 1019-1020)." In spite of the apparent racial biases of the author of this report, Tuskegee was able to use such support to achieve a much broader mission to meet the needs of the African American community at that time.

Booker T. Washington, founding president of Tuskegee describes the same moment in history in his autobiography, *Up From Slavery*. He writes:

I found that a year previous to my going to Tuskegee... the Legislature had complied with the ("colored people's") request to the extent of granting an annual appropriation of two thousand dollars. I soon learned, however, that this money could be used only for the payment of salaries of the instructors, and there was no provision for securing land, buildings, or apparatus. The task before me did not seem a very encouraging one. It seemed much like making bricks without straw. (Washington, 1967, p.74)

The task of “making bricks without straw” is a metaphor for the odds against achieving success not only at Tuskegee, but also at the hundreds of HBCUs listed in the Report, which included most of those public land grant HBCUs authorized by the second Morrill Act called 1890 institutions. Leaders of the 1890 institutions, like Washington, sought to “give them (*their students*) an education that would fit a large portion of them to be teachers, and at the same time cause them to return to the plantation districts and show the people there how to put new energy and new ideas into farming, as well as into the intellectual and moral and religious life of the people (Washington, 1967, p. 83).” And, because such a vision did not fit the racial biases inherent in the kind of support HBCUs received, Washington and other HBCU leaders have had to rely on innovative, unconventional and entrepreneurial strategies to succeed, perhaps drawing inspiration from the biblical story of the Israelites in slavery, who when denied straw to make the bricks on which their lives depended, found other means to obtain that straw, the essential means of their survival and success. And what Booker T. Washington had accomplished by 1894, in positioning Tuskegee in a network of support for its success, despite the racial biases of supporters or government policymakers, represents the overarching leadership task of every HBCU president since that time.

Since the founding of HBCUs, their leaders have overcome the odds against the survival and success of HBCUs through support of an evolving network of public policymakers, philanthropists, and church mission covenants that recognized the benefit of investing in humanity, regardless of race, and sometimes in accommodation of the racial politics of the time. As this network meshed with the efforts of committed academicians and their engaged pedagogy at the institutions, HBCUs have trained generations of African Americans. Their graduates were well-prepared as advocates for social change and fully qualified to enter careers, communities and cultures that were previously barred to African Americans. Such productivity was the engine for the progress that African Americans have made, especially during the past sixty years, opening up opportunity in nearly every aspect of

American life. In this way, HBCUs have served African Americans and they also have been resources for the social progress of the nation.

The successes of HBCUs are extraordinary, given their existence as part of a dual system of education in America, divided inequitably by race, for most of the twentieth century. Measuring that success, particularly doing so against their white counterparts is problematic, because they were not simply carbon copies of those institutions; they could not be and more importantly, they should not have been. At the time HBCUs were founded, the African American community required very different academic goal-setting and pedagogy than would have been present in most white colleges because the African American community had been provided very limited access to education. The tasks for HBCUs and the presidents who led them were first to provide pre-collegiate programs and schools, particularly in the South where there were few public elementary and secondary schools for African Americans. When the southern states provided public schools for African Americans at the turn of the century, HBCUs were able to focus on collegiate education. As they did, HBCUs were held to the same standards, expected to do the same job as predominantly white institutions in providing liberal arts, science and professional programs. At the same time, these financially strapped HBCUs had the added burden of providing college preparatory courses for those students who came to the colleges with inadequate preparation they received in some of those segregated, underfunded public schools. The need to provide such programs has continued throughout the history of HBCUs.

Yet with visionary leadership and committed faculties and by strengthening their networks of support, HBCUs succeeded in achieving their twin missions: to prepare African Americans and others for leadership in a more just society, and to equip them with a strong collegiate education for doing so. Such educational outcomes are essential to the integrity of democracy as envisioned by the nation's forefathers, so HBCUs existed as a virtual laboratory for democratization, even as they and their graduates were

part of an educational system and a nation that barred their full participation. In recognition of this fact, some of the corporate titans of America joined the network of HBCU support that was organized by the United Negro College Fund (UNCF). The UNCF was founded in 1944 by Frederick Patterson, then president of Tuskegee Institute and Mary McLeod Bethune, founder and president of Bethune-Cookman College, who would later become an advisor to President Franklin D. Roosevelt. Organized to represent private HBCUs, UNCF was established to “work for equal opportunity under whatever laws existed, whether they were laws of segregation or integration (Gasman, 2007, p. viii).” UNCF presidents, including Dr. Benjamin Mays (President of Morehouse College, 1940-67 and UNCF President, 1958-61), Dr. Charles Johnson (President of Fisk University, 1946-56), and Dr. Rufus Clement (President of Atlanta University, 1937-67) were asked to make the case for HBCUs to potential corporate donors by speaking about their tasks of providing academic excellence for African Americans against formidable financial odds. And they were quite successful in drawing more corporate support to the colleges. Reflecting in his autobiography on the nature of those tasks at Morehouse, Dr. Mays described his work as doing “so much with so little and so few (Mays, 1971, p.170).” To assist Dr. Mays and his colleagues at private HBCUs to succeed, John D. Rockefeller, Jr. son of the Standard Oil Industrialist and philanthropist, led UNCF campaigns to draw support from his business colleagues; and he continued to do so until he believed that changes in national policy regarding segregation by race in education would mean that the Fund and the HBCUs it supported would no longer be needed (Gasman, 2007).

In fact, the official ending of the dual educational system in America should have leveled the playing field for HBCUs. Instead the odds were heightened against them because ironically, it wouldn't be clear for some time whether any racially-identified school or college would have a viable future or any future at all. The major changes which should have meant that HBCUs would have more equitable access to resources and capacity-building assistance were: (1) the 1954 Supreme Court decision which ruled

the “separate-but-equal” doctrine in schools unconstitutional; (2) the 1965 Civil Rights Act which provided a mechanism for ensuring equal opportunity in federal assistance and programs and established the Office of Civil Rights to ensure compliance with laws to desegregate schools; and (3) the Higher Education Act of 1965 (and Reauthorization Acts thereafter) which authorized the “Strengthening Historically Black Colleges and Universities Program (Title III).” These actions to ensure equal opportunity in education had created new opportunities which required both African American students and HBCUs to prepare for a more competitive and diverse future. And now, HBCU leaders could have some reasonable expectation of equity in resources with their white counterparts, if HBCUs could survive in an environment where many, including some African Americans, believed they were no longer needed, indeed no longer justifiable because they were “black colleges.”

One of the most devastating blows to the work of HBCUs came from a 1967 article in the *Harvard Educational Review* that reflected the same racial bias contained in the 1894 Report about Tuskegee, but this time the flawed analyses focused on administrators and academic quality of the institutions. Calling HBCUs “academic disaster areas,” the article, “The American Negro College,” by Harvard professors, Christopher Jencks and David Riesman, received broad circulation through one of the more widely-read education journals, the *Harvard Educational Review*, and through the media. Although this was not the only study of HBCUs at the time, it was the most widely disseminated. The Carnegie Commission in a 1965 study also assessed the inequalities HBCUs faced. That study identified the needs of HBCUs as compared to white institutions but those needs were placed in the proper context of the needs at similarly situated white institutions, ultimately pointing to ways to best help the HBCUs. The Carnegie study did not receive attention beyond the education community. However, the Jencks and Riesman study had instant credibility because of its source and sent shockwaves throughout HBCUs and their supporters. This was a setback for HBCU presidents and members of their support networks who

had been working together to prepare for challenges and opportunities that were inherent in the coming desegregation efforts. Instead, their attention and resources were once again required to make the case for the unique role of HBCUs, a role other institutions did not play and were not seeking. HBCUs had been once again stigmatized, weakening their credibility as their leaders sought to reposition the institutions in new networks that would develop through desegregation efforts.

The UNCF presidents' formal response to the Jencks and Riesman report, a robust and clear repudiation of the methods, data, and findings of the report, was the beginning of enormous energy around HBCUs to preserve them and to establish their footing in desegregated, modern day America. And HBCU presidents were at the forefront of successful efforts for new advocacy, new philanthropic support and broader government aid. In the early 1970s, the Ford Foundation, the largest national philanthropic foundation in America at the time, assisted in this effort by making a \$50 million commitment over six years to strengthen private, historically black colleges "in the face of some opinion that they have outlived their usefulness (Magat, 1979)." Dr. Benjamin Payton, then President of Benedict College, left that position to lead the Ford program. (Dr. Payton would later become president of Tuskegee.) Concurrently, in 1974, a group of HBCU presidents, convened by the late Dr. Elias Blake (who would later become president of Clark College), founded NAFEO, the National Association for Equal Educational Opportunity in Higher Education. As a membership organization representing the presidents and chancellors of public and private HBCUs and predominantly black institutions, NAFEO was established to place and maintain the issue of equal educational opportunity on the national agenda (Blake, 1989). NAFEO's activities in collaboration with UNCF and other like groups would turn out to be a saving grace over the next two decades, serving as watchdog, program developer and lobbyist, as major legal challenges to racially identified institutions were raised.

There had been decades of effort to reposition HBCUs in

new networks of influence and support, when their continued existence was threatened by litigation in the Fordice case (*United States v. Fordice*, 112 S. Ct. 2727, 2743 1992) to desegregate higher education institutions in Mississippi (Tollett, 1994). That lawsuit basically asked the court to sanction closing of HBCUs, forcing all African Americans to attend PWIs if they could qualify. Finally, after twenty-five years of legal wrangling in lower courts, the Supreme Court ruled that desegregation did not necessitate the closing of historically black colleges. The ruling had a direct impact on public HBCUs but a ripple effect was also felt by private historically black colleges. Corporate leaders, who had been the major donors for UNCF campaigns, had also been questioning the continued need for private HBCUs during the discourse about the Fordice case.

UNCF's galvanizing slogan, "A Mind Is a Terrible Thing to Waste," marked the beginning of a new period during which presidential leadership and statesmanship through both NAFEO and UNCF led to increased visibility of the colleges and their value to the nation. As a result, successful UNCF campaigns were conducted. And there followed increased federal funding for both public and private historically black colleges when President Jimmy Carter signed Executive Order 12232 (1980). The order established a federal initiative which was designed "to overcome the discriminatory treatment and to strengthen and expand the capacity of historically black colleges and universities to provide quality education" and which sought "to identify, reduce and eliminate the barriers which may have unfairly resulted in reduced participation in and reduced benefits from, federally sponsored programs." This action was in turn followed by President George H.W. Bush's Executive Order 12677 (1989) establishing the President's Advisory Board on HBCUs "in order to advance the development of human potential, to strengthen the capacity of historically black colleges and universities to provide quality education, and to increase opportunities to participate in, and benefit from Federal programs." Bush's order has been reauthorized in each successive administration to become today's White House Initiative on HBCUs.

Against this background, presidents who led HBCUs in the last quarter of the twentieth century were faced with colleges in transition. Now, in the words of a popular saying, HBCUs did not need to be “all things for all black people.” As this transitional period began, the Carnegie Commission on Higher Education (1974) recommended that historically black colleges and universities use this time “for curriculum innovation and enrichment... and to concentrate on developing, in addition to general liberal arts courses, strong comprehensive undergraduate programs in pre-professional subjects and in subjects that prepare students for advance education and high demand occupations (p.319).” Some of the boards of trustees and presidents leading HBCUs during this period could achieve more success with these tasks than others. Those institutions in states or local communities where progress in race relations had been more difficult were required to employ more protective, less progressive strategies for institutional development. As examples, the consortium of HBCUs in Atlanta, with a self-proclaimed reputation as “a city too busy to hate,” had more interracial support to emphasize capacity-building and “enrichment” than at South Carolina State University (SCSU) located in Orangeburg, S.C. SCSU is the only state-supported HBCU and its campus was the location of the 1968 Orangeburg Massacre where white state troopers’ wounded and killed unarmed student demonstrators, all African American, who were protesting against a segregated bowling alley in Orangeburg. In contrast to the climate for HBCUs in Atlanta, as the transitional period for HBCUs began in the mid-1970s, South Carolina State was still beset with the aftermath of that Orangeburg Massacre. This event had prompted a racial crisis that forced South Carolina State to make compromises, ceding engineering, extension services and other programs essential to the land grant mission to Clemson, the PWI land grant in South Carolina (Nelson and Bass 1970; Potts 1978). Such compromises ensured SCSU’s survival as a college for African Americans but years would pass before it could take advantage of opportunities for innovation and capacity building that had become available to other HBCUs.

Some twenty years after the recommendation of the Carnegie Commission to HBCUs in view of their new possibilities, the President's Board of Advisors on Historically Black Colleges and Universities (1996), now the White House Initiative on HBCUs, issued the following charge to HBCUs:

HBCUs, like all colleges and universities, are operating in a much more competitive environment and are thus challenged to focus their vision on meeting the nation's rising environmental expectations and academic demands.

HBCUs must assure that the public is aware of their strengths and of the contributions they make to their communities.

HBCUs must continue to be good stewards of public and private funds, ensuring the confidence of all benefactors – taxpayers, legislators, alumni, corporations – in their management of federal, state, and private resources.

The leadership tasks at HBCUs, as they are viewed according to this 1996 charge from the President's Board of Advisors, had evolved from Booker T. Washington's time of "making bricks without straw" at their founding to doing "so much with so little and so few" in Benjamin Mays' time, and now would require new visions, visibility and stewardship to once again reposition HBCUs to gain support in the new desegregated environment (Southern Education Foundation 2010).

RETROSPECTIVES OF PAST PRESIDENTS

In 2012, almost forty years after the Carnegie Commission on Higher Education's (1974) recommendation that HBCUs pursue innovative programming to prepare for emerging demands and new possibilities, and some twenty years after the President's Advisors on HBCUs issued its clarion call for sharper vision,

heightened visibility and greater accountability, past HBCU presidents were asked their views of this period in HBCU history which they witnessed and helped to write. These presidents, whose years of service cover the period from 1974 to 2008, were among those who were expected to articulate the needs and visions that would justify continued support of historically black colleges in the face of changes in student demographics, litigation threatening their continued existence, and an eroding national commitment to the achievement of equal opportunity for African Americans. And they were the legatees of HBCU leadership traditions of succeeding-against-the-odds through building networks, engaging in collective action and building administrative and faculty teams with deep commitment to the HBCU mission.

From the perspectives of past HBCU presidents, HBCU leaders and leadership are integral to the success narratives of HBCU history and cannot be thought of separately from that history. In their view, HBCU leadership is an integral part of the institutional system in which it occurs and it is therefore subject to the forces that affect that system. They see the tasks they performed (personally or by delegation) as essential to the successes of HBCUs. Their retrospective insight is helpful in understanding some of the forces that shaped HBCU history and leadership as HBCUs explored new futures in the desegregated environment of American higher education. Some of the most powerful forces shaping HBCU leaders and their leadership were the lives, philosophies and racial pride of those whom they saw as role models.

Exemplars and Mentors for HBCU Presidents

The men and women who were called to serve as HBCU presidents during the HBCU transitional period, between approximately 1974 and 2008, were drawn from careers mainly in religion, academia or pre-collegiate education, and in the rare case from the corporate world. These men and women had distinguished themselves not only in their fields, but by their deep commitment to racial equity and interracial brotherhood. Almost all

had broken racial barriers - charting new territory for African Americans by becoming the first, or the only or the highest ranking African American man or woman in the positions they held. For the most part, those who were appointed as HBCU presidents during this period had neither expected nor planned to become college presidents. In most cases, they had responded to the HBCU leadership opportunity as the loyal “sons and daughters” or alumni of HBCUs and they understood, appreciated and identified with HBCU culture, customs, constituents and racial dynamics of the institutions they were asked to lead. They were the carriers of the HBCU tradition, some serving as symbols of HBCU success.

Most often, HBCU presidents who served during the transitional period, whatever their backgrounds, expertise and experience, looked to Benjamin E. Mays, the famed president of Morehouse College (1940 – 1967), as the ideal HBCU president. Few of the HBCU presidents of the transitional period actually knew him or developed any kind of mentoring relationship with him, but most drew inspiration from what they knew of his vision, high standards, moral leadership and his commitment to public service. It is clear from much that has been written about him that, as a college president, Mays was a master of the politics of success and distinction, understanding and capturing (or creating) the historical moment to maximize institutional possibilities by constantly building and cultivating new networks of support. The establishment of a chapter of Phi Beta Kappa at Morehouse in 1968, after fourteen years of presenting data on Morehouse standards and successes to the society, is a prime example of Dr. Mays having created the historical moment in which to build new support for the institution. Phi Beta Kappa is the oldest and most respected honor society in the country, and only about 10 per cent of American higher education institutions qualify for a chapter. So this was the kind of distinguishing achievement for Dr. Mays and for Morehouse that provides a concrete, undeniable representation of the college’s accomplishments and high aims, of its proper place in higher education.

Dr. Mays was friend and mentor to Morehouse alumnus Dr. Samuel Du Bois Cook (President of Dillard University, 1974 – 1997). Dr. Cook recalls that Dr. Mays succeeded because he worked tirelessly to create a culture of academic excellence at Morehouse by, as Dr. Mays would say, “being creatively dissatisfied with the way things were and falling in love with the way things ought to be.” Throughout May’s administration, according to Charles H. Wesley’s review of his educational philosophy and practice, Dr. Mays “directed periods of transition and development.” This over time would have an impact on the standards to be achieved in all of the college’s major functional areas (Cook 2008). That leadership style was shaped by the living examples of his era, one of whom was Dr. Mordecai Johnson, President of Howard University (1926 - 1960) with whom he enjoyed what Dr. Cook calls “mutuality of influence.” And so, Dr. Mays, having grown from his association with a successful HBCU president, became an exemplar and mentor to those who led HBCUs in the transition period of the late 20th century.

In addition to having Dr. Mays as an exemplar, the presidents of the transition period looked to and learned from other stellar examples, such as Mrs. Mary McLeod Bethune, founder and president of what is now Bethune-Cookman College, a founder of the United Negro College Fund and founder of the National Council of Negro Women; and Dr. James Costen, president of the Interdenominational Theological Center (1983 -1998) and past Moderator of the 194th General Assembly of the United Presbyterian Church in the USA in 1982. More than a few sought the advice of Dr. Julius Scott, twice president of Paine College (1975 - 1982 and 1988 -1994). Dr. Johnnetta Cole, dubbed “America’s Sister President” (Cole, 1993) was the sterling example for future women HBCU presidents when she became the first African American woman to lead Spelman College. These are but a few of the host of others who could be mentioned, each distinguished not only through individual exceptionality, but through their broad impact on student lives and community institutions and their deep commitment to racial progress – and as Dr. Cook refers to them, “shadows of Mays.”

The lesson for leaders from these exemplars and mentors permeates the success narratives of past HBCU presidents as they discuss their leadership and HBCU accomplishments. Generally, they attribute the successes of their role models, in part, to the fact that such leaders were superior people, and, in part, to the circumstances created by historical forces, i.e., “things falling into place.” Historical forces create the circumstances for the accomplishments of any president, whose leadership qualities shape the impact of those circumstances on the institution. Drewry and Doehrmann explain this phenomenon in their book on private black colleges in the chapter they entitle, “Leadership and Luck,” in which they view the successes of black colleges as the confluence of both their place in history and the traits of their leaders. Similarly, in their narratives, past presidents see HBCU success as a function of history, leadership and the system-specific politics of higher education.

Leadership in Public HBCUs

The historical period during which project participants served as HBCU presidents, from 1974 to 2008, was characterized by significant opportunity for public HBCUs in Arkansas, Georgia, Louisiana, and Mississippi, and other southern states where desegregation orders or plans were in effect. Louisiana and Mississippi are examples of states where court ordered consent decrees provided additional resources to HBCUs to address historical underfunding and to provide for capacity-building support. Other southern states such as Arkansas and Georgia adopted and implemented plans for increasing diversity in all colleges and universities to accomplish desegregation, as opposed to closing HBCUs or merging them with the nearby predominantly white institutions with the same programs. These policies and plans also were intended to give opportunity for renewal of the HBCU mission and for building new capacities for broader service to diverse constituents. However, the public HBCUs in these states were among the most overburdened higher education institutions in the state systems, serving the students with the greatest academic and financial needs. New monies which came to

address the underfunding, to reverse years of deferred maintenance, and to replace outdated buildings and to build new ones, would require larger operating budgets than would be forthcoming without extraordinary cross racial support. The success narratives of public HBCU presidents during this period always involve stories about the political necessity of building alliances to gain support without losing control of the HBCU agenda.

In describing what was required for Grambling State University in Louisiana during this time, Dr. Joseph Johnson, who was president from 1977 to 1991, explains the reality for him and most HBCU presidents in state-supported HBCUs:

The president of a state institution has to make political alliances. ... especially with those white politicians who have a conscience and want to do something for black colleges. ... In the state of Louisiana, when I went, we (Grambling) had a \$7,000,000 deficit and the only way we could get that covered was to work with the Governor's office and supportive legislators. You have to be careful how you wade in the water politically, but by the same token, you are not going to make it in a state institution without those political alliances (Johnson interview, 2012).

The situation that Dr. Johnson describes is but one facet of the difficulties to be overcome by public HBCU presidents, as they took the helm of institutions that were crippled by decades of underfunding. The responsibility for building relationships and alliances to leverage the HBCU record of productivity (despite the limitations), and obtain increased funding, was borne personally by HBCU presidents, typically without staffs of lobbyists and development officers.

Often, the HBCU president, at great personal and political risk, was the lone African American voice or among the very few in the higher education policy arena advocating for the rightful place for HBCUs in state support networks. Sometimes ca-

reers were sacrificed, particularly at those HBCUs where presidents inherited the budget shortfalls and poor audits that were the consequence of historical underfunding. In such situations, the presidents' success depended almost entirely on having a strong, competent and highly respected fiscal officer to achieve the kind of excellence in financial accountability and reporting necessary for winning state "budget battles." In the best case scenario, such a fiscal officer's expertise, experience and knowledge of the state system would enable presidents in the judicious use of state appropriations, which were insufficient to support both the rising operating costs and those for race-specific campus efforts to address the academic support and financial needs of HBCU students. In the worst case scenario, as happened at Central State University in the 1990s and at Jackson State University in the 1980s, public HBCU presidents did not survive and institutional viability was threatened when these state-supported institutions were placed on fiscal watch by the state, resulting in a virtual takeover of the institutions' fiscal offices by an officer or officers sent in by state agencies. Fiscal integrity and accountability were keys to building, maintaining and succeeding through political networking within the state. And differences in growth trajectories of public HBCUs and the tenures of their presidents during this period can be traced to difficulty in fiscal accountability.

Along with their responsibilities for building cross racial relationships at the state level, public HBCU presidents needed to work with other public and private HBCUs presidents in and out of their state to engage public policy debates on issues and legislation affecting HBCUs. The availability of financial assistance, along with innovation in academic reinforcement and developmental education, and strength in science and professional programs, has been a crucial factor in the productivity of HBCUs. The level of financial assistance to students sets the level of success in these other critical areas. While public HBCUs must still rely on their states for substantial operating support, the tuition for about 90% of the students enrolled in HBCUs (public or private) is subsidized by some form of financial aid, most of

which comes from federal financial aid programs. The success of HBCU presidents in building networks of influence through NAFEO and UNCF during this time is evidenced by the inclusion and continued use of race specific language in higher education legislation (including capacity-building acts such as Title III).

In addition to building in-state alliances and national networks of influence, public HBCU presidents were able to “capture the moment,” to take the window of opportunity that developed at this point in history for HBCUs, to envision new goals for the institutions. Now that HBCUs ostensibly would be freed of their racial moorings, a good many HBCU presidents of this time could now spend their time envisioning the kind of campus culture, programs, and graduates HBCUs should have to become more successful than had been possible under past conditions of restriction and discrimination. One example is found in Jackson State University whose presidents envisioned a new urban university, which renewed its HBCU mission. Another example is the shared vision developed by Dr. Barbara Hatton, the president of South Carolina State University, in which the university would now assume its rightful place in a triumvirate in South Carolina universities, i.e., the University of South Carolina, Clemson University and South Carolina State University, each playing a significant but different role in higher education. Savannah State University’s president, Dr. Carlton Brown, envisioned an institution that would become a model of diversity when he wrote:

Diversity is a critical aspect of my vision for Savannah State University. We have launched a new approach to increase the number of Hispanics and Asians on our campus. We believe that we will do well with that. In addition to providing a new set of services to those students, we are also continuing to be who we are. We do not find any contradictions at all. We will always be predominantly African American, and always be historically black, and all the things that that means. (Mbjajekwe, 2006, pp.145-156)

These statements of vision show the kind of strategic thinking by which some public HBCU presidents would “capture the historical moment” to enhance the prospects for greater success at their institutions. But they faced the classic chicken and egg conundrum in actualizing such visions. Most state HBCUs, underfunded and programmatically limited by state mandates, did not have the capacities for new program efforts and constituents, such as faculty, and learning and laboratory resources. More importantly, newly available state funding for HBCUs as well as increasingly available federal funding through the White House Initiative on HBCUs, required existing capacity to participate in programs to increase capability in research and technology initiatives, graduate training, and the arts. The difficulty is shown by a review of results of the federal effort to sustain and enhance HBCUs. According to the 1996 Report of the President’s Board of Advisors on Historically Black Colleges and Universities:

In FY 1969, 73 percent of the federal goal for HBCUs was derived from five agencies within the Department of Health, Education and Welfare (HEW), 52% of which was student financial aid funding from HEW’s Office of Education. ... In fiscal year 1995, the fourteen federal departments and thirteen agencies monitored under the Executive Order provided \$1,247,687,479 to HBCUs, while those same departments and agencies awarded \$24,296,839,632 to all institutions of higher education. HBCUs received 5 percent of the overall total. These FY 1995 totals reflect a 10.4 per cent increase (\$119,483,000 to \$1,247,687,479) in federal support for HBCUs compared to a 62 percent increase (\$3,922,421,000 to \$24,296,839,632) in federal awards for all higher education institutions (The 1995-96 Annual Report, pp. 39-40).

Notably, however, at state-supported HBCUs including Florida A & M, Grambling, Jackson State, and North Carolina A & T Universities, leaders overcame the difficulty by successfully

soliciting corporate and community sponsors and support for innovations, and for building new capacities with which to qualify for extant funding at the state and federal levels. The president of Grambling solicited corporate support to obtain state funds with which to build a new capacity in computer technology. Both Jackson State and North Carolina A & T Universities joined Howard University to achieve Carnegie rankings as research universities as a result of their transforming work during this period.

HBCUs had extraordinary support from industry and community sponsors to bolster their increased participation in federal and state programs. Presidents at these public HBCUs also were particularly active in the public policy arena as members of the Presidents Board of Advisors on HBCUS and in NAFEO. Their work laid the groundwork for new alliances with the Hispanic Association of Colleges and Universities (HACU), and the American Indian Higher Education Consortium, still building on the vision of earlier NAFEO presidents to place and maintain the issue of equal opportunity in higher education on the national agenda.

New avenues of opportunity and new visions of equity were created when the first African American women were appointed as presidents of state-supported HBCUs in the latter part of the transition period for HBCUs. The trailblazers in the public HBCU sector were Doctors Niara Sudarkasa and Delores M.R. Spikes. Dr. Sudarkasa served as the first woman president of Lincoln University of Pennsylvania from 1987 through 1998. Dr. Delores M. R. Spikes served a near concurrent term at Southern University, from 1988 through 1996, and then served at the University of Maryland at Eastern Shore, from 1997 to 2002. Their appointments were history-making accomplishments, given the overwhelming odds against the selection of women presidents at any American higher education institution, particularly at those with Division I, NCAA athletic programs. More importantly, for HBCUs, these appointments were politically and culturally significant because at HBCUs, and within the African American community in general, efforts to achieve racial parity have historically taken precedence over gender inequality issues. For this

reason, among others, and in such an environment, women historically were not considered for presidential leadership, though increasing numbers of African American women had distinguished themselves academically and in leadership positions. The appointment of women presidents at Southern and Lincoln, institutions that served as important cultural icons in their communities and among HBCUs, opened the door for new discourse about equal opportunity issues within the HBCU community and beyond.

Since the appointment of women presidents at Southern and Lincoln Universities in the late 1980s, six other women have served as the first woman presidents at four-year, public HBCUs. Dr. Barbara R. Hatton was appointed President of South Carolina State University in September, 1992 and served until 1995; she also enjoyed the distinction of being the only woman president of a four-year college or university in South Carolina at that time. Dr. Portia Shields served as President of Albany State University from 1996-2005. Dr. Marie McDemmond was appointed President of Norfolk State University in 1997 and served through 2005. In 2002, Dr. Laverne Ragster began her tenure as President of the University of the Virgin Islands and led the college until 2009. In 2005, two women presidents were appointed to presidencies at public HBCUs. Dr. JoAnn W. Haysbert served at Langston University from 2005 until 2011. Dr. Carolyn Mahoney began as president at Lincoln University of Missouri in 2005 and led that institution through 2012.

Southern, South Carolina State, and Norfolk State Universities, three of the institutions where women served as presidents during the latter part of the transition period for HBCUs, were also among those HBCUs with successful athletic programs. A fourth institution, Albany State University, reinstated its football program during the tenure of its first woman president. At these institutions, HBCU presidents could reasonably expect to leverage their success in intercollegiate athletics for increased corporate support of general scholarship funds and academic programs, and to gain approval of legislative or budgetary requests for capital financing of new athletic facilities. High expectations

for such leveraging activity had been set by HBCU presidents of the Southwestern Athletic Conference (SWAC) of the NCAA. Dr. James Frank, who had served as president of Lincoln University of Missouri from 1973 through 1983, served as SWAC Commissioner from 1983 to 1998. In the SWAC region, the ongoing success of the Bayou Classic, an annual football contest between Grambling and Southern Universities, seemed to indicate that athletics had the same potential to support HBCUs as they did for PWIs. The Classic produced increasing revenue to the participating schools and record-setting attendance, and also provided indirect benefits to the programs of SWAC member institutions. So, throughout the transition period and as late as the 1990s, HBCU presidents (including the newly appointed women) tried to replicate successes in the SWAC region through the organization of football classics to support institutional capacity-building efforts. Presidential leadership and commitment, along with the perennial successes of the Grambling and Southern football programs, had been the keys to the kind of results achieved with the Bayou Classic. However, replication efforts of state-supported HBCUs in other regions were hampered by less supportive conditions, due primarily to increasing leadership instability and, to a lesser extent, to comparatively less stable athletic program success. Expectations of athletic enterprises, as a lucrative tool for gaining corporate and private support, were generally not met. In some such instances, however, presidents of state-supported HBCUs were successful in gaining additional state support to address the historic underfunding of state-supported HBCU athletic programs.

During the transition period for HBCUs, some state supported HBCUs developed new vitality, new capacities and new networks of support both within and outside of higher education, while maintaining their HBCU identity and mission. For example, there are now highly rated programs in business, engineering and other professional areas at Jackson State, North Carolina A & T, and Florida A & M Universities. These institutions also have new capacities for research on issues affecting the African American community. The foundation for such successes at these institutions was established as a result of the presidential leader-

ship of the transition period. Other state-supported HBCUs, that presumably faced somewhat the same circumstances which were created by the historical forces of the period, are doing relatively less well in enrollment, financial strength and institutional development. They have experienced slower progress in program expansion and development, and in some cases they have even lost some coveted programs. Without the benefit of research, it is not possible to say what accounts for the difference in the way these groups of institutions have developed. Research is certainly needed to learn the ways in which the institutions that languished were favored or not by history, and to understand the role of leadership in the directions taken by each group of institutions. Such findings are important as the next generation of presidents in state-supported HBCUs, learn the politics of success.

Leadership in Private HBCUs

The private sector of HBCUs (independent and church-related HBCUs) has always been characterized by marked economic divergence. Such economic disparity has become even more pronounced during the last thirty years, since the late 1980s. At one end of the economic spectrum are those financially healthy institutions whose endowments rank among the top 300 in a 2009 survey of 791 American Public and private colleges – Howard University, Spelman College, and Hampton University (Haines, 2009). At the other end are those institutions with very small endowments that are tuition-driven, which makes them especially vulnerable to the economic conditions affecting the families and communities of their students. The economic divergence within this sector mirrors the variation in purposes and people served by private HBCUs, such that the most economically challenged HBCUs, for example, are serving the students who have the most need for financial assistance, and who, to a lesser extent, are most in need of costly academic support services.

Particularly during periods of national economic decline, some of the less well endowed private HBCUs have been overwhelmed by downturns in the economy, as was the case when

Mary Holmes College closed its doors in 2005 after the loss of its accreditation. A two-year college in Mississippi, founded by and still related to the Presbyterian Church (USA), Mary Holmes' rising operating costs simply outstripped the levels of its declining tuition income, church allocations and philanthropic support. Mary Holmes could not meet the financial criteria for maintaining its accreditation, though it had successfully addressed other recommendations of the agency. However, most private HBCUs operating basically on the vicissitudes of annual income, much as a Mary Holmes had to do, have not closed. Most are survivors, according to Drewry and Doermann's 2003 examination of the operational histories of 45 such small private HBCUs. Consequently, it has been the rare case when private HBCUs do not survive economic problems, even those caused by the self-inflicted wounds that exacerbate their vulnerability to even the smallest change in their economic conditions. Knoxville College and Morris Brown College, for example, are still grappling with their problems years after mismanagement, debt, and poor leadership from the boards of trustees led to loss of regional accreditation (Seymour, 2002; Hatton, 2011).

The formulation and communication of a clear statement of the HBCU mission are important factors in the prosperity and survivability of private HBCUs, across the economic spectrum. The overarching HBCU mission - to educate and to inculcate values of democracy and social justice - is the nexus for external support networks and the capacity-building efforts of the institution. The narratives of private HBCU presidents who served during the transition period reveal successful efforts to clarify the HBCU missions in the context of the special circumstances, capacities and opportunities of an institution or institutional group. Restructured curricular, student recruitment, faculty selection and institutional development programs, reflect the institutional variation on the overarching HBCU mission. This is the foundation for building new and sustaining old networks of institutional support. The turnaround at Johnson C. Smith University is one such example of restructuring academic programs by benchmarking its efforts to the successes of peers serving the same mission. The

successful effort at Tuskegee University over the last twenty-five years is another case in point. Through presidential leadership and strong Trustee participation, Tuskegee was revitalized through mission-clarification and program restructuring, which led to the conduct of successful campaigns. New capacities in engineering, business and research have developed at the university as a result. As these examples illustrate, mission clarification is important to HBCU success.

The provision of federal financial aid and program assistance, particularly through the Title III capacity-building program, was critically beneficial to successful HBCU leadership of transformative efforts. Such support essentially provided time for new programs to mature, and for broader bases of support to develop. Where history and effective leadership came together, some private HBCUs were able to capture or create the “historical moment” provided by this funding, and they secured their futures by building endowments, developing niche markets, and focusing on programs of academic distinction. Other private HBCUs simply were not favored by history. They were forced by historical circumstance to engage in the politics of survival, a race against time, where the aim is to outlast the uncertainties and threats against building a new future for the institution. Some of these institutions became overly dependent on such assistance, and were more vulnerable to unfavorable changes in federal policy governing the allocation of such funding. Yet, those new presidents who were able to clarify and revitalize the HBCU mission were able to draw support to mount successful campaigns for the institution’s survival, even at institutions that had experienced extended periods of difficulty. The efforts at Shaw and Wilberforce Universities are prime examples of the survivability of private HBCUs in such circumstances.

Presidential success narratives also focus on the very hard work that was involved in leading private HBCUs during this time, and on the sources of their strength to sustain the work. Dr. Johnnetta Cole invokes the definition of a black college president as “someone who lives in a great big house, and who begs

for a living,” and then recalls the exhilarating power of receiving unexpected, extraordinary philanthropic support. Dr. Samuel DuBois Cook describes the feeling of being “in perpetual motion,” throughout 23 years of service to a highly selective institution that consistently produces highly competitive graduates. He drew strength from the opportunity to build the institution’s capacity to “develop tender young minds, and to open new possibilities” A common theme of the presidential narrative on hard work was the reference to endless days and nights. As Dr. Robert Franklin said: “... living in the role, in the life, and in the bubble of the presidency is hard work, it’s hard driving, and it’s 24/7.” To assist in decisions about carrying such heavy responsibility, even in determining the limits to withstanding such loads, that is, when to pass the baton, presidents sought the advice and counsel of elders, those trusted colleagues who served previously as HBCU presidents. And strength came also from spouses who played an important role in the life of the president and the institution.

Embedded in presidential narratives are powerful stories of HBCU success. Dr. Johnnetta Cole’s story of the growth of the endowment at Spelman speaks to the HBCU leadership tradition of continually repositioning the institution in new networks of support, building on a tradition of academic excellence and past successes. Understanding the historical moment, President Clyde Williams of Miles College repaired its shattered relationships in the aftermath of the civil rights movement and repositioned the College in new networks to support a new generation in the movement for equality. Dillard President Samuel Du Bois Cook’s expansion and strengthening of academic programs created powerful historic moments for expanding institutional networks. There is also much to be learned from the story of successful capacity-building of Clark Atlanta University (CAU) through consolidation of Clark College and Atlanta University - two smaller, weakened institutions - to build a new research institution among HBCUs.

The CAU story, and the history of collaboration and lead-

ership that enabled it, deserve special attention. It should be studied for its value to other HBCUs and small colleges in the nation, for whom replication of the CAU success would be life changing. During the transition period, Clark College and Atlanta University captured the moment, as recommended by analysts of the future prospects for HBCUs, to create Clark Atlanta. They re-evaluated their structures, considered curriculum innovations, and prepared for existence in a more competitive and open society through the institutional merger, one of the most powerful options for enrollment and income development. Begun in 1988, the consolidation process for CAU, as described by its founding president, Dr. Thomas W. Cole, Jr. (1988-2002), provided the organizational base for new academic capacity and distinction. During its first ten years of operation, CAU increased its asset base from sixty-three million dollars (\$63,000,000) to one hundred ninety-six million dollars (\$196,000,000) and its enrollment from 3151 to 5800 students (Cole, 2009). CAU also implemented its plan for increasing its productivity in research and professional preparation, thus ensuring its competitive participation in the mainstream of higher education (Cole 2009). Flowing from a conscious vision of the future of the institution (involving clarification of the HBCU mission for CAU) which was developed after consultation with an external committee of leading educators, the merger required restructuring of traditional relationships and the Board of Trustees for greater financial support and direction. It was the first such merger to occur among HBCUs since the creation of LeMoyne-Owen College in 1968, creating a new opportunity among HBCUs and in higher education as evidenced by CAU's Carnegie ranking as a research institution.

At least ten African American women joined the leadership ranks during the transition period during which CAU was created to contribute to the kind of survival and renewal among private HBCUs that occurred through that innovation. These women presidents have led about 30 per cent of private HBCUs, a larger proportion than women presidents constitute in the public HBCU sector. Little is known about their leadership experi-

ences and legacies. There is documentation in The Williams Henry Chafe Oral History Collection of Duke University (item #4.23.669) of the life and leadership contributions of Dr. Willa Player, who became the first African American woman to lead a four-year accredited college when she was appointed in 1956 to lead Bennett College for Women. In 1974, nearly twenty years later, Dr. Mable Parker McLean made history as the first woman president of Barber Scotia College. She would continue to make history when she became the first woman to serve as president of the Council of Presidents at the United Negro College Fund (UNCF). Several publications document her work (see Rhoads' dissertation, "The Leadership Style of Mable Parker McLean...", 2007), but there is scant information about the other women presidents who served during the transition period. With support from the Ford Foundation, Dr. Gloria Scott, who served as president of Bennett College for Women from 1987-2001, began foundational research to document the experiences of women presidents of HBCUs. Her research findings, when they are available, may help in understanding the experiences of these women leaders, their contributions to the viability of HBCUs and whether the reasons for the relatively short tenures of these women are qualitatively different from the causes of the increasing leadership instability in the private HBCU sector at large.

Increasing leadership instability of presidents and/or boards of trustees may threaten efforts to replicate the successes of private HBCUs in the transition period. Presidential tenures have become too short for both men and women. The HBCU success record of the transition period rested on stable leadership and strong, supportive boards, according to the success narratives of the presidents. Unless the president is in place long enough to be effective, he or she will spend most of his or her time in office learning about the institution, trying to survive the insider politics of the HBCU culture and failing that, negotiating his or her departure. It is simply easier for trustees to get new presidents than to address needs such as restructuring of the board and recruiting more productive members. It is particularly difficult for weaker HBCU boards to attract strong corporate

trustees. Past presidents stress that even a weak president can be effective with a strong board. However, every president needs a strong board to be effective and stable in the politics of survival, success and distinction.

EPILOGUE

The key to HBCU survival, renewal and success rests in the leadership of presidents, the trustees who support that leadership and the faculty who provide the intellectual capital that is critical for the achievement of the institutional mission. Successful presidential leadership of HBCUs is about maximizing institutional possibilities for achieving a vision in the context of the historical circumstances of any given time. Successful HBCU presidents master the politics of survival, the politics of success and /or the politics of distinction. They outlast the threats against building a new future for the institution and are able to inspire a strong network of support to realize that future. By constantly reading the environment, successful HBCU presidents understand and capture the historical moment (and sometimes create that moment). Their leadership is more about the strategies and tactics for building or cultivating, and situating the institution in a network of support, than it is about exceptionality, individual heroics, particular leadership styles or “things just falling into place.”

Given the reality of the HBCU president’s responsibility to constantly reposition the institution in networks of support for its success, incumbents need the support of strong boards for the administrative aspect of that responsibility. They also need the good counsel of trusted peers as sources of strength and expertise to bolster their wisdom and courage. Without such resources, there will continue to be considerable turnover, discouragement and burnout among HBCU presidents which threaten the viability of even the strongest institution.

Wiley Perdue, who was the Vice President for Business Affairs at Morehouse and who served as Interim President during a critical presidential transition, captured the imperatives of the

current situation for HBCUs and their leaders when he made the following comment at the close of one of the roundtable discussions that are the basis for this monograph:

Current times dictate there is ongoing, tremendous need for these institutionsthe basic mission should remain, but with some changes. Institutions have to become more entrepreneurial, extend the scope of revenue sources; but it is critically important to survive and there will be ways for them to continue to survive challenges (Perdue, Roundtable Discussion Comment, 2012).

Listening to retrospectives of past HBCU presidents who faced the reality Perdue describes, illuminates the need to learn from the success narratives of presidents, not only for historical research purposes, but also for needed support for HBCUs and their leaders. These stories are replete with insights on HBCU history and development for students and scholars. Today's leaders may well draw inspiration and courage from them as they carry out unrelenting responsibilities as HBCU presidents.

The establishment of an oral history collection on HBCU leadership is of paramount importance as a first step in documenting the visions and philosophies and the stories of HBCU leaders and the leadership legacy they established. The narratives from the oral history collection could be used to develop case studies in such areas as entrepreneurship, mission-clarification, and consolidation or merger strategies. Such a collection would be imminently useful to research objectives in a number of fields and a fitting tribute to those who served HBCUs. Such a resource does not yet exist. With it, however, funding could be made available for institutions to organize action research teams to map replication strategies using the cases, narratives and available research to effectuate change and success. Juxtaposing the need for dramatic improvement in some HBCUs and the powerful examples of successful programs and presidential leadership, there are clear implications for more research, policy and practice on leadership through the politics of success for HBCUs.

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HBCU LEADERSHIP Photo Gallery



Barbara R. Hatton, Ph.D.
South Carolina State University
Knoxville College



Robert L. Albright, Ph.D.
Johnson C. Smith University



Wiley S. Bolden, Ed.D.
Savannah State University



Carlton E. Brown, Ed.D.
Savannah State University



Johnnetta B. Cole, Ph.D.
Spelman College
Bennett College for Women



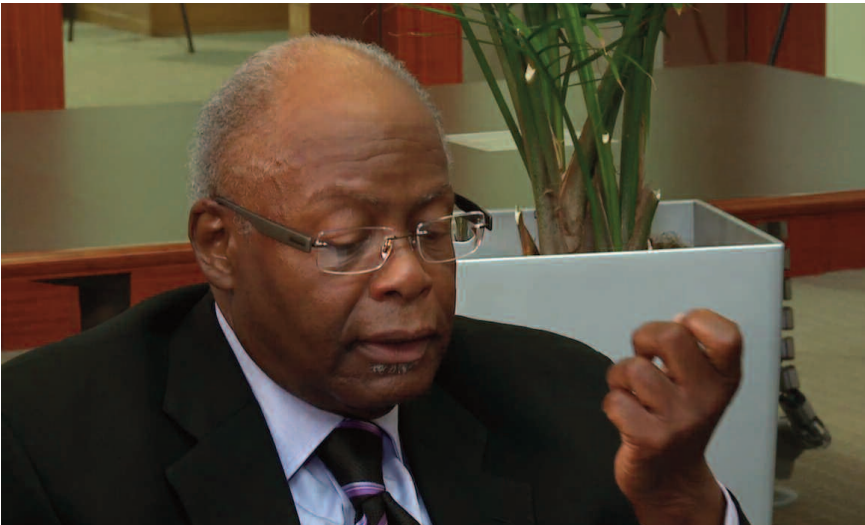
Thomas W. Cole, Jr. Ph.D.
West Virginia State University
Clark Atlanta University
Interdenominational Theological Center



Samuel DuBois Cook, Ph.D.
Dillard University



Robert M. Franklin Jr., Ph.D.
Interdenominational Theological Center
Morehouse College



Nathaniel R. Jackson, Ph.D.
Mary Holmes College



Joseph B. Johnson, Ed.D.
Grambling State University
Talledega College



Burnett Joiner, Ed.D.
Livingstone College and Hood Theological Seminary
LeMoyne-Owen College



Samuel D. Jolley Jr. Ed.D.
Morris Brown College



Wiley A. Perdue, LL.D, M.B.A.
Morehouse College



Herman B. Smith Jr., Ph.D.
The University of Arkansas at Pine Bluff
Central State University
Jackson State University
Morris Brown College



Charles E. Taylor, Ph.D.
Wilberforce University
Morris Brown College



Robert Threatt, Ed.D.
Morris Brown College



Samuel J. Tucker, Ph.D.
Edward Waters College
Langston University



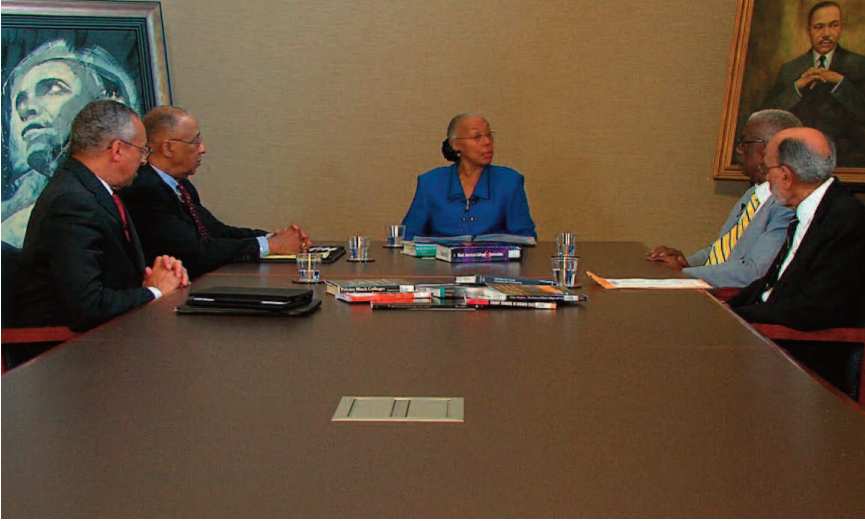
W. Clyde Williams, Ph.D.
Miles College
H. Councill Trenholm State Technical College



Roundtable 1

Carlton E. Brown, Ed.D
Savannah State University

Joseph B. Johnson, Ed.D
Grambling State University
Talledega College



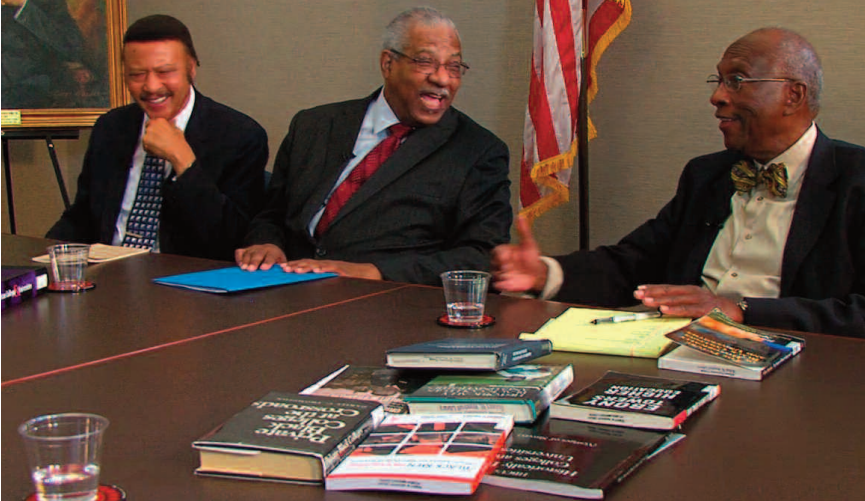
Roundtable 1



Roundtable 2



Roundtable 2



Roundtable 3



Roundtable 1

**Herman B. Smith Jr., Ph.D.
and Wiley S. Bolden, Ed.D.**



Roundtable 3

**Samuel J. Tucker, Ph.D.
and Thomas W. Cole, Jr. Ph.D.**

APPENDIX I

SELECTED QUOTES FROM THE INTERVIEWS

These selected quotes are a small sampling from the twelve hours of interviews in the oral history project, “Documenting the Perspectives of Past HBCU Presidents.” The interviews are reflections of the former presidents giving insight into their leadership philosophies, the challenges they faced, and the contributions they made. The presidents converse about issues of American higher education within the context of the HBCU experience and the unique educational value HBCUs provide. With candor and humor the presidents discuss HBCUs through the lens of their experiences at the institutions they served and their extensive careers in academia.

The quotes have been arranged into 19 subheadings. These subheadings reflect key points within the quote and do not represent the questions nor the breadth of topics that were discussed in the interviews. Readers are encouraged to view the interviews in their entirety to put these quotes in context and gain a fuller understanding of what the authors said. There are 12 interviews (3 roundtable discussions and 9 individual interviews) with 18 presidents. The interviews can be viewed on the Atlanta University Center Robert W. Woodruff Library website at <http://digitalcommons.auctr.edu/hbcupres/>

Karen L. Jefferson
Atlanta University Center
Robert W. Woodruff Library

SELECTED QUOTES FROM THE INTERVIEWS

SUBHEADINGS

1. WHY DO WE NEED HBCUS	58
2. ACCREDITATION BODIES-FRIEND OR FOE	63
3. ADVICE TO UPCOMING PRESIDENTS	65
4. ALUMNI	67
5. ATHLETICS	69
6. CHALLENGES AND ISSUES	72
7. ENTREPRENEURSHIP	76
8. EXITING THE PRESIDENCY	77
9. FINANCE AND FUNDRAISING	78
10.FINANCIAL AID	82
11.FUTURE OF HBCUS - 25 YEARS AND BEYOND	84
12.GENDER ISSUES	88
13.GOVERNANCE AND TRUSTEES	89
14.HEALTH	92
15.LEADERSHIP	93
16.MENTORS, MENTORSHIP, AND ROLE MODELS	96
17.MERGERS	102
18.ROLE OF THE 1ST LADY	104
19.VISION	105

WHY DO WE NEED HBCUs?

I've been asking several economists to really do a study of who has benefited from the small investments that have been made in black colleges, and my contention is this. That America is the winner by far whether you count the economics of it, whether you count the position in the world, whether you count the increase in quality of life in America. I believe that whatever and however you calculate the investment in historically black colleges, it is ten times that in benefit back to America and to the world.

Carlton Brown (Roundtable 1)

...If historically black colleges and universities did not exist, when we were in our positions (as HBCU presidents), it would have been necessary to invent them, for the simple reason that historically black colleges and universities then and yes today, are the places from which professional black America comes. I mean the figures are startling. Three-quarters of all African Americans who hold a Ph.D. did their undergraduate work at institutions like the ones we were privileged to president.... the majority of judges, a good percentage of the doctors, the lawyers, the librarians, all did their undergraduate work in those institutions. But if that isn't convincing then I think one simply has to ask the question, what would we do without the image of African American professors and students and staff engaged in the most priceless of human activities that we call education. For our young kids who could look at our institutions and say you know what, good lord willing the creek don't rise, one of these days I'm going there. And so it is a question we have to take seriously, we have to understand our responsibility to answer it, but I tell you if nothing else, why don't we just line up the graduates of our institutions and say where would we be without a Martin Luther King, where would we be without a Marian Wright Edelman, where would we be without a Thurgood Marshall? Where would we be without our HBCUs?

Johnnetta Cole (Roundtable 3)

... the results have absolutely been extraordinary, extraordinary in the face of fewer financial resources than you find at even predominately white private institutions... I'll never forget when I was president I'd look at our tuition structure and it was always one-fourth of what the national average was. Yet, if we increased tuition too much, then we run the risk of students not being able to afford to come. And yet faculty salaries, equipment and laboratories, facilities, are just as expensive on these campuses as they are anywhere else. And so to recognize that these institutions to have been successful even with reduced financial resources says something very important about what happens on these campuses. Says something about what the faculty is committed to doing, and what the trustees are doing, and what the staff is doing in order to do more with less.

Thomas Cole (Roundtable 3)

...All one has to do is look at demographics, and the statistics on African Americans participation in higher education. And then you would have to ask yourself the question, what happens to the 200,000 African Americans who attend historically black colleges and universities if they were not there? To be sure some would go to predominately white institutions, but a significant percentage would not have anywhere to go. And so historically black colleges and universities provide a very important atmosphere and environment for certain students who needed that kind of nurturing in order to do their best work....

Thomas Cole (Roundtable 3)

...black colleges like white colleges are essential to the preservation and advancement of human civilization and human culture. Not only in terms of what they can do for blacks but what these institutions can do for America and for the world. Black colleges have had the commitment to the advancement of civilization and advancement of America and they have been great examples of integration. They were the first really integrated colleges in this country for all practical purposes. It's just incredible with the little money, the little access, the little education that the black community has had. It has done so much, as Dr. Benjamin E. Mays

would say, with so little. It's been a miracle. What would we have done without black colleges? Where would we be? Where would this country be? Black colleges have spread the idea that education is essential to civilization, is essential to human advancement, to human progress. And that's one of the reasons why black colleges are so important today. Where would this country be without black colleges? And where would this country be for the next 50 years without black colleges. It's almost frightening to think about.

Samuel DuBois Cook (Roundtable 2)

...they (HBCUs) still have a dual role... a dual mission: we're preparing African Americans for leadership in a more just society and equipping them to do so with a strong collegiate education...

Barbara R. Hatton (Roundtable 1)

... there are communities, particularly in the south, where the access to some other institutions, in particular two-year institutions, makes the broader community think that our institutions aren't necessary. But crises in those communities do arise from time to time and when they do the services that our institutions have provided in dealing with a broad base of students, not just the high achievers, the broad base of students, that service is then missed. And the entire community suffers as a result of our institutions not being there to educate all of those students who might otherwise not have access.

Nathaniel Jackson (Roundtable 3)

...these institutions were created to educate freed African Americans who at that point in time were uneducated. So these schools were created to develop a group of people who could function in society, at that time. No other institution was providing that opportunity. And if those institutions had not done that work at that point in time we would not have had a black middle class, a functioning black group of people who could have made a contribution to society. And even though the institutions today no longer discriminate, they're still not producing enough African Americans, even though we have about over 6,000 institutions

we're still are not producing enough African Americans to satisfy the job requirements and the needs of our society. Take a state like South Carolina where about 30% of the state is comprised of African Americans. Only about 12% of the black population have a baccalaureate degree, about 7% with a graduate degree. You look at a state like Mississippi where 38% of the black population comprises that state and less than an third have a baccalaureate degree. So even though the University of Mississippi and all those other schools are open to black or African American at this point in time, they're still not doing the job. So, even today those institutions are needed in order to develop the talent pool of African Americans in this country....

Burnett Joiner (Roundtable 3)

....think about not only the high achievers,... but we talk about just the average African American boy or girl who's just looking for the need to get that educational experience that their parents and grandparents talk about... the nurturing environment... you don't get that kind of nurturing support, that kind of environment that's conducive to developing not only the academic side but the development side, the social side, whatever side it takes to become a fully functioning person in society.

Samuel Jolley (Roundtable 3)

...we don't deserve to exist, we've earned the right to exist, and that's what people need to understand, and we don't need be apologetic to no one based on what we've been able to do with the young people that come to us. When we look at the graduates of our historically black colleges and what they've done for American society we should be declared a national treasure.

Joseph B. Johnson (Roundtable 1)

...we've done so much with so little for so long that we've done the impossible with nothing and that's what we've been able to do we've been able to create the type of leadership – All one has to do is go no further than right here in Atlanta, and you think about Maynard Jackson and Andy Young who are products of black colleges, tells you something about the leadership that

comes out of these colleges.

Joseph B. Johnson (Roundtable 1)

...look at it from the professional development perspective. Even though (HBCUs) only constitute about 3% of the total institutions of higher education in this country, they have demonstrated the essentiality of their existence by the mere fact that they still produce by far the preponderance of black professionals. That's the bottom line, that over 75% of the African American professionals are produced by the historically black college...

Wiley Perdue (Roundtable 2)

...After I got over the shock the audacity that anyone would ask a question like that ... I kinda knew what people were asking, what they were implying. What they are implying was that these schools weren't needed because they weren't any good. And most of the people who made those accusations didn't have a clue about what was going on in our institutions and the level of high world class academic pursuits that was going on in these institutions.... As far as I'm concerned that post racial thing is non-existent. The same questions that were being asked 50 years ago are still being asked today. They use different words but people still do not believe that essentially black people are as smart as white people. And I think that the underlying problem in America still persists and people wonder about the politics of today, the politics of today are connected. Even though we've got a black man sitting in the White House many people, black and white still do not believe that we can do the things that white people do. They don't believe it about the president of the United States; they didn't believe about the president of Dillard, my brother Sam Cook, no matter how many books were produced, no matter the quality of the scholarship, people still don't believe. My grandfather told me that the real problem with the legacy of slavery in America was not what it taught white people to believe about us, but what it taught us to believe about us.

Charles Taylor (Roundtable 2)

...I think that there is a greater need now for them (HBCUs) than ever before given where we are now in the racial climate that's going on in this country...

W. Clyde Williams (Roundtable 2)

ACCREDITATION BODIES- FRIEND OR FOE?

Both.... Guidelines in SACS (Southern Association of Colleges and Schools) are very as a rule helpful for institutions to build their structure, their academic ethos around. And the community of scholars, the faculty, the provosts, the presidents who meet periodically as a part of SACS is a good group of folk to get to know and to listen to and to work with. And I think there is room there to consult and to get ideas and to get help when you need it. But understanding historically black colleges and universities is not the same as understanding non-HBCUs I have served on numerous committees and I have seen institutions - basically black schools come back from the dead, I mean they were gone essentially and anybody looking at them would say the institution is gonna close. But sometime one individual or two can take charge and in the long term turn things around and you have to give institutions a chance to do that. And you don't pull the plug as quickly as you might otherwise; and that's the part I think where SACS is a foe because they will pull the plug I think too soon sometimes. Too many people I have seen would give their life's blood to save these institutions and they work hard at it and they can do it. It's just that it takes time and sometimes you know just the right amount of help.

Thomas Cole

They (accreditation bodies) should be friends, in the Southern Association's case they have become the foe for understandable reasons.... In the old days accreditation business was a great opportunity to advance the cause of better education on the campus... It was a way to get the campus pulling together and reviewing itself, becoming more self-critical and using the accreditation review as an opportunity for improvement. And when

the review came, the reviewers were treated like colleagues and peers. It was a good conversation and sometimes you could even encourage them to make a recommendation to help the Board support something you needed, recommend we do this. And so it was a good conversation, it was not without tension because the good reviewer the good member of the accreditation team came in and gave you a tough go round and looked under your fingernails and they were really quite helpful in doing that to getting you to a better place. In today's world however you must consider the fact that the Southern Association is the place where most of the historically black colleges are accredited. Almost all of them (HBCUs) have high default rates. And the government cannot do much about forcing the school to handle these default rates, because they are accredited. They don't have much of a hammer the only hammer is the accreditation. So the Southern Association is under considerable pressure for not finding some reasons, for continuing to find these schools in good standing when they are obviously having some issues if these default rates are high, but it's not coming through in the accreditation rate. And so all of a sudden with this situation having developed accreditation is becoming problematic. And mostly historically black colleges and universities have lost their accreditation in the Southern Association area, not in the other regions and not as many of the traditionally white institutions who may have similar profiles. Without the federal funding no small school whether it's historically black college or traditionally white can meet the accreditation standard on the financial side.... I don't want to make this gloom; and doom, but the point is that this is almost unsolvable because the Association can't continue to pass you if you're having these problems or they're going to be in trouble with their accreditor which is the federal government.... they're in the middle, they can no longer be your friend without danger to themselves, and so they have become more of a foe than they were in the past.... To give them credit they do have a consulting service....which I used at Knoxville College....I had to get a grant to pay for that....

Barbara R. Hatton

Both... Friend – I think it is important that you know that you have outside agency or agencies to come in and to look at what you are doing and to be critical, to be fair and to be honest in reference to it. Foe - Sometimes I think that they are a little harder on the black colleges than they should be, because not taking into consideration many of the things that these black colleges will have to deal with as compared to other institutions with a lot of money, a lot of resources.... Black college for so long have done so much with so little for so long that they have done the impossible with nothing. And that's really the story of these institutions. They've taken nothing and they've turned it into successful stories over and over again when you look at the graduates.

Joseph B. Johnson

ADVICE TO UPCOMING PRESIDENTS

I don't know why but if you succeed someone (for the presidency); you entirely wipe the slate clean. You don't wanna acknowledge that person, you don't wanna congratulate the person, you wanna wipe the slate clean.... You celebrate the guy's achievements and you don't wipe them out. There will be times when you change directions but you celebrate that guys achievements...

Robert Albright

They need to know the history of the struggle that blacks have had to achieve higher education opportunities in this country. That it has been a fight, it's been a struggle, and that some whites were in the struggle with us to help us, some were not. Some institutions like Bethune-Cookman, like Tuskegee, they were started by our own; but they need to know all about the history, I should think so.

Wylie Bolden (Roundtable I)

...then there came a day here and there where the obvious benefit of a small accomplishment created so much power and fond regard that you were prepared to put up with another 100 days of abuse just to get to another one of those.

Carlton Brown (Roundtable 1)

...I would tell them about the stress the hard work involved but also the rewards involved. The labors are demanding but the rewards are even more satisfying... you have given of yourself to the higher possibilities of race and culture, it's a stretch and that's pretty rewarding. There's something redemptive about this kind of self-sacrifice....

Samuel DuBois Cook

...the "Johnson thoughts on the black college presidency" 1) You have a very responsible position so you better do it your way... 2) The secret to failure is trying to please everyone... 3)... Be aware of those who are closest to you because sometimes they can mortally wound you... 4)... be prepared to work 24/7/365 you do not have the luxury of a white college president, you need to understand that. 5) Never allow anyone to disrespect you... you don't have to like me or love me but please don't try to disrespect me... 6)... you don't need to go along to get along... Many times when you go along to get along, your enemies will never trust you, your friends will never forgive you... 7)... document everything that you do. We don't do enough of documentation. That hurts us in many occasions because we have so many things to do, the reason we probably don't. 8) ...do not blame the past administration for problems that you've inherited, because once you set foot on that campus, those become your problems and you need to deal with them...9) Never enter a room without a plan...

Joseph B. Johnson (Roundtable 1)

... I have this philosophy that you're working , when you come to work at a historically black institution you better be prepared to work 24/7/365 in order to be successful... and that what we did And that's not to denigrate anyone that came before us,

because I really admire President Jones because I don't know that I could, my demeanor would have allowed me to operate in the kind of environment that he operated in and do the things he had to do to keep the school open.

Joseph B. Johnson

... Take the mirror test; that's the first thing you do, take the mirror test. And why are you taking this and if it's not about leadership and so forth, keep going. Take the mirror test and it's an individualized thing, you know why, one knows why he moves into the position, why he takes it. It's an unending 25 hour day responsibility and he must be exemplary in every activity in every appearance. And when he does that, he's making an impact. He's communicating a message positive or negative. And I would say the last thing he does before he goes out to start his day or his evening, take the mirror test and understand, talk to yourself. Are you honest about why are you in this? Do you understand what is expected of you? And then I come back to this concept then he must go out and play the role convincingly, that's the job.

Herman Smith (Roundtable 1)

... Be open-minded, learn the importance of working together and recognize that, as that saying goes, no man is an island to himself but we are all a part of the main. We too have something that is useful and can help to improve the whole program of education because our main concern is that of providing an opportunity so that every child that goes to school can be developed to his maximum potential.

Robert Threatt

ALUMNI

Can we talk about alumnae and alumni as yet another enormous piece in this puzzle? I don't want to always make comparisons between PWIs and HBCUs, but we've got to do better. We can continue to love our schools but we've got to do better about supporting our schools. It is simply shameful for us to graduate

with what we walk out with and to give so little back. Now we need to figure this one out by now. I'm not sure what it is. What do we have to do to get our graduates to support our institutions...

Johnnetta Cole (Roundtable 3)

...the evidence is that African Americans are as philanthropic as any other groups but it's where we are giving... we will give in our traditional way of giving (churches)... we give but somewhere along the way we got the idea that we don't have to give to our colleges and universities...

Johnnetta Cole (Roundtable 3)

...institutions particularly predominately white institutions the private ones that do well financially it is not the corporate sector that's doing it, it's their alumni, it's the alumni who are making those kinds of substantial six and seven figure gifts. Now our alumni as a group doesn't have that kind of resource yet but their getting it, but their getting to that point and they can do better, we all can do better.

Thomas Cole (Roundtable 3)

... often times we don't do a good job at asking... I think you have to ask people to contribute to the institution... we have to do a better job at socializing our population to the ideas of giving. That's not something we have been socialized to do like some of the other populations... when they're students we have to help them understand and appreciate what they're getting from the institution.

Burnett Joiner (Roundtable 3)

...One of the things that I feel very strongly about, that unless you understand your history, you have no future and I think a lot of people forget that, a lot of youngster forget that. And that's why this alumni thing is so very important to constantly remind you where you come from.... You've got to have your alumni supporting you if you are going to be successful, particularly at historically black colleges... from a recruitment perspective, re-

sources given to the institution, and also as spokesman...

Joseph B. Johnson

...there needs to be greater commitment on the part of alumni to support the institutions. I know one of the things that we did at Morris Brown (College) was to start there with the students even as freshmen to have them to understand the importance of supporting the institution and we saw evidence of that, many of them after they graduated and that's still going on. There's still an opportunity for, a need for them to do even more than what's being done.

Robert Threatt (Roundtable 2)

...And that's what happens on a campus like Miles College you become not an individual but you become a part of a family.... (alumni) who could go out, make a contribution as part of the extended family of Miles College and come back from time to time to make sure that those who are there would have the same experience they had...

W. Clyde Williams

ATHLETICS

...Fortunately at Dillard Dr. (Al) Dent had the wisdom to get rid of football and concentrate on basketball and it was a wise decision on his part. You see some of these institutions struggling to exist, desperate, and they are spending a lot of money on football and basketball, mainly football it's a tragedy...

Samuel DuBois Cook

...The athletics issue in the black college arena is a huge issue. It is the elephant in the china closet. Most of our schools are subsidizing athletics from the education and general budget, from the general fund. This is compromising the educational quality on the campus and it is not necessary. Alumni will not allow you to touch it. It's a sacred cow on all the campuses I have ever been on. They will force you to sacrifice more and more and I do think

that somebody somewhere ought to be able to pull the colleges together around ways to do something about this. It is possible for athletic programs of some of the schools to stand on their own bottoms. At one point the Grambling program was able to subsidize the general fund. It made enough money to contribute to the college. And there are many donors who will support the athletic program particularly your corporate donors, your Coca Colas and people who make money on the athletic programs. And they can be converted to donors for the academic side. It's very possible to do that. That is a ticking time bomb in some of our schools.... I'm looking at South Carolina State now; it's losing its nursing program while it's subsidizing the football team. At some point it becomes ludicrous it just doesn't fit anybody's sense of what should be going on a college campus....

Barbara R. Hatton

...we were in litigation against the state of Louisiana. And the litigation was based upon what they had not done for Grambling State University.... We were able to come out of that litigation with millions and millions of dollars that we should have had. They could never give us enough money for all the things that they didn't do for Grambling over the years. And this happened during that period and we came away with hundreds of millions of dollars for academic programs as well as facilities that we did not have... Grambling is a great academic institution, I don't ever want people to think that we just play football down there. To give you an example of what happened during this period, during this process. Eddie Robinson was the winningest coach in the history of football. He didn't have a football stadium like LSU, ironically Grambling was known much better than LSU outside the state of Louisiana because of some of the strategies that (we) developed over the years. Well if you won't give us what we need to play then we'll take our show on the road and then we played, we played in New York, we played in Japan, we played in California, we played all over. One day I was called to the legislature with Coach Robinson.... When I got down there we had all of the college presidents in our system which were nine schools. And the chairman of the committee said Dr. Johnson we're here

today because we think that all the schools should be playing each other in the state of Louisiana. I told them well that's good we've been wanting to play LSU anyway for quite a while; knowing they weren't talking about LSU they were talking about Louisiana Tech, Southwest Louisiana, what have you. It was kinda ironic he said I don't mean LSU. I said well what do you mean? He said well we thought the schools should play each other. I said look, let me tell you guys something right now as the President of Grambling I'm not gonna play anybody sitting in this room until you give this man Eddie Robinson sitting here the winningest coach - until you give him a football stadium like all the other schools with the weight rooms and all the other things associated with a successful program- we're not gonna play you. They were stunned to hear that but ironically a year after here comes a brand new football stadium. And Coach Rob he sat there and he talked with me and he said... I never thought it would happen. I said it probably wouldn't have happened if we hadn't fought for it... You know Louisiana is a democratic state- suppose to have been, no longer - it's (now) a republican state; it was a republican governor, Dave Treen that signed off on hundreds of millions of dollars for Grambling State University. He didn't have to do that either, he could have fought it ... and I asked him the question Dave, why did you do it? He said it was the right thing to do. And I had a lot of respect for that man. You know we had all kinds of democratic governors and nobody had done anything for the school...

Joseph B. Johnson

... we had a football team, Miles College football team... and the alumni loved the football team. But one year they were not supporting it and we couldn't afford it. So I made the announcement that we were getting out of the football business and I closed it down for one year..... I wanted to send a message, that if you love it you support it, so I closed it down, got rid of football for one year. And they came to me and said that they wanted to support it so I reinstated it the next year. But sometimes you have to make those hard decisions about how you're going to implement your program. Miles was not only football, Miles was an

academic institution whose mission was to educate the students and let them go to their highest potential that was what we were all about. So these peripheral activities had to gel with the academic part... and I think sending that message brought the alumni back in and they supported the college in a great way after we made those decisions. Now it did not make me popular during that time... but you're not there for popularity, you've got to move the institution ...

W. Clyde Williams

CHALLENGES AND ISSUES

The problem now is of graduating people, in other words the lag in time that it takes students to reach the end point. And we have a great many black students, students in black colleges, drop out before they finish. So there is this problem of regenerating those drop outs, offering opportunities for them to come back. I think that's gonna be more and more important. People also changing careers, and openness in terms of who is admitted to programs and so on, and modifying resources, like online courses to help people move through programs; I think we need to move more and more in that direction. I don't mean changing the whole college to online but a kind of dual program. Be open to that.... And more of our society generally is going to be largely minority majority. So we've got all kinds of resources in terms of possible students. They're out there. So many of them will be going to online schools, they'll be going to historically white schools. But we ought to be open to trying to help those who drop out. When I was in Georgia State for example, they would offer courses in various parts of the community for people who could not get back to the university. Years ago when I was at Alabama State they had extension programs where professors would go out and teach in the community. I think that sort of thing, extending opportunities as far as you can to embrace people into your program. Not just depend on high school graduates in seeking admission.

Wylie Bolden (Roundtable 1)

...Let me just say what's on my heart right now, that this is very very difficult for me and I bet for these brother presidents. We often talk about not airing our dirty laundry. But I remember hearing somebody say, you know, you don't want to do it, but think about what happens if you keep dirty laundry without any air. We need to talk honestly about the things that we have not done well. But we have to understand we do that in a context where people are asking the question that we just responded to - why do we need you? In other words we don't operate in an environment where we're going to be evaluated, in a sense, fairly; where all of our challenges are put in the context of our accomplishments. So I just need to say that, so that I can then feel okay whoever gets this information needs to understand that racism still exists. That the notion of a historically black college and university is being challenged; then we can talk about how we can do better.

Johnnetta Cole (Roundtable 3)

Our institutions are not only challenged externally, but internally. And there is a relationship I think when you're feeling under siege, when you don't have enough money, when you're teaching more courses than you should, when you don't have the resources for professional development, when students are just frustrated because they don't see how they can do yet another semester cause they don't have money to pay for the last one, all kinds of things that are not pretty begin to happen...

Johnnetta Cole

...while there have been differences in the climate during given periods of times for our HBCUs; what might be more important is what has been consistently the case. And that is that since we began... consistently our colleges and universities have been under suspicion, they have been under siege, they have been at times of course physically attacked.... and there is a consistent pattern of these institutions never having the material resources they need to do their absolute best work. It's amazing the work that has been done....

Johnnetta Cole

.... a group of faculty who decided that they didn't want my leadership any longer and I got wind of it. They were going to move to what has now become very popular, they were going to try to get a vote of no confidence in my leadership. And I called their bluff. I called for a town meeting which we had done often when there were challenges. And I stood up and as best I could, announced that I would be leaving Bennett College for Women, I saw no reason for me to remain there. You can imagine it created quite a storm... it resolved itself with both the faculty and the board and students basically saying you can't do this, we've got some work yet to do. And I stayed until it was time really to go because when I arrived just as when I went to Spelman, I said when I would go.....

Johnnetta Cole

One of the things that I have always thought would be helpful and that is to find a way that young people could transition from junior college to 4 year school. We didn't do a very good job of that, not doing a very good job now with that. And if that could be improved then I think you would increase the number of students who would go on for a 4 year degree. Right now I think it's about 40 per cent.

Thomas Cole

And the nation needs small colleges, the small colleges have a specific role to play and not only historically black colleges that are small are endangered, so do traditionally white colleges that are small and endangered. They are also closing quietly and are leaving the landscape so it's a national problem...

Barbara R. Hatton

(interviewing W. Clyde Williams)

I also think the White House Initiative was something we thought was just fabulous. And I couldn't tell you how happy we were to see the White House Initiative organized. And I don't think it has ever reached its potential to help the colleges. Its mired in politics of course, everything in Washington is. I don't know enough about why it didn't do what it should have done,

but I do think the White House Initiative has been something that could have done much more for the colleges and I'm hoping for it to pay off in the way that it should have done.

Barbara R. Hatton

I think it's pretty evident that when we get students who are on par with the average student that goes to a TWI (traditionally white institution), we do as well or better as any other institution. Recently some institutions of ours indicated that when they receive a student who needs no more than one remedial course that student graduates at a rate on par with the national average. Only when we get students who need two (or) three developmental courses do we then hit that wall where we're having a great deal of difficulty working with them. But even with those we do better than the other institutions. So I think we're working well with the better students, the other students are a challenge. And I think one of our greatest challenges is dealing with the revolving door where we have students show up in August, gone in December. How do we craft programs, how do we craft incentives that encourage those students to continue. In some instances we need to do better job on the developmental level at some of our marginal or not thriving institutions. But I think it can be done, we just have to be a bit more creative about how to go about that.... as I've talk to current presidents at smaller church institutions, it is one of the major challenges, trying to stop that revolving door.

Nathaniel Jackson (Roundtable 3)

...As a matter of fact I think that we need these black colleges more today than ever before. When we look at what's coming out of our high schools it's really tragic and the kind of work that had been done by us in the developmental education area to get these kids where they need – and they are not dumb, they just need someone to help them along, and I see right today that in many of these states that they're trying to do away with developmental education. They figure that if a kid comes to college he or she ought to be prepared to negotiate that curriculum without developmental education. Well I understand that Harvard

teaches developmental education in some courses... they're gonna be a lot of changes in mission particularly in state institutions.

Joseph B. Johnson (Roundtable I)

...If we can now at this time pull together a national commission or a national strategy where the NAFEO, UNCF, our group (Council of Past HBCU Presidents) can sit down and talk about where do we go from here. Looking at all the problems we are now having and come up with a national strategy for the solution to saving a lot of these colleges, and I think now is the time to do that....

W. Clyde Williams

ENTREPRENEURSHIP

I believe and have always believed and I think history will bear me out, that the colleges must be more entrepreneurial....thinking about leveraging your assets, leveraging your relationships to improve your financial prospects.... (at Knoxville College) we tried to make a new future by becoming an entrepreneurial work college... (my business plan) had ten business ventures for the college.... (the first, a joint venture with Pilot Travel Centers) was a work opportunity for the students, this was an investment for the college and we got a portion of the profit we got half the profit and the company had half the profit, and it was a retail venture for the community... we had several other ventures like that, that would make money for the college, each designed to give us the income that would come from about a two-million dollar addition to the endowment. This is the stuff of the future for small colleges; this is the stuff of the future for preserving the way of life of the small liberal arts college... This to me really the wave of the future this is where we have to go in terms of being much more creative, much more active in creating a new future.

Barbara R. Hatton

... If a college is aggressive enough to enter into entrepreneur field, a lot of other colleges have businesses that feed the institution and those opportunities are available to our colleges but not enough of us seek those opportunities.

W. Clyde Williams

EXITING THE PRESIDENCY

There, I think it's more a council of elders, leaders who had served in the role (advising about exiting the presidency). Certainly, for me, leaders like President Walter Massey, my predecessor at Morehouse College but then at (Atlanta University Center) it was also Dr. Tom Cole and Dr. Louis Sullivan, who offered good counsel, who understood that I am really a president with the soul of a professor. I was nurtured and reared as a teacher. I believe my spiritual gift is teaching, I love teaching, that's where my passion is. But I do feel that on occasion, I feel called into service and sort of requisitioned to the president's office for certain periods and purposes. And W.E.B. Du Bois put it best when he talked about life being lived in alternating rhythms, the striving and disengagement, the work and the play, as he talked about his years at Atlanta University. And for me, living in the role, in the life, in the bubble of the presidency is hard work, its hard driving, and its 24/7. But at a certain point, one wants to disengage, to recharge the battery, to read, to reflect. As Martin Luther King said in the Birmingham jail, I have time to think long thoughts and pray long prayers. So exiting becomes not just the end of a job opportunity, but the opening of an opportunity for renewal, refreshing and preparation of the next call.

Robert Franklin

... I saw exiting as a part of the whole process. You come in and you need to set a time frame... I figure ten years is long enough for anybody to be a college president at one institution. I figure five years for you to find out where everything is located and all the problems and five years to put your plan in place. I ended up at Grambling for 14 years simply because we were in the midst

of litigation with the state of Louisiana and I was the person that knew more about what we needed to do to go up against the state than anyone who would be coming behind me. ... Then I was at Talledega for eight years. My wife and I decided at certain period of time that we wanted to move on to something else and lots of people were upset with me because I decided to leave. But I have the philosophy you need to leave when you are on top of your game.

Joseph B. Johnson

FINANCE AND FUNDRAISING

...If we (presidents of HBCUs) seek to devolve ourselves down to a mere fundraising and management role, I don't think our institutions grow from that. Because one of the things I find on every campus I've been on - that's three historically black colleges, two private one public - is the need of the population for your time, your wisdom, your perspective, your fond regard, and that is a perpetual part of the job; and the need from the community, not just the university community but the surrounding community for your understanding of the flow of public contemporary events. Now merging that with the dictates of fundraising is probably one of the most delicate political dances that ever gets done. But every successful president of a historically black college will have done that dance, because you're talking about competing concerns.

Carlton Brown (Roundtable 1)

....The other part of that too, for all institutions, is understanding the structure of both state and federal governments in a way you understand how to create additional opportunities inside those paradigms...

Carlton Brown (Roundtable 1)

Fundraising is an art and a science. You identify the prospect, you do research on the prospect, you have x number of interactions with the prospect, you identify the passion of the prospect and finally you make the ask.

Johnnetta Cole

.... in order to keep tuition low and to maintain the levels that our students from the socio-economic background that our students come is always a balancing act and a very difficult thing to do.

Thomas Cole

...United Methodist Church 15, 20 years ago created a Black College Fund which is supported by all the churches in the denomination... It (the funds) can be used for any purpose for which the institution wanted to use it; probably largely used for scholarships but it could be used for building structure, it could be used for salaries... and I don't know that there is any other denomination that supports its institutions like the United Methodist Church.

Thomas Cole

Building endowments is one of the most difficult things to do; because with the exception of individual donors, foundations and the federal government typically do not give money to build endowments. And so institutions have to be creative about that. Title III program did have a component of endowment building and matching and that was the interesting challenge to Title III....

Thomas Cole

And we were supported by two denominations and so forth and they put money on the table every year. So Dillard was very very blessed along that line. We were supported by United Methodist Church and the United Church of Christ, both of which were generous to us.

Samuel DuBois Cook

...One of the reasons Mordecai (Johnson) was such a good speaker is he had enormous fundraising challenges and he had to convince people to support this enterprise that was in some ways overreaching for African Americans because we had the dental school, the medical school, the law school, this grand enterprise. And he would have to go to Congress every year to support the government contribution to the support of Howard (University). And most of the historically black college and university presidents had that same challenge before them - of raising money, of being on the road speaking all the time to various constituencies. And yet still our college was underfunded even the huge Howard was underfunded and we were always in need of more and the pressure was on the presidents to make the case in various constituent audiences to give us support.

Barbara R. Hatton

(interviewing Samuel DuBois Cook)

Well in general I think any financial aid assistance was of enormously benefit to HBCUs, because at the end of the day, we were serving and do serve disproportionately high numbers of low income, first generation students, working students, older students. So during the course of my time, incremental increases in Pell grant assistance were valuable, Title III assistance was valuable because it was budget relieving....

Robert Franklin

I believe in that we're talking about state institutions, that political alliances become so very very important. How to develop with the white politicians that has some conscience now and they want to do something for black colleges. But those political alliances are so important, and I know that in the state of Louisiana, when I went... we had a 7 million dollar deficit, and the only way we were gonna get that deficit covered was through the governor's office and other people politically astute, willing to work along with Grambling and we were able to do that. Those political alliances are so very very important. You've got to be careful ...you well know these guys will try to control your institution, so you have to be careful how you wade in the water

politically, but by the same token, you are not going to make it in a state institution unless you have those political alliances.

Joseph B. Johnson (Roundtable 1)

We were actually doing some things at Grambling that some of the major institutions in the state were not doing. I had a good group of people who were technologically savvy and they would present things to me - we ought to do this, we need to get into fiber optics.... We had among HBCUs we had the best computer science program in the nation. IBM put in a lot of money over \$500,000 at one time to develop software at Grambling which was unheard of at a historically black college at that time.

Joseph B. Johnson

... It was during that period of time (post-civil rights era) that I think was the greatest periods in Grambling's history because we were able to receive additional resources. To give you an example when I came to Grambling we were 2,300 students and dropping and when I left were 9,000 ... because of the resources, the programs we were given that board of regents refused to give us prior to that time because of the period of segregation that they had to give us because federally mandated to do it.

Joseph B. Johnson

.... technology – this is how we were really able to, from a technological standpoint, to build the institutions from within, from Title III funds; as well as allow professors who wanted to write and who wanted to publish, support – we supported them ... and support student organizations... students are the bottom line...

Joseph B. Johnson

... First of all I make sure that I have a first-class well-qualified fiscal person...

Herman Smith (Roundtable 1)

...I do not let the concept of fundraising touch me; to me it's about leadership. And leadership is defined but it's not fundraising. You can't attach that to me. Inevitably it's all about M-O-

N-E-Y, everybody knows that, every honest person. So I use other approaches other aspects of my leadership role and the money comes in if I attend to all these other aspects of leadership. That's my point of view. I don't let anybody refer to me as a fundraiser. I am a leader and one aspect, only one aspect, it's a very important one, is attracting identifying, motivating, stimulating the flow of the necessary financial resources, that's what it's all about... the concept is inadequate for trying to identify, classify or communicate the role of the president... But everything I do, and everywhere I go has fiscal implications, and informed honest people understand that...

Herman Smith (Roundtable 1)

.... the success that it (Miles College) enjoys today is because we were able to talk to those business communities and politicians - black and white- to put Miles College on a positive note.

W. Clyde Williams

FINANCIAL AID

I think the most important change during my time, has been the change in the way we receive federal financial aid for students. The shift from grants to loans which was done to favor the middle class, to make sure that the middle class could benefit from federal support for education, really had a devastating effect on historically black colleges in my opinion ...the borrowing that this led to was an onerous burden for the student population of historically black colleges and universities. It was just too much, in addition to the fact that most of our students were in the softer areas where the income was not going to sustain the debts they had to pay when they left school. So you're gonna be a teacher you're gonna start out under at \$30,000 back in those days and you're gonna leave school with almost \$40,000 worth of debt... ...This was not seen as burdensome and wrong during that time so students were encouraged to borrow as much as they could and even more than they really needed and they got refunds from financial aid and brought cars....now if you married someone

who also borrowed all that money the two of you have an enormous debt burden.... The default rates started to plague us.... and where are the default rates highest - Historically black colleges and universities.... now that debt issue is catching up with white colleges as well and now it's a national conversation.... That's one policy that I think was misread and we didn't basically see the handwriting on the wall when we accepted all this money we could get in loans and then the decrease in the Pell grants.... that's the best way that's the wisest policy in terms of the way the federal government can help in higher education, help support access to higher education. But that was the devastating move. Not so much because the shift to loan was devastating but our reaction to it in drawing down so much of that money and encouraging our students to borrow the maximum amount of money....

Barbara R. Hatton

It is important because of the type of students coming to us as you know all the historically black institutions, they need financial aid. I was able to do some things with the alumni associations that enabled us to get resources to give scholarships to a lot young people who ordinarily would not have been able to go to college. I put on my travelling shoes and hit the road to every corporation that I could think of throughout the country; selling them on Grambling and why it would benefit them to become a partner with Grambling... Corporations are not going to give money just because they like you. You have to quid pro quo, what is it that you're gonna give us. And we were able to say that if you give us resources we will train the kind of people you need in order to help you run your corporations.

Joseph B. Johnson

I knew that we could not accept students and send them back home because that would have been devastating not only to the students and to the parents and the community. So we had to find a way through the churches, corporate scholarships, we just found a way to do it. But that's what Black colleges do, they don't turn them away. And because of that a lot of students enjoy

top experiences because these colleges are committed to education all students especially the underprivileged.

W. Clyde Williams

... a lot of student's don't qualify for financial aid. And a lot of students come from rural communities, some of them are the first in their family to graduate and their parents don't have the resources. So a lot of students don't go to college because of that but then a lot of them do. But these colleges have really found ways to educate them and of course federal financial aid that is available, not all students qualify for that.

W. Clyde Williams

As far as the loans are concerns a lot of students some of those who qualify for loans get so deep in debt until when they graduate it's very difficult given the economic climate in which we live now to pay that money back... that's almost a deterrent in a sense and it's hurting quite a bit. So we've gotta find other ways to educate the masses who are graduating now and who want to go to college.

W. Clyde Williams

FUTURE OF HBCUs - 25 YEARS AND BEYOND

Well it would be quite a feat for us to have arrived in at a point in history and herstory where HBCUs are no longer necessary. It would be arriving on a journey that we could similarly describe as no longer needing women's colleges or any special mission institution - no more need for Brandeis, no more need for Brigham Young, no more need for Notre Dame because our society had reached a point where we understood the power, the importance, the necessity of genuine diversity. We would have eliminated racism, there would be no more sexism, there would be no more anti-Semitism. Can we get there in 20 to 50 years I don't know but I do know we got to get there before we can say there is no longer a need for HBCUs and for women's colleges.

Johmnetta Cole

That's a touchy question as you know. I think some HBCUs will not be here 25 years from now, but there will be HBCUs. Because for so many so many young people without them they wouldn't be able to get a college education.... public institutions they have financial resource that private HBCUs do not have. And so by-in-large states will continue to support them. I think you look out 25 years HBCUs will exist perhaps not as many. But there will be some weak ones and there will be some strong ones. And you know we have to continue to nurture them and find ways to support them because we have to have them.

Thomas Cole

That's difficult. When I think of the contributions the black colleges have made not only to black but to American culture. The sacrifices that were made, the successes that were made... I almost weep when I think of the loss of this kind of vitality and commitment in the future. Black colleges have been such a great blessing not only to blacks but to America. They've done so much, as Dr. Mays would say, so much with so little. Terrible thought to think what would have happened without the kind of support that Black colleges have received from churches, private enterprises... One is almost saddened by the possibilities ...some will not survive. It is increasingly difficult...and of course you could argue that some should not survive, some people feel that way. But you talk to individuals who benefited from these institutions and the institution has given their life meaning and direction and so forth... talk about them closing it brings tears almost to the individuals.

Samuel DuBois Cook

I don't want to answer the question because what I see is not all good....about a third of our colleges will not survive, they're too small, they're too troubled and they never had any distinction ... That's hard that's harsh but it's true. Some of them simply never had a distinctive academic tradition, they don't have the accomplishments, they don't have the investment in the things that ought to be preserved. About a third of them will die, about a third of them are on the fence you can save some of them, and

some of them are strong and all we need to do is help them grow and enhance themselves. But for those that are marginal, the ones that could go either way, the merger, the collaboration....is the only way to go. They are just too small to economically survive; they didn't take the opportunity in the time when endowments could be raised, to raise strong endowments. Nobody's parking money at schools anymore in great numbers; rare, rare, rare that you're seeing people raising big endowments. People who raise great endowments now, already have great endowments, so nobody's doing this anymore. So you've got to find a way to strengthen the colleges and pull them together for the greater good of all of them. And the Clark Atlanta University merger was an opportunity to demonstrate the power of doing that....

Barbara R. Hatton

It's going to be a very difficult period particularly if the economy keeps going the way it's going at this point. Several institutions probably won't be around because they are not going to get the support that they need. In many of the states already they have plans to try to either close or consolidate some of black colleges which is, I think very unfortunate because I think they may be needed today more than they were 25 or 30 years ago, with the many problems our young people are having.... There will probably be some merger of our black institutions, which I think may be a good idea. They need to look at their strengths and weaknesses and resources and how they can do things much better. That's a difficult call..... I think they need to have stronger organizations backing them... NAFEO and UNCF ... they need to be stronger ...

Joseph B. Johnson

Well I think it looks pretty good, I think there will be need for more cooperation, cooperation among the HBCUs. For instance right here in the Atlanta University Center I think we had a great deal of cooperation during my administration along with my colleagues Hugh Gloster, Manley, etc. than what we have now. Because a lot of stuff, it was common, in fact we had an exchange of students to go to any of the schools that they wanted to and

get credit for it, and I think in buying certain goods and services there was an arrangement for that, for security I think there was an arrangement made where it sort of dealt with the whole center rather than each institution having its own force ... well I think some (HBCUs) would have been consolidated probably some of the public institutions, and I think that the realization is there among the general public including the leadership that there is a need for groups to have their institutions. On the one hand I think that you will have many of them that will survive independently but you'll have others that will have some kind of relationship I think with public institutions that will provide for them that opportunity that ought to be there for people (that) probably can do better in their own setting than having to go to let's say to an integrated school or something of that nature. So I'm optimistic but there's no question about it, I think as we evolve I think that persons will learn to respect one another and the racial aspect of things would have disappeared in terms of interfering with, I feel that you got to have an opportunity to go to your own thing rather than to go to a situation that accommodates all people.

Robert Threatt

....some of them are on the edge right now, and those colleges that don't come up with a major strategy for survival, they're not going to survive...

W. Clyde Williams

Some schools are now reaching out to the Hispanic community. There was a time in my tenure that you wouldn't even think of whites going to a black college. When I was on the campus at commencement I looked in the audience and I saw about 10 white students graduating from Miles College... Although racism is still alive and well in our country, and I believe that very clearly - that the time is coming where a student will not look at not going to a school because it's a black college or whatever but to get the advantage of an education. Morehouse and other colleges are attracting students from other cultures and that's going to continue....as older generations die out new generations are

coming along and saying this school is accredited and I'll take it. So we need to look at diversity as a surviving possibility for some of our schools.

W. Clyde Williams

GENDER ISSUES

... one of those issues I feel obviously compelled to raise is the gender set of issues, coming from two amazing experiences at Spelman College and Bennett College for Women. There are gender issues that we're going to have to face, we just have to. The most obvious is where is any degree of balance on our campuses; many of which now are beginning to look as if they are Spelman or Bennett College for Women. Where are our young black men? And what is the responsibility of our schools? I know that when you (Samuel Jolley) were at Morris Brown that was an issue you kept raising, but we haven't made a lot of progress on that. Secondly when are we going to take on some real gender issues about relations between African American men and African American women and quit acting like all the nasty issues are over there in the white community? I just really feel the responsibility to say this because it has been such an amazing and wonderful spirit of openness around this table.

Johnnetta Cole (Roundtable 3)

...So going to Spelman and to Bennett, while I would like to think that with my colleagues we accomplished many things that are obvious I hope folk don't forget cause I never will that I was also a part of bringing a greater gender consciousness to those two institutions. And it's important for me to say this, you don't do anything in this world as a solo act, you can't!there was a group of us, faculty and staff, women and men who began to raise the gender questions....

Johnnetta Cole

...People, not just folks on boards, are not comfortable with women and power. And the presidency of a college is a powerful

position. You're given enormous authority and freedom to do quite a bit on that campus and people are just not comfortable with women using that power. You're expected to be nurturing and nice and say things in a way that would make people comfortable.... And if you are able to speak in an executive manner and be powerful in your delivery of edicts and whatever, people are very uncomfortable with you doing that....so much of the rituals are based on the incumbent being a man... so much of the ceremony and the social aspect of the job is difficult when you are a woman and an unmarried woman....

Barbara R. Hatton

GOVERNANCE AND TRUSTEES

I really can say that I think my two experiences were a bit atypical.... while neither board at any stage of the ten years at Spelman or the five years at Bennett were perfect boards, they sure were good boards and they got to be better boards over time. If you've got a good board there's hardly anything that you can't do. And a good board means a board that understands the difference between their responsibility and the responsibility of the president and the management team. A good board means that everyone around that table without any exception understands their responsibility to contribute substantially in financial terms to that institution. A good board means that you have got in everyone around that table a polished ambassador for your school.

Johnnetta Cole

I want to paint a picture here of a vicious circle. When we have boards that are not strong, meddling, not contributing financially, it becomes very difficult to change the board. Because now you're going to some folk who do have a business sense, understand the difference between management and board responsibility who have creative ideas, but are saying I don't think so. When I look at this board and see who's there am I really willing to walk on there with my ideas and try and make the change?

And so it becomes really difficult. You don't have a strong board and it becomes very hard to recruit a strong board. But every one of us at this table knows the success of our institutions like any educational institution really rests disproportionately on the importance of a strong leader and a strong board.

Johnnetta Cole (Roundtable 3)

There's extraordinary expertise around this table and among our colleagues who are former presidents that could be brought to bear in advisory roles to institutions that are struggling with their leadership. That's a level of expertise that is not used that is not taken fully advantage of in my opinion. And there is not a person here who would not eagerly step to say if there is something I can do to help strengthen a presidency or a governance structure if you will that wouldn't be willing to do that and I think some of that is needed. Because it's not just the revolving door among presidents, it's the relationship between presidents and boards of trustees. Whether or not they understand their role in governance vis-a-vis the president, we do understand that because we've lived it. And any number of former presidents or retired presidents or presidents emeriti would be willing to step up and offer assistance if they were just given or in fact invited to do so.

Thomas Cole (Roundtable 3)

The relationship between the governing boards is a difficult one. In state schools as was the case in South Carolina the board membership is very political and the board is liquid, it's malleable, it's changeable, my board changed two years in. The board that hired me was no longer my board two years out; new elections, deaths, resignations, what have you and restructuring of the board....

Barbara R. Hatton

.... Board (that is) inactive (is) problematic for any president. And it is very difficult for a private board that is self-sustaining to change itself because the people on that board are gonna replace themselves.... The situation at troubled colleges I don't care what kind of college they are, whether it's a historically black

college or not, or a Methodist, are what have you - the situations are so tough that you really wear out administrators, board members, and so forth. And the relationship between that administrator and the board is full of tension as to how in the world we can sustain the kind of effort we must have to keep the institution going.... The boards can't police themselves, they can't replace themselves and make themselves better and yet the schools aren't going to get better until the boards get better. And the selection of the president is dependent on the quality of the board.

Barbara R. Hatton

I think that's why it's important to have a committed board. Because a board would step in if the board sees the president needs help in a certain area. And either recommend to the president or provide the necessary resources to help that person succeed. It has to be in my opinion a commitment on the part of the board to help the president succeed. Because they have to recognize that the president does not know everything nor does the board know everything. That's why you have a cross-section of people on a board who can bring different resources to the table. And again the key I think to all of this is having a good board who is committed to the institution and who's looking at what they can give the institution rather than what the institution can afford them.

Burnett Joiner (Roundtable 3)

...In dealing with those boards in particular the state institution you have to be very very careful how you deal with them and I say that because you're dealing with a lot of different types of personalities ... So it's fine line of how you deal with the various board members... I figured that as long as I'm honest with people and trying to do the right thing, and I'm not arbitrary, or capricious in my decision making then I gonna be alright , they understood me from that perspective... what I say to you, you could trust that that's what I meant... All I want is do is to be respected, I'm gonna respect you and you're gonna respect me as well.

Joseph B. Johnson

... I think good trusteeship for our institutions is essential. Trusteeship that I'm talking about is not necessarily that which will always assent to what the president proposes. But good trusteeship is one who really looks at the mission of the institution and weighs what is being presented for Board approval in terms of the established goals and objectives. So I would say that good trusteeship is important. I think many of our problems come from not having the level of trustee involvement; not to the extent of operating the institution but to the extent of effectively evaluating how the administration is carrying out the policies and programs that they have approved.

Wiley Perdue (Roundtable 2)

I had a very powerful board of trustees. To have that kind of board of trustees, to have them to give me the go ahead sign to do a lot of things, I had to produce and I did it under the authority of the board of trustees. I just had a very influential board that allowed me to move forward and to be of assistance in a lot of things that I did at Miles College.

W. Clyde Williams

HEALTH

.... even though I tried to always keep my own health and balance in front of myself; if I did either of those presidencies again I would insist on doing better in fighting sleep deprivation. It's not that I couldn't sleep. It's that I didn't sleep enough. Those jobs are just they're just relentless in terms of the demands.... It's not healthy, it's not good.... I was fairly on the case about my exercise among other things because I was so concerned about the issue of obesity among my own students so I was out there on that campus trying to set a good example and trying to eat well and to help bring into the dining halls for students healthy foods.... But I wasn't getting enough sleep and we now know that sleep deprivation is a serious challenge to our health.

Johnnetta Cole

We burn out people left and right. Many people can't make the 22 years you made. In 5 or 6 years they're ready to step down move along or go back to teaching and research because it's just so difficult to keep the pace and to protect yourself from exhaustion and overwork and just mental deadness to keep your mind sharp. You can't just keep yourself under that kind of stress all the time.

Barbara R. Hatton
(interviewing Samuel DuBois Cook)

LEADERSHIP

Well my wife's joke to everybody is she would be very fearful if I was appointed to a college with no deferred maintenance, no debt, and no budget shortfall, she's not sure I would have any idea of how to manage such an institution (laughs). Because the first order of business is always looking at your resources and making some clear determinations about priorities not just short term but long term. And if there is a board, telling hard unyielding truth to that board, even if you suspect that some members of that board might be a cause of some of the issues that you are addressing, but that for me is always the very first order of business. In every position I've been in within a month I've got my list of issues and concerns and statements about the condition of things and that's where I begin my work. And you always have to begin from a position of absolute truth and then work in a positive direction from there.

Carlton Brown (Roundtable 1)

...collaboration...which is the real real secret of effective leadership as far as I'm concerned. You surround yourself with folk who are better at their job than you can ever be. And then you collaborate, you build a team where no single person on that team has got to have their ego fed on a regular basis.

Johnnetta Cole

Before arriving at Spelman... I needed a better business sense ... But in retrospect it would have been good if I had had more structured instruction about the business of an academic institution. I still feel very good about the way in which on both campuses I tried my best to lead in a collaborative way. That is by strengthening faculty governance, by creating among us as a senior management team a sense of real teamwork. But in retrospect maybe I should have been even more obvious, given more voice to what was being done than I gave.....

Johnnetta Cole

... I think you are strategizing all the time... In taking my first position (President South Carolina State) I took a three month period and had a transition team.... I met with them and went back and forth to the campus so I eased in I think the right way... I had three crises to manage day one....but I had three months to work through, and gather my thinking, my team, my resources. And so when I hit the campus that first day we had an open convocation, and I announced my approaches, what I cared about about the university and I just hit the ground running....

Barbara R. Hatton

One of the things that many of the Black college presidents are accused of is that sometimes that they run a dictatorship at these institutions. My philosophy was I'm gonna give you the autonomy and the authority but I'm gonna hold you responsible... When you bring in good people and you identify good people, let them work and don't suppress when they have a good idea. That's the kind of president I tried to be. I tried to let people work and come and present to me good ideas and if they're good enough and they fall within my philosophy then what we tried to do, we try to move. I had good people... I believe if you are going to be successful you have to hire the very best people that you can buy and also you have to be able to pay people, everybody is not gonna work for charity... Find the very best people that we could... let them be creative and visionary and it makes you look good as president.

Joseph B. Johnson

... I have a very responsible position, every time something goes wrong I'm responsible, so you better be prepared to make the decision... I believe this until this day, I believe you hire good people, that's the first thing, you give them authority, you give them autonomy, and you hold them responsible. And when you do that, you can't just day to day try to tell people how to do their jobs, you've got to have confidence in people. And you give them that autonomy and authority and I believe that you can be successful when you do that.

Joseph B. Johnson (Roundtable 1)

...this point of view causes me to invoke my three V words because I think they are germane here. One has to do with your vision. And the occupants of these seats through the years have come in there with a vision. And I go back to the founder of Tuskegee who had nothing but a vision and a set of values. That's the second V word, a set of values that impelled him and required him to relentlessly and inevitably pursue that vision, that's what it's all about. And of course the third V word vitality – he or she has to have sufficient health – mentally and psychologically and emotionally to understand and undergo all pressures that come upon you. You've got to have a vision and that has to be guided by a set of values. You must be successful, failure was not an option. You had to do so much with so little, that when you got to a certain point you can do everything with nothing. And that's been our story historically and as an ethnic group...

Herman Smith (Roundtable 1)

I recall an incident where at the end of the semester we had about 45 students who were gonna leave because of academic (probation). The faculty had voted to put them out. So I called those 45 students together in the chapel and I lectured them on what it's going to mean if you were put out of school. Some of you just played around all semester and didn't do it, now you're faced with the fact that you're going to leave here and who knows where you're gonna go beyond that point. And I said I'm want to make a presidential decision and I'm gonna keep every one of you here and by the end of the semester you decide if you are

going to stay. I'm giving you a second chance. I asked them to mentor each other, get a partner, and I had them to get a partner that moment....out of the 45 students we were gonna put out, 35 stayed.... And I think, what would have happened had we just let them go And some of those students have made a tremendous impact. I have tracked some of them and they have done well... the interest of the President is always important on these campuses, the standard and example that the president sets on that campus will determine the direction of that campus.

W. Clyde Williams

Fifteen years is a long time to be president of an institution and I did not go to stay 15 years. But because we were developing, planning, creating, innovating, it just took that. And given I guess my nature to see things move creative ideas you just start implementing those ideas. And during that time a lot of opportunities opened up for Black colleges that were not open before. We came through that era and I just took advantage of a lot of the things and was kind of I'd like to say aggressive in finding out what could we do and if we could do it then I said let's do and that accounts for some of the success of Miles College.

W. Clyde Williams

MENTORS, MENTORSHIP, AND ROLE MODELS

Well I was vice president for student affairs under Herman Branson (President of Lincoln University). And I had the world at my feet. I was vice president, I was 28 years old and I didn't think that I wanted to be college president. And so eventually Herman called me in and he said why haven't you had a doctorate. And I said well because I don't want one, I said I'm vice president at Lincoln University - and so I said why? He said well I'm gonna fire you unless you get a doctorate. And I said what! And that was in September, and I said Herman will forget that And so the next year came around and I didn't get my contract in April, I didn't get it in May and I didn't get it in June, and I said to Herman you've forgotten my contract. He said oh no, I

haven't forgotten your contract I told you, you had to get in school by the time the next year came around.... I was mad, mad, mad and I went to my office and the lady (my secretary) said there's a girl, there's a young lady here and she wants to interview you. I said no, no, I don't have time for it. And she said well take time for it... the lady said I'm from Kent State University....I am the graduate school recruiter...I graduated from Kent State University.... and along the path I was on, I became a president (of Johnson C. Smith University) at 38 years old... He (Dr. Branson) cautioned me and he prepared me and so he prepared me very well for the position of president...

Robert Albright

I didn't really apply for the presidency at Spelman (College); I was forced to do so by two of my mentors.... Donna Shalala (then President of Hunter College)Marian Wright Edelman (then chairman of Spelman College Board of Trustees)... When I got in touch with these two extraordinary women there was the same message, you WILL apply for the presidency of Spelman... and I will forever be grateful to those two strong women for telling me THAT is what I was suppose to do.

Johnnetta Cole

My father was President of Wiley College and at that time he was academic dean at University of Florida. And so he was an extraordinarily good positive influence on me. I would consult him anytime I had a problem. But there were others, Julius Scott dear dear friend. Julius happens to be also a graduate of Wiley College. His father preceded my father as President of Wiley. ...He was very good in higher ed in administration (he was president or acting president of 5 or 6 schools). But in terms of people skills, in terms of organizational issues, governance issues he was just a very very very good influence.

Thomas Cole

Well, the great and legendary Dr. Benjamin Elijah Mays is my great friend and mentor. I met him when I was in high school. Morehouse in those days sent its students to Connecticut to work

on the tobacco farms; this was back in the early 40s. And I had a brother who had gone to Morehouse before and so he hooked me up with Morehouse to go to the tobacco farm in Connecticut and it was then that I met Dr. Mays who was the legendary president of Morehouse.... (When considering the job as president of Dillard), Well naturally I talked to Dr. Mays about it because I had no interest in being a college president, honestly I didn't. And I had rejected several explorations and so forth - just not interested. I thought the lord had put me on this earth to teach and I thought that teaching was a divine calling, still think it is. And so I had no interest in being a college president. What greater joy can there be and challenge for you to mentor, guide and nurture tender minds and disclose to them possibilities of what they can become ... and I said you know if I can do one-tenth for the students at Dillard of what Dr. Mays did for us at Morehouse then I know my living will not be in vain... I also discovered that being a president was divine too because you could help teachers and help students and so forth, you were in a position to inspire them and challenge them and so forth, so it worked out well for me.... Dr. Mays' shadow stood over me and inspired me.

Samuel DuBois Cook

...But we were always busy hustling you know trying to make ends meet, trying to get more money for scholarships, more money for professorships all the time, just never resting, you know. As a black college president you don't rest. You forget about resting, perpetual motion all the time. And Dr. Mays was a great example of that and provided a lot of inspiration for me and of course others as well. It's always being what Dr. Mays called creatively dissatisfied with things as they were and falling in love with the way things ought to be....

Samuel DuBois Cook

It's interesting the overlap and mutuality of influence, Dr. Mordecai Johnson (Howard University President) and Dr. Mays were very good friends this that and the other, influenced each other and when Dr. Mays came to Morehouse as President in 1940 he

brought some of Dr. Mordecai Johnson's ideas about chapel and so forth and he himself became an eloquent speaker and chapel was every Tuesday.

Samuel DuBois Cook

Well the tangible and most visible example was Dr. James Costen, my predecessor at ITC. James Costen had served as President for a number of years and actively encouraged me to consider serving as provost and being in line for president. Dr. Costen embodied that image of seminary president, student-centered but also keenly focused on friend-raising and fund-raising for the institution. The other was my own college president at Morehouse College, Dr. Hugh Gloster. Although I did not get to know him well, I was a younger student as he served as president. But he did, was the first person to mention to me the possibility of college presidency as a vocation and urged me to leave Morehouse, earn a terminal degree and return someday perhaps to lead Morehouse – so that was a great honor. And then I think a more idealized image of who draws you to the presidency for many college presidents would of course be Benjamin Elijah Mays. I did have the privilege of meeting him and visiting with him on several occasions during in his retirement... just the focus on vision, on the high standards of the college president as a moral leader and his commitment that education should serve the public good. And that fundamentally is the mission of all HBCUs that we exist to produce the leaders that will transform democracy and have a positive impact on human betterment. And so Mays, Gloster and closer to my heart and home was Dr. James Costen.

Robert Franklin

.... And, of course I was succeeded by a terrific interim president, and a friend and mentor, Dean Oliver Haney. And then Haney yielded the office to Dr. Battle. I had an opportunity to provide I think the most important conversations new presidents receive, what is really going on in the institution, who are the elders who possess wisdom and moral authority, who can be good allies and important spokespersons, and where are the landmines where the bones are buried and bodies and what you should look out for.

So I was able and happy to do that for my successor and always appreciate that from those whom I succeed.

Robert Franklin

...my father (William Harrington Hatton) who was a lifelong educator, legendary school principal... I'm carrying his legacy in education... Mary McLeod Bethune whom I heard as a sophomore in high school, she was visiting Atlanta ... she rose and spoke and I was mesmerized. I thought this woman can advise presidents.... if she can do this, what can I do. Even at 14 this women captured my very dreams for myself in the way she spoke, and what she said, and how she carried herself... she was a first role model for me as a young girl and that carried throughout my life... Gloria Scott who was Vice President at Clark College who encouraged me... Steven Wright the Past President of Fisk University ... was actually the person who insisted that I think about it and made me think that I was capable of breaking the glass ceiling and getting into a position of president....

Barbara R. Hatton

I think there are attempts by UNCF and some of the academic institutions to have seminars to prepare people for presidential leadership. And ACE and some of the affinity groups do have programs or internships, but it's not the kind of mentorship we're talking about. It's more academic, it's not about leadership development in the sense that we're talking about. And so perhaps there should be some way the Council (of Past HBCU Presidents) to have an institute to pair up presidents with new presidents and get it out of the inviting you back to the campus where you were. That's always gonna be very political to have somebody to come back to the campus where they were in leadership. But the good thing about our mentorship is these were presidents talking to us about what they did on their campus and we were gonna take that to a different campus and that made a difference.

Barbara R. Hatton

(interviewing W. Clyde Williams)

Benjamin Mays certainly will come to mind as a person that set a foundation for most college presidents. Ralph Waldo Emerson Jones whom I succeeded at Grambling State University was certainly an influence on my academic career; as well as Dr. E.L. Cole, Academic Vice President at the University at that time. And I don't want to forget Coach Eddie Richardson who recruited me as a student athlete at Grambling, he certainly was much more than a football coach, he was a mentor to so many guys and young ladies who came out of Grambling State.

Joseph B. Johnson

As you know, he (Benjamin E. Mays) was a theologian and his philosophy in education is rooted in religion.... Dr. Mays influenced so many people and so many people in academics that I know of because of his forward thinking, he was a visionary, he was really ahead his time.... He was able to exercise influence over so many people with his philosophy of education and how important it was and would be particularly to Black men in the future... His philosophy was making sure young Black men understand the importance of getting an education and then once you get an education you reach back and pull someone else along with you and uplift them. And those things rooted in his philosophy helped a lot of us to think about what we need to do as educators.

Joseph B. Johnson

My role model basically at the college level was number one it was my high school professor, a high school teacher at Columbus, Georgia, where I'm from.... going to Morris Brown College. I met this gentleman who was a psychology teacher ... his name was L. E. Boyd... He gave me a lot of encouragement while at Morris Brown and I met him again when I was at Atlanta University, where I got my master's degree. And of course he encouraged me to go ahead and get the final ticket, the doctorate...

Robert Threatt

My mentor was my high school principal and my pastor who later became president of the college, Dr. Lucius Pitts (President

of Miles College before Dr. Williams) ... I realized I needed some experience and someone to talk... I think that whatever success I had as president at Miles College I owe to Dr. Pitts, Harry V. Richardson (President of the Interdenominational Theological Center), and Vivian Henderson (President of Clark College) and Dr. Benjamin E. Mays (President of Morehouse College.)

W. Clyde Williams

Perhaps we should see more mentoring of the presidents who have left for the presidents who are coming in to make that point. You had the wonderful mentorship of Dr. Mays and Dr. Henderson and those wonderful presidents who will give you their time to sit with you as you took on your duties, I'm not sure that that's happening today and I think it probably should.... I'm afraid they won't have the kind of mentorship you and I had when we took on these challenges and led the colleges

W. Clyde Williams

MERGERS

We were fortunate here in Atlanta in the Clark College Atlanta University consolidation. All of the tea leaves and everything just kind of fell into place. Probably most important was that neither institution had a president; so that the idea was not that you were going to take somebody's job, or somebody's gonna lose their job as president. That's a key factor, so in that case it was the timing. It could not happen any other time because it was the circumstances of Atlanta University and Clark College both seeing the need and the advantage in coming together. I'm sure that was the case with LeMoyne-Owen that came together and Huston-Tillotson when that merger was created. There may be one or two others, but there has been a lot of conversation in the black community about institutions coming together to save money or just to collaborate. And something always almost breaks down at the end. Schools in Texas - Texas College, Wiley, Jarvis-Christian- they just couldn't pull it off. And once the church role gets thrown in it makes it just about impossible.

Clark Atlanta consolidation there were no church issues except one with the United Methodist Church so it just was a combination whose time had come I think otherwise we simply couldn't have pulled it off. (*Barbara Hatton* - But you had a history of collaboration in the Atlanta University Center and you served as president of both institutions for a while which made the conversation much easier.) And I was a known entity in both places, I wasn't an ogre or a bad person, and so the faculty at Atlanta University knew me and the faculty at Clark College knew me and what we did was very carefully orchestrated, a strategy where there was continued involvement and participation with both sides all along the way. I don't know that there's anything I would do differently about that at this time. There certainly are some things I would have done differently after the consolidation was concluded. Of all the things the most beautiful thing for me was the students. The students just took it on. The fact that Atlanta University was a graduate school and Clark College was an undergraduate school helped because there was not as much duplication. There was duplication academically but you're talking about graduate and undergraduate. That made it easier but if both had been undergraduate, the politics; it would have been much more difficult.

Thomas Cole (Roundtable 3)

This is difficult. People don't want to look at the possibilities of mergers. They want the institution to exist the way they existed for 50 years or a hundred years ago. They can't see the self interest in long-term collaboration and cooperation and we have to do a better job of trying to open folks eyes to these possibilities, its difficult.....we got to have some realism in order to preserve our historically black colleges and universities and we've got to stop apologizing for our institutions and concentrate on making them better....

Samuel DuBois Cook

... the notion that institutions have a life cycle or may have a life cycle is something that, it's difficult for people to embrace. And as difficult for a lot of our institutions is the whole notion of col-

laboration. We have a hard time getting people together to work on programs that would be mutually beneficial....I've seen situations in which a very marginal institution has been able to bring some of its academic talent to bear and create a program with some of the largest universities in the country and everybody does well; but that's not the notion of mergers.

Nathaniel Jackson (Roundtable 3)

ROLE OF THE FIRST LADY

... It's so important having a person serving as a first lady who understand what you are doing gonna be supportive of what you're doing.... my wife was very, very supportive of me all through my career and I know for a fact that I never could have done the things that I was able to do if I had not had a very supportive individual along with me I had four children, not only was she a good wife but she was a good mother and an educator and that helped us tremendously. I don't think that you can really put a value on what a 1st lady means to a president particularly at a historically black college.

Joseph B. Johnson

... (The first lady) takes care of a lot of things that otherwise it would be difficult.... She (Helen Threatt) was in higher education, she is a librarian by profession. She could share with me some of the things going on at a college, university that I would not be sensitive to; she would point those things out to me.... Also one of the lasting legacy she has with Morris Brown during my administration is that of Women for Morris Brown College, and that's a support group for the institution... she had a way with students that led to better understanding, control, than it would be with me. I couldn't take the time to deal with them sometimes as she would. So that the extent to which she dealt with it, it probably kept down some demonstrations I may have experienced had the situations had to come to me. It's a very important role and in many instances she would go on trips with me and I imagine that she had some impact on potential donors

that we were soliciting ...

Robert Threatt

VISION

You have to take a chance on some things there's very few guarantees particularly in our business But you have to have a vision for what it might be, what it could look like, what perhaps it ought to be like and you take a chance on that and you take a chance hoping that people will step up to help you.... So there have always been individuals who if you make the case and you ask to share in your vision will step up and do that....

Thomas Cole

...I think the president in particular, of course it's also the responsibility of the board, but the president in dialogue with faculty, who are the intellectual capital of the institution, have to be able to interpret and update that vision. It really rests on the shoulders of the president to fashion a compelling and attractive reason for why the world should pay attention to that institution, invest in that institution and why students should come to that institution to pursue their intellectual and personal development.

Robert Franklin

It was an interesting time to be at ITC because the dialogue about the public role of faith-based institutions was really heating up then. It's during the Clinton-Gore administration and at the transition to President Bush, and both presidents took this pretty seriously and so it was a wonderful time for theological seminaries in America to be a part of a dialog, which in the past they hadn't been they had been on the margin and suddenly we were being called into the center of the dialogue about what makes for a good community, how do we mobilize the armies of volunteers in communities of faith with almost 400 houses of worship in the United States - what do we do with all of that potential reserve of goodwill money, the talent, the volunteers. And so America was paying attention to that conversation and I played some small role as I sat at the table for the faith-based initiative,

giving shape to that effort. ITC was recognition as a valuable asset as the nation's largest African American seminary and a recognition by many that the black church had given something important to America in terms of the gift of leaders, and as DuBois called it the soul of black folk, the capacity to endure suffering the spirit of Martin Luther King and his predecessors who said we love this nation and we're are going to pray for it but we're gonna work, we're gonna become activists. And so it was a real privilege to lead an institution that was firmly committed to producing what we call prophets or prophetic leaders for our congregations, prophet is one who speaks truth to power. And so it's just learning how to navigate this amazing opportunity that had opened up at that particular moment in American history. Leading one of the nation's most important theological seminaries and advancing a vision of what that seminary should be about. So back to the question of what was the vision I tried to bring to ITC I began to talk about ITC students as public theologians engaged in personal and social transformation. And so we had some good times working that out, interpreting that and I think empowering local faith leaders to think about themselves as community assets and then beyond that, many of them thought of themselves that way as they were community leaders, but then public assets that is valued by those outside the African American community because of their commitment to rehabilitating American democracy. And so it's pushing our students often who were nurtured in very parochial world views to think of themselves as serving a larger community that was religiously diverse. You're called not simply to serve Baptists, and Methodists, and Pentecostals, and Presbyterians, and Catholics. You're called to serve the religious body politic at large with all its diversity and so that means you need to know something about that diversity, and you need to know how to manage conflict and competition, and to project a positive vision peace and cooperation as we pursue social justice.

Robert Franklin

... it is very very important to emphasize relationships with those students... I can't say enough about that because that's the heart-

beat of the institution.... important for you to have some type of strategy to raise resources with that institution... relationships with alumni association become very important, relationships with board members become important. ... Also you have to have a vision.... What is your vision for that institution....where do you want to take it 10-15 -20 years down line and when you are gone what is that you want to leave at that institution ...

Joseph B. Johnson

... when I first got there I did a history of the institution (Edward Waters College) and wrote it in this book ... and I titled the book, *Phoenix from the Ashes* -- because that's the way it seemed and we were trying to bring it back because the school had had a long history of ups and downs and so forth and I brought it (the history) up to 2006 when I left and made a projection of what would happen. But the one thing I concluded with - no vision and you perish and how important it is to have a vision ... And as Tom Cole was able to pull together a vision to get the Clark and Atlanta University combined; I remember earlier when your (Thomas Cole) predecessor had gotten a study from some institution about Atlanta University developing a medical school and Dr. Jarrett apparently didn't have the vision and he said no, he couldn't do it. And Dr. Gloster grabbed that proposal and ran with it and now he's developed the Morehouse medical school. So it's important to have vision ...and of course have the support to follow up on that vision.

Samuel Tucker (Roundtable 3)

APPENDIX II

THE COUNCIL OF PAST HISTORICALLY BLACK COLLEGE AND UNIVERSITY PRESIDENTS

The Council of Past Historically Black College and University Presidents of Atlanta, Georgia (The Council) is an informal organization of persons who have served as president of a historically black college or university and who now reside in the Atlanta metropolitan area. Originally established as an affiliate of the National Association for Equal Opportunity in Higher Education (NAFEO), the Council in Atlanta was organized in the early 1980s by Dr. Robert Threatt (President of Morris Brown College, 1972-1984), who also serves as the Convener of the Council. The original purpose of the Council is to bind together those who have acquired special knowledge and expertise in the administration of black higher education so that they may be available to serve as advisors and consultants when needed and as required (Council By-Laws, undated). Today, the Council operates as a monthly forum providing members with an opportunity for fellowship, for collegial sharing, and for participation in occasional forums featuring invited speakers on issues affecting HBCUs. The Council members have led institutions that are representative of the entire range of HBCUs, by location, by type of control, by size, and by levels of degrees offered. Collectively, Council members' presidential leadership of HBCUs covers the period of 1974 through 2008, spanning five decades.

In 2008, the Council appointed a project committee to recommend ways to capture and preserve the experiences and leadership perspectives of past HBCU presidents. The Committee membership was comprised of: Dr Barbara Hatton, Committee Chair; Dr. Joseph Johnson, Dr. W. Clyde Williams, and Dr. Robert Albright (as of 2011). In 2009, the Council's committee worked with Mrs. Loretta Parham, Director of the Atlanta University Center Robert W. Woodruff Library, to seek opportunities and support for an oral history project. In 2011, through re-

sources provided by the Andrew W. Mellon Foundation, under the direction of the Library Director, and in collaboration with the Council, an oral history project was conducted. Entitled, “Documenting the Perspectives of Past Historically Black College and University Presidents,” the project involved 18 former HBCU presidents who are current, former or eligible members of the Council. The insights and wisdom of these past HBCU presidents are now available through the means and venues of the Library.

COUNCIL OF PAST
HBCU
PRESIDENTS

**COUNCIL OF PAST HISTORICALLY BLACK
COLLEGE AND UNIVERSITY PRESIDENTS**

ROSTER 2011-2012

Robert L. Albright, Ph.D.
Johnson C. Smith University

Alvin Anderson, Jr., Ed.D.
Mary Holmes College

Wiley S. Bolden, Ed.D.
Savannah State University

Carlton E. Brown, Ed.D.
Savannah State University

Johnnetta B. Cole, Ph.D.
Spelman College
Bennett College for Women

Thomas W. Cole, Jr. Ph.D.
West Virginia State University
Clark Atlanta University
Interdenominational Theological Center

Samuel DuBois Cook, Ph.D.
Dillard University

James Frank, D. P. E.
Lincoln University, Missouri

Robert M. Franklin Jr., Ph.D.
Interdenominational Theological Center
Morehouse College

Barbara R. Hatton, Ph.D.
South Carolina State University
Knoxville College

Nathaniel R. Jackson, Ph.D.

Mary Holmes College

Joseph B. Johnson, Ed.D.

Grambling State University

Talledega College

Burnett Joiner, Ed.D.

Livingstone College and Hood Theological Seminary

LeMoyne-Owen College

Samuel D. Jolley Jr. Ed.D.

Morris Brown College

Wiley A. Perdue, LL.D, M.B.A.

Morehouse College

Portia Holmes Shields, Ph.D.

Albany State University

Herman B. Smith Jr., Ph.D.

The University of Arkansas at Pine Bluff

Central State University

Jackson State University

Morris Brown College

Charles E. Taylor, Ph.D.

Wilberforce University

Morris Brown College

Edwin Thompson, Ph.D.

Atlanta Metropolitan College

Robert Threatt, Ed.D.

Morris Brown College

Samuel J. Tucker, Ph.D.

Edward Waters College

Langston University

Harold E. Wade, Ph.D.
Atlanta Metropolitan College

Joffre Whisenton, Ed,D,
Southern University

W. Clyde Williams, Ph.D.
Miles College
H. Council Trenholm State Technical College

Dorothy Cowser Yancey, Ph.D.
Johnson C. Smith University
Shaw University

APPENDIX III
LISTING OF INTERVIEW PARTICIPANTS

Roundtable Discussions 1, 2, 3

June 14, 2012

Dr. Barbara R. Hatton, Moderator

President, South Carolina State University 1992-1995
President, Knoxville College 1997-2005

**Roundtable 1: Past Presidents of State-Supported
HBCUs**

Wiley S. Bolden, Ed.D.,

Acting President, Savannah State College, 1988-1989

Carlton E. Brown, Ed.D

President, Savannah State University 1997-2006
President, Clark Atlanta University 2008 - present

Joseph B. Johnson, Ed.D.

President, Grambling State University 1977- 1991
President, Talladega College 1991-1998

Herman B. Smith Jr., Ph.D.

Interim President, Central State University 1965 and 1995
Chancellor, University of Arkansas, Pine Bluff 1974-1981
Interim President, Jackson State University 1991 – 1992
Interim President, Morris Brown College 1992- 1993

Roundtable 2: Past Presidents of Private HBCUs

Samuel DuBois Cook, Ph.D.

President, Dillard University 1974-1997

Wiley A. Perdue, LL.D., M.B.A.

Acting President, Morehouse College 1994-1995

Charles E. Taylor, Ph.D.

President, Wilberforce University 1976-1984
President, Morris Brown College 2002-2003

Robert Threat, Ed.D.

President, Morris Brown College 1973-1984

W. Clyde Williams, Ph.D.

President, Miles College 1971 –1986
President, Trenholm State Technical College, 1998-2001

Roundtable 3: Past Presidents of Private HBCUs

Johnnetta B. Cole, Ph.D.

President, Spelman College 1987-1997
President, Bennett College for Women 2002-2007

Thomas W. Cole Jr., Ph.D.

President, West Virginia State College 1982-1986
President, Clark Atlanta University 1989-2002
President, Interdenominational Theological Center 2009-2010

Nathaniel R. Jackson, Ed.D.

President, Mary Holmes College 2000 - 2003

Burnett Joiner, Ph.D.

President, LeMoyne-Owen College 1991-1995
President, Livingstone College
and Hood Theological Seminary 1996-2000

Samuel D. Jolley Jr., Ed.D.

President, Morris Brown College 1993-1997 and 2004-2006

Samuel Tucker, Ph.D.

President, Edward Waters College 1973-1976
President, Langston University 1978-1979

INDIVIDUAL INTERVIEWS

Robert L. Albright, Ph.D.

President, Johnson C. Smith University 1983-1994
Interviewed August 14, 2012 by Dr. Barbara R. Hatton

Johnnetta B. Cole, Ph.D.

President, Spelman College 1987-1997
President, Bennett College 2002-2007
Interviewed June 14, 2012 by Ms. Loretta Parham

Thomas W. Cole Jr., Ph.D.

President, West Virginia State College 1982-1986
President, Clark Atlanta University 1989-2002
President, Interdenominational Theological Center 2009-2010
Interviewed August 29, 2012 by Ms. Loretta Parham

Samuel DuBois Cook, Ph.D.

President, Dillard University 1974-1997
Interviewed August 21, 2012 by Dr. Barbara R. Hatton

Dr. Robert M. Franklin Jr., Ph.D.

President, Interdenominational Theological Center 1997-2002
President, Morehouse College 2007-2012
Interviewed August 28, 2012 by Ms. Loretta Parham

Barbara R. Hatton, Ph.D.

President, South Carolina State University 1992-1995
President, Knoxville College 1997-2005
Interviewed September 24, 2012 by Ms. Loretta Parham

Joseph B. Johnson, Ed.D.

President, Grambling State University 1977-1991
President, Talladega College 1991-1998
Interviewed September 17, 2012 by Ms. Loretta Parham

Robert Threatt, Ed.D.

President, Morris Brown College 1973-1984

Interviewed September 24, 2012 by Ms. Loretta Parham

Dr. W. Clyde Williams, Ph.D.

President, Miles College 1971-1986

President, H. Councill Trenholm State
Technical College 1998-2001

Interviewed August 27, 2012 by Dr. Barbara R. Hatton

APPENDIX IV

BIOGRAPHICAL STATEMENTS ON INDIVIDUAL INTERVIEWEES

Robert L. Albright, Ph.D., M.A., B.A.

Dr. Robert Albright holds the Doctor of Philosophy degree from Kent State University, the Master of Arts degree from Tufts University, and the Baccalaureate degree from Lincoln University.

As the eleventh president of Johnson C. Smith University from 1983-1994, Dr. Albright raised academic standards, stressed integrity in athletic programs and opened new possibilities in international education. The Robert L. Albright Honors College was built in 1990 to serve as a dorm and classroom space for outstanding students who have the academic, social and service commitments to be leaders and role models on campus and in the communities of which they are a part. In 1991, he joined a delegation of ten educators from six historically black colleges and universities that traveled to Russia to effect a formal faculty and student exchange agreement between the North Carolina Consortium for International and Intercultural Education (NCCIE) and the Student Council of the Moscow State Institute for International Relations (MGIMO).

Dr. Albright also served as the Executive Vice President for Programs, Research, Development and Field Services at the Educational Testing Service from 1994 to 2000. He is the author of published essays on higher education policy, including "Rethinking the Organizational Role of Student Affairs," in *New Futures in Student Affairs*, 1990.

Dr. Albright is married to Gloria M. Albright. Their family includes three children.

Wiley S. Bolden, Ed.D., M.A., B.S.

Dr. Wiley Bolden holds the Doctor of Education degree from Teachers College, Columbia University, the Master of Arts degree from Columbia University and the Baccalaureate degree from Alabama State University. He is Professor Emeritus of Educational Foundations at Georgia State University.

As acting president of Savannah State College from February 1988 to September 1989, Dr. Bolden successfully led the College and its supporters in aborting the plans promulgated in 1988 by the Georgia State Board of Regents to merge Savannah State and Armstrong State College (now Armstrong Atlantic State University). Bolden's leadership of that effort followed his work to promote equality of opportunity in education through his teaching, consulting, writing and research. Most recently, he co-edited *Patterns of Excellence: Promoting Quality in Teaching through Diversity*, a publication focused on correcting the racial imbalance in the teaching profession, published by the Southern Education Foundation in 2001.

In 1969-70, Dr. Bolden was the Study Director for "The Tuskegee Institute Role and Scope Study," under the auspices of the Academy for Educational Development, Inc. of New York, through a grant to Tuskegee Institute from the Ford Foundation. This effort was the basis for a program of action by which Tuskegee set its future course with the vision of becoming a first-rate center of higher learning, meeting standards of excellence based on effectiveness in fulfilling its special mission.

Dr. Bolden has served as Vice President for Academic Affairs at Morris Brown College, as Professor at Georgia State University, and as Dean of Faculty and Instruction at Clark College.

Dr. Bolden and his wife, the late Willie Miller Bolden are the parents of four children.

Johnnetta B. Cole, Ph.D., M.A., B.A.

Dr. Johnnetta Cole holds the Doctor of Philosophy and Master of Arts degrees in Anthropology from Northwestern University and the Baccalaureate degree from Oberlin College. Over sixty institutions have recognized her with the awarding of an Honorary Doctorate, including Williams College, Bates College, Mt. Holyoke College, Mills College, Howard University, and North Carolina State A & T University.

In 1987, Dr. Cole was appointed as the first African American woman president of Spelman College. Her inauguration was highlighted by Bill and Camille Cosby's gift of \$20 million, the largest single gift by individuals to any HBCU at that time. In 1994, under her leadership, Spelman was recognized as a Baccalaureate I institution by the Carnegie Foundation for the Advancement of Teaching. The College was one of six designated by the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA) as a Model Institution for Excellence in undergraduate science and math education in 1995. Dr. Cole led the successful capital campaign that brought Spelman's endowment to \$141 million in 1996, the largest of any historically black college or university.

After leaving Spelman in 1996, Dr. Cole was a distinguished professor at Emory University until she took the helm of Bennett College for Women in 2002 and served through 2007. At Bennett, Dr. Cole is credited with leading the institution to renewed vitality and stability. In 2004, she also established the Johnnetta B. Cole Global Diversity & Inclusion Institute at Bennett, a new institution to provide the impetus for initiatives focused on key diversity issues in corporate America. Dr. Cole currently serves as the Director of the Smithsonian Museum's National Museum of African Art.

Dr. Cole is married to James D. Staton, Jr. Their family includes four children.

Thomas W. Cole, Jr., Ph.D., B.S.

Dr. Thomas Cole holds the Doctor of Philosophy degree in Organic Chemistry from the University of Chicago and the Baccalaureate degree from Wiley College. West Virginia State College, the University of Charleston, Allegheny College, Tuskegee University and Wiley College have awarded him honorary doctorates. The University of Chicago Alumni Association presented him with the Public Service Award in 2011.

Dr. Cole was appointed President of West Virginia State College and served from 1982 to 1986. The Thomas W. Cole, Jr. Telecommunications Complex is named for him. In 1986, Dr. Cole was appointed Chancellor of the West Virginia Board of Regents, one of only four African Americans to head a state system of public higher education at that time. He returned to Atlanta as President of Clark College in February 1988. Following the historic decision to consolidate Clark College and Atlanta University, he served simultaneously as President of both institutions until his appointment as President of Clark Atlanta University (CAU) in July 1989. During his presidency, the institution grew from a student enrollment of 3,100 to become the largest of the UNCF institutions with 5,200 students. The operating budget increased from \$40 million to over \$120 million.

In recognition of his long administrative and professorial service, CAU's Research Center for Science and Technology is named for Dr. Cole. The Center houses state-of-the-art laboratories for research in a variety of areas and facilitates interdisciplinary and collaborative research between the University and national and federal laboratories, other universities, and industry, including small and minority high technology companies.

Dr. Cole is married to Brenda Hill Cole. They are the parents of two children.

Samuel DuBois Cook, Ph.D., B.A.

Dr. Samuel DuBois Cook holds the Doctor of Philosophy degree from Ohio State University and the Baccalaureate degree from Morehouse College. When he accepted a position on the faculty of Duke University in 1966, Dr. Cook became the first African American to serve in a regular faculty appointment in a southern university.

As president of Dillard University from 1975 to 1997, Dr. Cook initiated a Japanese language studies program (the first at a historically black college) and founded the Center for Black-Jewish Relations. Dr. Cook is also credited with strengthening the liberal arts program, expanding its offerings to 39 academic programs, achieving acclaim for excellence in business and science programs, and modernizing Dillard's infrastructure. During his tenure, Dr. Cook stressed fiscal accountability, academic excellence and higher standards. He revised curriculum, established the Presidential Scholars and University Scholars programs, upgraded admission standards, and raised academic requirements for honors graduates and honor roll students. Dillard's endowment increased from \$5 million to \$40 million.

In 1993, Dillard honored Dr. Cook by naming the school's new fine arts and communication center after him. In 1997, Duke established the Samuel DuBois Cook Society, a group that recognizes, affirms and celebrates African American achievement at the university. Most recently, the Summer Institute for Young Scholars at Ohio State University was renamed in honor of Dr. Cook.

After retirement, Dr. Cook completed his book on the life, contributions and legacy of Benjamin E. Mays, the president of Morehouse. Dr. Mays was a mentor to Dr. Cook as he was for Martin Luther King, Jr., Dr. Cook's friend and college classmate.

Dr. Cook and his wife, Sylvia Fields Cook are the parents of two children.

Robert M. Franklin, Jr., Ph.D., M.Div., B.A.

The Reverend Dr. Robert Michael Franklin, Jr. holds the Baccalaureate degree from Morehouse College, the Master of Divinity degree from Harvard Divinity School and the Doctor of Philosophy degree from the University of Chicago Divinity School.

As the tenth president of Morehouse College from 2007 to 2012, Dr Franklin led the institution forward with his vision of the “Morehouse Renaissance,” which he accomplished in part by establishing the concept of the “Five Wells,” an ideal to cultivate men of Morehouse as “Renaissance men with social conscience and global perspective” who are well-read, well-spoken, well-traveled, well-dressed and well-balanced. During his tenure, Morehouse reaffirmed its commitment to academic vigor, and qualified for re-accreditation in 2009 by the Southern Association of Colleges and Schools. The Quality Enhancement Plan focused on internationalization, global learning and world perspective. He oversaw the completion and opening of the \$20-million Ray Charles Performing Arts Center and Music Academic Building, a 75,000-square-foot facility named after the late legendary musician. Dr. Franklin also led and supported cultivation efforts – such as establishing the Renaissance Commission, a blue-ribbon group of 150 influential volunteer stakeholders – that increased the total number of new donors by an average of 1,000 per year. The College generated in excess of \$128 million since 2007 (grants and contracts, private fundraising and federal appropriations).

Previously, Dr. Franklin served as President of the Interdenominational Theological Center and as the Presidential Distinguished Professor of Social Ethics at Candler School of Theology of Emory University. He also served as a program officer in the Human Rights and Social Justice Program at the Ford Foundation.

Dr. Franklin is the author of three books: *Crisis in the Vil-*

lage: Restoring Hope in African American Communities (2007); *Another Day's Journey: Black Churches Confronting the American Crisis* (1997); and *Liberating Visions: Human Fulfillment and Social Justice in African American Thought* (1989).

Dr. Franklin is married to Cheryl G. Franklin, and they have three children.

Barbara R. Hatton, Ph.D., M.E.A., M.A., B.S.

Dr. Barbara Hatton holds the Doctor of Philosophy degree (Ph.D.) in Administration and Policy Analysis from Stanford University; the Master of Educational Administration degree (M.E.A.) in Business and Education from Stanford University; the Master of Arts degree from Clark Atlanta University; and the Baccalaureate degree (B.S.) from Howard University. In 1995, she was honored with the award for “Distinguished Postgraduate Achievement in the Field of Education” by the President and Board of Trustees of Howard University.

As president of Knoxville College from 1997 to 2005, Dr. Hatton envisioned its revitalization to recover from its near collapse in 1996. By utilizing entrepreneurial and collaborative strategies, she designed a plan for Knoxville to become the nation’s first urban work college. The plan featured a pioneering work program incorporating internships and a debt-free policy through which students earned their tuition and graduated unencumbered by student loan debt. During her tenure, Dr. Hatton organized and led both annual campaigns and the establishment of the first of ten planned joint business ventures by which the College netted thirty-five million dollars (\$35,000,000).

As the first woman President of South Carolina State University (1992-1995), Dr. Hatton led efforts to actualize its newly designated status as a university so that it could take its rightful place among South Carolina universities. Central among Dr. Hatton’s successes were: implementing new strategic and master plans, new collaborations with other institutions of higher learning and the business community; and soliciting lead gifts to launch the University’s first capital campaign. In two and one-half years, Dr. Hatton gained approval of a \$25 million capital budget, completed renovations of the Oliver C. Dawson Stadium and Battiste Hall dormitory, laid the groundwork for future building projects and infrastructure improvements, addressed the imbalance of administrative and faculty positions through uni-

versity reorganization, enhanced the academic culture by providing new educational opportunities through a new freshman orientation program, new academic programs, and new populations of high achieving students..

Dr. Hatton's leadership of South Carolina State came after service as Deputy Director of the Education and Culture Program of the Ford Foundation, as Dean at the Schools of Education at Tuskegee University and Atlanta University, and in several positions on the organizational and administrative team of Federal City College (now the University of the District of Columbia) and at Howard University.

Dr. Hatton is the mother of one daughter.

Nathaniel R. Jackson, Ph.D., M.A., B.A.

Dr. Nathaniel Jackson holds the Doctor of Philosophy, the Master of Arts and the Baccalaureate degrees from Clark Atlanta University.

As president of Mary Holmes College from 2000 to 2004, Dr. Jackson implemented a new business plan, reduced staff and cleared debts to increase the institution's chances of survival. When he had become president in July 2000, the College was on probationary status with its accrediting body, the Southern Association of Schools and Colleges (SACS), primarily because of concern over its poor financial condition. Accreditation officials also had identified thirty-seven (37) other deficiencies. All with the exception of the financial issues were addressed within months, and progress had been made on reducing the College's debt. Nevertheless, due to unresolved financial issues, continued accreditation was denied to Mary Holmes in 2001. In a 2002, Dr. Jackson and Trustees of the College appealed SACS' decision; however by supporting evidence of the College's financial improvements was disallowed, and the appeal was denied. Consequently, despite the valiant efforts and proposals of Dr. Jackson and others to continue operation of Mary Holmes, the Board of Trustees voted on April 22, 2004 to file bankruptcy and the College closed in 2005. Dr. Jackson served as the last president of Mary Holmes College.

Prior to his leadership of Mary Holmes College, Dr. Jackson was a program officer at the Southern Education Foundation where he directed program efforts designed to address access and equity issues in education. He is co-editor of *Patterns of Excellence: Promoting Quality in Teaching through Diversity*, a publication focused on correcting the racial imbalance in the teaching profession, published by the Southern Education Foundation in 2001.

Dr. Jackson and his wife, Betty, have two children.

Joseph B. Johnson, Ed.D., M.A., B.S.

Dr. Joseph Johnson holds the Doctor of Education and Master of Arts degree from the University of Colorado at Boulder and the Baccalaureate degree from Grambling College. He pursued post-doctoral studies at Harvard University as an I. E. M. Scholar. He has been recognized with the bestowal of honorary doctorate degrees from Western Michigan University and Gandhigram University of India.

In the span of fourteen years as president of Grambling State University from 1977 to 1991, Dr. Johnson added a new dimension of institutional progress and enhancement. With major legislative appropriations for assistance in capital outlay projects and for implementation of new curricula, new degree programs were established, new standards were met and record enrollment levels were reached. Among the various programs established were a doctoral program in developmental education; two professional schools, nursing and social work; and new degree programs in criminal justice, public administration, and business.

In 1991, Dr. Johnson accepted the challenge of leading Talladega College (1991 – 1998). Embarking on a ten point plan that was designed to improve the college, Dr. Johnson stabilized and increased enrollment; improved local, corporate, foundation, and federal support; strengthened the faculty and staff; and upgraded physical facilities and grounds. As enrollment reached 1,000 – highest in the school's history - the \$10,000,000 Campaign for Talladega reached \$8,000,000.

Dr. Johnson served terms as Chairman of the Board of Directors of the National Association for Equal Opportunity in Higher Education (NAFEO) Board of Directors and on the Board of Directors for the United Negro College Fund (UNCF). Other organizations on whose Boards he has served include: the Talladega Chamber of Commerce, Amistad, the National Black College Alumni Hall of Fame Foundation, Inc., the University

of Colorado National Alumni Association.

Dr. Johnson and his wife, the late Lula Young Johnson, are the parents of four children.

Burnett Joiner, Ph.D., M.A., B.S., A.A.

Dr. Burnett Joiner holds the Doctor of Philosophy degree from the University of South Carolina, the Master of Arts degree from Bradley University, the Baccalaureate degree from Alcorn State University, and the Associate of Arts degree from Hinds Community College. He was awarded the Honorary Doctor of Letters degree by Riverside Baptist College and Seminary in 1995.

As president and chief executive officer of Livingstone College and Hood Theological Seminary from 1996 to 2000, Dr. Joiner doubled the enrollment while increasing the number of academically qualified, matriculating students. He analyzed and resolved operational issues, restoring the college to full SACS accreditation. Under his leadership, the College's image and visibility were enhanced, resulting in increased funding from local foundations, philanthropists, and enterprises. Dr. Joiner also secured multi-million funding for installation of state-of-the-art technology infrastructure and other campus improvements.

Dr. Joiner's leadership of Livingstone followed his tenure at LeMoyne-Owen College as its President and Chief Executive Officer from 1991 to 1995. At LeMoyne-Owen, Dr. Joiner analyzed operations and developed strategies that averted closure of the institution due to financial failure and declining enrollment. Dr. Joiner created new financial plans, balanced the budget, and doubled the endowment and the enrollment. These actions led to the elimination of a seven million deficit and reaffirmation of SACS accreditation.

Dr. Joiner's presidential appointments followed his service as an academic officer at Clark Atlanta University where he was Associate Professor and Executive Secretary of the Southeastern Teachers Corp and at Grambling State University where he was Dean of the College of Education, and Executive Dean/Dean of the Graduate School. Currently, Dr. Joiner is the Dean of Graduate Studies and Continuing Education at Benedict College.

Dr. Joiner and his wife Inez Joiner are the parents of two sons.

Samuel D. Jolley, Jr., Ed.D., M.S. B.A.

Dr. Samuel Jolley holds the Doctor of Education from Indiana University, the Master of Science degree in Mathematics from Clark Atlanta University and the Baccalaureate degree from Fort Valley State University.

As the fourteenth president of Morris Brown College from 1993 to 1997, Dr. Jolley was successful in addressing academic, management and financial issues that threatened the College's survival. Early in his tenure, Dr. Jolley established a balanced budget and increased the endowment by one million dollars; essential achievement for abatement of the College's crisis. He left the College in 1997 and became the second Executive Director of Atlanta University Center, Inc. in 1998. During his tenure, three new programs were established: the Dual Enrollment Program with the Atlanta Public Schools; the PGA Golf for Business and Life Program; and the West End Charter Academy. In 2004, Dr. Jolley agreed to return to Morris Brown as its seventh president to help the college's attempts to recover from its loss of regional accreditation. He was successful in paying down the College's debt and establishing the base for rebuilding the College through implementation of a new strategic plan.

Prior to his service to Morris Brown College and the Atlanta University Center, Inc., Dr. Jolley was Professor of Mathematics, Department Chair, and Dean at Fort Valley State University.

Dr. Jolley is married to Jimmye Hambry Joiner. They are parents of two children.

Wiley A. Perdue, M.B.A., B.A.

Dr. Wiley Perdue holds the Master of Business Administration from Clark Atlanta University and the Baccalaureate degree from Morehouse College. He was awarded the honorary Doctor of Laws degree from Dillard University.

In October 1994, Dr. Perdue was appointed acting president of Morehouse. With more than 25 years of managing the College's business affairs, (*Dr.*) Perdue provided a sense of security and continuity during the search for a new president. Under his leadership, memorials were erected to honor the internationally acclaimed Morehouse president, Dr. Benjamin E. Mays, and the internationally noted ecumenical theologian, Dr. Howard Thurman, class of 1923. Dr. Perdue assumed leadership in replacing the academic and administrative computer information system at Morehouse and other Atlanta University Center institutions. Also, plans were finalized to build a 200-bed dormitory (*which bears his name*), and construction was undertaken on a 5,700-seat gymnasium that served as a basketball venue for the 1996 Summer Olympic Games. During his tenure, the College's Leadership Development Center was established.

Dr. Perdue's service at Morehouse came after his experience as Professor of Business Administration, College Registrar, Director of Admission and Director of the Computer Center at Savannah State College from 1958 to 1969.

Dr. Perdue and his wife, Kay Stripling Perdue, are the parents of a daughter.

Herman B. Smith Jr., Ph.D., B.A.

Dr. Herman Smith holds the Doctor of Philosophy degree from the University of Wisconsin and the Baccalaureate degree from Knoxville College. In 1988, he was recognized with the Distinguished Alumni Award by the Alumni Association of the University of Wisconsin.

As chancellor of the University of Arkansas at Pine Bluff (UAPB) from 1974 to 1981, Dr. Smith added new programs to the curriculum and increased student enrollment through a vigorous recruiting drive. A combination of increased state funding and outside support resulted in the improvement of the physical plant and the acquisition of a higher percentage of UAPB faculty with doctoral degrees. After his service to UAPB, Dr. Smith also served as interim or acting president for Central State University (1995-1996), Jackson State University (1991-1992) and Morris Brown College (1992-1993). In each of these appointments, he is credited with decisive, corrective action during periods of president transition and campus mismanagement.

Prior to these appointments, Dr. Smith served as a foundation officer, professor and administrator, and consultant. He was the first full-time African American professional staff member of the Southern Education Foundation. He served as a staff member of the National Association of State Universities and Land Grant Colleges, as an advocate for the nation's thirty-four black public colleges and universities. When he retired, he was Consultant to the President of the University of Georgia.

Dr. Smith is married to Carole Hill Smith. He and his late wife, Anne Lavender Smith are the parents of two children.

Charles E. Taylor, Ph.D., M. A., B.S.

Dr. Charles Taylor holds the Doctor of Philosophy, the Master of Arts, and the Baccalaureate degrees from The Ohio State University. Ohio State has recognized him as one of the school's "Three Hundred Most Accomplished Graduates."

In 1977, Dr. Taylor was elected the sixteenth president of Wilberforce University and he served until 1984. He was the youngest person and the first layperson (i.e., not an ordained minister) to be elected president. His career includes this academic appointment and a variety of senior management positions, including President of British Petroleum Shipping, and Managing Partner of an international executive search firm.

In 2002, Dr. Taylor briefly returned to the college presidency when served as acting president at Morris Brown College from 2002 to 2003. Hired in September to reverse management and financial problems after the college's loss of accreditation, Dr. Taylor trimmed workers, restructured debt and launched a fundraising drive that garnered more than 5 million, about half of the College's short term debt. But an accrediting association appeals committee was not allowed to consider such factors and upheld the associations' decision to withdraw accreditation from Morris Brown in December, 2002.

Currently, Dr. Taylor is an Executive Vice President at The Hollins Group Inc. Dr. Taylor manages the firm's Southeast Region and leads its Education, Government and Non-Profit Practice.

Dr. Taylor is married to Judy Reid Taylor. Their family includes three children.

Robert Threatt, Ed.D. M.A., B.A.

Dr. Robert Threatt holds the Doctor of Education degree from the University of Oklahoma, the Master of Arts degree from Atlanta University and the Baccalaureate degree from Morris Brown College.

When Dr. Threatt was appointed as president in 1973, he was the first administrator of Morris Brown to hold a doctorate in education. All of the previous presidents had been ministers. During his tenure, Dr. Threatt addressed concerns about the future of the College, gaining readmission of the College to the Atlanta University Center Consortium, which would also allow for the College's participation in the Ford Foundation's grant to the Consortium.

Dr. Threatt co-authored the plan for the historic merger of the segregated teachers' associations of Georgia, the all-African American Georgia Teachers' and Education Association and the all-white Georgia Association of Educators. He used that experience, under a banner of "Progress through Change," to secure additional funding and the install new academic programs. The fiscal status of the campus improved. He led the College's successful effort to gain reaffirmation of accreditation in 1979.

Dr. Threatt's tenure at Morris Brown ended in 1984, after which he worked as an educational consultant to a number of organizations, including DeKalb County Schools, and the accrediting body for Georgia High Schools. He also organized and convened the Council of Past HBCU Presidents in the southern region.

Dr. Threatt is married to Helen Kilpatrick Threatt.

Samuel J. Tucker, Ph.D., M.A., B.A.

Dr. Samuel Tucker holds the Doctor of Philosophy degree from Clark Atlanta University, the Master of Arts degree from Columbia University, and the Baccalaureate degree from Morehouse College.

As president of Edward Waters College from 1973 to 1976, Dr. Tucker wrote a history of the College, entitled, *Phoenix from the Ashes: A History of Edward Waters College* (1976). The College had lost support and faced closing in the 1960s and 1970s. The College renewed its purpose and fervor under President Tucker.

After his service to Edward Waters College, Dr. Tucker held two other academic appointments. He was Academic Dean and Professor of Psychology at Alabama State University, before serving as President of Langston University from 1978 to 1979. In 1999, he published his second book, *The Baby Boomers Survival Guide for the 21st Century* (Atlanta Human Development Press). Dr. Tucker was a counseling psychologist in private practice from 1979 to 2001.

Dr. Tucker and his wife, the late Arlene Kelley Tucker are the parents of four children.

W. Clyde Williams, Ph.D., M.Div., M.RE, M.A., B.A.

The Reverend Dr. W. Clyde Williams holds the Bachelor of Arts degree from Paine College, Augusta, Georgia; the Master of Divinity degree from Howard University; the Master of Religious Education degree from The Interdenominational Theological Center; the Master of Arts degree from Atlanta University; and the Doctor of Philosophy degree from the University of Alabama. In 1972, Paine College awarded him the Honorary Doctor of Divinity degree. In 2012, Miles College conferred upon him the Honorary Degree of Doctor of Humane Letters, twenty-five years after he served as its president.

As President of Miles College (1971–1986), Dr. Williams' achievements included the building of the Kirkendoll Learning Resources Center, the establishment of Miles Law School and Life-Long Learning Center for Ministries and Christian Workers, the building of the W. Clyde Williams Terrace Apartments for Senior Citizens and Handicapped Persons, Fairfield, Alabama, the purchase of the first Miles College Gymnasium and the opening of the Miles College Eutaw Campus, Eutaw, Alabama.

Dr. Williams is a nationally recognized clergy person. His pastorates include seven churches of the Christian Methodist Episcopal (CME) Church. He has served in a number of capacities of the CME Church from Executive Secretary to his continuing service as its Director of Faith-Based and Community Initiatives. Presently he is President/CEO of The National Institute for Human Development.

Dr. Williams and his late wife, Elaine Wade Williams are parents of four children.



Atlanta University Center Robert W. Woodruff Library

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