

# LEADERSHIP OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

*Great Debates in Higher Education* is a series of short, accessible books addressing key challenges to and issues in Higher Education, on a national and international level. These books are research informed but debate driven. They are intended to be relevant to a broad spectrum of researchers, students, and administrators in higher education and are designed to help us unpick and assess the state of higher education systems, policies, and social and economic impacts.

***Published titles:***

The Fully Functioning University

*Tom Bournier, Asher Rospigliosi and Linda Heath*

A Brief History of Credit in UK Higher Education: Laying Siege to the Ivory Tower

*Wayne Turnbull*

Teaching Excellence in Higher Education: Challenges, Changes and the Teaching Excellence Framework

*Edited by Amanda French and Matt O’Leary*

British Universities in the Brexit Moment: Political, Economic and Cultural Implications

*Mike Finn*

Sexual Violence on Campus: Power-Conscious Approaches to Awareness, Prevention, and Response

*Chris Linder*

Higher Education, Access and Funding: The UK in International Perspective

*Edited by Sheila Riddell, Sarah Minty, Elisabet Weedon, and Susan Whittaker*

Evaluating Scholarship and Research Impact: History,  
Practices, and Policy Development  
*Jeffrey W. Alstete, Nicholas J. Beutell, and John P. Meyer*

Access to Success and Social Mobility through Higher  
Education: A Curate's Egg?  
*Edited by Stuart Billingham*

The Marketisation of English Higher Education: A Policy  
Analysis of a Risk-Based System  
*Colin McCaig*

Refugees in Higher Education: Debate, Discourse and Practice  
*Jacqueline Stevenson and Sally Baker*

Radicalisation and Counter-Radicalisation in Higher  
Education  
*Catherine McGlynn and Shaun McDaid*

Cultural Journeys in Higher Education: Student Voices and  
Narratives  
*Jan Bamford and Lucy Pollard*

Perspectives on Access to Higher Education  
*Sam Broadhead, Rosemarie Davis and Anthony Hudson*

Degendering Leadership in Higher Education  
*Barret Katuna*

This page intentionally left blank

# LEADERSHIP OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

A What “Not” To Do  
Guide for HBCU Leaders

**JOHNNY D. JONES**

*The DELTA Project, USA*



United Kingdom – North America – Japan – India  
Malaysia – China

**Emerald Publishing Limited**  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

Copyright © 2020 Johnny D. Jones  
Published under exclusive licence by Emerald Publishing Limited

**Reprints and permissions service**  
Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

#### **British Library Cataloging in Publication Data**

A catalog record for this book is available from the British Library

ISBN: 978-1-83982-207-0 (Print)  
ISBN: 978-1-83982-204-9 (Online)  
ISBN: 978-1-83982-206-3 (Epub)



**ISOQAR**  
REGISTERED

Certificate Number 1985  
ISO 14001

ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.



INVESTOR IN PEOPLE

*I appreciate my Family and Friends. This book is for all the  
new Historically Black College and University leaders that  
will serve the people and not want to be served.*

This page intentionally left blank



# CONTENTS

<i>Biography</i>	<i>xi</i>
<i>Foreword</i>	<i>xiii</i>
1. Introduction	1
2. Can You See	5
Case One: Where Is the Vision?	5
Case Two: I Make All the Decisions for the College	16
3. My Friend Can Do the Job	29
Case Three: You Got to Be a Little More Seasoned	29
Case Four: The Bully in Student Affairs	39
4. Show Me the Money	53
Case Five: Taking the Gate	53
Case Six: Title III Is My Money	63
5. Conclusion	77
<i>References</i>	<i>81</i>
<i>Index</i>	<i>83</i>

This page intentionally left blank

# BIOGRAPHY

**Dr Johnny D. Jones** is currently a Tenured Associate Professor at Mississippi Valley State University in the Department of Education and Health Physical Education and Recreation. Prior to his current appointment, Dr Jones served as K-12 administrator at multiple schools, Dean of Academic and Student Affairs at Georgia Piedmont Technical College, President of Little Priest Tribal College, Associate Vice President of Academic Affairs/Dean, Vice President for Student Affairs and Diversity at Mississippi Valley State University, Executive Vice President and Chief Academic Officer at Arkansas Baptist College. He also has served as Assistant Dean of the Graduate School at the University of Arkansas. Dr Jones was a member of the faculty at Washington State University and served as Director of Recruitment and Retention for the WSU College of Education – Future Teachers of Color Program. Dr Jones made Arkansas history in 2007 by creating the first African-American Community Leadership academic program, linked directly to community services and urban community leadership in the African-American Community. He is also the Founder/CEO of the DELTA Project (Developing Empowerful Linkages through Academics and Agriculture) ([www.thedeltaproject.org](http://www.thedeltaproject.org)).

Dr Jones graduated in 1996 with a Bachelor of Science degree in Health Physical Education Recreation and Dance

from Mississippi Valley State University. He received a Master of Education in Recreation and Leisure Management in 1998, from Springfield College and graduated with a Doctorate in Education in Leadership and Policy in 2002 from Berne University International – West Indies. He went on to complete a second terminal degree in Education Administration and Supervision at Jackson State University in 2013. Dr Jones completed the Management Development Program at Harvard University in 2007. Dr Jones has served as director, evaluator, PI/Co-PI of numerous grants related to education and community projects.

Dr Johnny D. Jones was born and raised in Mississippi. Dr Jones enjoys spending time with family, teaching, researching, learning, golfing, fishing, cooking, and educating citizens. He has worked with youth organizations, school districts, colleges and universities, and nonprofit organizations to enhance educational endeavors for youth. He is passionate about educating students of color and helping them to matriculate through higher education to obtain a degree.

## FOREWORD

As I sit to write this Foreword for Dr Johnny D. Jones' book about modern and future leadership for America's over 100 Historically Black Colleges and Universities (HBCUs), I reflect on the current times of Presidential impeachment with the widely referenced background of the President's photographic imagery with dozens of HBCU presidents in the Oval Office joining in the celebration of signing documents on behalf of African-Americans and HBCUs. Many have criticized this occasion and others have been disappointed with the results. The most common argument is that non-African-Americans, including the President of the United States, should do more on behalf of the over 400 years of contributions from African-Americans – especially HBCUs, given the proportion of African-Americans who enroll and graduate from HBCUs. While this is a sound argument to make, Dr Jones has positioned the book's readers to ask themselves, what can African-Americans do at HBCUs to not only recognize the historical contributions but also contribute to the sound management and leadership of HBCUs so they become maintained, sustained, and strengthened over the next 4 years, 14 years, 40 years, 100 years,...400 years. Dr Jones' book is timely in the regard. Many of the challenges at HBCUs are related to shortsighted or nonstrategic vision, failed or less than forthcoming shared governance, and solvent leadership and

stewardship of institutional finance and other resources – including institutional accreditation. I encourage readers to take seriously the case studies presented by Dr Johnny D. Jones. In fact, we need more books like this one written by Dr Jones so that all of us walk away with an understanding of lessons learned for leadership, strategies for positive change, and better practices for progress. The incubation, the integrity, and the institutionalization of HBCUs continue to emerge in social media, literature, and national conversations. All of America – African-Americans and non-African-Americans – must take responsibility for holding society's structures, systems, and socio-political leadership accountable for anchoring, cementing, and grounding the future of HBCUs. And yes, we must also have those who manage and lead our HBCUs to be equally accountable – particularly in matters relative to visioning, sharing, and managing resources that make HBCUs viable as an important part of the American higher education system.

Joseph M. Stevenson, PhD