



Stewarding **The Legacy**

A National Strategy for
Building Resilient HBCU
Presidential Leadership



— DR. N. JOYCE —
PAYNE
RESEARCH CENTER

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The Dr. N. Joyce Payne Research Center (Payne Center) at Thurgood Marshall College Fund conducts rigorous, evidence-based research and develops innovative programs to address systemic challenges, inform policy discussions, and improve outcomes for populations facing barriers to opportunity. The Payne Center is dedicated to developing sustainable solutions to societal challenges through collaboration with diverse stakeholders. It generates research-driven strategies and interventions to address societal issues, with a focus on the unparalleled contributions of Historically Black Colleges and Universities (HBCUs).

Stewarding the Legacy is the sixth publication of the Payne Center, reflecting our commitment to providing actionable insights that strengthen public HBCUs and, by extension, the nation. Our research provides the empirical foundation for understanding the critical role public HBCUs and their presidents play in securing America's future.



Researching Solutions, Empowering Change.



THE CRISIS OF LEADERSHIP INSTABILITY

The Dr. N. Joyce Payne Research Center's previous publication, *The American Dividend: Public HBCUs Powering National Strength and Opportunity* (2025), documented the significant role Historically Black Colleges and Universities (HBCUs) play in advancing national economic growth, workforce development, research capacity, and social mobility. That report established HBCUs, particularly public HBCUs, as strategic national assets central to America's competitiveness and social cohesion. This most recent report, *Stewarding the Legacy: A National Strategy for Building Resilient HBCU Presidential Leadership* (2026), builds upon that foundation by examining a critical and underexplored determinant of HBCU sustainability: presidential leadership effectiveness.

Presidential Leadership Effectiveness

Based on a national survey of sitting HBCU presidents (2024-2025) across both public and private institutions, the findings reveal that the average tenure of HBCU presidents has declined to just 4.9 years. This figure falls well below the 10-year threshold necessary for meaningful institutional transformation, strategic investment, and systemic change. Drawing on the most comprehensive quantitative study of HBCU presidential competencies conducted in more than a quarter century, this report provides a contextual understanding of the leadership practices, professional backgrounds, and institutional competencies that nurture successful HBCU presidents, while also addressing a burgeoning crisis reflected in declining presidential tenure.

This crisis arrives at a moment when HBCUs are central to American national interests. While representing less than 2% of U.S. colleges and universities, HBCUs produce nearly 13% of all African American bachelor's degree recipients, serve as primary pathways to middle-class mobility for more than 70% of their graduates, and generate tens of billions of dollars in annual economic impact (Brown et al., 2025). Strengthened leadership is necessary to elevate and drive the impact of HBCUs at a time when their contributions are vital to the nation's future.

As documented in *The American Dividend*, public HBCUs function as cultural anchors, drivers of STEM workforce development, and critical contributors to the national research enterprise.



Eighty-five percent of HBCUs classified as R2 high research institutions are public, with 26 public HBCUs holding ABET accredited engineering and technology programs compared with only seven private HBCUs (Brown et al., 2025).

With only 99 federally recognized HBCUs remaining nationwide, leadership instability poses a national economic and capacity risk. When an HBCU enters crisis or closure, the nation loses critical infrastructure for talent development, research innovation, and economic mobility. Strengthening HBCU presidential leadership is therefore not merely an institutional concern, but also a national imperative to further secure the American dividend through sustained institutional capacity and leadership continuity.





Table of Contents

The Crisis of Leadership Instability	3
Executive Summary	7
Section 1: The Leadership Crisis	10
Section 2: Differential Competencies in HBCU Leadership	12
Section 3: Mapping the HBCU Presidency	17
Section 4: Answering the Call	24
Section 5: Implementation Roadmap	36
Takeaways: Stewarding the Legacy	39
Conclusion	40
Methodology	44
References	45
Acknowledgments	47
Citation	48



List of Figures & Tables

FIGURES

- Figure ES-1: HBCU Stakeholders
- Figure ES-2: Pillars of Presidential Leadership
- Figure 1-1: Overall Presidential Tenure 2006-2022
- Figure 1-2: Leadership Turnover Challenges
- Figure 2-1: Leadership Competency
- Figure 2-2: Public-Private Differential Challenges and Strengths
- Figure 3-1: Presidential Academic Disciplines
- Figure 3-2: Presidential Educational Background
- Figure 3-3: Mid-Career Vulnerability and Renewal
- Figure 4-1: HBCU Presidential Training Program Model
- Figure 4-2: Structure Onboarding: The Critical Year

TABLES

- Table 2-1: Leadership Competency Domains
- Table 2-2: Public-Private: Presidential Competencies
- Table 4-1: Competency Based Interview Protocol
- Table 4-2: Institution Compensation Scale
- Table 5-1: Strategic Priorities
- Table 5-2: Stakeholder Implementation Guide

Executive Summary

Historically Black Colleges and Universities (HBCUs) are vital national assets whose long-term impact depends fundamentally on presidential leadership’s competencies. This report posits that a coordinated national effort engaging governing boards, search firms, federal agencies, philanthropies, corporations, higher education associations, and aspiring leaders themselves is urgently required. Such an effort is essential to cultivate, support, and retain HBCU presidents through evidence-based pipeline development, reformed selection processes, strengthened board governance, and sustained institutional investment.

For the first time in nearly three decades, new research offers a comprehensive view of the competencies that define successful HBCU presidential leadership. This report draws on the most extensive quantitative study of HBCU presidential competencies, supported by national data on HBCU impact, economic contribution, and research productivity. *Stewarding the Legacy* offers survey data from 29 sitting presidents of public and private institutions during the 2024–2025 academic year, representing more than one third of all four-year public and private HBCUs nationwide. The findings highlight presidential strengths across leadership domains and provide insight into the relationship between tenure length, increased competencies, and effectiveness.



While providing institutional context, this report echoes the need for coordinated stakeholder action to strengthen HBCU presidential leadership. From governing boards to philanthropic partners and alumni, the study outlines responsibilities that shape the conditions under which presidents can thrive and contribute meaningfully to institutional elevation. Each stakeholder’s function and contribution collectively reinforce effective leadership across the HBCU sector (see Figure ES-1).



Figure ES-1:

HBCU Stakeholders

National Strategy: A Comprehensive Call to Action

Informed by evidence-based research, *Stewarding the Legacy* introduces a comprehensive Four-Pillar Presidential Leadership Framework that offers actionable strategies for institutional advancement. The framework addresses four fundamental challenges impeding presidential success at HBCUs and presents a national strategy for transforming the full leadership lifecycle. **Pillar I** responds to the limited and narrow leadership pipeline by cultivating deliberate, diverse pathways beyond traditional academic roles. **Pillar II** addresses weaknesses in presidential selection and onboarding by advancing competency-based hiring and strengthening board accountability at entry.

Pillar III confronts the lack of sustained presidential support by establishing systems that promote effectiveness and longevity, particularly at mid-career transition points. **Pillar IV** tackles fragmented external investment by aligning federal, philanthropic, corporate, and accrediting partners around leadership development as a shared, system-level responsibility essential to HBCU sustainability. Through the implementation of this framework, institutions can strengthen stakeholder engagement, build and sustain future leadership pipelines, reshape the culture and expectations governing presidential-board relationships, and align presidential appointments with long-term institutional success.

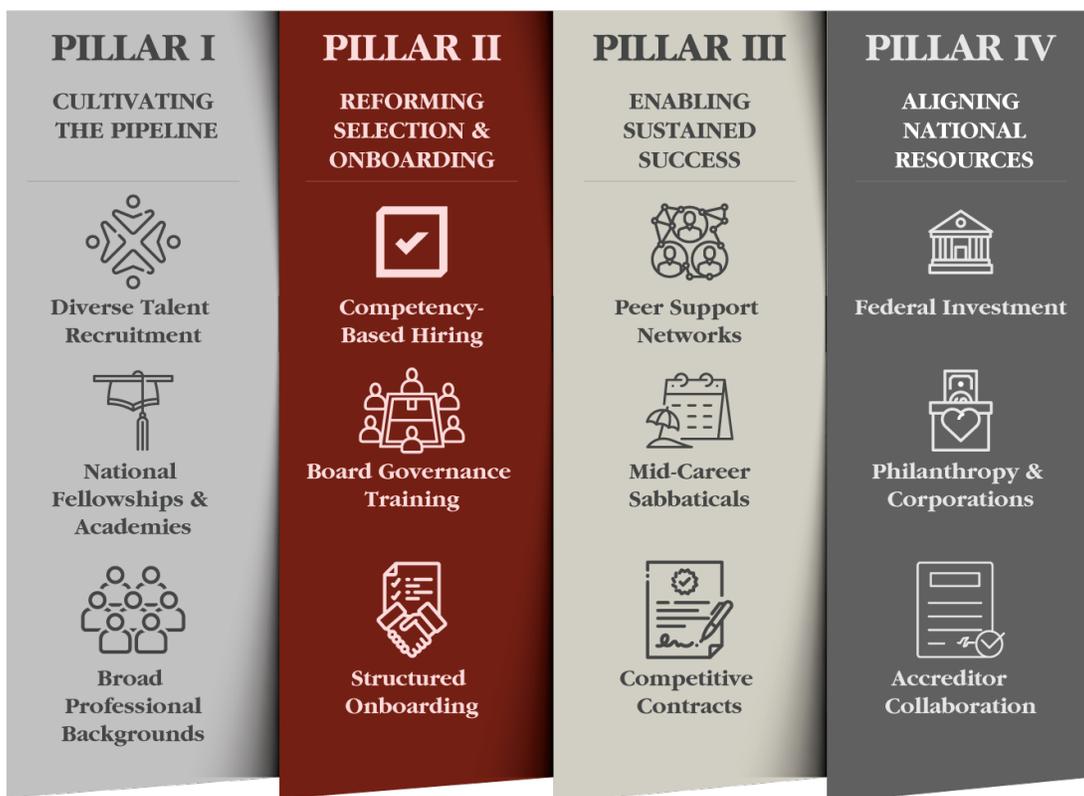


Figure ES-2

Pillars of Presidential Leadership

“Successful presidential leadership is not bound by discipline or tradition but is defined by purpose, preparation, and the capacity to lead with vision, courage, and excellence.”

Gallot, 2025



SECTION 1

The Leadership Crisis

Historically Black Colleges and Universities (HBCUs) have produced remarkable achievements, yet their progress is increasingly threatened by a structural vulnerability: chronic presidential turnover. Research conducted more than 25 years ago documented an average HBCU presidential tenure of 8.2 years. Today's average of 4.9 years reflects a staggering 40% decline in tenure length, a deterioration that has accelerated dramatically over the past decade (Gallot, 2025). The trajectory of HBCUs and their long-term impact are strongly influenced by presidents who possess both a clear vision and the tenure necessary to realize that vision (Brown & Carter, 2014). Short presidential tenures prevent the deep institutional transformation necessary for HBCUs to address equity gaps, strengthen academic outcomes, and enhance student success.

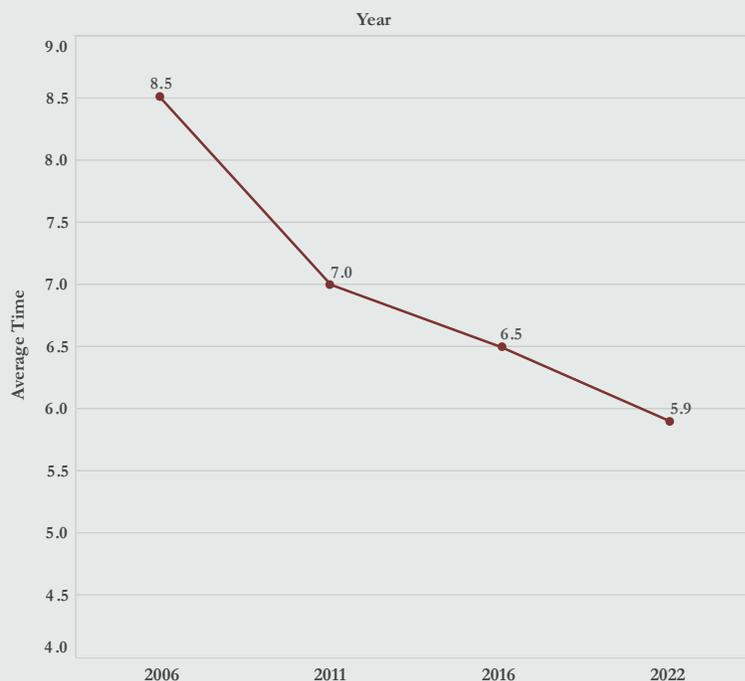


Figure 1-1:

Overall Presidential Tenure 2006-2022

While presidents often reach peak effectiveness after approximately ten years of service, under current tenure patterns most HBCU presidents exit their roles just as they approach this most productive phase (McNaughton, 2016). This pattern suggests that turnover issues are not cyclical, but rather a structural phenomenon increasingly recognized by both aspiring and sitting HBCU leaders.



National research points to an alarming trajectory of collegiate presidents across higher education institutions collectively. Across higher education, average presidential tenure declined from 8.5 years in 2006 to just 5.9 years in 2022 (American Council on Education, 2023) (see Figure 1-1). At HBCUs, the situation is worse, with reported averages as low as 4.9 years. The average represents a pronounced erosion of leadership stability at the institutions central to advancing American equity and opportunity.

The systematic complexities that threaten effective presidential leadership and HBCU national competitiveness are broad and often institution-specific. A recurring set of structural conditions continues to shape the leadership environment at HBCUs, including underprepared governing boards, credential-focused search processes, limited onboarding and support, shifting expectations tied to board turnover, lagging compensation, and unresolved tensions between presidential authority and faculty governance.

Consequences of this instability are tangible and multifaceted. When presidents frequently change, campuses lose momentum because each leader brings a new set of skills, vision and leadership style to lead the university. These changes leave students, faculty, and staff uncertain of the institution's direction (Palmer & Freeman, 2020).

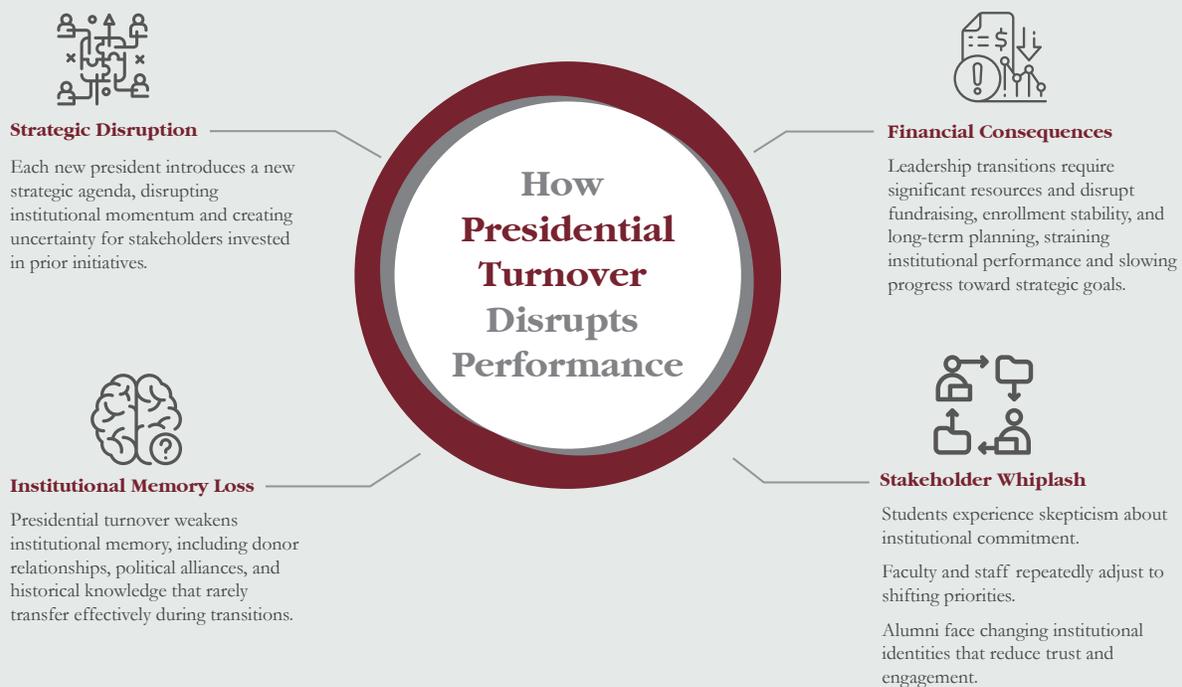


Figure 1-2:

Leadership Turnover Challenges



SECTION 2

Differential Competencies in HBCU Leadership

The Core Competency Framework: Presidential leadership effectiveness in this study is examined through eight competency domains drawn from the American Council on Education’s (ACE) (2023) framework. The domain descriptions presented in Table 2-1 are informed by ACE’s (2023) leadership competency framework.

The domains articulate the core skills, behaviors, and capacities required for effective leadership in contemporary higher education. Mean scores across the eight domains reveal a presidential leadership profile that is strongest in the areas of communication, organizational leadership, and strategic planning. These competencies align closely with ACE expectations for effective presidential performance across all institutional types. Conversely, the lower ratings in human resources, conflict resolution, and faculty affairs highlight the internal pressures HBCU presidents must navigate within resource-constrained environments.

The pattern of results indicates that presidential effectiveness is not defined by a single strength but by the ability to integrate multiple competencies simultaneously, particularly in contexts where institutional stability, personnel management, and shared governance are deeply interconnected.

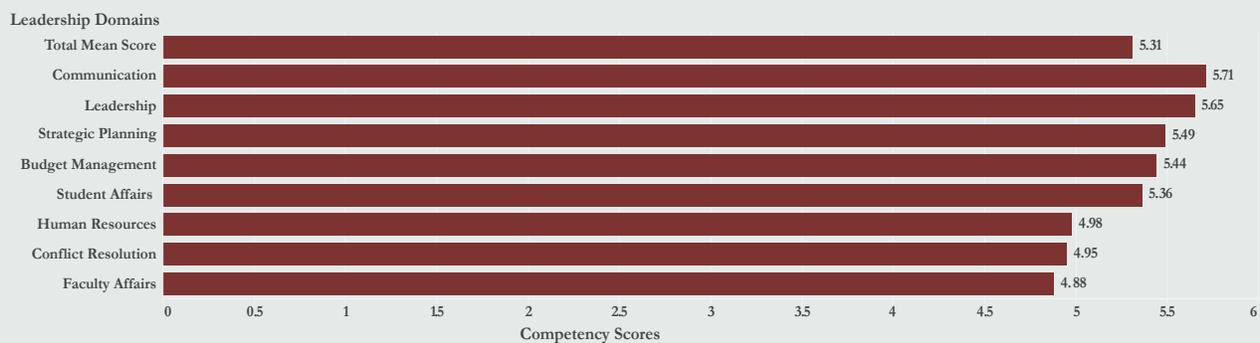


Figure 2-1:

Leadership Competency



Competency Domain	Definition and Scope
Leadership Competency	Encompasses participation in government relations, collaboration with senior leadership teams, and engagement in shared governance. Reflects the president’s role in setting direction, navigating political environments, and stewarding institutional mission.
Communication Competency	Includes the ability to articulate institutional vision, disseminate essential information across diverse constituencies, and cultivate environments where feedback is encouraged and acted upon. Central to internal alignment and external trust building.
Strategic Planning Competency	Addresses institutional planning processes, execution of strategic initiatives, and integration of technology. Effectiveness is influenced by tenure length, stability, and institutional capacity to sustain long-term plans.
Budget Management Competency	Covers fundraising, financial operations, capital projects, and fiscal stewardship. Reflects the president’s responsibility for sustaining institutional solvency and advancing resource development priorities.
Student Affairs Competency	Involves awareness of student life issues, enrollment management, learning assessment, and student engagement. Indicates the extent to which presidential leadership prioritizes student-centered outcomes.
Human Resources Competency	Includes personnel management, diversity initiatives, labor relations, and stakeholder engagement. Particularly significant given that personnel costs represent the largest share of institutional budgets.
Conflict Resolution Competency	Encompasses risk management, crisis response, campus climate issues, and community relations. Reflects the president’s capacity to navigate conflict as an inherent aspect of institutional leadership.
Faculty Affairs Competency	Involves engagement with academic issues, accreditation processes, faculty research support, and shared governance. Lower scores reflect persistent tensions in faculty relations under constrained resource conditions.

Table 2-1

Leadership Competency Domains



Key Insights

Competencies are interdependent rather than isolated. Strong correlations across all domains indicate that excellence in one area cannot compensate for weakness in another; effective presidential leadership requires a balanced and integrated competency profile.

Communication is foundational to presidential effectiveness. Presidents rated this domain highest, reinforcing the idea that “leadership, at its core, involves communicating with others in writing, verbally, or nonverbally to influence the accomplishment of a goal.” (Ruben & Gigliotti, 2016)

Financial stewardship remains a central and time-intensive responsibility. The strong performance in budget management aligns with national findings stating that “65% of presidents spent most of their time managing budgets and finances.” (Gagliardi et al., 2017)

Student engagement requires intentional focus. Moderate scores in student affairs echo longstanding evidence that “campus leaders must prioritize student engagement.” (Kuh, 2009).

Human resources management is a persistent challenge in resource-limited settings. Lower ratings in this domain reflect the reality that “around 80% of the budget is allocated to cover personnel costs”, making HR decisions especially consequential. (Gallot, 2025; Norton, 2008).

Conflict is an unavoidable leadership condition that requires high touch and active management. Scores in conflict resolution reinforce the principle that “conflict is a natural occurrence that needs to be acknowledged and managed rather than ignored or eliminated.” (Gallot, 2025).

Navigating Faculty affairs remains the most challenging competency. The lowest ratings in this domain mirror the difficulty of sustaining faculty morale, buy-in, and capacity when “it is often challenging to offer competitive salaries to faculty members who are frequently asked to teach additional classes and serve in other capacities to support student learning.” (Esters & Strayhorn, 2013).



2.1 The Public-Private Divide: Differential Competencies

The data show clear differences in how presidents lead public and private HBCUs. Of the 29 sitting HBCU presidents surveyed, 18 lead public institutions and 11 lead private institutions.

Variables	HBCU Public M (SD)	HBCU Private M (SD)	p-value
Leadership scale	5.79 (.328)	5.42 (.559)	0.185
Communication scale	5.72 (.400)	5.69 (.407)	0.871
Student affairs scale	5.48 (.415)	5.18 (.655)	0.142
Faculty affairs scale	5.00 (.594)	4.69 (.936)	0.294
Budget management scale	5.66 (.427)	5.07 (.873)	0.028
HR Scale	5.37 (.522)	4.36 (1.06)	0.002
Conflict resolution scale	5.14 (.658)	4.63 (.781)	0.002
Institutional planning scale	5.53 (.444)	5.42 (.579)	0.560
Total competency scale	5.46 (.311)	5.06 (.579)	0.045

Table 2-2

Public-Private: Presidential Competencies

The public HBCU presidents sample accounts for approximately 43 percent of all public HBCU presidencies, while the private HBCU presidents sample represents about 30 percent of private HBCU presidencies nationwide. Together, these leaders provide insight into how leadership demands differ across public and private HBCU contexts. These differences are not about talent or ability. They reflect the distinct environments in which leaders operate, from governance structures and funding models to regulatory demands and stakeholder expectations. Understanding these contrasts is essential for strengthening presidential leadership across the HBCU landscape.

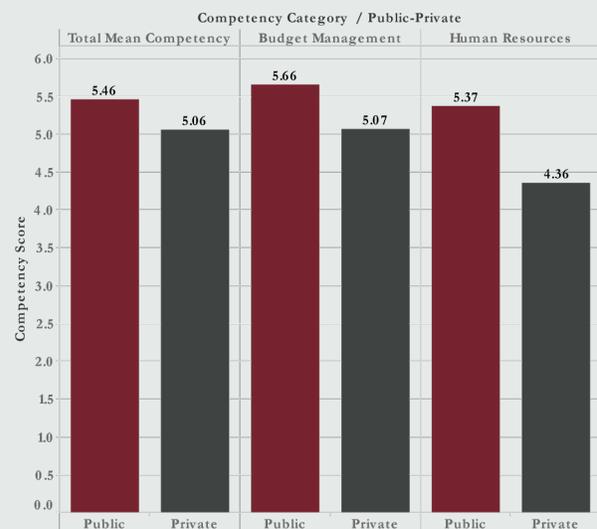


Figure 2-2

Public-Private Differential Challenges and Strengths



Public-private competency scores reflect structural and contextual differences rather than individual leadership capability. Public HBCUs typically manage larger budgets, navigate more complex regulatory environments, and operate at greater bureaucratic scale. Drawing on interpretive insight informed by presidential leadership experience, Gallot (2025) notes, “from my perspective, I have noticed that public institution leaders appear to face greater scrutiny, larger student bodies, and more complex state-level oversight.”

Private HBCUs, by contrast, frequently operate with smaller endowments and encounter a different set of financial and organizational pressures. The researcher notes: “In contrast, many private institutions face smaller endowments, increased public scrutiny, and stringent resource constraints.” Public institutions answer to state systems and legislatures, requiring different political and managerial skills. Private boards may have different expectations and engagement patterns, as well as demonstrated concerns.

Prior research reinforces these distinctions. In an examination of new perspectives on Black college policy and practice, researchers acknowledged that sectoral differences create fundamentally distinct institutional environments, each requiring context-specific leadership approaches (Brown & Freeman, 2004). Strategies effective in private HBCU settings may not translate directly to public institutions and vice versa. Recognizing differences in leadership competencies and institutional design can help strengthen institutional sustainability and support presidential tenures that reflect the unique realities of public and private HBCUs.

The implications are clear: leadership development cannot follow a one-size-fits-all model. Presidential preparation must be intentionally aligned and tailored to unique institutional contexts. Leaders who succeed in private HBCU environments may encounter substantial adjustment challenges in public settings, just as public HBCU experience does not automatically translate to effectiveness in private institutional contexts.





SECTION 3

Mapping the HBCU Presidency: Profiles and Pathways

Given the accelerating decline in presidential tenure, the current leadership profile of presidents at Historically Black Colleges and Universities (HBCUs) offers an important benchmark for understanding the preparation, experiences, and competencies required for long-term success. HBCU presidential leadership profiles are historically grounded and increasingly dynamic. Leaders tend to be mid-career to senior professionals, predominantly African American, and reflect a leadership corps that remains largely male. Most presidents have established family lives, though a range of marital experiences is evident, highlighting the varied personal pathways through which leaders arrive at the presidency. However, this traditional approach to presidential selection can limit the potential value leaders bring to institutions in need of revitalization, requiring adaptive leadership, crisis management, stamina, attention, and innovative approaches to institutional renewal.

This section offers deeper contextual understanding of how leadership competencies evolve based on presidential entry pathways and institutional conditions. Rather than profiling individual presidents, the findings underscore how different leadership backgrounds interact with institutional context to shape competency application, decision-making, and presidential tenure.





3.1 Following the Traditional Path: The Conventional HBCU Presidential Profile

HBCU presidents are overwhelmingly shaped by advanced academic training. Their educational backgrounds reflect strong grounding in doctoral-level study, particularly in the field of education, alongside leaders whose credentials are rooted in research-intensive disciplines and professional practice. This blend signals a presidency that values both scholarly depth and applied leadership expertise.

Many presidents emerge from education-centered fields, aligning with the historical mission and governance needs of HBCUs. At the same time, a growing presence of leaders trained in business, law, the humanities, engineering, and the social sciences reflects an expanding conception of presidential leadership: one that integrates expertise in institutional stewardship, fiscal responsibility, innovation, and broader societal engagement. Essentially, the integration of knowledge and praxis reflects a leadership landscape that embraces tradition while adapting to contemporary demands, positioning HBCU presidents as academically grounded, mission-driven, and increasingly multidimensional leaders.

The traditional HBCU president profile, based on the study’s participants, reflects the following characteristics:

Social Background:

- 56.5 years old on average
- 55.2% male
- 44.8% female
- 96.6% African American (with one White president in the sample)
- 65.5% married, with smaller percentages divorced (20.7%), never married (10.3%), or widowed (3.4%)

Educational Background:

- 41.4% hold an EdD
- 37.9% hold a PhD
- 10.3% hold professional degrees (JD, DBA, MBA)
- 10.3% hold master’s degrees only

Academic Discipline:

- 58.6% studied education or higher education
- 13.8% studied business
- 27.6% came from other fields including law, humanities, engineering, and social sciences



3.2 Beyond Credentials: The Value of Experience and Transferable Skills

One of the report's most consequential findings is that traditional academic credentials show no significant relationship with presidential leadership effectiveness. Specifically, no statistically significant relationships were found between presidents' competency scores and degree type, academic discipline, or prior employment.

This evidence challenges the conventional wisdom that terminal degrees in education are prerequisites for presidential success. Reflecting on this finding, a non-conventional president drew on his own pathway to the presidency to illustrate how leadership effectiveness can emerge outside traditional academic trajectories:

“My success as a campus president did not follow conventional findings. The five presidents who preceded me all faced votes of no confidence from the faculty senate, and each held terminal degrees. In contrast, I entered the role as a nontraditional president [...], rather than academia. After serving over 7 years, [...] the faculty senate honored me with a commendation of appreciation for my leadership.”

Gallot, 2025, p. 100

Transferable skills developed outside of academic career pathways prove particularly invaluable for the HBCU presidency.

The study identifies several competencies that prepare leaders for HBCU presidency:

- **Political Acumen:** Understanding legislative processes and state budgeting
- **Legal and Regulatory Knowledge:** Navigating compliance and risk management
- **Stakeholder Engagement:** Building coalitions across diverse constituencies
- **Crisis Management:** Leading through uncertainty and institutional challenges
- **Fundraising and Resource Development:** Securing support from diverse sources

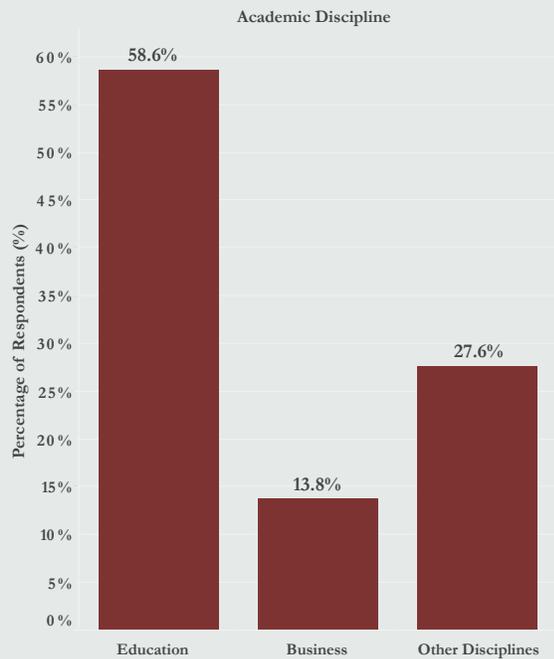


Figure 3-1

Presidential Academic Disciplines

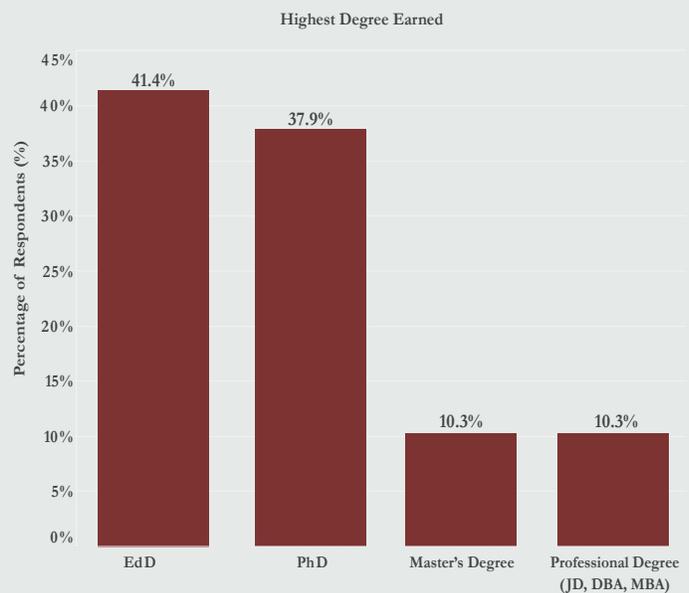


Figure 3-2

Presidential Educational Background

3.3 Inverted U-Curve: Mid-Career Vulnerability and Renewal

Over the course of presidential tenure, the data reveal an intriguing pattern: a “competency lifecycle,” indicated by an inverted U-shaped trajectory (see Figure 3-3). Presidents early in their tenure and those who remain in office for many years report higher levels of effectiveness than those in the middle of their careers. New presidents often bring fresh energy and momentum, while long-serving leaders benefit from institutional familiarity and refined strategic judgment. The study suggests the middle presidential years can be the most demanding. Mid-career presidents are frequently implementing major initiatives, managing resistance to change, and responding to evolving expectations from boards, faculty, and external stakeholders. Similar leadership patterns have been documented in corporate settings, where executive performance often rises early, dips during periods of sustained pressure, and strengthens again with experience (Citrin et al., 2019; Henderson et al., 2010).



At the same time, national data show that modern college presidents are serving shorter terms, with growing emphasis on immediate impact and adaptability rather than long tenure alone (ACE, 2023). Together, these findings suggest that leadership effectiveness is shaped not just by time in office, but by how presidents are supported across the full arc of their tenure.

While these differences in mean competency score are not significant and are influenced by small sample sizes, this pattern suggests a few key findings:

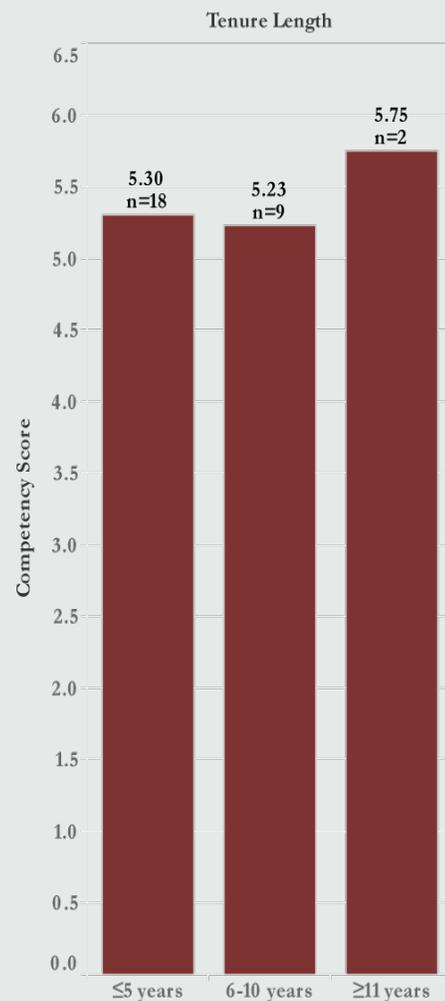
Early-tenure presidents (0-5 years) bring fresh perspectives, high engagement, and often benefit from “honeymoon” periods where stakeholders are supportive and challenges haven’t fully manifested.

Mid-tenure presidents (6-10 years) may face the “sophomore slump” or change implementation fatigue. They are deep into strategic initiatives that face resistance, managing the consequences of earlier decisions, and navigating institutional fatigue with their leadership.

Long-tenure presidents (11 years or more) benefit from deep institutional knowledge, proven effectiveness, established relationships, and the ability to see initiatives through multiple cycles.

Figure 3-3

Mid-Career Vulnerability and Renewal



This pattern aligns with corporate CEO research and organizational lifecycle theory. The “seasons” of leadership-exploration and innovation (spring), consolidation and implementation (summer), challenges and crises (fall), and succession planning (winter) appear to apply to university presidencies as well. The small number of presidents in the long tenure category is itself telling. Few HBCU presidents reach what research suggests is their most effective period.



3.4 Leading Amid Crisis: Competency Activation in High-Stakes Contexts

Presidents who assume office during periods of acute institutional crisis face a unique set of challenges. Unlike colleagues who enter under relatively stable conditions, these leaders must quickly address compounding pressures such as fiscal deficits, leadership turnover, accreditation warnings, declining enrollment, and eroded faculty and staff trust. Data indicates that success in these circumstances depends not only on prior professional experience but also on the ability to rapidly activate and adapt core competencies to meet immediate institutional demands.

The competency application for presidents entering under crisis conditions reveals a distinct pattern of strengths and areas of targeted development. Financial management emerged as a critical competency (5.9/6.0) with presidents leveraging prior professional experience to stabilize budgets, create operating reserves, and secure emergency funding. Communication and stakeholder engagement also scored highly (5.8/6.0), reflecting the need for frequent, transparent interactions with faculty, staff, boards, and students to rebuild institutional trust. Competencies related to governance and faculty affairs were initially lower (4.8/6.0), as leaders had to learn academic decision-making structures, establish advisory councils, and develop shared governance processes. Over time, these competencies improved measurably through deliberate learning, mentorship, and engagement, often reaching scores of 5.3 to 5.5 by year three. Crisis and change management, while less formally scored, was evident in the rapid triage of institutional challenges, sequencing of interventions, and prioritization of immediate threats over long-term initiatives. Collectively, this data illustrates that presidents entering under crisis conditions must rapidly deploy both pre-existing skills and adaptive capabilities to stabilize institutions while simultaneously strengthening weaker areas through intentional development.





Key Insights

- Entry pathway alone does not determine success; alignment of competencies with institutional urgency is critical.
- Financial management and communication competencies are central to rapid stabilization and credibility-building.
- Governance and faculty affairs can improve over time with deliberate learning, mentorship, and stakeholder engagement.
- Leaders who prioritize triage and sequence interventions effectively are more likely to achieve institutional turnaround.
- Crisis-specific support structures, coaching, and board engagement significantly enhance presidential effectiveness and institutional continuity.

Career Pathways Tell a Story of Evolution: While traditional academic pathways remain common, more than one-third of presidents (34.5%) entered the presidency through pathways outside the conventional faculty-to-provost pipeline. These pathways include experience in law, government, corporate leadership, and service in interim presidential roles.

“In hindsight, my path to the presidency was shaped less by academic aspiration and more by lived experience, community engagement, and a readiness to lead when called. It was not a pursuit—it was a calling and a response to a need, rooted in place, purpose, and preparation.”
Gallot, 2025

HBCUs reveal complexities that defy simplistic categorization or one-size-fits-all leadership models (Brown & Yates, 2005). Taken together, these diverse pathways challenge conventional assumptions about presidential preparation and underscore the importance of demonstrated leadership capacity over traditional academic credentials alone. These pathways contextualize how different experiences, skills, and competencies prepare leaders for the unique demands of HBCU presidencies and inform targeted development and support strategies.



SECTION 4

Answering the Call: A National Strategy for HBCU Leadership Elevation

Insights shared by sitting HBCU presidents throughout the survey revealed clear patterns identifying where leadership systems succeed and where they break down. These patterns were particularly evident amid declining presidential tenure rates across HBCUs. In response, the four pillars presented in *Stewarding the Legacy* emerged directly from the data as a recommended national action plan to strengthen presidential effectiveness, improve institutional stability, and combat leadership turnover.

The four pillars function to address presidential instability across HBCUs: **(I) Cultivating the Pipeline**, **(II) Reforming Selection and Onboarding**, **(III) Enabling Sustained Success**, and **(IV) Aligning National Resources**. In an effort to sustain the impact expressed in *The American Dividend* (2025) and reinforce HBCUs as critical national assets, the pillars guide opportunities for presidential development, institutional implementation, and present as a charge to stakeholders to participate in coordinated action. Together, they provide practical direction for achieving attainable goals set forth by HBCU stakeholders while advancing long-term leadership continuity and institutional success.

4.1 Pillar I: Cultivating the Pipeline

The current presidential pipeline for HBCUs is narrow and often accidental. Many presidents “never set out to become a university president” (Flunder, 2020), but are called to service rather than intentionally prepared for the role. Some presidents begin their tenures with the task of leading institutions through crises before they fully recognize how to activate the competencies required for high-stakes leadership and decision-making. As a result, leadership development remains fragmented across institutions. Strengthening HBCU presidential leadership requires a more intentional, systematic approach to identifying and preparing future leaders.



Several persistent gaps limit the effectiveness of the current pipeline. These include (1) limited visibility, as many talented administrators do not recognize themselves as presidential candidates; (2) narrow pathways that prioritize traditional faculty-to-provost routes while excluding capable leaders from other sectors; (3) insufficient development, as few institutions offer structured presidential preparation; (4) limited mentorship, with aspiring leaders rarely gaining access to sitting presidents; and (5) ongoing demographic underrepresentation, particularly among women, LGBTQ+ individuals, and leaders of color beyond African American populations.

Recommendations

HBCU Presidential Training Program

To address these challenges, this report proposes a nationally funded **HBCU Presidential Training Program** as the centerpiece of pipeline development. The program would identify, prepare, and support emerging leaders across sectors for HBCU presidencies through an intentional, immersive model.

The proposed program would include:

- An 18-month program consisting of three rotations, each lasting six months, at different institutions.
- Annual cohorts of 4 to 10 participants
- A stipend plus benefits
- A professional development fund

The program curriculum would combine applied learning and mentorship through:

- Monthly seminars across the eight presidential competency domains
- Direct mentorship from sitting HBCU presidents
- A capstone project addressing a real institutional challenge
- Board exposure and governance training



Selection would prioritize demonstrated leadership in any sector, commitment to the HBCU mission, diversity of background and experience, and clear potential for presidential leadership. Funding would be shared across sectors. One model considers federal support covering 50 percent of costs, philanthropy contributing 30 percent, and host institutions providing the remaining 20 percent.

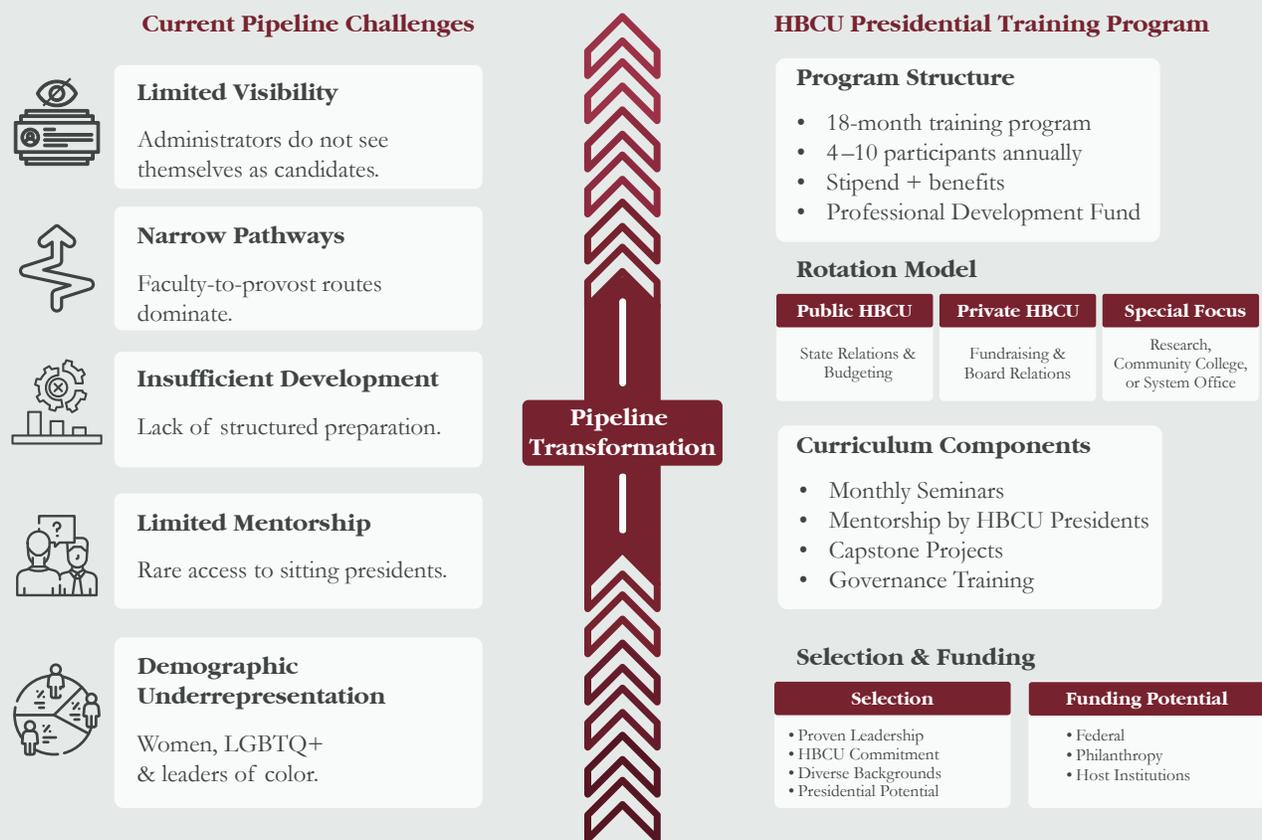


Figure 4-1

HBCU Presidential Training Program Model



Institutional Leadership Academies: Beyond a national presidential training program, this report also calls for institutional leadership academies housed within HBCU systems and consortia to strengthen mid-level leadership pipelines. These academies would:

- Develop competencies across all eight domains
- Include both academic and non-academic leaders
- Provide executive coaching and peer mentoring
- Create cohort-based learning with cross-institutional teams
- Include spouses/partners in programming addressing presidential role expectations
- Offer annual refresher sessions for program alumni

Expanding Existing Leadership Programs: Recommendations emphasize expanding the capacity and reach of existing leadership programs by adapting them more intentionally to the needs and contexts of HBCU leaders. Successful existing programs, including the American Council on Education (ACE) Fellows Program, Harvard University’s Institute for Educational Management (IEM), the American Association of State Colleges and Universities (AASCU) New Presidents Academy, and the Minority Serving Institutions (MSI) Aspiring Leaders Program, should expand capacity and access for HBCU leaders. ACE Fellows could include mandatory HBCU placements and HBCU - focused curriculum. Harvard’s Institute for Educational Management should establish dedicated scholarships and integrate HBCU-specific case studies. AASCU’s New Presidents Academy might develop a public HBCU track centered on state relations and funding. While MSI Aspiring Leaders is already inclusive of HBCUs, it is poised to expand capacity and formalize HBCU specialization.

Specific Adaptations:

- ACE Fellows: Include mandatory HBCU placements and HBCU-focused curriculum
- Harvard IEM: Establish scholarship fund for HBCU leaders; include HBCU-specific case studies
- AASCU New Presidents: Create dedicated public HBCU track with state relations and funding content
- MSI Aspiring Leaders: Already HBCU-inclusive; expand capacity and add HBCU specialization

A nationally funded program represents the centerpiece of pipeline development. This program should identify, prepare, and support emerging leaders for HBCU presidencies. Together, these strategies shift the presidential pipeline from one that is incidental to one that is deliberate, equitable, and aligned with the long-term leadership needs of HBCUs. Such a program would be the gold star of leadership preparation.



4.2 Pillar II: Reforming Selection & Onboarding

Presidential effectiveness is shaped long before a first major decision, and institutions that invest in a deliberate twelve-month onboarding process paired with strong board governance training are better positioned to build trust, align expectations, and support long-term presidential success.

Recommendations

Competency-Based Search Frameworks

The evidence clearly indicates that traditional credentials such as degree type and academic discipline do not predict presidential effectiveness. Search committees should adopt competency-based frameworks assessing demonstrated ability. Table 4-1 provides an example of a competency based interview protocol that can be used to procure a stronger presidential candidate or candidate pool.

Competency Area	Definition and Scope
Budget Management Questions	<ul style="list-style-type: none"> Describe your most challenging budget situation. What was your decision-making process? How have you successfully increased revenue streams in previous roles? Walk us through how you would address a 10% budget cut.
Human Resources Questions	<ul style="list-style-type: none"> Tell us about a time you had to rebuild trust with faculty or staff. How do you approach difficult personnel decisions? Describe your philosophy on faculty development and support.
Strategic Planning Questions	<ul style="list-style-type: none"> How do you balance long-term vision with short-term pressures? What process do you use for engaging stakeholders in planning? How do you measure progress on strategic initiatives?
Communication Questions	<ul style="list-style-type: none"> Describe a crisis situation you communicated through. How did you manage stakeholder messaging? How do you engage diverse constituencies with different information needs? Tell us about a time you had to deliver bad news to a board or stakeholder group.

Table 4-1

Competency Based Interview Protocol



Recommendations

Context-Sensitive Competency Profiles

Search committees should calibrate competency expectations to institutional type. As discussed in Section 2-1, public and private HBCUs have different leadership demands.

Public HBCU Presidential Profile Emphasis:

- Budget management (navigating state appropriations and complex financial structures)
- Human resources (managing larger staffs and complex union negotiations if applicable)
- Political acumen (state relations and legislative advocacy)
- Regulatory navigation (accreditation, federal compliance)

Private HBCU Presidential Profile Emphasis:

- Fundraising and development (building philanthropic support)
- Enrollment management (market positioning and student recruitment)
- Mission communication (explaining institutional distinctiveness)
- Board relationship management (cultivating trustee support)





Recommendations

Structured Onboarding: The Critical Year

Presidential effectiveness does not begin with the first day; it is shaped profoundly by onboarding. Institutions should implement structured 12-month onboarding processes.

Structured Onboarding: The Critical Year

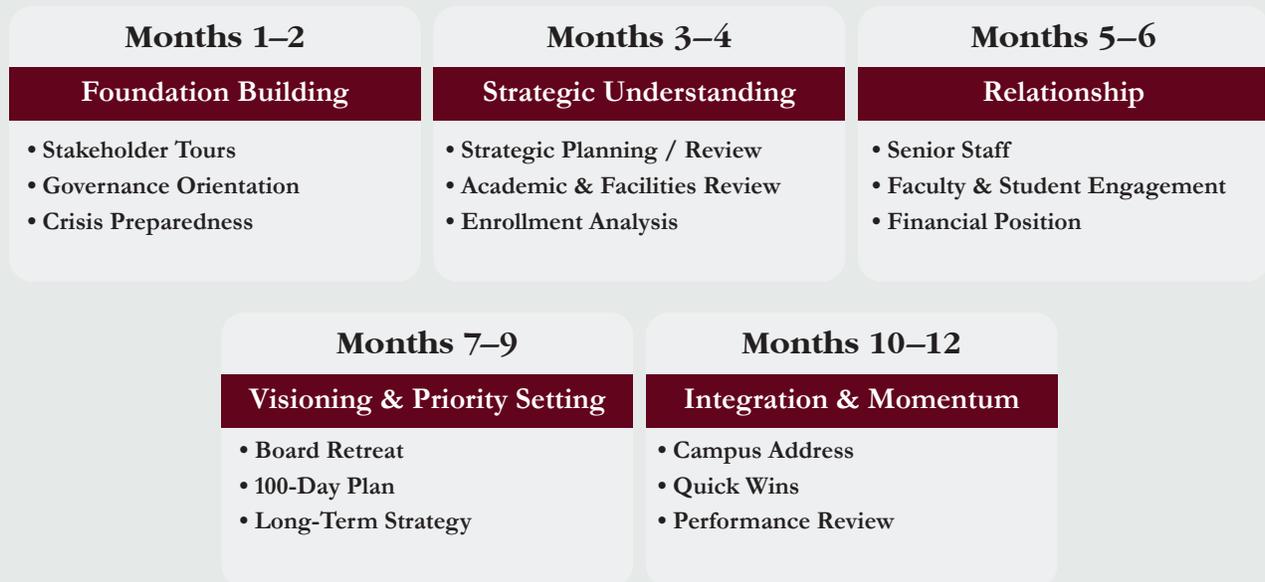


Figure 4-2

Structured Onboarding: The Critical Year



Recommendations

Board Governance Training

Board members should not wait for crises to clarify expectations. Ongoing board development is as essential as president development. Governing boards play a critical but often overlooked role in presidential success. Every board should complete structured governance training focused on:

- Clear role boundaries between board and administration
- Effective presidential evaluation frameworks
- Presidential support and retention practices
- Succession planning and emergency transition protocols
- Board diversity and competency development
- Meeting effectiveness and decision-making processes
- Ethical governance and conflict-of-interest management





4.3 Pillar III: Enabling Sustained Support Throughout the Tenure Lifecycle

Leadership development cannot end at onboarding. Sustaining presidential effectiveness requires intentional support throughout tenure, with particular attention to mid-career renewal.

Recommendations

The Presidential Support Network

HBCU presidents can benefit from structured peer groups and specialized support networks designed to enhance leadership effectiveness at every stage of tenure. For example, president peer councils, whether regional or national, should meet quarterly to discuss common challenges, share best practices, and provide mutual support. To maximize the usefulness of this shared time, these councils must be facilitated rather than informal, with structured agenda items explicitly focused on competency development. Presidential mentoring partnerships create formal mentoring relationships between experienced presidents and early-career leaders, with mentors trained in developmental coaching approaches and partnerships guided by defined meeting frequency and focal topics. Finally, executive coaching should provide access to coaches specializing in higher education and HBCU contexts. Although most institutional consulting budgets do not include executive coaching, the return on investment for presidential effectiveness is substantial, and coaching should be available throughout all stages of tenure, with particular emphasis on mid-career renewal.

Resource Hubs - Specialized repositories of HBCU presidential resources, including:

- Best practices in budget management and financial sustainability
- Fundraising and development strategies tailored to HBCU contexts
- Faculty relations and shared governance models
- Student success and enrollment management approaches
- Board relations and governance practices
- Crisis management and risk mitigation protocols
- Legal and compliance resources



Mid-Career Executive Education

Experienced HBCU presidents should have access to executive education focused on:

- Advanced strategic planning and systems thinking
- Organizational change and transformation leadership
- Board relations and governance excellence
- Personal leadership and executive presence development
- Work-life balance and executive wellness

Compensation and Retention Incentives

Leadership retention is fundamentally tied to compensation competitiveness. HBCU presidential compensation significantly lags that of predominantly white institution (PWI) peers.

HBCUs collectively spend billions on operations. However, their presidential compensation ranks at 30-50% below market rates. This signals a significant underinvestment in the single most important campus position.

Boards should:

- Benchmark HBCU presidential compensation against peer institutions annually
- Implement performance-based compensation tied to strategic metrics
- Include multi-year contract terms (5-7 years) providing stability
- Establish deferred compensation or retirement benefits enhancing retention
- Consider housing allowances or assistance in high-cost areas

Table 4-2

**Institution
Compensation
Scale**

Competency Area	Median Presidential Salary	PWI Peer Median
Public HBCUs Large (10,000+ students)	\$375,000	\$550,000
Public HBCUs Medium (5,000–10,000 students)	\$295,000	\$475,000
Private HBCUs Well-Endowed	\$425,000	\$625,000
Private HBCUs Limited Resources	\$185,000	\$325,000



4.4 Pillar IV: Aligning National Resources

Strengthening HBCU presidential leadership cannot rest on individual institutions alone. The challenges facing today's presidents, from shortened tenures to mounting financial and political pressures, demand coordinated investments across the national higher education landscape. The following recommendations outline a practical path forward, identifying ways that affiliates can become more action oriented. Together, these actions can stabilize presidential leadership, strengthen institutional capacity, and ensure that HBCUs continue to serve as enduring national assets.

Recommendations

The table below identifies key stakeholders, including federal agencies, philanthropic organizations, corporate partners, and accrediting bodies, and presents strategic priorities for each. These recommendations translate insights from presidential competency evaluations into actionable steps that can stabilize leadership, strengthen institutional capacity, and support long-term HBCU sustainability. This is not an exhaustive list of interventions but a starting point for coordinated action and strategic investment across the HBCU ecosystem.





Stakeholder	Key Actions / Priorities
Federal Agencies	<p>Department of Education:</p> <ul style="list-style-type: none"> • Fund HBCU presidential studies and training programs • Support research on HBCU leadership and institutional sustainability • Include presidential capacity development in institutional funding requirements (Title III category) • Coordinate with accreditors on leadership standards <p>White House Office of Domestic Policy:</p> <ul style="list-style-type: none"> • Include HBCU leadership development in broader initiatives • Convene cabinet-level discussion of HBCU institutional sustainability • Align federal HBCU funding toward leadership development components
Philanthropic Organization	<ul style="list-style-type: none"> • Pipeline Development: Fund training, academies, and mentoring programs • Board Development: Support governing board training and governance excellence • Research & Evaluation: Fund longitudinal studies on presidential effectiveness and HBCU leadership • Institutional Support: Provide multi-year institutional grants enabling comprehensive leadership development initiatives • Sector Convening: Support HBCU association and consortium activities advancing leadership development
Corporate Partners	<ul style="list-style-type: none"> • Support training programs and leadership academies • Provide internship and rotation opportunities for emerging leaders • Share expertise in areas like financial management, technology, and human resources • Employ HBCUs as valued partners in workforce development • Invest in HBCU donor relations and development support
Accrediting Bodies	<ul style="list-style-type: none"> • Include presidential competency and leadership stability in accreditation standards • Assess institutional succession planning and leadership development • Require institutions to document leadership development investments • Monitor presidential tenure as an institutional health indicator • Reward institutions demonstrating leadership excellence and stability

Table 5-1

Strategic Priorities



SECTION 5

Implementation Roadmap: From Vision to Action

Analysis of presidential competencies in this study demonstrates that HBCU leadership effectiveness is shaped less by traditional academic credentials and more by structured professional development, intentional institutional support, and strategic succession planning. Competency evaluations revealed patterns in how presidents apply skills such as financial management, communication, faculty engagement, and crisis leadership across different institutional contexts. Grounded in survey data, the following figure presents a roadmap of immediate, intermediate, and long-term actions, organized by stakeholder type, for mitigating leadership instability and strengthening presidential effectiveness. The competency analysis of the presidents in this study articulates that presidential effectiveness depends on structured development, institutional support, and strategic succession planning rather than an overreliance on traditional academic credentials to advance institutional goals.

The table below presents a phased strategic plan of **Immediate (0–6 months)**, **Intermediate (6–18 months)**, and **Long-Term (18+ months)** actions segmented by stakeholder deliverables. Key entities such as the federal agencies, major foundations, and accrediting bodies are highlighted alongside measurable targets. This roadmap operationalizes lessons from competency evaluation into actionable strategies to strengthen presidential effectiveness across institutions.



Stakeholder	Immediate (0–6 mo)	Intermediate (6–18 mo)	Long-Term (18+ mo)
HBCU Institutions (Boards & Presidents)	<ul style="list-style-type: none"> • DESIGN & IMPLEMENT: Competency-based search committees & structured onboarding within first 100 days • CREATE: Mandatory board governance training • ESTABLISH: Peer mentoring partnerships with experienced HBCU leaders • CONDUCT: Compensation benchmarking and equity assessment • COMMIT: 5-year minimum tenure expectation 	<ul style="list-style-type: none"> • Launch institutional leadership academies • Establish executive coaching access • Develop mid-career renewal sabbaticals • Implement succession planning protocols 	<ul style="list-style-type: none"> • Full implementation of competency-based search frameworks • Executive coaching standard for all presidents • Mid-career sabbaticals normalized • Regional peer councils operational nationwide
HBCU Associations (TMCF, NAFEO, AAU, AASCU)	<ul style="list-style-type: none"> • CONVENE: Presidential leadership task force (presidents, boards, faculty, consultants) • DEVELOP: Competency-based search toolkit (interviews, rubrics, evaluation) • INITIATE: Federal engagement (DOE, NSF, NIH) • LAUNCH: Presidential support resource hub & publish advocacy brief 	<ul style="list-style-type: none"> • Launch Presidential training Program • Establish regional peer councils • Complete resource hub • Conduct board governance training rollout • Publish competency-based search guide 	<ul style="list-style-type: none"> • Trainee program at full capacity • Resource hubs fully operational • Leadership best practices disseminated nationwide
Philanthropic Organizations	<ul style="list-style-type: none"> • ISSUE: RFPs for research on presidential effectiveness, tenure, institutional outcomes • FUND: Pilot training programs • SUPPORT: Leadership initiatives, hub development, convenings • ALLOCATE: Immediate funding for national coordination 	<ul style="list-style-type: none"> • Expand funding for leadership initiatives • Support multi-year research and academy expansion 	<ul style="list-style-type: none"> • Multi-year funding committed • Provide support for program costs • Sustain ongoing leadership development programs
Federal Agencies (DOE, White House)	<ul style="list-style-type: none"> • FUNDING: Research and Training Programs • SUPPORT: Research on HBCU leadership and sustainability • INCLUDE: Leadership development in funding requirements • COORDINATE: With accreditors on standards 	<ul style="list-style-type: none"> • ISSUE: Funding solicitations • FUND: Longitudinal presidential research • COORDINATE: Interagency HBCU policy initiatives 	<ul style="list-style-type: none"> • PROVIDE: Sustained funding for costs • ENSURE: Long-term federal leadership support

Table 5-2

Stakeholder Implementation Guide

Stakeholder	Immediate (0–6 mo)	Intermediate (6–18 mo)	Long-Term (18+ mo)
Corporate Partners	<ul style="list-style-type: none"> • SUPPORT: Training and leadership academies • PROVIDE: Internships & rotations for emerging leaders • SHARE: Expertise (finance, tech, HR) • INVEST: Donor relations & development support 	<ul style="list-style-type: none"> • Expand partnerships for leadership initiatives • Support institutional capacity-building programs 	<ul style="list-style-type: none"> • Sustain corporate funding & engagement • Institutionalize HBCU-corporate partnerships
Accrediting Bodies	<ul style="list-style-type: none"> • INCLUDE: Presidential competency & leadership stability in standards • ASSESS: Succession planning & leadership development • REQUIRE: Documentation of leadership investments • MONITOR: Presidential tenure as a health indicator 	<ul style="list-style-type: none"> • TRAIN: Evaluators on competency assessment • DEVELOP: Institutional guidance resources 	<ul style="list-style-type: none"> • INCORPORATE: Leadership development in accreditation standards • REWARD: Institutions demonstrating leadership excellence & stability

Table 5-2 Continued

Stakeholder Implementation Guide



TAKEAWAYS

Stewarding the Legacy

Effective presidential leadership at HBCUs is not predicated on pedigree or traditional credentials; rather it is grounded in demonstrated competencies across eight critical areas:

Leadership

Communication

Strategic Planning

Budget Management

Student Affairs

Human Resources

Conflict Resolution

Faculty Affairs

Effective leadership is teachable. Presidential competencies can be developed, weighted, and strengthened through focused effort.

Mid-career presidents face challenges shown by the inverted U-curve. Renewal interventions can help prevent leaders from leaving their roles just as they reach peak effectiveness.

Presidential tenure directly impacts institutional outcomes; however, stability enables strategy, research progress, stakeholder confidence, and measurable results.

National coordination multiplies institutional efforts by aligning policy, strengthening peer networks, expanding fellowship pipelines, and connecting resource hubs to drive system-wide impact.



CONCLUSION

This report began with a paradox: HBCUs have never been more vital to American higher education and national interests, yet they face unprecedented challenges in sustaining stable, effective presidential leadership. The current average presidential tenure of 4.9 years falls catastrophically short of the 10-year minimum research identified as necessary for institutional transformation, strategic investment, research progress, and systemic change. This crisis threatens not just individual institutions but the collective capacity of the HBCU ecosystem to fulfill its historic mission and contemporary national role.

This study reveals several empowering truths. **First**, effective leadership is achievable from diverse pathways. Traditional academic credentials do not predict presidential competency. Leaders from law, government, corporate leadership, and diverse other backgrounds bring transferable skills that prove invaluable. This finding dramatically expands the talent pool available to HBCUs. **Second**, competencies can be assessed, developed, and strengthened. The eight-domain framework provides concrete language for discussing presidential effectiveness. These competencies are not innate gifts but learned skills. Systematic development is possible. **Third**, the inverted U-curve experience in mid-career presidents reveals opportunity for significant intervention and improvement. Mid-career vulnerability is not inevitable. Strategic sabbaticals, coaching, and renewed stakeholder engagement can sustain presidential effectiveness and extend tenure. **Fourth**, board practice shapes presidential success. Institutions cannot wait for perfect candidates. Governing boards shape presidential success through onboarding, evaluation, support, and retention practices. This responsibility offers immediate opportunities for change. **Fifth**, national coordination multiplies impact. What individual institutions achieve in isolation is limited. Federal agencies, philanthropies, corporate partners, and accreditors aligning behind HBCU leadership development creates ecosystem change. The investment required, estimated at hundreds of millions of dollars nationally, is modest relative to the annual economic impact of HBCUs and their incalculable contribution to social equity.



The evidence presented in this report demonstrates conclusively that the problem is not a scarcity of capable leaders, but rather a systemic failure by boards, search processes, national associations, federal agencies, philanthropies, and institutions themselves to deliberately cultivate, systematically support, competently onboard, strategically develop, and retain leaders equipped for HBCU presidencies. This is a failure of systems rather than individuals, and systems can be transformed through intentional action, coordinated effort, and aligned investment. Yet this report concludes with a conviction that transformation is possible.

The Road Ahead: From Report to Reality

The four pillars outlined in this report, cultivating the pipeline, reforming selection and onboarding, enabling sustained success, and aligning national resources, represent an integrated and evidence-based strategy for transforming HBCU presidential leadership. None succeeds in isolation. Together, they create a comprehensive system for identifying, developing, supporting, and retaining capable presidents equipped to lead with excellence and effectiveness.

Implementation will demand courage and commitment. It requires HBCU boards and institutional leaders to fundamentally rethink traditional assumptions about what makes an effective president. It requires search committees and executive consultants to abandon credential-focused processes and embrace competency-based assessment. It requires governing boards to invest significantly in support systems and presidential development. It requires national organizations and federal agencies to prioritize HBCU leadership development as a strategic national concern.

It requires philanthropies to commit multi-year funding to programs with payoff measured in decades. It requires federal policymakers to align funding mechanisms, accreditation standards, and agency priorities around HBCU strength. It requires corporations to recognize HBCUs as strategic partners worth investing in for workforce development and research collaboration.

None of this is inevitable. Change requires leadership at every level—from board chairs making decisions about presidential searches, to HBCU association leaders convening national response, to federal officials allocating resources, to philanthropic leaders making funding decisions, to aspiring presidents preparing for the calling.



Yet the alternative to action, which includes continued short tenures, institutional instability, gradual erosion of HBCU research capacity, inability to respond to surging student demand, and the ultimate loss of irreplaceable institutions, is unacceptable. With only 99 federally recognized HBCUs remaining and applications to public HBCUs surging 126% over two decades, the moment is urgent (Brown et al., 2025). Each HBCU lost to instability or closure represents a permanent reduction in America's capacity for talent development, research innovation, and equitable opportunity.

The choice is stark: act now with coordinated intention or watch as preventable institutional crises eliminate institutions that took generations to build and cannot be recreated once lost.

The Promise: What Transformation Makes Possible

The promise of this research is clear and compelling: successful presidential leadership is not bound by discipline, tradition, or background but is defined by purpose, preparation, demonstrated competency, and the capacity to lead with vision, courage, strategic intelligence, and sustained excellence.

When drawn from diverse professional backgrounds and systematically developed across core competencies, HBCU presidents can have effective, long-term presidencies. With robust peer networks, executive coaching, adequate resources, and competitive compensation, they can lead institutions through the transformations our times demand. They can sustain the historic missions of HBCUs while adapting brilliantly to contemporary challenges. They can steward the irreplaceable legacies of these remarkable institutions while building futures of excellence, innovation, and impact.

When presidential leadership is stable and effective:

- Strategic initiatives mature into systemic change rather than dissipating with new leadership
- Faculty engage in multi-year research programs rather than cycling through repeated disruption
- Donors invest confidently rather than watching leadership turnover discourage giving
- Students experience institutional continuity rather than revolving-door confusion
- Communities benefit from sustained partnership rather than fragmented engagement
- Research pipelines build capacity rather than restarting with each new president
- The institution's competitive position strengthens rather than weakens



The time for action is now—not in five years when more institutions have entered crisis, not after another wave of premature presidential departures, not after more students have turned away due to institutional instability, but now. Stewarding the legacy of HBCUs is a national imperative demanding nothing less than a national strategy. This report offers that strategy. It identifies what needs to change, why change is necessary, how change is possible, and who must lead change. Its implementation will require commitment from multiple sectors, sustained resources, transparent accountability, and focused effort over multiple years. The stakes are clear: the preservation and strengthening of irreplaceable national institutions and their capacity to transform lives, advance research, develop talent, and power American opportunity demand nothing less than our most serious, coordinated, and sustained effort. All that is required is the will to invest in the leadership that makes it possible.

Methodology

The findings presented in this report draw on the quantitative study conducted by Gallot (2025), during his tenure as a Presidential Fellow and Center Affiliate in the Payne Research Center. This research examined leadership competencies among sitting presidents of four-year Historically Black Colleges and Universities (HBCUs). The study sought participation from all presidents serving at eligible public and private HBCUs at the time of data collection. The survey instrument was adapted from the American College President Study (ACPS) framework and included items capturing demographic and professional background characteristics, as well as self-assessments across eight core leadership competency domains.

The survey instrument was administered electronically via Qualtrics, and 29 presidents completed the questionnaire, representing both public and private institutions. Data were analyzed using IBM SPSS to examine patterns across competency domains and institutional characteristics. Descriptive and comparative analyses were conducted to assess relationships among professional pathways, institutional context, and leadership competencies.

This report synthesizes those findings and situates them within broader national data on presidential tenure and institutional performance to inform evidence-based strategies for strengthening leadership stability across HBCUs.



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