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AVOIDING FORCED TURNOVER(S)

Best Practices for HBCU Senior-Level Executive Recruitment

William J. Broussard and Adriel Hilton

Recent announcements of HBCU executive departures and hirings in the first six months of the 2017 academic year leave some campuses and alumni brimming with excitement and others wallowing in regret, confusion, and a profound sense of loss. In the 2016-17 academic year alone, Wilberforce, Arkansas Baptist College, Grambling State University, Southern University-New Orleans, and the Southern University and A&M College Agricultural Research Center will welcome new leadership, support staff, and renewed vigor around their institutional missions and North Carolina Central University, Bennett College, Johnson C. Smith, Florida A&M University, Allen University, Jackson State University, Alabama State University, and Bowie State University face the prospect of searching for new leadership, direction, and stability. Far from a recent trend, the startlingly high number of HBCU executive departures is a decades-long trend for many institutions, and these come on the heels of a year in which 34 out of the 107 HBCUs announced a chief executive transaction (Broussard, 2016). While this excessive turnover rate often makes for negative press and a debilitating narrative for HBCU institutional progress, a closer look reveals that the problem is much more severe and impactful than the ensuing negative news cycles.

Research on HBCUs often focuses on several themes, including: critical issues facing HBCUs in the current higher education marketplace (Association of Governing Boards of Universities and Colleges, n.d.); revisions to the university mission (Clay, 2012; Minor, 2008); development of enrollment and recruiting strategies (Clay, 2012); strategic initiatives to increase retention (Clay, 2012; Esters and Strayhorn, 2013; Minor, 2008); developing new programs of study (Clay, 2012; Eckel & King, 2004); strategic planning for facility construction and upgrades (Clay, 2012; Brown and Burnette, 2014); enhanced campus life and student development programming (Clay, 2012); using social and traditional

media as cost effective marketing (Gasman, 2012; Gasman & Bowman, 2011); increased fundraising, grant-writing, and lobbying of local, state, and federal government (Gasman, 2010, 2013; Gasman & Bowman 2011; Liou, Davis, & Ards, 2007; Minor, 2008; Robinson, 2013), and germane to this commentary, recruiting and developing executive teams (Clay, 2012; Robinson, 2013) as well as HBCU executive leadership crises (Gasman, 2016; Meggett, 1996; Nelms, 2014). Additional studies suggest that an aging pool of current presidents, chiefs of staff, provosts, and executive vice presidents presents an opportunity to appoint diverse leadership talent in the coming decade (American Council on Education, 2008, 2012; Gasman, 2013).

Senior staff recruitment (e.g. Provost/Chief Operating Officers, Chiefs of Staff/Administration, Chief Advancement Officers, Communications, Intercollegiate Athletics, Human Resources, and Technology/Chief Information Officer executives) remains a challenge because of salary considerations, perceived cultural and political challenges, and public discussion about audit, resource, and student recruitment and retention challenges across the HBCU sector. An additional challenge that often goes unconsidered is how executive turnover impacts the lives and careers of senior-staff administrators at HBCUs *after* the CEOs depart. In particular, the collective experiences of administrators who have decided to accept appointments at HBCUs despite the aforementioned challenges often go unconsidered when the presidential-level transactions garner the headlines. Invariably, those individuals have their lives uprooted and careers derailed, creating a scenario in which they (and perhaps their extended networks of talented and well-credentialed colleagues) may be less likely to pursue career opportunities at HBCUs (Gasman & Commodore, 2014).

At HBCUs, it is customary that the president/CEO starts his or her appointment with senior-level executives in tow, or in mind upon arrival. Therefore, the experience of senior-level executives at HBCUs can be as transient as their presidential executive colleagues. A prevailing perception at most predominantly White institutions (PWIs) is that senior-level executives, if not retained in current positions, are placed in other roles where their talents and expertise can be utilized to aid the university community; however, at HBCUs that is not often the case. This explains an underlying challenge to recruiting a talented and diverse pool of candidates for career opportunities at HBCUs. HBCUs must not only use available data to identify prospects that have previously been prepared or groomed for that institution's success at that given moment, but also recruit against the pernicious typecasting that accepting such positions comes with increased professional and reputational risk.

In past decades, HBCU leadership and those in senior-level executive roles appeared to serve campuses for longer periods. While serving longer periods of time, the leadership established rapport and became friends with close colleagues as well as those outside of the institution. However, the current culture and environment at a significant number of HBCUs precludes personnel from

building such important relationships both within and outside the institution, creating turmoil for the campus communities and employees while leaving vacuums in leadership. Personnel are not comfortable opening up to others as they may not be present the next week or even the next day, and it can be nearly impossible to determine those individuals' loyalties, ulterior motives, and motivations. Constant turnover at the helm of these institutions has impacted the profile and talent at the institutions significantly, and not just in the Office of the President.

As a result of the increasing occurrence of presidential derailments, HBCU advocates and those that would like to work at HBCUs ask, "What protections are in place for candidates and their families if they become employed at an HBCU?" and "What guarantees are in place that will allow them to perform their job responsibilities without interruption both to serve institutional needs and advance their careers?" Even though a significant number of talented leaders consider it a career goal to work at HBCUs in middle manager and senior-level roles, they opt to be employed at PWIs or higher education associations as a result of this unknown. For those senior-level executives that do elect to assume leadership roles at HBCUs, when presidents are ousted, potential negative experiences may occur. These experiences may include depression, indefinite unemployment and salary interruption, and the potential of harming one's reputation to gain entrée to academe in the future. In addition, aspirant, well-credentialed, and competent individuals building solid curricula vitae and serving student and institutional needs admirably can find their careers derailed for no other reason than the fact that the executive who hired them has been terminated, non-renewed, or has resigned. These negative experiences will continue to keep dynamic persons from leadership roles at HBCUs, despite their cultural importance, historical relevance, and rich traditions.

Excessive executive turnover at HBCUs over prolonged periods significantly hampers the recruitment, hiring, and retention of talented faculty and administrative subordinates who fuel HBCU advancement. This not only results in a challenge for public relations and marketing, but it also represents a persistent existential threat to an already vulnerable sector of higher education, particularly to emerging executives attempting to build careers who are potential heirs and heiresses to HBCU presidencies and chancellorships. A review of scholarship examining the existential and market-driven challenges that HBCUs face in the twenty-first century suggests the overwhelming challenges and inherent risks associated with accepting offers of executive and administrative appointments at HBCUs not just for presidents, but for their most crucial hires — senior staff-level administrators.

Literature Review

The aforementioned risks are particularly pernicious for young administrators being offered non-tenure track/non-contract based administrative and executive

positions. Whereas seasoned higher education executives are often protected by tenure (either carried while serving significant terms on the faculty at an institution, or, offered as contract incentive for qualified executives) or long-term contract clauses that guarantee reassignment or negotiated buyouts, executive level administrators without such protections are exposed to the same risks of termination as their hiring benefactors with little to no downside protection, particularly those who work at colleges, universities, or in states that are defined as "at-will" employers.

Even the most uncontroversial executive transitions, resulting from presidents or chancellors who leave without scandal or in a haze of speculation and/or as a result of board or legislative chicanery, present challenges to new leaders who inherit market-based as well as internal crises. New executives recruit support staffs to take on these challenges in often adversarial and political climates and discover almost immediately that the odds against them are stacked high. Clay (2012) points out that HBCU executives must engage in: 1) Clarification, restating, or updating of mission; 2) Changes in enrollment strategy to attract and enroll stronger students; 3) A method to address the needs of less-well-prepared students who might have been admitted in the past but are not admitted now; 4) New majors or programs to address local opportunities; 5) *Strong focus on recruiting a competent and experienced executive team* (emphasis added); 6) Strategic allocation of new faculty hires; 7) Support for and investment in research infrastructure; 8) A campus plan to prioritize opportunities for new construction and major renovation; (and) 9) Enhanced campus life and student development, including facilities and support (pp. 34-35). While some new HBCU presidents will inherit fully staffed cabinets and executive leadership staffs, they will be inevitably tasked with reviewing their performance and in many instances, be forced to make controversial decisions that terminate their employment. Additionally, Gasman (2010) points out that HBCUs in the twenty-first century marketplace:

must proactively protect and promote their images," "instill a culture of philanthropic giving with their students and alumni," "(encourage) board members to be the lead givers," "invest in more sophisticated databases that more accurately capture their alumni capacity," and "educate their alumni about the make-up of their funding streams," which necessitates the identification of professionals with these skill sets and experience (p. 7).

Particularly when these newly integrated processes promote dramatic culture shifts, led by newly added staff members (who are often placed in charge of staffs without those skill sets and who are unfamiliar with twenty-first century higher education best practices), newly hired executive administrators inherit the controversy and challenges of their presidential leaders often without the protection of long-term contracts or tenure.

Given the precedence of fiduciary concerns at HBCUs, driven by enrollment declines, smaller comparative endowments at private institutions, and dwindling

state subsidies to public institutions, new HBCU executives are under the gun to embrace innovative and often controversial solutions that can infuriate alumni, challenge closely held traditions, and take universities in directions that are resisted fully by supporters who do not understand the untenable nature of not reviewing and revising the institution's model. Arnett (2015, 2016) suggests that a growing concern among public higher education presidents is continuing reductions in state support, and the possibility that higher education faces a future in which the enterprise may not be publicly funded. Particularly among HBCU presidents, there is a concern that even executives who face these crises head on and grow enrollment, increase private fundraising, and develop new programs face termination when their newly introduced policies upset constituents who criticize their processes or leadership styles. Among private HBCUs, Robinson (2013) notes that executives must be excellent fundraisers, which requires "assertive leadership of the President" in order to overcome "the perception of inferior education" by articulating "a value proposition to internal and external stakeholders" (p. 51). Presidents cannot carry out these new initiatives alone, so the selection of administrators who can is critical. These scenarios require bold and controversial decisions and place inordinate pressure on new executives that are particularly dangerous when those decisions must be made and executed under persistent criticism from internal and external stakeholders by individuals whose continued employment is vulnerable. The perception of extremely high turnover at HBCUs makes this prospect all the more difficult, leading excellent prospects to hesitate to accept positions when offered.

Perceived risks associated with administrators and cabinet-level executives accepting positions at HBCUs also threaten pipelines of HBCU executives, increasing the harm from a current crisis to one that stretches long into the future. As Lewis (1988) points out, "Black college presidents identified their families, role models, professional network, and mentors as being important in their career development" (p. 1). It stands to reason that HBCU presidents will look to their professional networks to continue the process of mentorship. However, given the risk associated with accepting an HBCU presidency, these risks are then extended to those in their networks who become part of their leadership teams, and if administrators early in their careers face terminations or reassignments under controversial circumstances that lead to the terminations of the presidents who hire them, their careers can be derailed and their desire to work at HBCUs reduced. Freeman and Gasman (2014) echo these sentiments, noting that there is a widespread perception that some HBCU presidents overstay their welcomes while other HBCUs tend to "recycle" presidents, and both of these scenarios are enabled by a lack of qualified executives in the pipeline being mentored to lead HBCUs. This underscores the need for identifying and retaining qualified and talented senior-staffers not only to support presidential efforts to successfully conduct operations, but to strengthen the pipeline for presidential leadership.

Proposed Solutions

While the challenges facing HBCU presidents/chancellors with regard to assembling leadership teams are considerable, their salaries and contracts provide significant protection against the hazards of tempestuous boards, temperamental alumni, and mercurial legislative whims. With administrative tenures growing shorter each year (American Council on Education, 2009), HBCU presidents recruiting senior leadership team members should identify strategies that safeguard, to the best of their and their institutions' abilities, against the turmoil that too often impacts higher education professionals when executive turnover occurs. While substantial scholarship exists regarding approaches to contract negotiations for faculty and athletics professionals in higher education and legal remedies to no-cause related terminations, a dearth of scholarship exists that provides direction to other administrative professionals in the contract negotiation process, particularly administrators proactively negotiating a potential transition to the professoriate, which we will explore in a following section (Sale, 2013). The authors recommend that prospects for these positions should seek first the obvious protections gained by researching the employment history, performance, and results of predecessors at prospective institutions, becoming knowledgeable about political concerns at the state level, diving into institutional history, and contacting industry professionals for feedback. Additionally, anyone considering accepting a cabinet-level administrative appointment should 1) Gain as much protection as possible in the contract negotiation process, including requesting tenure or accelerated tenure-track faculty appointments (for qualified individuals with terminal degrees and extensive teaching experience), and 2) Negotiate multi-year contracts with institutionally appropriate performance standards written into their evaluations. Institutions looking to attract excellently qualified senior staffers should also 3) Embrace administrators versed in and capable of "disruptive" industry practices to accelerate growth and benchmark successes, and 4) Emphasize marketing and branding efforts to counteract and counter-narrate negative elements about HBCUs that permeate the media and higher education literature, while engaging in sourcing and succession planning that allows for the advanced recruitment of potential team members. According to Jarrett L. Carter, HBCU industry expert and founding editor of HBCUDigest.com, these four practices are "paramount to the success of all HBCUs as well as their leaders, be they new to the HBCU presidency/chancellorship or seasoned veterans" (J.L. Carter, personal communication, December 16, 2016).

Identifying Senior Leadership Eligible for Tenure or Accelerated Tenure-Track Faculty Appointments

Considering the relatively small size of most HBCUs with regard to faculty rolls (not to mention the financial challenges that HBCUs are facing writ large, forcing

many to supplement full-time faculty rolls with adjunct faculty to maintain the low student to teacher ratios HBCUs are known for), HBCU presidents/chancellors should place a premium on recruiting administrators who are qualified to teach at the assistant/associate professor level in their discipline. Ample research on tenure negotiations for full-time faculty suggests a focus on salary negotiation, teaching loads, research, service, and teaching requirements, sabbaticals, teaching releases, moving expenses and startup money, endowment support for research and teaching/research assistance, supplies, support for conference travel, and various negotiations based on institutional type (Kelly, 2014; Kelsky, 2014; Milgram, 2010; Golde, 1999). Few scholars have addressed tenure negotiation for administrators transitioning into faculty roles (Sale, 2013 is a notable exception), and the authors struggled to identify scholarship that addresses tenure negotiation for qualified administrators accepting full-time administrative positions who wish to continue teaching, producing research, and serving within their disciplines and in their communities in ways commensurate with tenure-track faculty. Based on available research, and the vulnerability of administrators to termination at high-turnover institutions, entering into and proposing tenure-track appointments can be a win-win for institutions and administrators who need the protection of a more permanent employment opportunity. Jarvis Christian College Director of Institutional Research Urban Wiggins, when searching for a new senior-staff level position at an HBCU, was "attracted by a joint faculty appointment" during his search process (U. Wiggins, personal communication, December 17, 2016). Serving additionally as an Assistant Professor and Director of data analytics, Wiggins will also be eligible to perform faculty-related work (teaching, research, and service) and use his background (Ph.D. in computer science) teaching classes and developing student programming. Seasoned and diversely qualified professionals of this sort not only enhance accreditation efforts by adding to the professoriate, but they are a significant value proposition and they can serve to unite the faculty and administration, and put a face on executive administrators for the students. While it adds to the overall workload for full-time administrators who must teach and produce research, the professional and institutional benefits merit the consideration.

While it is not necessarily common that senior-level leaders with extensive experience in areas such as faculty management/enhancement, university advancement, intercollegiate athletics, and chief operating officers have backgrounds conducive for dual faculty roles, this is an area for paradigm shifting in the recruiting processes of HBCU executives. HBCUs should not only recognize their rich traditions and history as critical to its recruitment, retention, and revenue-generation efforts, but should also embrace the crises they are facing to take appropriate steps of redeveloping their current business models (Association of Governing Boards of Universities and Colleges, n.d.). While HBCUs must focus on repairing aging infrastructures on their campuses, they would be well-served to embrace best practices and even develop new approaches to leadership that may be prevalent in other sectors of not only higher education, but across the

public and private sector. In order to lead in this way, HBCU executives should consider the recruitment of scholar-practitioners whose education *and* experience have prepared them to lead in innovative ways. Recruiting upper-level administrators with advanced degrees not only in higher education leadership, but in organizational and non-profit leadership, business and sport administration/management, as well as established scholars with extensive professional and governmental networks experienced in fundraising, grant-writing, and fund-securing will bring invaluable experience and assets into the fold, and foster innovation in ways critical to the success of HBCUs in the twenty-first century.

The benefits of assembling senior leadership teams with credentials and experience not only in their areas of administrative oversight, but in the classroom, extend beyond the value proposition, innovation, potential revenue generation, and accreditation efforts. The main reason that HBCU presidents should assemble senior leadership teams who can contribute to the faculty is that it is the most crucial contribution that a president can make to an institution. As former University of Arizona president, Ann Weaver Hart noted:

faculty leadership is so vital. It binds an institution of higher education together, making it into a community of learning where teaching, research, and community engagement work together and respond to the challenges of our world in creating the social, economic, scientific, artistic, and other benefits that we all expect from our nation's great universities. (2014, p. 1)

Additionally, according to industry expert Crystal deGregory, founder of HBCUstory.org:

No matter what else you offer – fine dining via chain fast food restaurants, dormitories tricked out with cable, homecoming concerts with A-list artists, etc. – education is your product. It is why (we) are here, and why (our) students are here, despite the propensity for them, and institutions, to act and recruit otherwise.

(deGregory, personal communication, December 16, 2016)

The most pristine facilities, successful fundraising efforts, and state of the art recruitment strategies do not produce the most desired outcomes for institutions of higher education – education, retention, and graduation. Every other factor that universities are measured (and have their funding based) on is either an extension of or is in service to those key elements, and faculty directly impact the aforementioned elements more than administrators or presidents can. Moreover, when it comes to developing the kind of regional and national reputation that impacts recruitment, grants, and corporate partnerships, and state legislature decision-making with regard to subsidies, excellent faculty leadership is crucial.

Administrators who can contribute to the vibrancy of the faculty in the classroom by sharing important professional and networking mentorship to students as well as lending the reputations they've developed in regional and national associations by publishing and presenting at conferences to their new employers are a unique and incredibly important contribution that presidential recruiting efforts can effect.

Negotiating Multi-Year Contracts with Key Performance Indicators

A second protection and recruitment best practice that HBCU presidents/chancellors can offer potential senior leadership team members is a multi-year, performance-based contract. Private HBCUs have much more flexibility to offer such contracts, considering that they only seek board approval, and some public HBCUs may be more limited given their need to comply with larger system-board or state rules and union policies. However, to the extent that HBCU presidents/chancellors can successfully negotiate multi-year, performance-based contracts for new leadership team hires, new hires have the added benefit of both protection against premature contract termination as a result of executive turnover, and, a clear set of directives and "key performance indicators" (KPI) that can be implemented to guarantee growth, production, and contract fulfillment. While many boards and presidents with financial challenges may be tempted to shy away from multi-year contracts for fear that an underperforming staffer's impact on the budget may become protracted, combining a multi-year contract with an annual performance review provides an opportunity for the president/chancellor to provide feedback to the administrator, offer transparency to stakeholders (e.g. via annual reports), and a specific set of metrics for any administrator to demonstrate the value of his/her continued employment. KPIs may also be a last line of defense for HBCU executives dealing with micromanagerial boards by demonstrated accountability and performance that may convince board members to allow university officials to effectively lead while tenured.

Another benefit of institutions beginning to offer multi-year contracts with renewal based on meeting established KPI is that the pool of interested candidates in such administrative positions will be enhanced significantly, both in number and in quality of applicants. According to Jason Horn, Director of Athletics at Xavier University of New Orleans, aside from contracts loaded with financial incentives, which many HBCUs and boards may be leery of offering, "long term agreements help in years when you may not necessarily be able to frontload compensation" (Horn, personal communication, December 16, 2016). Candidates offered the security of a contract may be less likely to be scared off about negative conceptions of high turnover at HBCUs. Additionally, much like non-tenure track/post-doctoral candidates who take contract positions at elite, private, and large research institutions for the opportunity to work with quality colleagues and bright students, qualified, well-credentialed candidates for leadership positions

may be more attracted to the challenges of senior-level administrative positions at HBCUs if multi-year contracts are available (Ehrenberg, 2011). As Ehrenberg (2011) notes, "if performance is satisfactory, this provides the faculty member with much more job security than if a decision on renewal is made only when a term contract is about to expire," and the institution is at least nominally protected against effective administrators feeling pressured to test the job market and pursue employment elsewhere if they have the protection of a contract (pp. 14–15).

The implementation of key performance indicators in the annual evaluation of multi-year contracted employees is an industry standard and best practice HBCU presidents/chancellors must employ. As Cave et al. (1996) point out in *The Use of Performance Indicators in Higher Education: The Challenge of the Quality Movement*, the benefits of including them in performance reviews include "strong central direction; accountability for the economic, effective, and efficient use of public money; the measurement of performance against outcome criteria and the substitution of the concepts and methods of management for those of administration or professionalism" (p. 3). Reilly (2016) offers specific KPI to be implemented in higher education, including graduation rates, awards/grants received, recruitment and enrollment figures (e.g. applications received, processed, and enrollment growth and retention), faculty utilization, media engagement, and satisfaction rates acquired via surveys that can be considered as ways to measure growth of areas under specific administrators' purview. These can be tailored to both the short- and long-term needs and strategic plans of each institution. When senior-level administrators are given clear, measurable goals and objectives and expected to produce qualitative and quantitative evidence that those outcomes are being achieved, those individuals are given an opportunity to prove their worth. Additionally, the president/chancellor gains valuable evidence that allows for them to demonstrate success to alumni and legislatively or privately appointed boards and better protect their own interests. Presidents at historically Black colleges and universities (HBCUs) are facing increased pressure to perform in spite of dwindling state and federal support and, at some institutions, increased enrollments. At certain HBCUs there has even been a revolving door amongst top administrative leaders (Meggett, 1996). Introducing and including key performance indicator-based evaluations for key senior-level positions will provide better opportunities and place more pressure on presidents/chancellors to select qualified and experienced leaders to serve institutional rather than personal or political interests that can harm the institution in the short and long term – and perhaps, slow the seemingly ever-revolving doors for HBCU executives and their senior leadership teams.

Embracing "Disruptive" Hires to Promote Diversity and Innovation

A third recommendation for HBCU executives recruiting senior staffers is a philosophical/tactical shift rather than a procedural one. While "disruption" has been both a concept discussed to the point of saturation and near cliché in

technology and American industry, traditional higher education as an industry has found itself disrupted – and HBCUs especially, to the point of existential threat – by emerging business models such as for-profit colleges. As winnowing state support for public HBCUs has created conditions that have required perennial tuition and fee increases, and federal revisions to Pell Grant availability and usage and Parent Plus Loan eligibility has priced tens of thousands of potential (and aspiring returning) students out of the market, the convenience of for-profit degrees has become more attractive. While the top 50–100 institutions in America can count on their reputations to avoid enrollment decreases, and large, national and regional research institutions have resources to brand and market their institutions and offer increasingly competitive scholarships to offset external recruiting threats, under-resourced HBCUs where upwards of 90% of students rely on federal financial aid have suffered enrollment declines or flattened enrollment over the past decade. For these reasons, as well as an ever-changing marketplace for higher education, colleges and universities need more than ever to embrace innovation, and particularly, disruption, to continue to carve competitive niches.

Talent, experience, a grasp of historical trends, the contemporary higher education marketplace, and an ability to create and innovate aggressively are needed to create disruption. Defined as both the introduction of services to markets that have not been previously served (new-market disruption) and the introduction of cheaper, more effective, or more convenient services (low-end disruption), disruption is the wave of the present for higher education (Rachleff, 2013). HBCUs are not resourced significantly enough to simply mimic or scale down approaches to recruitment and fundraising employed by high-endowment private institutions or large public research institutions, and further, they will die on the vine if they simply replicate and marry themselves to institutional traditions which, while important, often deliver diminishing returns over time. While a thorough examination of this topic merits a full-length article of its own, in short: 1) Recruitment efforts cannot simply be outsourced to enthusiastic alumni and production can't be doubled simply by doubling the number of recruiters on staff. Institutions are more competitive than ever for prospective students and increasing your institution's exposure simply isn't enough to promote enrollment; 2) Advancement offices can no longer focus solely on stewardship (e.g. throwing parties, tailgates, and galas), but cannot focus all of their efforts on a handful of corporate and private foundation benefactors, either. Philanthropies are engaging and securing donations with lower overheads even in times of recession, and demand for return on investment is higher than ever, even for transactional donors; 3) Athletic departments cannot simply outsource all of their corporate and outbound sales to increase revenues and marketing (as this runs the risk of sacrificing high-touch/high-fee consumer expectations) but cannot rely simply on playing more "guarantee games" or sacrificing home games to play in "classic" games (because this increases revenue but sacrifices the fan base). These shifts, which often garner administrators praise, are neither innovative nor disruptive, and are often untenable. Simply following the

traditions and policies familiar to an institution will please alumni and avoid controversy, but they will never carve out the kinds of marketing and branding niches, generate the revenues, or develop the kinds of twenty-first century programs that attract students and inspire alumni.

HBCU presidents and chancellors need to embrace disruptive models for the delivery of higher education to contemporary students, and to do so, they will need to recruit senior-level administrators who understand and are capable of developing disruptive approaches to higher education. Tony Moore, current Vice President of Technology of Administration at Xavier University of New Orleans, notes that "presidents and institutions need to embrace innovation and free-thinking and abandon the status quo to succeed in the current higher education environment" (Moore, personal communication, December 18, 2016). Moreover, presidents and chancellors need to support and promote the efforts of senior-staff administrators who engage in and lead these initiatives. The ultimate success of disruptive programs often takes time, and disruptive administrators need the freedom and security to work toward those goals and not have them derailed every time a board member or alumnus phones or emails to complain. Successful disruption also requires, often, initial failures that provide information critical to eventual breakthroughs. Having to litigate each misstep and be micromanaged each step of the way will not allow for successful disruption. Entrepreneurial disruption not only ensures that individual institutions can thrive, but it will create competition in the sector that can improve HBCUs across the board and make them more competitive and attractive options for all students seeking higher education and all stakeholders investing in their institutions' success.

Improving the Hiring Process – Marketing/Branding, Exit Interviews, and Sourcing

HBCUs are competing against other four-year colleges and universities while many deal with dwindling enrollment and a persistent shortfall in funding. In order to attract prospective students, outstanding faculty, incredible executive leaders, donors, and sponsors, HBCUs must develop a good public relations and marketing strategy using traditional and social media – print publications, brochures, paid advertising, websites, and social media platforms. This is the only way HBCUs can establish and control media narratives about their institutions and can also spread the word about what these institutions represent and what they are endeavoring to accomplish, promote faculty research as well as staff and student accomplishments, and attract engagement.

Universities are multi-faceted, so their marketing should have a multi-faceted approach. It should also be the joint effort of the entire campus – from the president to the faculty to the students to the university staff. With all of the media options available today, the marketing efforts should include a mix of all media, including: paid advertising (both online and print); brochures and view books; the

alumni magazine; media relations generated news articles; good use of the university website; and all social media outlets available with which university staff are familiar and competent. Finally, the university's homepage is the "first impression" and should emphasize the institution's accomplishments as the goal is to raise awareness about the university, increase credibility by telling its story, generating buzz and attracting outstanding talent.

HBCUs must engage in aggressive marketing and branding in order to attract top faculty and administrative talent. A study completed in 2012 by the Society for College and University Planning (SCUP), an organization that has a broad interest in higher education and the success of such campuses titled, "Issues Facing Historically Black Colleges and Universities," found that HBCUs are grappling with the following: merging of HBCU institutions, the relevance of HBCUs today; identity (i.e. appeal to a broader audience and the student market); faculty development (i.e. as teachers and researchers); prioritizing academic programs; planning alignment (i.e. academic, facilities, and budget); and a lack of investment in HBCUs (as they are not a priority). This study found that student retention was near the top of the list, but that increasing endowments and marketing HBCUs tied as top priorities. The study participants indicated that HBCUs can attract star talent by: marketing all their strengths – as HBCUs and high quality institutions of learning; gaining adequate funding to meet the challenges HBCUs face; and marketing and branding the institution as well as building alumni donor networks. The survey demonstrates that HBCUs need to work hard at marketing, tutoring, advertising and the advertisement of career opportunities, publicizing, and promoting all of their positives. Not only are marketing and branding crucial to recruitment and advancement efforts, but they are critical to attracting administrative talent who no doubt read headlines, formulate misperceptions, and make decisions about career options based on all available information. This effort must be led and championed by HBCU executives, through their direct engaged activity and/or delegation to experienced media professionals.

Engagement of prospective administrative talent must not only be reactionary in nature, but proactive. Outstanding talent can be attracted to HBCUs through succession planning and sourcing. Experienced top administrators are often in transient positions at critical times that impact the survival of HBCUs, as leaders come and go so quickly; therefore, succession planning as well as sourcing pools of applicants for critical positions rather than responding each time vacancies occur assists in filling positions more effectively. The processes by which these candidate pools are assembled are rich opportunities to employ an institution's marketing strategy and share its brand. According to the Society for Human Resource Management (SHRM), "Sourcing is the proactive searching for qualified job candidates for current and planned open positions; it is not the reactive function of reviewing resumes and applications sent to the company in response to a job posting or pre-screening candidates" (2016, p. 1). Through networking, conducting research, and relationship building with executives and higher education

boards throughout the country and abroad leaders within these institutions can utilize sourcing and succession planning. Both processes ensure smoother transitions when filling critical positions. In addition, on the human resources side, exit interviews also will provide critical feedback to presidents on how to improve the recruitment and retention processes. Information gathered in these interviews can assist with marketing and branding, as well.

Conclusion

HBCU executives must engage in a number of strategies to recruit and retain senior-level administrative talent in order to succeed in their charges to lead their institutions. Regardless what cultural, political, and financial challenges they may encounter, the contemporary higher education marketplace and the diversity of responsibilities necessary to coordinate higher education operations requires a well-trained, talented, and experienced team of administrators in order to succeed. Many presidents and chancellors across America are embracing our aforementioned recommendations, and the authors believe HBCU executives should, as well. Potential senior staff administrators eligible for tenure or accelerated tenure-track faculty appointments are attractive candidates because of what they can contribute to faculty leadership, as well as their potential value proposition. Senior staff-level prospects are also looking for stability in new positions, which can be fulfilled with multi-year contracts with institutionally appropriate performance standards written into their evaluations. Additionally, HBCU chancellors and presidents should embrace administrators versed in and capable of "disruptive" industry practices because of their potential to innovate as they lead. Finally, HBCUs should emphasize marketing and branding efforts to counteract and counter-narrate negative elements about HBCUs that permeate the media and higher education literature, while engaging in sourcing and succession planning to recruit new leaders effectively. These strategies are being embraced by financially stable, highly regarded, and by all measures successful institutions of higher education across the country. The authors believe HBCU executives who do not employ these strategies are not doing everything in their power to ensure these institutions are supported in the most challenging sector of American higher education.

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5

PAUL QUINN COLLEGE

Servant Leadership in Action

*Marybeth Casman, Amanda Washington Lockett, and
Levon Esters*

With the implementation of the institutional ethos, "WE Over Me," President Michael Sorrell has proven that his unique leadership style is helping to revitalize Paul Quinn College while also instituting innovative and strategic developments for the small college's continued progress and evolution (Conrad & Gasman, 2015). Paul Quinn College is a private, faith-based, four-year liberal arts-inspired college that was founded on April 4, 1872 by a group of African Methodist Episcopal Church preachers in Austin, Texas. Today, the college boasts accolades that praise everything from its student leadership style to its institutional motto. Many of Paul Quinn College's accomplishments are the result of its faculty, students, and the dynamic leadership of President Michael Sorrell. Since 2007, under the presidency of Sorrell, Paul Quinn College has grown substantially. His leadership has focused on entrepreneurship, empowerment, and student engagement.

Servant Leadership

President Michael Sorrell's commitment to the art and practice of relationship management has been effective in creating a culture at Paul Quinn where serving and empowering others is a natural way of life (Greenleaf & Spears, 2002). Sorrell's motto of "WE Over Me" is emblematic of the core principles of servant leadership, which emphasize increased service to others, a holistic approach to work, promoting a sense of community and the sharing of power in decision-making (Greenleaf & Spears, 2002; Spears, 2004; Spears & Schneider, 2014). Also contributing to Sorrell's effectiveness as a servant leader is his strong moral compass, disdain for selfishness, and aversion to mediocrity (Spears, 2004).

As is the case for most individuals who engage in servant leadership, Sorrell's approach to leading Paul Quinn has made a positive impact on faculty, staff, and