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The development of Xavier university under the presidency of Norman C. Francis: 1968 - 2005

Carlos J. Minor Jr
Clark Atlanta University

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ABSTRACT

EDUCATIONAL LEADERSHIP

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THE DEVELOPMENT OF XAVIER UNIVERSITY UNDER THE PRESIDENCY OF

NORMAN C. FRANCIS: 1968-2005

Committee Chair: Dr. Trevor Turner

Dissertation dated May 2011

This study examines the factors that led Xavier University from a small, struggling, regional entity to a national university. This growth did not take place until Norman C. Francis was appointed president in 1968. This study was based on the premise that from the time Xavier University was founded in 1915 until Norman C. Francis became president in 1968, the university relatively stagnant in terms of growth. A case study analysis approach was used to analyze data gathered on the growth of the university. Specifically, the following areas were examined: enrollment, endowment, physical plant, alumni advanced degree attainment, faculty quality, quality of students admitted and retained, and the condition of the university prior to the Francis administration. The researcher found that Xavier University has experienced significant growth in the areas examined. The conclusions drawn from the findings suggest that the leadership of Norman C. Francis was the catalyst that caused the positive changes in Xavier University found by the researcher.
THE DEVELOPMENT OF XAVIER UNIVERSITY UNDER THE PRESIDENCY OF
NORMAN C. FRANCIS: 1968-2005

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

CARLOS J. MINOR, JR.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

MAY 2011
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CHAPTER I

INTRODUCTION

Purpose of the Study

This is a case study examining the presidency of Norman C. Francis at Xavier University. As of this writing, Francis is the longest tenured college president in the United States, having assumed his position in 1968. This is significant for two reasons. First, Francis is not an educator by training; he is an attorney. Despite being a nontraditional college president, he has not only remained in office much longer than average, he has also enjoyed unparalleled success. This study documented how that success came to be. Second, Francis has been able to turn what was once a small, struggling, regional institution into a nationally known academic powerhouse, renowned for its success at placing students into graduate and professional schools. This study examined how this second success came about.

This study details the growth and development of Xavier University during the presidential tenure of Dr. Norman C. Francis. The institution was examined 10 years prior to Francis becoming president and also at incremental periods during his presidential tenure. This examination was done to show that the institution developed in a positive manner during Francis’ presidency. It was explained why Xavier developed, the extent to which it developed and the factors contributing to said development under
the leadership of Francis. The areas of improvement to Xavier University that were examined include: Enrollment, Endowment, Physical Plant, Alumni Advanced Degree Attainment, Faculty Quality, Quality of Students Admitted and Retained and the Condition of the University (prior to and after the Francis administration).

**Strategies Tried to Alleviate the Problem**

Xavier University was founded as a high school in 1915 by Saint Katherine Drexel, a billionaire heiress from Pennsylvania. Drexel dedicated her life and inherited fortune to helping blacks and Native Americans become educated. To this end, she founded the Sisters of the Blessed Sacrament in 1891, an order of nuns dedicated to the education of the two aforementioned groups (www.vatican.va/.../ns_lit_doc_20001001_katharine-drexel_en.html).

Drexel was the primary provider of financial support to Xavier University (Xavier became an institution of higher learning in 1925) from the inception of the institution until her death in 1955. After her demise, the Drexel family did not continue to provide financial support to Xavier, and the university entered an extended period of financial difficulty. These financial problems persisted in some form for the next quarter of a century. However, financial relief and overall improvement to the university began about 1968, when Norman C. Francis was appointed president.

Essentially, Xavier University existed in a fairly staid manner for a good portion of its existence. Norman C. Francis came in and transformed the university into a financially solvent academic powerhouse. Thus, there were essentially no strategies
attempted to alleviate the financial problems or to improve the university prior to Francis taking command.

**Causes of the Problem**

It would appear that the cause of the problem was simple complacency. The administration of the university appears to have been content to rely on the Drexel fortune for financial support and the Metropolitan New Orleans area for its student body for the majority of its existence. When Drexel died so did the bulk of the financial support provided to the university. Additionally, little was done in the way of overall university expansion or in recruiting students to the university. In fact, the university was not well known outside of the New Orleans area, hampering both recruiting and fundraising efforts. The appointment of Norman C. Francis as president of Xavier University ended all this.

With the appointment of Norman C. Francis as president, the day-to-day operation of Xavier University was ceded to the Executive Vice President. Also, a concerted effort was made to recruit students from outside of Louisiana in general, the Metropolitan New Orleans area in particular. By 1986, the student body of the university contained a forty percent out of state population (Xavier University, 1986). Additionally, the university website (www.xula.edu) states that while the bulk of the student body are indeed Louisiana natives, 35% of the current student body comes from out of state.

Thus the primary causes of the problem were complacency and acceptance of the status quo, for lack of a better term. No efforts were made to advance the university until the Francis administration and the appointment of a transformational president.
Background of the Problem

After earning a bachelors degree from Xavier in 1952, the 21-year-old Francis was one of two black students chosen to integrate Loyola University Law School in New Orleans, and became the school’s first black graduate, earning his Doctor of Jurisprudence with honors in 1955 (Lewis, 2008).

Francis served in the U.S. Army from 1956-57, and then returned to Xavier as the Dean of Men. After holding several other positions at Xavier including Director of Personnel Services in 1963, Assistant to the Vice President for Student Affairs in 1964, Assistant to the Vice President in Charge of Development in 1965 and Executive Vice President in 1967, he was appointed president in 1968. He was the institution’s first lay, male and black president (Lewis, 2008).

When Francis assumed the presidency of Xavier University in 1968, the school was a small, struggling, regional institution. The university was in serious financial trouble and only three permanent buildings had been added to the physical plant in the previous decade. Over the four decades of Francis’ leadership, Xavier has improved dramatically in key areas, and this study will demonstrate exactly how Francis’ leadership and administration was key to this improvement.

As was previously stated, prior to the Francis administration little was done in terms of overall university expansion or out of state recruiting. Francis was able to change all this, and this study showed improvement in key areas of the university. Specifically, it was shown that prior to Francis being appointed president; the physical plant of the university had little expansion. There were few, if any, permanent buildings
added to the physical plant during this time. It was shown that after Francis was appointed president, as the years passed there were quite a few permanent buildings added to the campus. It was shown how the university has employed highly qualified faculty in terms of possession of the appropriate terminal degree. It was shown how the university has recruited highly qualified students by examining grade point averages (GPAs) and standardized test scores. It was shown how these highly qualified students become successful alumni in terms of their impressive level of advanced degree attainment.

It was shown that in the 10 years preceding Francis’ presidential appointment, the Xavier University course offerings were relatively stagnant. In the years since Francis’ presidential appointment, the university has seen an expanded set of course offerings.

Statement of the Problem

Xavier University, prior to the presidency of Norman C. Francis, was a small, struggling, regional institution that had been stagnant and in serious financial trouble to years. Under his leadership, the university has grown and improved to become a financial solvent, nationally recognized institution of higher education. This study examines how the institution under Francis was able to achieve this. Specifically, the improvements to the university in key areas and how so many students have been successful earning graduate and professional degrees during Francis’ presidential tenure were examined.

As was previously stated, the problem in general was one of complacency and overreliance on the Drexel fortune. There were four Xavier University presidents prior to
Norman C. Francis. However, in the 40 plus years leading up to the beginning of Francis' presidential tenure, none of these four individuals did much to improve the university. To highlight this, the university was examined during the 10 years prior to Francis being appointed president. Specifically, the course offering and physical plant were examined to show the aforementioned complacency. Also, the university endowment was to be examined at incremental stages to determine if it has increased during the Francis administration (more on this in Chapter V).

**Significance of the Study**

Norman C. Francis is the longest tenured college president in the United States. Furthermore, he has enjoyed great success, as the university has experienced significant growth and a significant number of Xavier graduates have gone on to graduate and professional school and completed their courses of study during his administration. When it is taken into consideration that Xavier is a small liberal arts institution with an overwhelmingly black student body, this success is significant and bears the need of in-depth study. Additionally, this study showed how a nontraditional president was able to enjoy success by examining select factors that lead to this success.

This study is significant for both sitting college presidents and for those individuals who aspire to ascend to the college presidency. For sitting college presidents, particular those of comparably small liberal arts institutions, this study mapped out exactly how to be a transformational leader of said institutions. For aspiring college presidents, regardless of institution type, this study mapped out exactly how one has a successful presidential tenure, in particularly in terms of leadership behavior. Last, for
those individuals who are following the nontraditional path to the college presidency, this study maps out the career path of a highly successful nontraditional president. Both sitting and aspiring college presidents have a solid example of presidential success.

This study documents the condition of Xavier University approximately 10 years prior to Francis’ presidential tenure, specifically looking at the physical plant and course offerings. The study then details the improvements made to the aforementioned key areas of the university during Francis’ presidential tenure. Also, success enjoyed by Xavier alumni in regards to garnering admission to graduate and professional schools, as well as their success in completing the course of study at said schools are examined. Last, the quality of student attending Xavier University was examined. Once again, this study gives the sitting and aspiring college president a solid blueprint for career success.

Overview of the Following Chapters

Chapter II is a Review of the Literature. Chapter II is subdivided into seven sections: Historically Black Colleges and Universities (HBCU) Administration, Mainstream Administration, Relevant Books, Analysis and Synthesis of the Literature, Strengths, Weaknesses and Gaps in the Literature, and Research Questions.

The section on HBCU Administration covers many interesting topics relevant to this study. For example, one study showed that there was no discernable difference between the HBCU and mainstream president in terms of education and professional preparation (Chandler, 2006).

Another study highlighted eight themes that related to one being appointed president of an HBCU (Washington, 2006). The point is a simple one: There is a
plethora of information on the HBCU and the HBCU presidency that is relevant to this study.

The section on Mainstream Administration covers quite a few interesting topics as well. One study showed that there are four cognitive frames that are pertinent to presidents of small institutions with religious affiliation (Ogbu, 2006). Another study compared and contrasted the traditional and nontraditional college presidents (Cotnam, 2006). Two studies focused on the factors that hiring bodies were looking for in potential college presidents (Logan, 2007; May 2005). Once again, there are numerous studies on mainstream institutions of higher education that contain information pertinent to this study.

The section on Relevant Books differed somewhat from the two preceding sections. Several of the books detailed were historical studies on the HBCU, and covered the struggles these institutions faced in terms of growth and development (Bacote, 1969; Drewry & Doermann, 2001; Williams, 2004). Several other books covered specific HBCU presidents, detailing their lives and careers as college presidents (Rovaris, 1995; Davis, 1998; Harvey, 1999). Two books presented interviews of black college presidents, one focused on HBCU presidents and the other focused on black presidents of mainstream institutions. Three of the books were biographies that detailed the lives and careers of successful HBCU presidents (Cook, 2009; Davis, 1998; Rovaris, 1995). All of these books contained information vital to this study.

The Analysis and Synthesis of the Literature section groups select books and studies by comparing and contrasting them to this study. This comparison was in relation
to Francis’ leadership style and career path, as well as the theoretical construct and the independent and dependent variables that are examined in this study.

The Strengths, Weaknesses, and Gaps in the Literature section is self-explanatory. Specifically, this section shows how much work has been done on the HBCU Presidency; however, there is still much research that can be done, as the existing work is somewhat dated for the most part.

The Research Questions section covers specific areas of both Francis’ leadership and the development of Xavier University. The intent is to see how the university has grown and improved under the presidential administration of Norman C. Francis.

Chapter III is the Conceptual/Theoretical Framework for the Study, the Statement of the Research Questions, and the subsequent hypotheses that were derived from them.

There are three theories utilized in this study: The Theory of Emotional Intelligence, The Getzels-Guba Model of Social Systems, and Conflict Theory (Owens, 2004). Emotional Intelligence is important to all aspects of organizational functioning and consists of five domains, all of which are elaborated upon in Chapter III. The Getzels-Guba Model of Social Systems is represented by the following equation: $B = f(R \ast P)$. The letter B is the final product, the observed behavior. The letter R represents the institution. The letter P is the personality of the individual working within the institution. The Conflict Theory states individuals and groups struggle to maximize their benefits, inevitably contributing to social changes such as innovations in politics and outright revolutions.
All three of these theories can be utilized to explain the unparalleled success enjoyed by Norman C. Francis in his capacity as president of Xavier University.

Chapter IV is an overall summary of the study. The research was done as a case study, and the survey method was utilized in conjunction with the examination of the university records. Two surveys were built on the Survey Monkey website for completion by Xavier Alumni and current Xavier students. The survey questions, the independent and dependent variables, and the research questions are detailed in this chapter.

Chapter V is an analysis of data collected throughout the course of this study. The purpose of the data collection was to determine whether or not the university has improved during the Francis administration. The data analysis is in alignment with the variables, the independent variable being the Francis administration, the dependent variables being (a) the development of Xavier’s physical plant, faculty and administration during Francis’ tenure, (b) Francis’ long tenure and success as a college president given his educational background and training, (c) Xavier’s success in placing graduates into graduate and professional schools during Francis’ tenure, (d) Xavier’s success at recruiting both top notch faculty and students during Francis’ tenure, and (e) the advanced degree attainment of alumni.

Chapter VI is a Summary of the Findings. The findings show that the university has experienced significant growth and development during the Francis administration. This summary highlighted the key findings of Chapter V in relation to the research
questions and the independent/dependent variables. This summary also offers recommendations for practice, policy, and further research.

Summary

This case study examines the presidency of Norman C. Francis at Xavier University. Specifically, this study examines how Francis was able to expand the physical plant, endowment and curricular offerings at Xavier University. Also, this study examines how Francis has been able to successfully compete with mainstream institutions for faculty and students. Last, this study shows how a high percentage of Xavier alumni have on to earn graduate/professional degrees. In short, this study shows how Francis was able to transform Xavier into its current incarnation.
CHAPTER II

REVIEW OF THE LITERATURE

Organization of the Review

The literature review itself is organized under the following headings:

Historically Black College and University (HBCU) Administration, Mainstream Institution Administration, and Relevant Books. After the three sections highlighting the literature pertinent to this study, there is a section that both analyzes the literature and synthesizes it into the problem being studied, the theories being utilized in this study, and into the independent and dependent variables used in this study. Last, there is a section that highlights the strengths, weaknesses, and gaps in the literature review.

HBCU Administration

Chandler (2006) in The American College President: A Study of HBCUs and non HBCU College Presidents, stated that higher education institutions face an environment that is increasingly multicultural. However the presidency continues to be dominated by Anglo-European males (89.3%) as reported by the American Council on Education (ACE). Since the position of president is a highly sought position, insight into the preparation for the presidency can be a valuable tool to those who aspire to the position as well as for analysts of higher education leadership.

This mixed method study was conducted in two phases: phase one involved determining which demographic, occupational, and other characteristics of presidents of
HBCU and non-HBCU institutions are similar or different from each other. The data elements used in this study were provided by the American Council on Education. Phase two involved a set of open-ended, semi-structured interviews to elaborate and inform the statistically significant quantitative differences noted in the first set of analysis. Twenty participants were asked to describe the experiences that shaped their development and led them to the role of president of either an HBCU or on-HBCU four-year institution of higher education.

The participant population was HBCU and non-HBCU presidents of four-year accredited degree granting institutions of higher education. Findings indicate that presidents of HBCUs and non-HBCUs could not be distinguished on the basis of their educational background; that the experiences achieved and experiences that presidents wish they had more of prior to assuming the presidency were similar.

Clifton (2006) in *Career Paths to the Presidency of Private Black Colleges in Texas, as Perceived by Present and Past Occupants of the Office*, focused on the presidents who are currently leading or have recently led the five Texas HBCUs. Data were primarily collected through in-depth interviews with seven participants (five current presidents and two immediate past presidents). The findings revealed that HBCU presidents did certainly tend to follow presidents of other small private religious institutions in such factors as having more professional experience outside of the academy.

Washington (2006) in *An Analysis of Presidential Pathways of Two African American Males in a Private Historically Black College and University in a Southeastern*
State, attempted to capture the experiences and commentaries of current and past African-American male presidents of private HBCUs in a southeastern state to discover their pathways to the presidency. Eight main themes emerged that related to the participants obtaining the presidency of a private HBCU. The eight themes are family, role modeling, mentoring relationships, professional experiences, emotional intelligence, sense of service, sense of calling, and making a difference for one’s race. Each theme was present in the narratives and interviews for each participant. In effect, the themes were factors in the success of the participants to obtain and maintain their presidency.

Martin (2002) in Challenge, Negotiation and Power: The Construction of Identity and Ethos by Three African American University Presidents, documented the rhetorical performance of an African American female university president at a Historically Black College or University (HBCU), an African-American male university president at a Predominantly White Institution (PWI), and an African-American male university president at an HBCU. The cases constituted three separate lenses through which to examine how power is exhibited or enacted based on the dynamics of the participants and their institutions. Those lenses provide a perspective for analyzing a gendered-presidency, a racialized-presidency, and a neutralized-presidency, and thereby a mechanism for understanding how the participants’ rhetorical performances as leaders in particular social, cultural, and professional environments influence their identities and ethos.

Mangum (1998) in A Study of the Leadership Behaviors of Public Four Year Historically Black College and University Presidents as Perceived by the Presidents and
Their Upper Echelon Administrators, investigated the leadership behaviors of the public Historically Black College and University presidents through their self-perceptions and the perceptions of their upper-echelon administrators. The study also examined their perceptions and behaviors to determine if they are grounded in leadership theory by analyzing their espoused definition of effective leadership.

The results of this study provide an explanation of the leadership behaviors and characterizations of the leadership styles of the public HBCU presidents as perceived by their upper-echelon administrators and themselves. The presidents, as perceived by their administrators, were found to be mostly transformational leaders but with differing leadership strengths. The study also reports that the collective perceptions, of the presidents as a group, about leadership are grounded in leadership theory.

The study revealed that the presidents and the upper-echelon administrators are confident that there is a niche in higher education for the HBCU and that the missions are continuously being redefined to respond to the needs of the community for broad access to higher education.

Holmes (2004) in An Overview of African American College Presidents: A Game of Two Steps Forward, One Step Backward, and Standing Still, combined the narratives of six African-American presidents with descriptive statistics from national level data in an effort to provide a snapshot of the current status of African-American presidents in public and private institutions. Of particular interest was how African-American presidents experienced their administrative roles within the context of race, since issues related to race are often influential in prescribing the types of experiences African
Americans report in higher education. The findings from the narrative data suggest that for the presidents in this study, issues related to race were secondary to how they managed their overall administrative roles, but may have been primary considerations in their being selected for the positions by institutional hiring officials.

Jackson (2004) in Engaging, Retaining, and Advancing African Americans in Executive-Level Positions: A Descriptive and Trend Analysis of Academic Administrators in Higher and Postsecondary Education, demonstrated higher and postsecondary education research literature is replete with considerations of affirmative action and diversity initiatives for African Americans at colleges and universities. However, there have been few statistical analyses with regard to the gains made by African Americans in executive-level administrative positions. To address the void, Jackson examined two data collection cycles of the National Study of Postsecondary Faculty (1993 and 1999) to perform descriptive and trend analysis of African Americans holding academic administrative positions that traditionally lead to the college presidency.

Brooks (2001) in A Case Study of the Presidency of Dr. Yvonne Walker-Taylor: The First Female President of Wilberforce University (1984–1988), exhibited a portraiture of Walker-Taylor’s career path and presidential tenure from 1984 to 1988 at Wilberforce University. Dr. Walker-Taylor served in various capacities for approximately 33 years, from 1955 to 1988 at Wilberforce University. Her career was marked with many “firsts.” She was the first woman to become Academic Dean and Vice President of Academic Affairs concurrently; the first individual and first woman to
hold the position of Provost of the University; and a unique first and only daughter to follow her father in becoming president at the same university.

As president, Walker-Taylor organized educational programs—the Dual Degree Engineering Program, Women for Women and Wilberforce, a compulsory Computer Literacy Program, a restructured Cooperative Education Program with an emphasis in Rehabilitation Health Care Administration—and other innovative activities. She was instrumental in establishing a $10 million Major Gifts Campaign, and strategic fund raising activities that ultimately increased the overall quality of the institution.

Mainstream Institution Administration

Ogbru (2006) examined college presidential leadership style in Leadership Styles of Dominican College Presidents at Four-Year Institutions of Higher Learning. Ogbru found that there is plentiful information regarding leadership styles and higher education especially in the United States. However, literature on leadership styles of Dominican college presidents was almost non-existent. This study examined the leadership styles of selected Dominican college presidents in the United States. Bolman and Deal’s (cited in Ogbru, 2006) four cognitive leadership frames of structural, human resource, political, and symbolic provided the theoretical framework for this study.

The results showed four frames of leadership orientations to all the four of the cognitive frames, revealing that the presidents in this sample led in a participatory team orientations, and analytical manner toward a shared vision for the university. Specific circumstances required their immediate attention upon assuming the role of the
presidency. The presidents in this sample did not limit their actions to only one or two single frames indicating that other university situations were not completely ignored.

The findings can be used by leaders in small academic organizations as well as by Dominicans aspiring to senior positions to help define and develop effective college presidential leadership styles. It could be the basis for further planning of leadership training programs and evaluation of these programs.

Cotnam’s (2006) *The Traditional and Nontraditional President: A Comparison of Activities, Concerns and Goals*, compared traditional and non-traditional college presidents’ activities, concerns, and goals. The traditional career ladder of the American college president has included most or all of the following steps: professor, department chair, dean, and provost or academic vice-president. Increasingly, colleges are tapping individuals who follow different paths, including those with corporate or government experience. Some see this as a natural response to the changing landscape of higher education. Others are concerned that hiring presidents without an academic background is detrimental to the institution, higher education, and society.

Nontraditional presidents were defined as those without faculty experience, lacking an academic doctorate or coming from an immediate position outside academe. Frequency distributions were employed to determine the percentage of presidents in the sample. A total of 191 participants (25%) met one or more of these criteria and were termed non-traditional. The majority of nontraditional presidents served at private religious institutions (47.6%). Classified by degrees offered, the largest percentage (51.1%) of non-traditional presidents served at Masters Institutions. The results showed
that in general traditional presidents showed more interest in academic matters, faculty
related activities, and governmental support and regulation.

May (2005) in *African American Community College Presidencies: An
Examination of Facilitating Factors and Barriers*, examined perceptions of African
American community college presidents on personal characteristics, community, job-
seeking strategies, professional and personal relationships, education and experience, and
miscellaneous areas to determine if they were facilitating factors or barriers in attaining
their first presidencies and previous positions. A sample of 50 African-American
community college presidents participated in the study by responding to a questionnaire
that obtained information on demographic characteristics, facilitating factors and barriers,
and career paths.

The findings of this study support the premise that community college boards
need to consider African American candidates for the presidency of their institutions.
Further research is needed to examine reasons why minorities are not well represented at
higher levels in postsecondary education.

Duesterhaus (2004) in *Fundamental Goals and Motivation Sensitivities as
Determinants of Leadership Style in the College and University Presidency*, examined
presidents at institutions classified as Doctoral/Research Extensive, Doctoral/Research
Intensive, Baccalaureate-Liberal Arts, and Baccalaureate-General. Significant
differences exist between presidents at doctoral/research-extensive institutions and
presidents at baccalaureate-liberal arts institutions. Overall, four fundamental goals and
motivation sensitivities were significant in predicting leadership style. These four were
social contact, status, physical activity, and acceptance. Uses for this research by institutions include presidential selection and evaluation. Individuals may also find value in understanding how their own motivational desires potentially impact their leadership style.

Logan (2007) in *A Study of the Pathway to Community College Presidency for African American Women: An Oral History*, explored the behavioral leadership skills that African-American women bring to the top positions at community colleges and the impact that their diversity has on the student body, the community being served by the college, faculty, and governing boards who hold the responsibility of selecting community college chief executive officers (CEOs).

This study demonstrated that African-American CEOs can play a major role in helping African-American female students faced with limited role models and support systems to successfully negotiate the demands of attending a two-year institution. The researcher and the participants of this study advocate for higher education programs to increase their teachings of the leadership histories of African-American women, in an effort to empower future leaders by exposing them to the legacy of African-American female leadership.

Williams (2007) in *Voices of Three African American Female College Presidents: A Qualitative Study of Their Journeys*, explored the journeys of three African-American women college and university presidents through their history, educational preparation, career paths, and experiences. In addition, the expectation was to identify perceptions of
barriers, strategies, and leadership characteristics employed to acquire the position of president. This study specifically addressed questions regarding their perceptions of challenges, how these challenges were overcome, and how those challenges shaped their leadership style.

The three participants in this study attributed their success to strong family backgrounds, growing up in black communities, the black church, and attending predominately black schools which fostered their black identity, strong sense of self; self-esteem, resiliency, motivation and determination to succeed. They found through resiliency and determination creative strategies to manage the obstacles they encountered as they journeyed to the presidency.

Covert’s (2004) *Charting an Alternative Pathway to the Presidency: Reflection of Senior Student Affairs Officers* (SSAO), explored student affairs and SSAO experiences as an alternative and nontraditional pathway to the presidency. This study showed that presidents with experience in senior student affairs positions work primarily at private Baccalaureate (BA) or Masters I (MI) institutions with 5,500 students or less. Participants suggested that these institutions are less constrained by “traditional search processes” and appear more willing to hire non-traditional presidential candidates. Many of the institutions expressed a clear need for candidates possessing “non-traditional” backgrounds in areas such as enrollment management, community building and church relations. These institutions maintain a student-centered approach, thus making presidential applicants with student affairs experience very attractive. Presidents championed their student affairs background as appropriate and beneficial training for the
presidency. Moreover, participants underscore the modern college presidency is all about forming successful relationships, something at which student affairs professionals often prove adept.

Freeman (1999) in *A Study of Successful Career Paths of African American Community College Presidents in California*, investigated the successful career pathways of African-American presidents in the California Community Colleges in the 1994-1995 school term. The data revealed that the key individual resources that an individual brings to the job may be important in career advancement. The individual resources of these presidents which included education, leadership experience, having a mentor, community and professional involvement, and publication of books and articles were important in the achievement of the presidency.

Conclusions drawn were that these presidents served in various community college leadership roles. These individuals served as vice presidents and deans before becoming a community college president. The recommendations include increasing the representation of African Americans in line positions (deans, vice-presidents and above in the community colleges), increasing the number of African Americans earning the doctoral degree, and future study in variation in positions for career progression toward the community college presidency.

**Relevant Books**

In *I’ll Find a Way or Make One: A Tribute to Historically Black Colleges and Universities*, Williams (2004) details the history of black Americans through the lens of
educations. Williams details the history of black education in America in general and the formation of the HBCU in particular. Specifically, Chapter nine details the decade of the 1970s and the struggle of HBCU presidents to keep their schools relevant and desirable places of learning for black students. This effort is relevant in the twenty first century, as the HBCU continues to battle the mainstream institution for students and funding. The challenges met by these presidents were the very challenges met by Norman C. Francis at Xavier.

Rovaris (1995) in Mays and Morehouse: How Benjamin E. Mays Developed Morehouse College, 1940-1967, described how Mays developed Morehouse College from a small, financially strapped institution into a nationally known academic powerhouse. Rovaris detailed how Morehouse, under Mays’ direction, was able to place Morehouse on sound financial footing, enlarge the physical plant and attract students of the highest caliber. In 27 years Mays was able to leave Morehouse with a healthy endowment and a world class student body, quite the opposite of what he was working with coming in.

Drewry and Doermann (2001) in Stand and Prosper: Private Black Colleges and Their Students, detailed the history of the private HBCU. In Chapter 16, the authors stated that a single individual can make a difference at the private black college, the strength of the individual’s leadership must be measured by the cohesion of the educational community that underlies it. In short, the successful presidents at private black colleges emphasized the key contributions made by faculty and their subordinate administrators.
Jones (1967) in *A Candle in the Dark: A History of Morehouse College*, detailed the development of the aforementioned institution. Specifically, Chapter 11 details the spectacular growth and expansion of Morehouse under the presidency of Benjamin E. Mays. Jones details how Mays raised a significant amount of money for the college, enlarged the physical plant, raised faculty salaries and enhanced the morale of the faculty and staff.

Davis (1998) in *A Clashing of the Soul: John Hope and the Dilemma of African American Leadership and Black Higher Education in the Early Twentieth Century*, detailed the life and career of John Hope. Hope was president of both Morehouse College and Atlanta University. Furthermore, Hope was responsible for formulating a working agreement between Spelman College, Morehouse College, and Atlanta University that was known as the Atlanta University System. Davis detailed Hope’s skill as an educational leader, and how his influence is still being felt today in what is now known as the Atlanta University Center.

Bacote (1969) in *The Story of Atlanta University: A Century of Service 1865-1965*, detailed the development of the university under the leadership of five presidents. The presidents were: Horace Bumstead (1888-1907), Edward Ware (1907-1919), Myron Adams (1919, 1923, 1929), John Hope (1929-1936), and Rufus Clement (1937-1967). Bacote detailed the development of the academic program and the physical plant under the leadership of these five men, and the steps that were followed leading to the affiliation now known as the Atlanta University Center.
Watson and Gregory (2005) in *Daring to Educate: The Legacy of the Early Spelman College Presidents*, detailed Spelman College from its founding through the administration of its fourth president, Florence Read. Watson and Gregory chronicle the vision of each of these early presidents, and how these women shaped the Spelman curriculum, expanded Spelman’s physical plant and sought to uplift the black woman by giving her the opportunity to receive an academic education beyond high school.

Mbajekwe (2006) in *The Future of Historically Black Colleges and Universities: Ten Presidents Speak Out*, presented interviews of HBCU presidents conducted over a two-year period. These 10 presidents discussed the historical role played by HBCUs in the education of black Americans, as well as their priorities in fundraising and the long term survival of HBCUs. Finally, these presidents discuss the recruitment of students and faculty in this era of diversity and their respective visions for the future of HBCUs.

Harvey (1999) in *Grass Roots and Glass Ceilings: African American Administrators in Predominantly White Colleges and Universities* presented the observations and reflections of black administrators employed in mainstream institutions of higher education. Three administrators profiled were college presidents at the time of this writing, and one was a past president. These individuals discuss in detail their personal experiences as college presidents/administrators, and how they dealt with obstacles such as racism. Additionally, these individuals discuss the current and future state of higher education in the United States.

research on the role of presidents of Historically Black Colleges and Universities. Their study examined the mission of four year HBCUs from the prospective of the campus president. This prospective served as a foundation for understanding the relevance and role of the HBCU. They examined how presidents define and implement mission in the context of their respective campuses, how said presidents view the challenges they face as HBCU leaders and how these 15 presidents confront the factors that promote or hinder the implementation of their missions.

Cook (2009) in *Benjamin E. Mays: His Life, Contributions and Legacy*, edited collections of essays on Dr. Mays. Several of the essays focused on Mays’ 27-year presidency of Morehouse College. Of these essays, four were written by former HBCU presidents (Samuel Dubois Cook of Dillard University, Charles H. Wesley of Central State University) and are relevant to this study. Dr. Cook expounds upon the transformation of Morehouse from a financially strapped institution to an academic powerhouse under Mays’ leadership. Dr. Cook goes on to write about the large number of prominent Morehouse alumni who studies under Mays. Dr. Wesley expounded upon Mays educational philosophy and how this philosophy positively impacted Morehouse College and the students who were educated under Mays’ leadership.

Myers (1988) in *Desegregation in Higher Education*, provided four essays on race in higher education. Three of these were relevant to this study. In the first essay, *Black Colleges: From Prohibition, Encouragement and Segregation to Desegregation, Enhancement and Integration*, the HBCU was examined from genesis to 1986. Specifically, the HBCU was examined from the standpoint of being the only higher
educational option for the majority of black students prior to integration, then having to compete for black students with mainstream institution in a post integration society. As of this writing, the HBCU is competing with mainstream institutions for students they would have easily enrolled prior to integration.

In the third essay, *Desegregation Activities at Maryland's Historically Black Public Institutions for Undergraduate Higher Education*, four Maryland HBCUs were examined in terms of racial desegregation, that is, to what extent these institutions actively recruited and enrolled non-black students. This is relevant as of this writing, as the HBCU is forced to compete with better funded mainstream institutions for black students. Two schools, Bluefield State and West Virginia State, no longer have a black student majority. As such, other HBCUs may be forced in the future to seek out non-black students to round out their student bodies.

In the fourth essay, *Black Faculty Recruitment and Retention: A Case Study*, a 1975 survey of 131 institutions of higher education by the Carnegie Foundation indicated that all 131 had devised an affirmative action plan. The essay went on to state that there has only been minimal progress toward proportionate representation of minorities in general, blacks in particular, among the faculty ranks of America’s colleges and universities. This was and is a difficult problem to solve, as the number of blacks earning terminal degrees is still very low. Additionally, HBCUs must compete with better funded mainstream institutions for black faculty, a problem HBCUs did not have prior to integration.
Urban (1992) in Black Scholar: Horace Mann Bond 1904-1972, detailed the life and academic career of HBCU president Horace Mann Bond. Bond served as the president of two HBCUs: Fort Valley State College (now university) and Lincoln University of Pennsylvania. Urban covers Bond life in great detail, including his student days as both an undergraduate and graduate student. Urban also covers Bond’s path to the college presidency by detailing his teaching and administrative career at several institutions. Finally, Urban covers the struggles that Bond and other black academicians faced during the pre-integration days of the middle portion of the 20th century.

Willie, Reddick, and Brown (2006) in The Black College Mystique, made a comparison of the HBCU in the past to the HBCU that exists today. Additionally, Willie and the other authors, citing literature available on the HBCU, made predictions about the future of these institutions, as well as an analysis of the management styles and leaderships skills of contemporary HBCU leaders. The portion of this book most relevant to this study would be chapter five. This chapter details the personal characteristics, professional pathways and management challenges facing the modern HBCU president. Chapter five showed that the overwhelming majority of HBCU presidents tend to be black, over 50 years of age, and more often than not male.

Carroll (2006) in African Americans Reflect on Booker T. Washington and Up From Slavery 100 Years Later: Uncle Tom or New Negro, offers a collection of 20 essays on the life and legacy of Booker T. Washington. Washington was the founder and first president of what is now Tuskegee University, and an advocate of vocational education
(as opposed to academic education) and an outward believer in blacks being conciliatory to whites, at least until blacks achieved a measure of economic parity with whites.

Washington’s beliefs differed significantly from other leading blacks of his day. Men such as W.E.B. Dubois and Monroe Trotter pushed for full integration of the races and educational training in academic subjects. Washington was a staunch advocate of vocational training, which would enable blacks to go out into mainstream society and seek employment. Washington also believed that blacks (as he stated in the 1895 speech infamously known as the Atlanta Compromise) should cast down their buckets where they are. By this, Washington meant that blacks should accept the de jure apartheid of his time, at least until whites saw fit to grant blacks equal rights and opportunities.

The 20 essays included in this book, written by a variety of professionals to include educators, offer unique insights into Booker T. Washington’s life, work and legacy. For example, Dr. Bill E. Lawson (a professor of philosophy) defended Washington, believing that Washington was doing his part to elevate the black race. Dr. Lawson offers as proof of Washington’s enduring legacy the Tuskegee University. Dr. Lawson points out that Washington’s biggest critics did not leave the black race anything nearly as powerful as an education institution. On the opposite side was contributing writer Ronald Walters, Director of the African-American Leadership Institute (as cited in Carroll, 2006). Walters was very critical of Washington’s view that vocational education and being subservient to whites was the way to go. Walters did state that Washington was a very shrewd hypocrite of sorts: Overtly preaching accommodation to white to garner financial support for Tuskegee, while covertly support
civil rights initiatives. Walters found Washington’s essentially two faced actions to be reprehensible, regardless of the ultimate good that has come from them.

In summary, Booker T. Washington did leave an enduring legacy in Tuskegee University. He also left scholars and other people shaking their heads, as he was the Clarence Thomas of his day. However, he was a smart educational administrator who built his institution from an open field into a full-fledged campus by doing what needed to be done to secure the needed funds. One can indeed examine Washington to see what a successful and transformational (and in the eyes of many despicable) educational leader can accomplish.

Long (2008) in The Life and Legacy of Mary McLeod Bethune, detailed the life of Mary McLeod Bethune and how she founded what is known today as Bethune-Cookman University. Long based this book in part on some 30 interviews of people with first-hand knowledge of this pioneering female black activist. Long’s research uses first-hand interviews and archival material from Bethune-Cookman College to offer never-before-published details of the life of this remarkable woman who was the 15th of 17 children born to former slaves. Bethune eventually started a school in Daytona Beach with $1.50 and five students, became a leader in Florida for black voting rights and rights for all women, stood up to the Ku Klux Klan, and laid the groundwork for integration in Daytona. She convinced such influential millionaires as Thomas White, John D. Rockefeller, and James Gamble to become her staunch supporters.

Essentially, Bethune was a civil rights advocate who believed that the key to uplifting the black race was obtaining a quality education. She was the president of what
eventually became known as Bethune-Cookman College. History has shown that Bethune was both a talented educational leader and a skilled fundraiser.

**Analysis and Synthesis of the Literature**

The literature review was extensive and entirely relevant to the proposed study. Specifically, a myriad of college administrators and administrative styles have been examined, all relevant to this study. Additionally, the nontraditional president (such as Francis) has been studied, giving background to the problem at hand. Finally, several studies have been done on HBCUs in general and the presidents who have led them in particular. This allowed for a solid framework to build this study upon (specifically the interview questions and survey instruments).

Furthermore, this literature review can be correlated with Francis’ leadership style and career path. For example, Washington’s (2006) *An Analysis of Presidential Pathways of Two African American Males in a Private Historically Black College and University in a Southeastern State*, nearly mirrors Francis’ presidential experience. Washington’s eight themes were shown to not only have been major factors in Francis’ rise to the presidency, but major factors in both his presidential success and presidential longevity. In particular, emotional intelligence was the primary theme drawn from this study. It was shown that Francis’ emotional intelligence was a major contributing factor to his successful presidential tenure.

It was from Washington’s study that the following six research questions were formulated:

- *To what extent did Francis’ emotional intelligence contribute to his success?*
• Did family support contribute to Francis' success as a college president and to the length of his tenure?

• Was Francis the beneficiary of mentoring/role modeling (from an experienced college president) during the early portion of his tenure?

• Did Francis have a sense of service or calling that contributed to his long presidential tenure?

• What professional experiences outside of the presidency may have contributed to Francis' success as a college president?

• Did his perception of race as a black man and black college president in the 1960s make a difference in his determination to succeed as a college president?

Mangum’s (1998) *A Study of the Leadership Behaviors of Public Four Year Historically Black College and University Presidents as Perceived by the Presidents and Their Upper Echelon Administrators*, showed that the presidents examined were transformational leaders. This study likewise shows that Francis is too a transformational leader. Additionally, Mangum’s interviews with the target presidents’ upper echelon leaders showed that they were transformational leaders with differing leadership strengths. Francis’ upper echelon administrators would state that he is a transformational leader; however their perceptions of his leadership strengths would likely differ.

This study showed through interviews with Francis’ deans and vice presidents that Francis too is a transformational leader. That fact was evident as this study documented the extent to which Xavier University has grown during Francis’ presidency.
Brooks' (2001) *A Case Study of the Presidency of Dr. Yvonne Walker-Taylor: The First Female President of Wilberforce University (1984—1988)*, highlighted a former college president whose career path closely mimicked that of Norman C. Francis. Walker-Taylor served at Wilberforce University for over three decades, assuming positions of increasing responsibility until she was appointed president. As president, she was the catalyst behind positive change and growth at the university. Francis, like Walker-Taylor, has been at his institution for decades, moving into the presidency and effecting positive changes in his institution. Brooks' study highlights a former college president's career that closely parallels that of Francis. Both presidents spent decades serving at small, private HBCUs. Both presidents had numerous leadership positions of increasing responsibility at said HBCUs. Both presidents brought about positive change to their respective institutions, with Walker-Taylor leaving her institution in far better condition than when she was appointed president.

Shannon Cotnam's (2006) *The Traditional and Nontraditional President: A Comparison of Activities, Concerns and Goals*, is on point in reference to Francis' presidential tenure as well. Francis is a nontraditional president; however he is a highly successful nontraditional president. Cotnam found in her study that the institutional concerns of the traditional and nontraditional president tend to differ, at times markedly so. Unlike the results Cotnam found in her study, Francis has shown concern for all aspects of his institution, as will be documented in this study.

Williams' (2007) *Voices of Three African American Female College Presidents: A Qualitative Study of Their Journeys*, showed that the three presidents examined cited
motivation from family and a highly defined black identity as the impetus for their success. This study shows that these are two factors that have led to Dr. Francis' successful presidential tenure. Two of the proposed research questions detailed were designed to determine if family motivation and black identity were in part responsible for Francis determination to succeed in his capacity as a college president. Williams' study in many respects mirrors that of David Washington (see above section on HBCU administration).

Covert's (2004) *Charting an Alternative Pathway to the Presidency: Reflection of Senior Student Affairs Officers*, highlights the career path taken by Norman C. Francis to the college presidency. This study showed that nontraditional presidents who came through student affairs tended to become presidents at liberal arts colleges with less than 5500 students. This would fit the career path of Norman C. Francis and the profile of Xavier University. Also, this study showed that the small liberal arts institutions like Xavier University tend to be more willing to hire the nontraditional president. Covert detailed the Student Affairs path taken by some nontraditional presidents (Student Affairs Officer, Dean of Student Affairs, Vice President of Student Affairs, and University President). While Francis did not follow this path precisely, it was shown in this study how he came to Xavier as Dean of Men, eventually becoming University Provost and then he was appointed University President. Like the student affairs officers detailed in Covert's study, Francis did not follow a traditional path to the college presidency.

Covert's study prompted the author to explore how a nontraditional president such as
Francis was not only able to obtain a college presidency, but be successful in his presidential role.

Rovaris (1995) in *Mays and Morehouse: How Benjamin E. Mays Developed Morehouse College, 1940-1967*, detailed how Benjamin E. Mays, a transformational leader, took over a small, struggling, and essentially local liberal arts college and turned it into a nationally known, financially solvent academic powerhouse. This study showed how Francis did the exact same thing at Xavier University that Mays did at Morehouse College. Rovaris’ study very closely parallels what this study was. Mays and Norman had dissimilar paths to both education and the presidency. Mays, like Norman, grew up in a poor working class family in the segregated South. Unlike Norman, Mays did not have his family support and encourage his quest to obtain an education. Mays followed a more traditional path to the presidency, serving as an instructor and dean at multiple institutions, while Norman follow a nontraditional path while serving only at Xavier. Last, Mays held an earned doctorate in religion, while Norman holds a law degree.

In terms of institutional development and presidential success, Mays and Norman were like twin brothers. Both took over small, financially strapped and essentially local institutions on the brink of closure. Both were able to not only set their institutions on solid financial footing, but both were able to improve their institutions in terms of the physical plant, faculty quality and quality of student admitted. Additionally, Rovaris’ (1995) study showed how Mays was able to develop his faculty and recruit and train quality students at Morehouse. Mays sought to hire faculty members with doctorates, and he encouraged those faculty members lacking the doctorate to pursue said degree. It
will be shown in this study that Xavier has a faculty that is highly qualified in terms of
doctoral attainment. It was from Rovaris' (1995) study the following two research
questions were formulated:

- *How did Francis, a lawyer with no experience as a professor prior to moving into academic administration, succeed as a long tenured college president?*
- *How has Francis been able to compete successfully with mainstream institutions for quality students and faculty?*

Drewry and Doermann's (2001) *Stand and Prosper: Private Black Colleges and Their Students*, showed how a single, strong and successful president at a private black college emphasized the key contributions made by faculty and their subordinate administrators. This study shows how Francis had the vision (and emotional intelligence) to hire strong subordinate administrators, place them in key positions and give them the freedom to do their jobs.

This literature review was relevant to the proposed theoretical framework as well. The three theories that are thought to offer an explanation for Francis' presidential success are:

- The Theory of Emotional Intelligence
- The Getzels-Guba Model of Social Systems
- The Conflict Theory

Emotional Intelligence covers five domains (detailed in Chapter III) whose development is essential for the leader of any entity to be successful (Goleman, 2006). The most important of the five is the ability to recognize and understand the emotions of
others. In the literature detailed above, the successful leader did not do everything on his or her own. Rather, the successful leader sought out highly competent subordinates and placed them into key leadership positions in the unit, thereby enhancing the overall effectiveness of the unit. This study showed how Francis was able to this at Xavier University.

The literature review revealed multiple examples of educational leaders who demonstrated high levels of emotional intelligence and were therefore successful in their leadership roles. Benjamin E. Mays (Rovaris, 1995) was one such leader. John Hope (Davis, 1998) is another such leader. Also, Yvonne Walker-Taylor (Brooks, 2001) was shown to be a leader in possession of high level of emotional intelligence. To be a successful college or university president, one must be in possession of emotional intelligence, commonly defined as people skills.

Without emotional intelligence, one cannot inspire subordinates to work for the betterment of the institution. Without emotional intelligence, one will not have the confidence in one’s subordinates to entrust them with key areas of responsibility in terms of institutional functioning, a must for any successful college president. In a nutshell, the college president with no people skills and a penchant for micromanagement will head an unstable institution and will not be president for long. The successful college presidents detailed in this literature review were the antithesis to these negative characteristics, and this study showed that Norman C. Francis is the antithesis to these as well.
The Getzels-Guba Model of Social Systems (Owens, 2004) states that the institution creates certain roles, and for each role there are certain expectations. For each position within that institution, there are certain roles that are expected from the people who are holding that particular position in the institutional structure. This model shows demonstratively that the successful leader will place highly competent subordinates into leadership capacities that accent their strengths and minimize their weaknesses. The literature detailed above showed that this behavior is standard for the successful leader, and this study showed that this behavior was what made Francis a successful college president.

For example, in Drewry and Doermann’s (2001) Stand and Prosper, it was stated that the successful presidents at private black colleges emphasized the key contributions made by faculty and their subordinate administrators. More specifically, the Getzels-Guba Model can be broken down into the following equation: B = f(R * P). The letter B is the final product, the observed behavior (in this case the contributions made by faculty and subordinate administrators. The letter R represents the institution (in this case, the HBCU). The letter P is the personality of the individual working within the institution (to be specific, the president of the HBCU). It will be shown in this study how this model in general, this equation in particular, can be used to explain Francis’ presidential success.

Again using the equation B = f(R * P), Jones’ (1967) A Candle in the Dark, can receive further examination. Specifically, Chapter 11 of this book details the twenty seven year presidency of Benjamin E. Mays at Morehouse College. In this instance, the
letter B, the final product/observed behavior would be the enlarged physical plant of Morehouse and the increased moral of the student body and faculty. The letter R in this instance represents Morehouse College. The letter P in this instance would be the personality and leadership ability of Benjamin Elijah Mays.

One more example using the equation $B = f(R * P)$ to demonstrate transformational leadership behavior would be Carroll’s (2006) *African Americans Reflect on Booker T. Washington and Up From Slavery 100 Years Later*. Though controversial in his beliefs and methods, Booker T. Washington was indeed a transformational leader who was able to turn open land into a viable educational institution. The letter B in this instance would be acceptance of Tuskegee University (Tuskegee Institute during Washington’s time) by mainstream society, and mainstream society’s willingness to financially support the institution. The letter R in this instance would be Tuskegee University, the school Washington was able to build from scratch. The letter P in this instance would be Booker T. Washington, an educational administrator who was able to convince wealthy members of mainstream society to contribute money to further his school and its mission.

As was previously stated, Washington was and will continue to be viewed in a pejorative light by many. However, it is without question that he was a transformational leader founded what has turned out to be one of the finest HBCUs in the nation.

The aforementioned equation was utilized in this study as a possible explanation for the presidential success of Norman C. Francis. In this study, the letter B (the final product, the observed behavior) represents whether or not Xavier University improved in
the areas of physical plant, enrollment numbers, and faculty and admitted student quality and alumni advanced degree attainment. The letter R (the institution) represents Xavier University. The letter P (the personality of the individual working within the institution) represents the personality and leadership style of Norman C. Francis.

The Conflict Theory examines class conflict, such as that between the lower, middle and upper classes and contrasts ideologies such as capitalism and socialism (Gorton & Snowden, 1993). Conflict Theory proposes that continual struggles exist among all different aspects of a particular society. In this instance, the conflict is not an entirely political one. Rather, it is the conflict between that segment of mainstream society that does not want blacks to become educated and that segment of black society that strives for education and all that educational acquisition entails.

Several of the works detailed in this literature review are on point and parallel to the Conflict Theory. First, there is Williams' (2004) *I'll Find a Way or Make One*. Williams offers great detail on the history and development of the HBCU. Williams detailed how the HBCU for the most part was founded in the decade the followed the end of the American Civil War, with the purpose of educating the newly freed slaves. The HBCU was for all intents and purposes the only avenue by which blacks in the United States could receive an education, particularly in the South.

This situation persisted for a little over a century, and then in the 1970s integration began in full swing. Williams (2004) detailed how the HBCU now had to compete with mainstream institutions for faculty and students, and how the HBCU struggled to remain relevant and viable in an integrated society. Williams' book is a
perfect example of the Conflict Theory. The mainstream society in the United States sought to keep a minority segment (blacks) uneducated and subservient, while blacks sought to elevate themselves via the obtaining of higher education and entrance into the professions. Additionally, the HBCU faced a serious challenge to its continued existence with the advent of integration. With integration, black students and faculty were being siphoned off by institutions which previously would not have enrolled or employed them.

Another perfect example of the Conflict Theory included in this literature review is Bacote’s (1969) *The Story of Atlanta University*. A white man by the name of Edmund Asa Ware (ultimately to become the first president of Atlanta University) was one of the people who laid the foundation for the formulation of Atlanta University. Atlanta University was founded, like most other HBCUs, to provide an education to the newly freed slaves. Bacote laid out the efforts made by the founders, administrators and faculty of Atlanta University to treat blacks as equals, and the counter efforts made by mainstream society to thwart these efforts. Bacote explained how the white faculty and administrators would send their white sons and daughters to Atlanta University to be educated alongside the black students. Atlanta University, like many HBCUs in their infancy, offered primary and secondary education in addition to a college course. This action went against the norms of the segregated South. These norms strictly forbade whites from treating and accepting blacks as equals.

Bacote (1969) shows how the founders, administrators and faculty of Atlanta University were determined to see and treat all people as equal without regard to race
and ethnicity. To this end, these individuals in 1887 forfeited the right Atlanta University had to an annual appropriate of $8000 from the state of Georgia. This forfeiture came about because Atlanta University refused to comply with a Georgia Law called the Calvin Resolution, which required Atlanta University to refuse admission to white students. Bacote’s book is another example of the Conflict Theory, particularly the application of said theory to this study. Atlanta University was founded to educate blacks; however its educational doors were open to all, regardless of race. The state of Georgia attempted to enforce the segregationist practices of the 19th century, and rather than comply Atlanta University chose to fight mainstream authority to the point of relinquishing its right to a sizeable yearly grant.

Willie, Reddick, and Brown (2006) in *The Black College Mystique*, offer another example of the Conflict Theory as it relates to the HBCU. The introduction to this book contains what the authors refer to as “Five secrets about black colleges.” These secrets are:

- Black colleges are not just for black students.
- Historically Black Colleges and Universities have the most diversified faculties among all institutions of higher education.
- Black college administrators tend to believe that a college is no better than its Faculty.
- Black colleges have a twofold mission of individual enhancement and community advancement.
• Black colleges are, have been, and will continue to be a part of the higher education mainstream. (pp. 42-43)

In examining these factors, these “secrets” emphasize the tenants of the Conflict Theory in general. In particular, the statement that black colleges have a twofold mission of individual enhancement and community advancement emphasizes the tenants of the Conflict Theory.

The black college has long been a key to members of the black race obtaining an education, entering the professions and being able to enjoy financial security in the United States. The faculty and administrators at the black College, knowing the obstacles that will be in the path of their students once they enter graduate/professional school, then the workforce, or when they simply graduate and enter the workforce, prepare their students both academically and socially.

Once again, Conflict Theory in this instance pertains to mainstream society attempting to keep blacks uneducated and subservient. The black college, and those who teach there, are quite aware of this mindset. Thus, the aforementioned statement comes into play as the black college prepares students to both succeed academically and to succeed in mainstream society. These examples of Conflict Theory in practice highlight what Norman C. Francis has had to deal with as president of an HBCU. Francis likewise had to raise money for an educational institution founded for the education and subsequent rise of the black race. Xavier University is an HBCU that exists in an integrated society, and must face the same obstacles and threats to its existence that have
been detailed above. How the Francis administration has been able to meet these challenges was examined in this study.

The literature review can be used in explanation of both the proposed independent and dependent variables. The independent variable is the leadership/presidency of Norman C. Francis. Rovaris’ (1995) *Mays and Morehouse* provides a perfect example of a transformational HBCU president who came into office under circumstances very similar to Francis’. Rovaris’ book details the long career of transformational leader who left his institution in far better condition than when he was appointed president. As of this writing, Francis is still in office, but when he does leave the Xavier presidency there is little doubt that his leadership will be viewed in the same manner that Mays’ leadership is viewed.

There were several dependent variables in this study. The first was the development of Xavier’s physical plant, faculty and administration during Francis’ tenure. Once again, *Mays and Morehouse* serves as a veritable parallel to what Francis has been able to accomplish in terms of developing these three areas. In terms of physical plant development, Carroll’s (2006) *African Americans Reflect on Booker T. Washington and Up From Slavery 100 Years Later: Uncle Tom or New Negro*, highlights a transformational leader who started with literally nothing but open land and turned this land into a college campus. Francis, as it was shown, did not start out with nothing, but he did start out with a woefully underdeveloped campus. This study showed how he was able to do a significant job of building up the physical plant of Xavier University.
The second dependent variable is Francis’ long tenure and success as a college
president given his educational background and training. Davis’ (1998) *A Clashing of the
Soul*, offers a similar president, John Hope. Hope would today be considered a
nontraditional president, as he lacked an academic doctorate and did not follow a
traditional path to the presidency. However, as Davis details, he did a masterful job of
both leading and developing Morehouse College and Atlanta University. Hope’s last
achievement was formulating the Atlanta University System, known today as the Atlanta
University Center.

Francis is a nontraditional president like Hope was. Francis, as it was shown, was
able to turn Xavier into a “graduate/professional school preparatory center” for lack of a
better term. Francis is and Hope was a transformational leader whose legacy will be long
and enduring.

The third dependent variable is Xavier’s success in placing graduates into
graduate and professional schools during Francis’ tenure. As was stated above, Xavier
University under Francis was shown to be an institution from which alumni leave and go
on to earn advanced degrees in significant numbers. Francis was shown to have not
only delegated this responsibility to others, but it was shown that Francis freely gives
credit to others for this accomplishment, demonstrating emotional intelligence.

This is highlighted by Washington’s (2006) *An Analysis of Presidential Pathways of Two African American Males in a Private Historically Black College and University in a Southeastern State*. Washington’s theme of Emotional Intelligence (explored in detail
in Chapter III) serves as an explanation for the success of the Francis administration in this regard.

The final dependent variable that is examined in this study is Xavier’s success at recruiting both faculty and students during Francis’ tenure. Jewell (2002) states that Historically Black Colleges and Universities have produced a tradition of inclusion in higher education that embraces and sustains workable diverse educational environments. Xavier is able to provide an effective education for students with wide reparations in precollege backgrounds because of a small group of determined professors (Mitchell, 1993). This study determined two things in reference to the final dependent variable. The first is that this “small group of determined professors” at Xavier is highly qualified in terms of possessing the appropriate terminal degree in their teaching fields. The second is that Xavier does not admit marginal students and “trains them up.” Xavier admits outstanding students for whom academic success is all but assured. These two questions were answered by looking at the percentage of Xavier faculty with appropriate terminal degrees and the entering credentials of Xavier students. Additionally, the first year retention rates for Xavier students were examined for a number of years.

The last dependent variable is a prime example of the Conflict Theory at work. Mainstream colleges and universities are recruiting highly qualified minority students in record numbers, offering them financial aid packages that most black colleges cannot match or sustain (Journal of Blacks in Higher Education, 2008). Additionally, in the PBS documentary (Gates, 1999), Two Nations of Black America, Harvard professor William Julius Wilson stated that black professors on average earn more than white
professors because there is a demand for black professors, particularly at mainstream institutions. Thus, the Francis administration is tasked with recruiting and retaining both quality students and highly qualified professors. This study determined if the Francis administration has been successful in this endeavor.

The above literature review, in particular the section entitled Relevant Books, shows how blacks have had to overcome the aforementioned obstacles. Also, this literature review shows how the leaders of black colleges have had to struggle to get financial support for their institutions, considering that there has always existed a segment of mainstream society that has wanted blacks to remain uneducated and subservient. This study shows how Norman C. Francis was able to surmount these obstacles, gain financial support for Xavier University and thereby transform the institution into its current incarnation.

In closing, the literature review in part mirrors the career path and leadership style of Norman C. Francis, showing that other successful college presidents have followed a path similar to his. The literature review shows that the nontraditional president such as Francis can be successful, albeit at the small liberal arts institution such as Xavier University. The literature review shows that certain innate behaviors as well as outside support and grooming lead to one becoming a successful college president like Francis. Last, the literature review supports the proposed theoretical construct, showing that the three aforementioned theories can be applied to the successful HBCU president past and present.
Strengths, Weaknesses, and Gaps in the Literature

The first strength of the literature is that extensive research exists on HBCU leadership, including work that directly examines the HBCU presidency. There have been several biographies and one case study written on HBCU presidents and the challenges that they faced in the attempt to build their institutions into viable entities. These works, particularly Rovaris’ (1995) *Mays and Morehouse*, show what a skilled, transformational leader can accomplish.

The second strength of the literature is that extensive research exists on the leadership behaviors that one must exhibit in order to be a successful college president, as well as on the career pathways taken by successful college presidents. Of all the literature reviewed, Washington’s (2006) *An Analysis of Presidential Pathways of Two African American Males in a Private Historically Black College and University in a Southeastern State* and Mangum’s (1998) *A Study of the Leadership Behaviors of Public Four Year Historically Black College and University Presidents as Perceived by the Presidents and Their Upper Echelon Administrators* best highlight the career pathways and proper leadership behaviors of successful HBCU presidents.

The weakness of the literature available as of this writing is that little recent work has been done on the HBCU presidency. Much of literature done on the HBCU presidency is extensive, however it is somewhat dated. For example, Davis’ (1998) *A Clashing of Soul*, detailed the presidency of John Hope, which took place during the period of legalized segregation. Along these lines, Watson and Gregory’s (2005) *Daring to Educate*, highlighted the success that the early Spelman College presidents faced in
building the institution. However, their study ended at the beginning of Albert Manley’s presidency (the 1950s). Little research has been on the challenges facing a HBCU president in an integrated society. The most recent would be a now unavailable set of articles written by Ernie Suggs in 1997 entitled Fighting to Survive.\(^1\) Specifically, the HBCU president has to compete with mainstream institutions for both black students and faculty, and this was not the case prior to integration. In summary, much work has been done on the HBCU presidency in the pre-integration era, however this does not hold true for the integration era.

The gap in the literature would be the relative lack of work done on the challenges facing the HBCU president in an integrated society. There are two works included in this literature review that touched on this: Willie, Reddick and Brown’s (2006) *The Black College Mystique* and Mbajekwe’s (2006) *The Future of Historically Black Colleges and Universities: Ten Presidents Speak Out*. The first book is a study on HBCUs developmental past and necessity in the future. The second is a set of interviews with sitting and past HBCU presidents that touches on the challenges the HBCU faces in an integrated society. These are but two works done covering this area, and much additional research needs to be done. The author hopes his study helps to fill in the gaps.

The above literature review shows that there are a wide variety of studies on the college presidency in general. The literature review also covered the professional and personal pathways of traditional and nontraditional presidents, compared and contrasted

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\(^1\)The author read these articles some years ago by accessing them on the Black Excel website. The author accessed them by scrolling to the link marked “The Black College Experience” then clicking on the link marked “Fighting to Survive.” As of this writing, when one follows these links, it takes one to the Herald-Sun newspaper website (which initially ran the articles). At the bottom of this page is an article search engine. Even using this search engine, the author could not access the articles.
HBCU and mainstream presidents, and highlighted the leadership/personality traits necessary for a successful leader. The literature review also contains biographies on successful HBCU presidents, as well as on the growth, development and struggles the HBCU has had throughout its existence. This study shows how an HBCU president can be successful in the post integration era. As was previously stated, little research has been done in this area.
CHAPTER III
THEORECTICAL FRAMEWORK

Underlying Theories

This study examines the factors that contributed to the success of Dr. Norman Francis as President of Xavier University. The following theories were identified as possible explanatory factors: Emotional Intelligence, The Getzels-Guba Model of Social Systems and Conflict Theory.

Emotional Intelligence is a relatively recent behavioral model. Emotional Intelligence is increasingly relevant to organizational development and developing people, because the Emotional Intelligence principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations, customer service, and so on (Goleman, 2006). The Emotional Intelligence concept argues that Intelligence Quotient, or conventional intelligence, is too narrow. There are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than a high Intelligence Quotient, which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. There are people who are academically brilliant and yet have poor social and interpersonal skills. Furthermore,
despite possessing a high Intelligence Quotient, leadership success does not automatically follow.

Goleman (1995) identified the five domains of Emotional Intelligence:

1. Knowing your emotions.
3. Motivating yourself.
4. Recognizing and understanding other people's emotions.
5. Managing relationships, that is, managing the emotions of others. (p. 43)

By developing the five domains of Emotional Intelligence leaders can become more productive and successful, and can assist subordinates to be more productive as well, increasing the productivity of the organization. Thus, Emotional Intelligence theory is useful for studying leadership in general, the college presidency in particular.

Chapter II detailed how being emotionally intelligent was essential for the HBCU leader. Former HBCU presidents who served during the Jim Crow era (Benjamin E. Mays, Mary McLeod Bethune, Horace Mann Bond and Booker T. Washington) were profiled in Chapter II. Each of these four college presidents were very successful, due in large part to possessing the five domains of emotional intelligence.

Each of these presidents was able to convince white benefactors to contribute to their respective institutions, no small task during the days of segregation. Each of these presidents sought to hire highly competent individuals with the purpose of placing them into key leadership roles. Each of these presidents was able to make positive improvements to their institutions. In short, each had the personality to advance their
institutions and go down in history as great educational leaders. Each has multiple schools named in their honor, quite a distinction and a testament to their leadership.

The possession of the five domains of emotional intelligence is even more crucial for the black administrators and presidents of mainstream institutions. Harvey (1999) in *Grass Roots and Glass Ceilings: African American Administrators in Predominantly White College and Universities*, details the struggles and triumphs of Black leaders in universities.

These black leaders (including three sitting and one past president during the writing of the book) spoke in great detail about their lives, their education and their career paths leading to their leadership positions. To a man, all these leaders spoke of what W.E.B. Dubois would have referred to in his day as “double consciousness” (Dubois, 1903). These leaders found that they were not merely leaders, they were black leaders and that they had to prove themselves in ways that their white counterparts did not.

The main obstacle facing these black leaders was racism, as they had to prove that they were competent leaders. They further had to prove that they were up to the task, and the fact that they were black should not be a consideration in terms of their ability to lead. This is where each of these leaders emotional intelligence came into play. While Harvey (1999) never uses the term in his introduction and not one of the leaders interviewed uses the term, emotional intelligence is prevalent throughout the interviews. These leaders were able to convince their white subordinates and superiors that they were competent even in the face of racism. They were able to deal with racism in an intelligent,
nonbelligerent manner. There two actions are the epitome of the Emotional Intelligence Behavioral Model.

Norman C. Francis as well has to deal with a double consciousness of sorts. Francis is the black leader of an HBCU in an integrated society. Not only does he have to prove that he is competent as a black leader, he has to prove that his institution is relevant in an integrated society. He has to convince highly qualified faculty to teach at Xavier University. He has to convince donors to contribute money to Xavier University. Further, he has to convince quality students who now have the option of attending mainstream institutions to enroll at Xavier University.

This study shows that Francis is in possession of the emotional intelligence needed to be an effective, transformational college president. This emotional intelligence was gauged in several ways:

- Francis’ ability to sell the Xavier product to prospective students, based on examining enrollment figures during his administration to determine if the university enrollment has grown.
- The Xavier University endowment was examined to determine if Francis has been able to sell the Xavier product to prospective donors.
- The Xavier University physical plant was examined to determine if Francis has been able to secure funds to expand the campus during his administration. Additionally, the university course offerings were examined to determine if they have expanded during the Francis administration.
• The Xavier current student and Xavier alumni populations were surveyed to
determine if Francis has been able to recruit quality students during his
administration.
• The Xavier University administration, in particular the deans of the three
academic units, was examined to determine if Francis delegates authority or if
he is a micromanager.
• The Xavier University faculty was examined in terms of the percentage
holding terminal degrees to determine if Francis has been able to recruit
highly qualified faculty.
• Xavier University was examined during the decade prior to the Francis
administration determine growth in that time frame, particularly in terms of
physical plant expansion.

By examining these seven areas, it was easy to determine of Francis has a high degree of
emotional intelligence, and is thus a successful and transformational leader.

The Getzels-Guba Model of Social Systems is a useful model for administrators
to be aware of because it can aid with understanding motivational factors and it can, in
particular, be a helpful tool for conflict management (Owens, 2004). Owens points out
that one must be very aware that theoretical models such as the Getzels-Guba Model are
not to be taken literally, for they represent general principles. Owens goes on to state that
this is due to the fact that any organizational theory that deals with people must deal with
human unpredictability and variation.
The Getzels-Guba Model is based upon the 1957 work of Jacob Getzels and Egon Guba. A necessary theoretical underpinning of the Getzels-Guba Model is the idea of Role Theory. Gorton and Snowden (1993) stressed the importance of tangible manifestations of role expectation in the form of formal job descriptions and policy statements. These descriptions and statements of expectation typically originate from above and are designed to effectively demonstrate the prescribed role of whatever individual person has a certain position or job within the organization.

Getzels and Guba (Owens, 2004) focused on the manifestation of behavior resulting from the interaction of the inherent expectations of the organization and the individual personality of the people within the organization. There are two basic components of the basic social system, the nomothetic (the organization) and the idiographic (the personal). All observed behaviors are derived from the interplay between the nomothetic and the idiographic. This dynamic relationship and the outward manifestation of it can be expressed in the following equation: \( B = f(R \times P) \). The letter \( B \) is the final product, the observed behavior. The letter \( R \) represents the institution. The letter \( P \) is the personality of the individual working within the institution.

Hoy and Miskel (1991) further clarified this formula and the interactions influencing it. The institution creates certain roles, and for each role there are certain expectations. For each position within that institution, there are certain roles that are expected from the people who are holding that particular position in the institutional structure. Thus certain patterns of behavior become regular and routine, they are said to be fixed and expected. Gorton and Snowden (1993) noted that all expected behavior
patterns may not be formally stated, so one must also be conscious of the unofficial policies inherent in any individual system. Owens (2004) stressed how these more subtle and less overt expectations may usually be more powerful and influential than even the most elaborate of formal job descriptions.

The Getzels-Guba model is essential for the leadership of any organization. An individual may be in possession of an excellent education and training, yet may be a poor fit for a particular organization. Additionally, an individual may be an excellent fit for a particular organization; however said individual may not be placed into a position to take advantage of his or her particular strengths. By utilizing the aforementioned formula and making an accurate assessment of the personnel of the organization, a leader can jettison those who do not fit, as well as properly position those who do fit.

Specific to this study, the Getzels-Guba Model, more directly the aforementioned equation \( B = f(R \times P) \) was shown in Chapter II to be an excellent gauge of whether or not a college president is successful in their capacity as a leader. In this study, the equation was broken down as follows: The letter \( B \) = the final product/observed behavior. In this study the intent was to prove that the overall growth and development of Xavier University. The letter \( R \) = the institution. In this study the institution was Xavier University. The letter \( P \) = personality of the individual working within the institution. In this study that person was President Norman C. Francis.

The Getzel-Guba equation was utilized in this study to determine if the leadership of Norman C. Francis was essential to possible improvements in the seven bullets listed in the previous section. In short, this study determined that leadership style of Francis is
that of transformational leader who has moved his institution forward. Additionally, this model was used to determine that Francis has hired competent subordinate administrators and placed them into positions of strength, thereby advancing Xavier University.

Conflict Theory is a social theory that emphasizes the ability of an individual or a group to exercise influence and control over others, thereby affecting social order (Lee & Burkam, 2002). Conflict Theory posits that individuals and groups struggle to maximize their benefits, inevitably contributing to social changes such as innovations in politics and outright revolutions. Conflict Theory examines class conflict, such as that between the lower, middle and upper classes and contrasts ideologies such as capitalism and socialism. Conflict Theory proposes that continual struggles exist among all different aspects of a particular society. These struggles do not always involve physical violence; they can be underlying efforts by each group or individual within a society to maximize its benefits.

Conflict Theory is useful for the president of any historically black institution of higher education. There is a powerful segment of American society that harbors the belief that black Americans should "stay in their place" and be restricted to menial employment. Thus, any institution that serves to educate black Americans, teaching them to elevate themselves out of this predetermined "place" is viewed as a threat by some members of mainstream society. This can be detrimental to the fundraising that is essential to all colleges and universities in the United States. A major role of the HBCU president is to fund raise, and the HBCU president therefore has to convince wealthy
individuals and organizations within mainstream society to give money to his or her institution. How Dr. Francis met this challenge was examined.

Another conflict area for the HBCU is the competition with mainstream institutions for highly qualified black students. Wealthy mainstream institutions are now offering exceptional black students' financial aid packages that amount to a free education (Journal of Blacks in Higher Education, 2008). Thus, Xavier University (and other HBCUs) must compete with these institutions for black students, something that did not occur in the days prior to integration. With academically talented black student having more postsecondary options than ever before, this study determined that Francis has been able to attract highly qualified student to Xavier. This was determined by surveying both current Xavier students and Xavier alumni. Additionally, the entering credentials (high school GPA and ACT/SAT test scores) were examined. The advanced degree attainment of Xavier alumni was examined. Last, the first year retention rates for Xavier students were examined. In sum, this showed that Xavier University admits and subsequently graduates quality students under the Francis administration.

In recent years online education has become popular, and it is shown in Chapter V how more blacks are earning degrees from online schools than from HBCUs. By examining the aforementioned entering credentials of Xavier University, it was determined that Xavier University has been successful in the competition to recruit and enroll highly qualified students.
Organizational Structure of Xavier University

The organizational structure of Xavier University was examined as well. It was determined that the three deans heading each academic unit (College of Arts and Sciences, College of Pharmacy and the Graduate School) have autonomy in running their individual units. This was done to determine if Francis is a leader who delegates or a leader who micromanages (a gauge of emotional intelligence). Specifically, the deans of the three academic units raise money for use in said units only. Any money raised by the deans does not go into the general university fund.

The organizational structure was examined in terms of the power granted to the Provost/Executive Vice President, as well as the other Vice Presidents employed by the university. Specifically, the Provost actually handles the day to day operations of the university, and Dr. Francis does not take a great deal of responsibility in this area. The Vice Presidents have the power to make command decisions in their areas of purview and they do not need the approval of the Provost and/or president to make command decisions.

Definition of Variables

The independent variable in this study was the leadership/presidency of Norman C. Francis at Xavier University. The dependent variables were (a) The development of Xavier’s physical plant, faculty and administration during Francis’ tenure, (b) Francis’ long tenure and success as a college president given his educational background and training, (3) Xavier’s success in placing graduates into graduate and professional schools
during Francis’ tenure, (4) Xavier’s success at recruiting both faculty and students during Francis’ tenure.

Statement of Research Questions

The following research questions were examined:

RQ1: How did Francis develop Xavier into its current incarnation (including improvements in physical plant, student quality and enrollment numbers)?

RQ2: How did Francis, a lawyer with no experience as a professor prior to moving into academic administration, succeed as a long tenured college president?

RQ3: To what extent did Francis’ training as a lawyer contribute his success as a university president?

RQ4: To what extent did Francis’ emotional intelligence contribute to his success?

RQ5: What was Francis’ vision for the university when he first became president, and what is his current vision for the university?

RQ6: How has Xavier (under the leadership of Francis) been so successful in placing nearly half of its graduates into graduate/professional school, with the overwhelming majority of those placed completing their graduate course of study?

RQ7: How has Francis been able to compete successfully with mainstream institutions for quality students and faculty?
RQ8: Did family support contribute to Francis’ success as a college president and to the length of his tenure?

RQ9: Was Francis the beneficiary of mentoring/role modeling (from an experienced college president) during the early portion of his tenure?

RQ10: What professional experiences outside of the presidency may have contributed to Francis’ success as a college president?

RQ11: Did Francis have a sense of service or calling that contributed to his long presidential tenure?

RQ12: Did his perception of race as a black man and black college president in the 1960s make a difference in his determination to succeed as a college president?
CHAPTER IV

METHODOLOGY

Design of the Study

This is a qualitative case study that examines the presidency of Norman C. Francis at Xavier University. The survey method has been utilized in conjunction with the examination of the records of the institution, as well as documentary research into the records of the institution, and secondary sources including published interviews by *The Black Collegian*. The use of these methods assisted in making the determination that Xavier University has shown growth and improvement during the presidency of Norman C. Francis.

The author was unable to secure permission to conduct the intended interviews with Norman C. Francis, as well as several of his deans, his provost and several other subordinate administrators. The author was able to secure answers to interview questions from current Director of Graduate Place Michelle Carter via email. Additionally, the author was able to gather information in an informal conversation with Xavier University Associate Archivist Irwin Lackoff (see footnote 3 in Chapter V). The author used interviews with Dr. Francis that are available via the World Wide Web. These interview sources are documented in Chapter V.
The records of Xavier University contained within the Xavier University Archives were examined to determine growth in several areas, to include the entering credentials of current students, enrollment numbers during the Francis administration, development of the endowment and physical plant. The condition of Xavier University in the 10 years preceding the Francis administration was examined. Then, Xavier University during the Francis administration was examined, and it was determined that the university has experienced growth and development during that time frame.

**Description of the Setting**

Xavier University is the only Catholic, historically black institution of higher education in the Western Hemisphere. St. Katharine Drexel of Philadelphia and her Sisters of the Blessed Sacrament, a religious community dedicated to the education of African Americans and Native Americans, established Xavier as a high school in 1915. The four-year college program was added in 1925 (Xavier University Website: www.xula.edu).

Xavier’s student body is predominantly African American, but the university is open to all. Recent years have seen a growing influx of out-of-state students, yet approximately one-half of the university’s 3,000 students are from Louisiana (Xavier University Website: www.xula.edu).

Xavier was once a small, struggling institution teetering on the verge of closure. Additionally, the university had but a few permanent buildings and a rather stagnant set of course offerings. In 1968 Norman C. Francis was appointed president of Xavier University at a time when Xavier was struggling to survive. This study shows
definitively that Francis has been able to transform Xavier into a fine educational institution with a wide variety of majors and course offerings, a strong set of administrators and faculty members, an expanded physical plant, and a good sized student body comprised of quality students.

**Sampling Procedures**

The survey method was the primary method of gathering data, as well as the examination of the institutions records (those relevant to this study). The only Xavier University employees the author was able to garner information from were Director of Graduate Placement Michelle Carter (via email) and Xavier University Associate Archivist Irwin Lackoff (informal conversation while the author was conducting research in the Xavier University Archives).

The Theory of Emotional Intelligence was detailed in Chapter III. Emotional intelligence was defined in Chapter III as a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Additionally, emotional intelligence entails how one controls for one’s own and other people’s feelings in an effort to achieve institutional goals. Of the three theories that was be used to explain the results of this study, emotional intelligence (in plain English called people skills) is the most important not just for Francis but for any leader of any organization.

Specifically, the people who can give an accurate assessment of Francis’ leadership in general and emotional intelligence in particular consist of the following: Long time faculty and administrators, Xavier alumni and current Xavier students, and members of the Board of Trustees.
Current Xavier University students and Xavier University alumni were contacted via email, traditional mail and face to face with the request to complete the two online surveys the author has built on the Survey Monkey website. The author used Survey Monkey to compile the data and to build the tables that appear in Chapter V, showing the survey results.

Last, Michelle Carter (Director of Graduate Placement) was interviewed by the author via email. Mrs. Carter gave first hand insight into how Xavier under Francis has been able to not only place a large percentage of alumni into graduate, professional and medical schools, how Xavier has been able to successfully compete with mainstream institutions for quality students, and how 37% of Xavier alumni hold one or more advanced degrees (Xavier University Website: www.xula.edu).

Once again, these interviews were to be recorded for posterity with the results to appear in Chapter V.

**Human Subjects/Consent**

In this study, no human subjects were subjected to experimentation. However, human subjects were asked to complete an anonymous set of survey questions, and human subjects were asked to complete interviews for this study. Specifically, two sets of people were sampled for the surveys. One set consisted of Xavier Alumni, and the other set consisted of current students. The interview subjects were intended to be Dr. Francis and a select set of his faculty and key administrators as detailed above. It was the hope of the author that all individuals contacted would respond to the request to complete the survey or interview; however, that was not the case.
The previous study that most closely mirrors this study would be Rovaris’ (1995) *Mays and Morehouse*. At the time of Rovaris’ study, Benjamin E. Mays has passed away and was therefore unable to be interviewed. However, a large body of work existed on Mays, there were several video interviews available and Rovaris was able to interview former students of Mays’ as well as former administrators who served under Mays. Additionally, Rovaris examined the records of Morehouse College to determine institutional growth during the Mays administration. The author followed Rovaris’ methods in order to gather the data needed to complete this study on Norman C. Francis.

**Description of the Instruments**

The survey method was utilized. Xavier alumni who attended the institution during the time of Francis’ presidential tenure were sent a survey to complete. Current Xavier University students were asked to complete a survey that contained pertinent questions. The two surveys were built on the Survey Monkey website to expedite data collection, and to make responding easier, prompting more alumni and current students to complete the survey.

The institutional records of Xavier University were examined to show demonstratively that the size of the student body has grown during Francis’ tenure, that the quality of student admitted to Xavier has improved during Francis’ tenure, that the physical plant has improved during Francis’ tenure, and that Xavier has been able to recruit and retain quality faculty and administrators during Francis’ tenure.

As was stated above, there were two survey instruments used in this study, both built on the Survey Monkey website. This first survey was entitled *Xavier Alumni Survey*
and consists of six questions designed to gather information on a number of factors (years of attendance, Francis' visibility on campus, improvements to the university, advanced degree attainment, and alumni perception of Francis' emotional intelligence).

The second survey was entitled *Xavier Current Student Survey* and consists of seven questions designed to gather information on the following factors (Francis' influence in the decision to attend Xavier, high school GPA, current students view of Francis' leadership capabilities, Francis' visibility and emotional intelligence). Both surveys were completed via short answer and Likert Scale type questions.

The survey questions for alumni were as follows:

1. What years did you attend Xavier?
2. How visible was Dr. Francis during your matriculation?
3. How did Xavier improve under Dr. Francis' leadership during your matriculation?
4. Do you hold an advanced degree?
5. If so, in what field and in what discipline?
6. How would you gauge Dr. Francis' emotional intelligence, that is, the manner in which he handled the feeling of the student body, as well as crisis situations, during your matriculation?

The survey questions for current students were as follows:

1. What was the major factor that influenced your decision to choose Xavier University for your college education?
2. What was your high school GPA and/or class rank?
3. To what degree did Dr. Francis being president of Xavier influence your decision to attend the institution?

4. In your view as a current student, what are Dr. Francis’ greatest strengths and weaknesses as a college president?

5. In your view as a current student, describe the positive (if any) impact of Dr. Francis’ leadership of Xavier University.

6. How visible is Dr. Francis on campus, and how accessible is he to the students who wish to meet with him directly?

7. In your view as student, offer your candid opinion of Francis’ emotional intelligence, how well he manages the feelings of the student body and how well he handles adverse situations.

The interview questions for Dr. Rovaris\(^1\) were as follows:

1. (Dr. Rovaris) As the Director of Graduate Placement, you have seen 45% of Xavier alumni earn at least one advanced degree. How were you able to accomplish this, and how has Dr. Francis’ leadership impacted this area of success?

2. During the time you have been at Xavier, how has Dr. Francis’ leadership been instrumental in the growth and development of Xavier University?

3. How would you gauge Dr. Francis’ emotional intelligence that is, how well he manages the feelings of his faculty and administrators and how well he handles himself in a crisis?

---

\(^1\) As of this writing Dereck Rovaris is no longer an employee of Xavier University. He is now employed in an administrative capacity by the Louisiana State University System. The Director of Graduate Placement as of this writing is Michelle Washington Carter, JD.
4. What do you perceive to be Dr. Francis' greatest strengths and weaknesses as a college president?

Data Collection Procedures

The surveys were completed and the data collected in an anonymous manner utilizing the Survey Monkey website. This anonymity hopefully prompted the respondents to give truthful, unbiased answers. Additionally, the Survey Monkey website compiles the data, allows one to generate tables breaking down the data collected and tabulates percentages in terms of who answered each question and so on. These percentages and tables are presented in Chapter V.

The survey instruments were given out to the aforementioned group of people. In the same vein as the interviews, the survey instrument served to garner information about Francis' leadership style and abilities, as well as his emotional intelligence.

Statistical Analysis

This is a qualitative case study, so there was be little in the way of statistical analysis. The statistical analysis was limited to the following:

1. Examining enrollment numbers to determine whether or not enrollment has increased during Dr. Francis' presidency.

2. Examining endowment numbers to determine whether or not the endowment has increased during Dr. Francis' presidency.

3. Examining the percentage of faculty holding terminal degrees to determine faculty quality.
4. Examining the alumni and current student survey results from a statistical viewpoint to arrive at percentages.

5. Examining the percentage of freshman students who are retained by the university after the first year.

6. Comparing ACT/SAT results for students admitted to Xavier, for students in the United States taking both exams without regard to race, and for black students taking both exams.

The growth and development of the institution was documented in this dissertation by using a total of 16 tables. Tables were utilized in Chapter V to produce and show the data gathered on by the two surveys. Additionally, the tables showed that Xavier University has grown and developed in areas such as enrollment numbers and freshman retention rates. The advance degree attainment of alumni was shown by table, broken down by type of advance degree earned. Last, the SAT/ACT scores of entering Xavier students were compared to other students taking the test in the United States in a partial effort to demonstrate Xavier University student quality.

**Summary of Methods**

This was a qualitative case study examining the presidency of Norman C. Francis at Xavier University. The primary methods of collection were the survey and the examination of the records contained within Xavier University. One survey was sent out to alumni who attended Xavier during Francis’ presidential tenure. This allowed the research questions to be answered in detail and gave an accurate picture of how Xavier University has been developed during the presidential tenure of Norman C. Francis.
The author visited Xavier University to garner as much information as possible from the Xavier University Archives. Also, the author utilized the World Wide Web as an information gathering source, including but not be limited to the Xavier University website. This allowed the author to further gather data that assisted in detailing the growth and development of Xavier University during the Francis administration.

**Summary of Research Questions**

This is a case study on the presidency of Norman C. Francis at Xavier University of Louisiana. This study examined the following questions:

RQ1: How did Francis develop Xavier into its current incarnation (including improvements in physical plant, student quality and enrollment numbers)?

RQ2: How did Francis, a lawyer with no experience as a professor prior to moving into academic administration, succeed as a long tenured college president?

RQ3: To what extent did Francis’ training as a lawyer contribute his success as a university president?

RQ4: To what extent did Francis’ emotional intelligence contribute to his success?

RQ5: What was Francis’ vision for the university when he first became president, and what is his current vision for the university?

RQ6: How has Xavier (under the leadership of Francis) been so successful in placing nearly half of its graduates into graduate/professional school,
with the overwhelming majority of those placed completing their
graduate course of study?

RQ7: How has Francis been able to compete successfully with mainstream
institutions for quality students and faculty?

RQ8: Did family support contribute to Francis’ success as a college president
and to the length of his tenure?

RQ9: Was Francis the beneficiary of mentoring/role modeling (from an
experienced college president) during the early portion of his tenure?

RQ10: What professional experiences outside of the presidency may have
contributed to Francis’ success as a college president?

RQ11: Did Francis have a sense of service or calling that contributed to his long
presidential tenure?

RQ12: Did his perception of race as a black man and black college president in
the 1960s make a difference in his determination to succeed as a college
president?

Definition of Variables and Their Relationship

The independent variable in this study is the leadership/presidency of Norman C.
Francis at Xavier University. The dependent variables are (a) The development of
Xavier’s physical plant, faculty and administration during Francis’ tenure, (b) Francis’
long tenure and success as a college president given his educational background and
training, (c) Xavier’s success in placing graduates into graduate and professional schools
during Francis' tenure, (d) Xavier's success at recruiting both top notch faculty and students during Francis' tenure, and (e) The advanced degree attainment of alumni.
CHAPTER V
DATA ANALYSIS

Introduction

This chapter shows that Xavier University has experienced definitive growth and development during the presidency of Norman C. Francis. Several areas of the university were examined. Enrollment numbers were examined, showing that overall enrollment has increased during the Francis administration. The Xavier University endowment was to be examined to determine if there was growth, retardation or stagnation in this area. The physical plant of Xavier University was examined, showing that quite a few permanent buildings have been added to the campus during the Francis administration. A sample of Xavier alumni were surveyed with the results showing a high level of advanced degree attainment as well as their perceptions of Francis’ leadership, and their perceptions of the growth and development of the university under Francis’ leadership during their matriculation.

Other areas of the university were examined as well. Francis’ subordinate administrators, in particular the deans of the three major academic units, were to be interviewed to determine if Francis gives them the freedom needed to effectively run their units. The Xavier University faculty was examined, showing that they are highly qualified in terms of possessing the appropriate terminal degree in their respective teaching fields. Xavier University admits and thus graduates high quality students as
<table>
<thead>
<tr>
<th>Pharmacy</th>
<th>Graduate</th>
<th>Undergraduate</th>
<th>Total</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1978-1979</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1979-1980</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1981-1982</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1982-1983</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1983-1984</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1984-1985</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1985-1986</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1986-1987</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1988-1989</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1989-1990</td>
</tr>
<tr>
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<td>V/N</td>
<td>1993-1994</td>
</tr>
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<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1994-1995</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1995-1996</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>1996-1997</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>2000-2001</td>
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<td>V/N</td>
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<td>V/N</td>
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<td>V/N</td>
<td>2002-2003</td>
</tr>
<tr>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>V/N</td>
<td>2003-2004</td>
</tr>
</tbody>
</table>

Table 1

Dr. Francis' presidency. The results are shown in Table 1.


The Xavier University Enrollment 1967-2004

Table

Leadership style and his vision for the university.

Lenses of family background, educational background, professional experiences,

writing to ascertain growth and development. Last, Francis himself was examined in examining during the ten years preceding the Francis administration, then again as of this

in terms of the physical plant was examined. Specifically, the physical plant was president, then again as of the line of his writing. Also, the condition of the university development in this area by looking at such for ten year prior to Francis being appointed

The Xavier course objectives were examined to determine growth and

rates over a number of years.

students (ACT/SAT scores and high school GPA), and by examining first year retention

shown by surveying current students, by examining the enrollment credentials of current
Table 1 (continued)

<table>
<thead>
<tr>
<th>Years</th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-1985</td>
<td>2038</td>
<td>1591</td>
<td>227</td>
<td>220</td>
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<tr>
<td>1987-1988</td>
<td>2191</td>
<td>1697</td>
<td>247</td>
<td>247</td>
</tr>
<tr>
<td>1990-1991</td>
<td>2895</td>
<td>2246</td>
<td>308</td>
<td>341</td>
</tr>
<tr>
<td>1995-1996</td>
<td>3390</td>
<td>2551</td>
<td>204</td>
<td>635</td>
</tr>
<tr>
<td>2000-2001</td>
<td>3797</td>
<td>2926</td>
<td>280</td>
<td>481</td>
</tr>
<tr>
<td>2003-2004</td>
<td>3921</td>
<td>3000</td>
<td>400</td>
<td>521</td>
</tr>
</tbody>
</table>

Note: The enrollment information was partially gleaned from the Louisiana board of Regents website. The remaining enrollment information was gleaned on 22 Nov 10, when the author visited the Xavier University Archives and examined Xavier University Self-Studies for a number of years. The self-studies examined are included in the Reference Section.

It is quite clear from the above table that the enrollment at Xavier University has grown steadily during the presidency of Norman C. Francis. When Francis assumed the presidency in 1968, the university had a total enrollment of 1362 students. Twenty years later, the university had an enrollment of 2,191 students, a significant increase. Fifteen years after that the university had a total enrollment of just fewer than 4,000 students. It should also be noted that in the last forty five years the university has had but two Admissions Directors. Anthony Rachal filled the post until he was promoted to Executive Vice President in 1968. Since 1968, the position has been filled by Winston Brown.
The information in Table 1 was gleaned in part from the website: regents.state.la.us/Academic/TE/reports. Also, the enrollment information documented in the table was gleaned from two additional sources. First source was the Xavier University Archives, specifically a series of institutional self-studies that are maintained in the Xavier University Archives. (A complete listing of the aforementioned self-studies is included in the Reference Section of this work.) The second source was the Xavier University Registrar, Mrs. Avis M. Stuard.\(^1\) The author went to Registrar Stuard in an effort to secure numbers for the portions of the above table marked by N/A. Despite her best efforts, Registrar Stuard was unable to provide the author with the data requested.

This enrollment data provides a partial answer RQ1, which asks if and how Francis was able to improve the enrollment numbers of Xavier University. While the author was unable to provide a definitive answer as to how, the numbers themselves do show marked growth in this area. As will be shown later in this study, Francis does an excellent job delegating responsibility to his subordinate leaders, highlighting the Theory of Emotional Intelligence. One can assume that this growth is attributable to long time Dean of Admissions, Winston Brown and his staff.

Additionally, the Conflict Theory can be used to explain the growth in the Xavier University enrollment numbers. Xavier is competing with other HBCUs as well as mainstream institutions for students. In this day and age, Black students, particularly academically talented black students are being enticed to attend mainstream institutions,

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\(^1\)The enrollment information contained in the Xavier University Archives was incomplete. The author went to the Registrar's Office on 22 Nov 10 and met with Mrs. Stuard directly, asking for the data needed to complete the portions of Table 1 marked N/A. Mrs. Stuard took down the author's email address, cell phone number and the information needed to complete the table. The author never heard back from her. Mrs. Stuard did state that she needed to look in the archives of the Registrar's Office to cull the needed information, if such was still available. The author can only assume that it was not.
particularly wealthy mainstream institutions that are offering enticing financial aid packages (*Journal of Blacks in Higher Education*, 2008). Obviously, the Admissions Office at Xavier has been able to overcome the conflict of competition for students, as the above enrollment table shows.

Last, the Getzels-Guba Model of Social Systems can be used to explain the increase in enrollment at Xavier University. The equation \( B = f(R \times P) \) explains the enrollment growth thusly: The letter \( B \) = final product, the observed behavior would be the growth of the Xavier enrollment and the ability of the Admissions Office to “sell” the “Xavier product” to prospective students. The letter \( R \) = the institution, Xavier University. The letter \( P \) = the personality of the individual working within the institution, in this instance the personalities of the staff of the Xavier University Admissions Office.

**Endowment**

The author was unable to retrieve any information on the Xavier University endowment. No data on the endowment is located in the University Archives, nor is there any information on the endowment available from any other university office, including the Offices of Fiscal Affairs and Development. The author also engaged in a search for information through the World Wide Web and was unable to find anything. According to Xavier University Associate Archivist Irwin Lackoff, the university administration keeps endowment information secret. However, Mr. Lackoff stated that there
have been efforts to increase the endowment, and these efforts have primarily taken place the last several years.\(^2\)

The statements made by Mr. Lackoff were supported by the information contained within the Xavier University Self-Study Reports examined by the author. There was no mention of the endowment made in any self-study. Further, no mention was made of the operating budget. No mention was made of staff, faculty or administrator salaries. No mention was made of the balance in the scholarship fund. It appears that Xavier University considers information regarding fiscal matters in general to be clandestine. Therefore, it appears Xavier University does not make information on its endowment public knowledge as of this writing.

Francis’ apparent attitude of fiscal secrecy if you will stands in stark contrast to that of at least one other highly successful college president. Former Spelman College President Johnnetta Cole went on a very public capital campaign which raised $113.8 million, the largest sum ever raised by a historically black college or university.\(^3\) All in all, the author was unable to obtain endowment information, making it impossible to determine whether or not Xavier University has experienced growth in this area.

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\(^2\)On 22 Nov 10, the author went to the Xavier University Archives to gather data for this study. Mr. Lackoff was not formally interviewed; however he did assist the author in gathering the documents needed for this research. In the course of doing so, the author and Mr. Lackoff spoke in reference to what this dissertation entailed. It was during this time that Mr. Lackoff gave the author information in a verbal fashion. Thus, throughout this chapter where it says “Mr. Lackoff stated,” the information was gathered from this informal conversation.

\(^3\)This information is included in Coles’ biography for the Academy of Achievement, and organization she into which she was inducted in 1996. This biography is available on the following website http://www.achievement.org/autodoc/page/col0bio-1.
Physical Plant

When St. Katherine Drexel founded Xavier University in 1915, the institution as a whole remained at its original Magazine Street location for approximately 12 years. In 1925 the College of Liberal Arts and Sciences was founded, with the first degrees being awarded in 1928. The high school (now known as Xavier University Preparatory High School) remained on Magazine Street. Drexel moved the university to its current location in the Gertown section of New Orleans on the corner of Palmetto (now Drexel Drive) and Pine Streets. The main campus of the university is bordered by Interstate 10, two streets and a residential neighborhood. Despite these constrictions, the physical plant has grown during the history of the university and during Dr. Francis’ presidency.

The first permanent building on the current site was the U-shaped, gothic administration building (now a city landmark) was completed in 1933. In the years leading up to Dr. Francis being appointed president, several major buildings were added to the campus. The old library (now the School of Music) and the gym (known to Xavierites as The Barn) were both completed in 1937. St. Michael’s Dormitory (men) was completed in 1955, and the first Student Center was completed in 1962. St. Joseph’s Dormitory and the House of Studies Dormitory (both for women) were completed in 1965 and 1967 respectively. (As of this writing, St. Joseph’s is no longer being utilized as a dormitory. It is currently undergoing renovation and will reopen as the Student Service Center. Contained within St. Joseph’s will be the Counseling Center, as well as the reading and writing labs and various other student-oriented offices.)

Dr. Francis assumed the presidency in 1968. In 1969, the Katherine Drexel Dormitory (women) was completed. Initially a three story structure, three additional
stories were added in 1990. In 1970 the College of Pharmacy building was completed. The Norman C. Francis Academic/Science Complex was completed in 1988. Xavier South, formerly an office building that sits a few blocks from the main campus, was purchased in 1990 and utilized in a multipurpose fashion, housing the Department of Mass Communications, the Graduate School, general classroom space and several university offices. The New Library and an addition to the College of Pharmacy were both completed in 1993. In 1994 a vacant apartment complex adjacent to the main campus was purchased and converted to Peter Claver Hall (honor dormitory for women). The Living Learning Center (coeducational dormitory for upperclassmen) and the Norman C. Francis Science Complex addition were completed in 1998. In 2003, a new student center called the University Center, along with an additional dormitory for upperclassmen, the Saint Martin Deporres Hall, were completed.

Without a doubt, there have been major improvements to the physical plant of the university under Dr. Francis’ presidency. Ten buildings were either purchased or constructed for permanent use by the university in the thirty five year time span of 1968-2003. During that same period three existing campus buildings had additions constructed. Thus, Dr. Francis has seen the physical plant grow exponentially during his administration.

It was noted above that the St. Joseph’s Dormitory, vacant since the Hurricane Katrina catastrophe in 2005, is currently being renovated and will reopen. Additionally, the College of Pharmacy is being expanded as of this writing, a new chapel is being built on the site of the former Student Center (the original Student Center has been demolished) and 111 vehicle capacity parking lot has been completed. Last, multiple
major renovation projects are underway to renovate the university’s Art Village and to upgrade offices housing several academic departments.

This growth fits in with the Conflict Theory defined in Chapter III. Xavier University is a Historically Black University. A large segment of mainstream American society does not want to see blacks become educated. This is a serious problem for the HBCU president, as fundraising is a major part of his or her job. Conflict Theory states that groups struggle to maximize their benefits contributing to social changes and innovations (Lee & Burkam, 2002). Without securing adequate funds, no campus structures can be built, purchased or expanded. Dr. Francis was able to “sell” Xavier to mainstream America and secure funding that allowed the physical plant to expand, meeting the Conflict Theory criteria.

This growth is highlighted in Rovaris’ (1995) *Mays and Morehouse* and in Carroll’s (2006) *African Americans Reflect on Booker T. Washington*. Francis, like Mays, took over a financial struggling school and managed to right the listing financial ship. Francis, like Washington, inherited a campus that was in serious need of permanent buildings. Both Francis and Washington were able to greatly expand their respective campuses. This campus growth provides a partial answer RQ1.

The Getzel-Guba Model of Social Systems explains the development of the physical plant. The equation \( B = f (R \times P) \) explains the expansion of the physical plant. The letter B is the final product, the observed behavior, in this instance the construction or acquisition of new buildings and the expansion of existing buildings. The letter R represents the institution, Xavier University. The letter P is the personality of the
individual working within the institution, that is, the ability of Norman C. Francis to raise the funds needed for the expansion of the Xavier University physical plant.4

Xavier Alumni

Cose (1997) reported on the teaching philosophy at Xavier. Under Francis’ leadership, Xavier was the top ranked university in the number of bachelors degrees awarded to black students in biological, life sciences and physical sciences for the academic year of 1999-2000. Additionally, from 1996 to 2001 Xavier sent more black students to medical school than any other institution (Stewart, 2001). As will be shown, these impressive outcomes are the result of faculty working closely with students.

Alumni information was solicited via an on line survey utilizing the Survey Monkey on line Instrument (http://www.surveymonkey.com/s/V6Z7QKJ). Alumni were asked to answer the following questions:

1. What years did you attend Xavier?
2. How visible was Dr. Francis during your matriculation?
3. How did Xavier improve under Dr. Francis’ leadership during your matriculation?
4. Do you hold an advanced degree?
5. If so, in what field and in what discipline?
6. How would you gauge Dr. Francis’ emotional intelligence, that is, the manner in which he handled the feeling of the student body, as well as crisis situations, during your matriculation?

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4The information on the Xavier University physical plant included in this section was gleaned from the Xavier University website www.xula.edu.
According the university website (http://www.xula.edu/mediarelations/quickfacts.php), approximately 37% of the students graduating from the College of Arts and Sciences go on to earn graduate and professional degrees. Given the relatively small size of Xavier University, as well as the fact that the overwhelming majority of the students are black, this is a remarkable achievement. A total of 75 alumni responded to the survey. The results are shown in Table 2.

Table 2

*Alumni Years of Attendance*

<table>
<thead>
<tr>
<th>Years of Attendance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
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</tr>
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<tr>
<td>1970s - 1980s Overlap</td>
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</tr>
<tr>
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</tr>
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</tr>
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<td>17</td>
</tr>
<tr>
<td>1990s – 2000s Overlap</td>
<td>25</td>
</tr>
<tr>
<td>Attended in the 2000s</td>
<td>15</td>
</tr>
</tbody>
</table>

The majority of alumni subjects attended the university in during the 1990s and on into the year 2000 and beyond. No explanation can be given for this. The alumni responses were solicited by contacting an active member of a Xavier Alumni Chapter.
(Anthony Sharp) via email. Mr. Sharp in turn got the link to the on line survey to Xavier alumni and the sample was created. One possible explanation is that students attending the university during the aforementioned time frame are part of the Internet Age and are therefore more likely to utilize technology than their older alumni counterparts. Figure 1 demonstrates how the subjects assessed Dr. Francis' visibility during their matriculation.

Figure 1. How visible was Dr. Francis during your matriculation?

Note: Figure 1 represents the data collected via the surveys built on the Survey Monkey website. The questions that appear above each bar graph correspond to the survey question being asked.

The majority of subjects saw Francis as highly visible during their matriculation. Interestingly, the next largest group of subjects saw Francis as somewhat visible during their matriculation, followed by groups of subjects who saw Francis as not very visible.

---

5The author communicated with Mr. Sharp several times via email (3 Jun 10, 29 Jun 10 and 1 Jul 10). Mr. Sharp got the web link to the survey out not only to members of his alumni chapter, but to online groups containing Xavier alumni. Without his assistance, the author would not have been able to secure such a high level of responses to his survey.
and merely visible. Clearly, Francis takes time out of his busy presidential schedule to be seen on campus. This action can be attributed to his emotional intelligence, as in the opinion of the alumni sampled Francis made himself available to the student body. This provides a partial answer RQ3.

Figure 2 shows how the subjects viewed the university’s improvement during their matriculation.

![Bar Chart](image)

**Figure 2.** How did Xavier improve under Dr. Francis’ leadership during your matriculation?

Of the 75 survey subjects, the overwhelming majority (63) stated there was either a lot of improvement or improvement to the university during their matriculation. A sampling of the alumni subjects’ written responses to the question of improvement to the university follows. This data provides a partial answer to RQ1.
• They built the library, expanded Xavier South, and expanded premedical curriculum. Also, they started doing more with the non-science curriculum as well.

• New buildings sprouted up all over the place.

• Xavier University (XU) was always in the "black" financially, student enrollment increased annually and there are countless indicators of how successful XU alumni were.

• There has been expansion in the size of the campus, facility upgrades, and an increase in grants/funding.

• Increased funding increased visibility around the nation, exceptional faculty, cream of the crop students.

• We added the current library, two dorms, Xavier South and an addition to the pharmacy school.

• I thought the school was great before I got there as a student. Dr. Francis' leadership helped the school to acquire new buildings, which added to the school's overall look.

• While at Xavier I saw many buildings and parking lots erected and completed (i.e. the Martin Deporres Dorm, the new Student Center, as well as, the parking lot at Xavier South).

Of the 70 subjects, 51 (approximately 66%) holds at least one advanced degree. Table 3 breaks down advanced degree attainment by type and discipline.
One of the major research questions (RQ 5) was the determination of advanced degree attainment of Xavier University alumni. The random sample of alumni resulted in 51 of 75 alumni respondents holding at least one advance degree. Put another way, approximately two out of three respondents reported holding at least one advanced degree.
degree. Twenty five of the 51 advanced degrees or approximately one half was masters degrees. The other half of the advanced degrees was medical doctorates, academic doctorates or professional degrees. Given the small size of Xavier University and the fact that the majority of students are black this is a remarkable achievement. The current Director of Graduate Placement (Michelle Carter) reported via email that Xavier students are encouraged from the outset of their postsecondary education to pursue graduate study. To this end, the university has two full time offices dedicated to graduate/professional school placement: The Grad Star Office (graduate and professional school) and the Premedical Office (students interested in health careers), which is headed by science professor J.W. Carmichael.

Both offices track students’ academic progress and direct them accordingly. For example, if a student interested in a medical career lacks the academic standing and/or the requisite standardized test score for medical school, the student is redirected. Some of these students study podiatry, some ophthalmology, some pursue graduate study in a medicinal field.

It would be safe to say that Xavier is a “grad school preparatory” university of sorts. Just as some high schools are strictly college preparatory (i.e., employing a full time counselor that solely focuses on college placement) Xavier seems to place an emphasis on postgraduate education, explaining the high percentage of advanced degree attainment by the alumni sample.

The Getzels-Guba Model can be used to further explain this advanced degree attainment. Specifically, the formula \( B = f(R \times P) \). The letter B is the final product, the observed behavior. The letter R represents the institution. The letter P is the personality
of the individual working within the institution. In this instance B would be alumni absorbing the message of postgraduate study (the observed behavior) and then going on to obtain graduate degrees (the final product). The letter R would be Xavier University, an institution that has garnered a national reputation for placing graduates into graduate study in general, medical school in particular. P would be the personalities of Michelle Carter and J. W. Carmichael, the people tasked by Xavier with placing students into postgraduate programs. By all accounts both have been successful at this endeavor.

The alumni subjects were also asked to gage Dr. Francis' emotional intelligence (that is, the manner in which he handled the feeling of the student body, as well as crisis situations, during their matriculation). Seventy four subjects answered this question and one abstained. Figure 3 presents the results.

![Figure 3](image)

**Figure 3.** How would you gauge Dr. Francis' emotional intelligence?

The alumni subjects all saw Dr. Francis as emotionally intelligent to a degree. The majority of the alumni subjects saw Francis as emotionally intelligent, followed by a group that saw Francis as highly emotionally intelligent and last, a group that saw Francis
as having some emotional intelligence. Not a single subject stated that Dr. Francis has no emotional intelligence.

The alumni advanced degree attainment can serve to answer RQ1, RQ4, and RQ6. The fact that Francis not only has the temerity to place two individuals in charge of graduate/professional placement, but also gives them credit for this accomplishment is further testament to his Emotional Intelligence. That the alumni sampled have earned advanced degrees at such an impressive rate is a testament to the excellent work of the two placement offices and the quality of student graduating from Xavier University.

**Xavier University Administration**

The university has an administration structure that is similar to most other institutions of higher education. The University President is the Chief Executive Officer (CEO) of the institution. Second in command is the Provost/Executive Vice President. A set of Vice Presidents are in control of select areas of the university’s operation. Each of the three major academic units is headed by a Dean. Additionally, Student Services and Admissions have Deans as well.

While Dr. Francis is essentially the CEO of Xavier University and has ultimate authority and decision making responsibility, he is not autocratic or a micromanager. Indeed, he is the major fundraiser for the university while much of the day to day operation of the university falls to his subordinate administrators. The Provost/Executive Vice President is ultimately responsible for the day to day operation of the university, and has been throughout Dr. Francis’ presidential tenure. In fact, he has only had three men fill this position: Anthony Rachal (deceased), Antoine Garibaldi (former president of
Gannon University, recently appointed president of the University of Detroit Mercy as of this writing) and current Provost Dr. Loren Blanchard. Decision making authority is further divided among other Vice Presidents, as well as the Deans of the three major academic units (and the other Deans as well).

The Deans of each of the three academic units are free to make all decisions within the units. Furthermore, any money brought in from outside sources by one of the three aforementioned deans is kept within their academic units. Such funds do not go into the general operating fund for the university. As a whole, Dr. Francis holds ultimate responsibility for what does and does not happen within the university. However, he does allow his administrators to have the authority to make decisions, and he lets his administrators know that he will respect the decisions that they make. Francis has stated that he makes it a point to bring in people who are essentially experts in certain areas. He then allows them the freedom to do their jobs. This mode of thought demonstrates Francis' emotional intelligence clearly.

When Francis was appointed president in 1968, the religious order that founded and up to that point ran the university (the Sisters of the Blessed Sacrament) allowed him to have a board of trustees separate and apart from the leadership of the Sisters of the Blessed Sacrament. The order ceded complete control to Francis. One of his first moves was to select two trusted and experienced Xavier administrators as his lieutenants: Clarence Jupiter as his Vice President for Development and Anthony Rachal as his Provost/Executive Vice President. This trio worked together for decades and was instrumental in developing the university into its current incarnation.
While the author was once again unable to interview any of the subordinate administrators of the Francis administrators, he can draw the theoretical conclusion that the Theory of Emotional Intelligence can explain the organization structure of Xavier University. In particular, the idea of Role Theory comes to play in this instance. As was stated in Chapter III, Gorton and Snowden (1993) stressed the importance of tangible manifestations of role expectation in the form of formal job descriptions and policy statements. These descriptions and statements of expectation typically originate from above and are designed to effectively demonstrate the prescribed role of whatever individual person has a certain position or job within the organization.

In short, Francis has the leadership skill to employ competent subordinate leaders and to give them the freedom to take charge of their delegated areas of responsibility. This is in direct antithesis to the micromanaging, tyrannical leader who feels the need to control all aspects of the unit, lowering both morale and unit effectiveness. Francis in this instance proves his emotional intelligence and overall ability to lead effectively.

**Xavier University Faculty**

According the university website (http://www.xula.edu/mediarelations/quickfacts.php) of the 227 full-time faculty members, 87% have earned doctorates or equivalent terminal degrees. For a small liberal arts institution with a small faculty such a high percentage of faculty with terminal degrees is impressive.

The deans of each of the three academic units have full authority to hire faculty for their units. In terms of hiring faculty, typically only those applicants with the appropriate terminal degree will be considered. In some cases, applicants that are “All
But Dissertation” will be considered, but there is a set time frame during which doctoral studies must be completed for employment to be maintained.

One can assume that the faculty at Xavier chose to seek work at and/or remain at the institution due to a sense of calling and service. The Chronicle of Higher Education publishes an annual faculty report (http://chronicle.com/stats/aaup/index.php?action=result&search=Enter+an+institution+name&state=Louisiana&year=2001&category=&withRanks=1) that shows faculty salaries for a large number of institutions throughout the country. Table 4 shows the faculty salaries at Xavier over a three year period, broken down by faculty ranks (numbers in the thousands).

Table 4

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 – 2001</td>
<td>41.6</td>
<td>49.6</td>
<td>64.0</td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>42.3</td>
<td>51.4</td>
<td>64.3</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>46.3</td>
<td>55.7</td>
<td>68.6</td>
</tr>
</tbody>
</table>

When taken into account that the majority of these faculty members hold terminal degrees, these salaries are low when compared to other colleges and universities in the New Orleans area and nationwide. Take for example Loyola University of New Orleans, likewise a small liberal arts institution. Full professors over the same three year period earned 72.7K, 80.5K, and 89.6K, respectively. Colleges and universities in the United

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<sup>6</sup>All faculty salary information included in this study was gleaned by the author from the Annual Faculty Report published by the Chronicle of Higher Education. This information is available to the public at the website listed in the third paragraph of this section.
States place a premium upon recruiting and retaining faculty of color. The fact that Xavier is able to attract and retain such quality faculty given the staunch competition for their services from other institutions inside and outside of New Orleans is a remarkable achievement.

The author also noted two things as he went through the Xavier University yearbooks covering the 10 years prior to Francis being appointed president. First, the faculty was significantly smaller, perhaps containing 100 members in total. This would make sense in terms of the Xavier population at that time being much smaller (see Table 1). Second, the faculty members' names were preceded by the appropriate honorific (Mrs. Miss, Doctor, Sister, Father, or Mr.). Very few lay faculty members had "doctor" preceding their names in the yearbook. Also, it is possible that members of the clergy held earned doctorates, but there was no way to discern this. In any event, the evidence clearly shows that the faculty has grown along with Xavier as a whole during the Francis administration, and that the number of faculty holding appropriate terminal degrees his increased markedly during the Francis administration as well.

Another consideration, in particular for faculty members of color, may be the fact that teaching at a minority serving institution insulates them from racial/ethnic discrimination (Rockquemore & Laszloffy, 2008). Many minority faculty at majority institutions feel a sense of isolation, face hostility and are neither comfortable nor happy (Stanley, 2006). By teaching at Xavier, a minority serving institution, many faculty of color would not face the obstacles thrown into the career paths of their counterparts at majority institution. If these faculty members are indeed seeking insulation from racism

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7The author was unable to secure permission to interview any Xavier University faculty members.
by teaching at a minority serving institution, the Conflict Theory detailed in Chapter III provides a possible explanation.

Another possible explanation for the Xavier faculty choosing to serve and remain at the institution given the comparably low pay is Maslow’s Theory of Motivation. Maslow stated that there are staff motivation opportunities by motivating each employee through their style of management, compensation plans, role definition, and company activities. Applied in the workplace, Motivation Theory entails the following:

- **Physiological Motivation:** Provide ample breaks for lunch and recuperation and pay salaries that allow workers to buy life's essentials.

- **Safety Needs:** Provide a working environment which is safe, relative job security, and freedom from threats.

- **Social Needs:** Generate a feeling of acceptance, belonging, and community by reinforcing team dynamics.

- **Esteem Motivators:** Recognize achievements, assign important projects, and provide status to make employees feel valued and appreciated.

- **Self-Actualization:** Offer challenging and meaningful work assignments which enable innovation, creativity, and progress according to long-term goals.

In order to motivate their employees, leadership must be understand the current level of needs at which the employee finds themselves, and leverage needs for workplace motivation. The five domains of Motivation Theory provide an explanation for the non-
monetary factors that cause Xavier faculty to seek employment at and to remain at the university.\(^8\)

The information contained in this section provides answers to RQ4 and RQ7. Francis has the emotional intelligence and leadership skill to cede faculty hiring decisions to the deans of each of the three Xavier University academic units. This is a shrewd decision, since the three individuals heading these units are in the best position to gauge who is a good fit for the unit in terms of faculty.

Additionally, this section provides evidence that Xavier University during the Francis administration has been able to recruit and hire highly qualified faculty in terms of possession of the appropriate terminal degree in their teaching fields. Rovaris (1995) mentioned this trend of hiring highly qualified faculty in *Mays and Morehouse*. Rovaris notes that upon being appointed president of Morehouse College, Mays was amazed by the high level of teaching enthusiasm his faculty possessed despite earning rather low wages. Mays was able to increase the percentage of his faculty holding doctorates from 8.7 in 1940 to 52.3 in 1967.

Francis has been able to replicate Mays success in terms of faculty development at Xavier University. Despite his faculty earning low wages when compared to faculty at other colleges and universities, Francis and his subordinate administrators have been able to recruit a highly qualified and dedicated faculty, as evidenced by the level of success Xavier alumni have in terms of advanced degree attainment.

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\(^8\)The information on Motivation Theory was gleaned from the following website: http://www.envisionsoftware.com/articles/Maslows_Needs_Hierarchy.html.
The Getzel-Guba Model of Social Systems can be used to explain the ability of Xavier University to employ a highly qualified faculty. The equation $B = f(R \cdot P)$ explains Xavier faculty employment in the following manner: The letter $B$ = the final product, the observed behavior. In this instance the final product would be the employment of faculty members who largely possess the appropriate terminal degree in their teaching fields. The letter $R$ = the institution, Xavier University. The letter $P$ = the personality of the individual working within the institution. In this instance this would be the personalities of the deans of the three Xavier academic units and their ability to entice highly qualified faculty members to accept employment offers at Xavier University.

**Current Xavier Students**

Current students were given a survey via the Survey Monkey website (http://www.surveymonkey.com/s/WGQTGHJ) and were asked to answer the following questions:

1. What was the major factor that influenced your decision to choose Xavier University for your college education?
2. What was your high school GPA and/or class rank?
3. To what degree did Dr. Francis being president of Xavier influence your decision to attend the institution?
4. In your view as a current student, what are Dr. Francis’ greatest strengths and weaknesses as a college president?
5. In your view as a current student, describe the positive (if any) impact of Dr. Francis’ leadership of Xavier University.
6. How visible is Dr. Francis on campus, and how accessible is he to the students who wish to meet with him directly?

7. In your view as student, offer your candid opinion of Francis’ emotional intelligence, how well he manages the feelings of the student body and how well he handles adverse situations.

The results were obtained by the author sending letters containing the survey link to the Student Government Association President and the President of the PanHellenic Council. Also, the author walked around the university library with the survey link, asking student with laptops to complete the survey (the university has wireless internet throughout). Last, the author went to computer labs on campus with the survey link asking students to complete the survey. Despite these efforts, current Xavier students were very reluctant to complete the survey. A total of 15 current students agreed to answer the survey, and the results follow. Figure 4 shows the major factor(s) that lead students to seek admission to Xavier University.

![Figure 4](image)

**Figure 4.** What was the major factor that influenced your decision to choose Xavier University for your college education?
Seventy three percent of the subjects stated that the financial aid award was a major factor in the decision to attend Xavier University. Sixty seven percent of the subjects cited the academic reputation of Xavier University as a major factor in the decision to attend the university. Forty seven percent of the subjects stated that the probability of acceptance to graduate and/or professional school as a major factor in the decision to attend the university. Essentially, the major factor drawing the sample of students surveyed to Xavier University was the financial aid award.

Figure 5 shows the high school academic performance (grade point average) of the 15 respondents to the survey.

Figure 5. What was your high school GPA and/or class rank?
Twelve of the 15 subjects had grade averages of 3.0 or higher. This demonstrates that these students had a degree of academic ability upon entering the university, increasing the likelihood of academic success upon matriculation. The remaining three subjects had grade point averages in the 2.0 to 3.0 range. Given that Xavier is a selective institution, perhaps other factors in the application, high ACT/SAT scores and/or an “academic surge” at the end of high school led the admission committee to offer a place to these students.

Figure 6 shows to what degree Dr. Francis being president of Xavier University influenced the decision of the respondents to attend the university.

Figure 6. To what degree did Dr. Francis being president of Xavier influence your decision to attend the institution?
Seventy three percent of the subjects stated that Dr. Francis being president of Xavier University was not a factor in the decision to attend the university. Thirteen percent of the subjects stated that Dr. Francis being president of Xavier University was somewhat of a factor in the decision to attend the university. Seven percent of the subjects stated that Dr. Francis being president of Xavier was either an influence or very influential in the decision to attend the university. Clearly, Dr. Francis being president of Xavier was not the reason why majority of the respondents chose to attend the university.

The subjects were asked to answer the following question: *In your view as a current student, what are Dr. Francis' greatest strengths and weaknesses as a college president?* Unfortunately, the majority of the subjects were unable to answer this question. In fact, only one subject answered the question that was asked. Nothing conclusive can be drawn from this question. Figure 7 shows whether or not the subjects see any positive impact to Xavier University as a direct result of Dr. Francis' leadership.

*Figure 7. In your view as a current student, describe the positive impact (if any) of Dr. Francis' leadership of Xavier University.*
Seventy three percent of the subjects stated that Dr. Francis being president of Xavier University has results in a positive impact upon the university. Twenty percent of the subjects stated that Dr. Francis being president has an impact upon Xavier to some degree. Seven percent of the subjects stated that Dr. Francis being president of Xavier has resulted in an extremely positive impact upon the university. Not one subjects felt that Dr. Francis’ presidency has resulted in no impact to the university.

Figure 8 shows how the subjects view the visibility of Dr. Francis on campus, as well as how accessible Dr. Francis is to students who wish to meet with him directly.

\[ \text{Figure 8. How visible is Dr. Francis on campus, and how accessible is he to the students who wish to meet with him directly?} \]

Forty seven percent of the subjects saw Dr. Francis as neither visible nor accessible, the exact opposite of what the subjects to the alumni survey stated. Twenty
seven percent of the subjects saw Dr. Francis as visible but not accessible. Twenty percent of the subjects saw Dr. Francis as both visible and accessible. Seven percent of the subjects saw Dr. Francis as accessible but not visible.

Last, the subjects were asked to answer the following question: *In your view as student, offer your candid opinion of Francis' emotional intelligence (how well he manages the feelings of the student body and how well he handles adverse situations).* Figure 9 shows the results.

![Figure 9](image)

*Figure 9. Offer your candid opinion of Francis' emotional intelligence.*

Eighty percent of the subjects saw Dr. Francis as emotionally intelligent. Thirteen percent of the subjects saw Dr. Francis as somewhat emotionally intelligent. Seven percent of the subjects saw Dr. Francis as highly emotionally intelligent.
Xavier Student Quality

The alumni sample definitively shows that Xavier graduates quality students. It would stand to reason that the university admits quality students. However, one could make the argument that the university admits a percentage of marginal students then “trains them up” so that by the time they graduate, they become quality students that earn postgraduate degrees. However, the entering credentials of Xavier students (the grade point averages of the current student sample) dispel this assumption.

Student admissions are handled by the Office of Admissions, headed by longtime Dean of Admissions Winston Brown. Examining the standardized test scores (ACT and SAT) of entering students, as well as the retention rate of freshman classes can give insight into the quality of student at the university.

The retention rates for freshmen entering for Fall 1997 through Fall 2005 are shown in Table 5 (information gleaned from the Xavier University website www.xula.edu).

Table 5

Xavier Freshman Retention Rates 1997-2005

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Freshmen Enrolled</th>
<th>Percentage Retained After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>743</td>
<td>78.2%</td>
</tr>
<tr>
<td>1998</td>
<td>846</td>
<td>73.9%</td>
</tr>
<tr>
<td>1999</td>
<td>898</td>
<td>77.2%</td>
</tr>
<tr>
<td>2000</td>
<td>833</td>
<td>73.1%</td>
</tr>
</tbody>
</table>
Table 5 (continued)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Freshmen Enrolled</th>
<th>Percentage Retained After</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>893</td>
<td>74.8%</td>
</tr>
<tr>
<td>2002</td>
<td>976</td>
<td>72.7%</td>
</tr>
<tr>
<td>2003</td>
<td>917</td>
<td>79.0%</td>
</tr>
<tr>
<td>2004</td>
<td>1001</td>
<td>50.2%</td>
</tr>
<tr>
<td>2005</td>
<td>654</td>
<td>81.3%</td>
</tr>
</tbody>
</table>

For the nine year period examined, approximately 7 out of 10 freshmen who entered the university returned for a second year. The university does not keep statistics on the reasons why students fail to return to school. Thus, there is no way to ascertain whether the 3 out of 10 students who left the university did so for academic, financial or other reasons. However, Dr. Francis has stated that if a student leaves Xavier prior to graduation it is a safe bet that the student left for financial reasons. Still, the freshman retention rate for the nine year period is both high and laudable. It is also a testament to the quality of student admitted to the university, and provides an answer to RQ6.

The standardized test scores (ACT and SAT) for Xavier students entering Fall 2003, 2004 and 2005 were compared with the ACT and SAT scores for students in the United States who took both exams without regard to race. Next, the ACT and SAT scores for the three aforementioned classes were compared to black students nationwide.

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9This drop off in retention stands in stark contrast to the other years studies. It is possible that many first year students opted not to return to the university after being displaced by Hurricane Katrina.
who took the ACT and the SAT. The results are shown in Table 6 for the SAT (www.xula.edu).

Table 6

*SAT Score Comparison 2003-2005*

<table>
<thead>
<tr>
<th>Group</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average scores for black students in the U.S.</td>
<td>857</td>
<td>857</td>
<td>864</td>
</tr>
<tr>
<td>Scores for students entering Xavier University</td>
<td>994</td>
<td>979</td>
<td>973</td>
</tr>
<tr>
<td>Average scores for U.S. students regardless of race</td>
<td>1,026</td>
<td>1,026</td>
<td>1,028</td>
</tr>
</tbody>
</table>

For the classes examined, Xavier’s entering freshman scored higher than the nationwide Black student average; however these students scored lower than the national average when race is not factored in. Multiple studies published in various educational journals have cited myriad reasons why blacks tend to score lower than the mainstream on standardized tests. Thus, given that Xavier’s student body is overwhelmingly black the above statistics do not surprise. However, the average score for Xavier freshman hovered around the magic 1000 number, meaning that there were a number of students who scored at or above the 1000 target. It should also be noted that the SAT is a test of general knowledge, knowledge that some black students may not have acquired, explaining the lower test scores. The results for the ACT are shown in Table 7 (www.xula.edu).
Table 7

*ACT Score Comparison 2003-2005*

<table>
<thead>
<tr>
<th>Group</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall scores for black students in the U.S.</td>
<td>16.9</td>
<td>17.1</td>
<td>17.0</td>
</tr>
<tr>
<td>Scores for students entering Xavier University</td>
<td>20.8</td>
<td>21.1</td>
<td>20.7</td>
</tr>
<tr>
<td>Overall scores for U.S. regardless of race</td>
<td>20.8</td>
<td>20.9</td>
<td>20.9</td>
</tr>
</tbody>
</table>

The Xavier freshman submitting ACT results not only outscored the black students nationwide taking the exam, but they scored on par with students nationwide taking the exam regardless of race. This can be explained easily: The ACT tests subject matter. Given the type of student who is ultimately accepted to Xavier, it stands to reason that said students would be knowledgeable from the standpoint of course content. The results on both the ACT and the SAT show definitively that Xavier students outperform most other black students on these measures, providing an answer to RQ6.

One fact needs consideration in terms of black baccalaureate degree attainment, and that is the rise of online education in this, the Internet Age. *Diverse Issues in Higher Education* annually publishes an issue (usually in June) that outlines which schools produce the most blacks earning baccalaureate degrees. Until recent years, the top producers of black baccalaureate degree recipients were black colleges. In recent times online education has become more popular and prevalent.
According to the annual *Diverse* study, the top producers of black baccalaureate degrees are online schools\(^\text{10}\) now instead of HBCUs. Thus, Francis has been up to the twofold task of competing with mainstream and online institutions for quality students.

This is remarkable in light of the fact that Xavier University does not offer online degrees as of this writing. Other HBCUs, most notably Hampton University and Texas Southern University, have begun offering online degree programs to compete with those colleges and universities that provide distance learning (Matheson, 2010). It remains to be seen whether or not Xavier will begin offering distance learning.

In summary, Xavier has done an outstanding job of competing with mainstream institutions for quality students. In the post *Brown* era, black students have the option of attending mainstream institutions in addition to the various HBCUs. There are various reasons why students chose to attend one or the other with financial aid being a major consideration (Brown & Freeman, 2004). Despite not having the financial resources of many mainstream institutions, Xavier has still managed to attract bright, capable students. These results provide an answer to RQ6.

**Xavier Course Offerings**

According the university website (http://www.xula.edu/mediarelations/quick facts.php), Xavier University is comprised of three units: The College of Arts and Sciences (which houses the various undergraduate programs of study), The Graduate

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\(^{10}\)The author is a long time subscriber to *Diverse Issues in Higher Education*, formerly *Black Issues in Higher Education*. Thus, the author has been following the Top Degree Producers study for a number of years and noted this shift. These studies can accessed from the *Diverse* website http://diverseeducation.com and scrolling down to the Top Degree Producers link.
School (which offers the masters degree in multiple fields of study) and The Pharmacy School (which offers a first professional degree in pharmacy).

The College of Arts and Sciences consists of eighteen academic departments and divisions offering the following courses of study: Art, Biology, Business, Chemistry, Mass Communications, Computer Science, Education, English, History, Languages, Mathematics, Music, Philosophy, Physics, Dual Degree Engineering, Political Science, Psychology, Sociology, and Theology. All undergraduate students, regardless of major, are required to pursue a broad based liberal arts education. The Graduate School offers masters degrees in the following fields: Theology, Counseling, Educational Leadership, Curriculum and Instruction, and a Master of Arts in Teaching. The College of Pharmacy has a single degree program culminating the Doctor of Pharmacy degree.

The course offerings have greatly expanded during the presidential tenure of Dr. Francis, as will be shown in the next section.

**Xavier University Prior to the Francis Administration**

Xavier University was for many years a small, stagnant institution that drew the overwhelming majority of its student body from its home state of Louisiana in general, the metropolitan New Orleans area in particular. There was minimal expansion to the physical plant, the curriculum stayed the same for years and little was done in terms of recruiting either faculty or students. In short Xavier was, for all intents and purposes, a run of the mill commuter college of little significance. This section shows the condition of the university prior to Francis being appointed president. Primarily, course offerings/curriculum and the physical plant will be examined.
St. Katharine Drexel of Philadelphia and her Sisters of the Blessed Sacrament, a religious community dedicated to the education of African Americans and Native Americans, established Xavier as a high school in 1915. The four-year college program was added in 1925. Today Xavier retains its distinction as the only historically black, Catholic university in the United States.

The following five individuals have served as presidents of Xavier University (source: Xavier University Archives, assisted by Xavier University Associate Archivist Mr. Irwin Lachoff). Included are the years each individual served as president of Xavier University:

- Reverend Edward Brunner, SSJ 1928
- Mother Agatha Ryan 1929-1955
- Sister “Josephina” 1955-1965
- Sister Mary Stella 1965-1968
- Dr. Norman C. Francis 1968-

It is interesting to note a statement made by Xavier University Associate Archivist Mr. Irwin Lachoff. While assisting the author with his research on 22 Nov 10, Mr. Lachoff stated that when Xavier University founder Katherine Drexel died in 1955 Xavier University entered an extended period of fiscal difficulties. According to Mr. Lacoff, Drexel was the product of an extremely wealthy family and used her inherited wealth to financially support the university. When she died the financial support stopped. Mr. Lachoff further stated that even after Dr. Francis took control of the university there was about a decade of financial struggle. It was not until approximately 1979 that the
university was on sound financial footing. Mr. Lacoff attributed this to Francis entrusting the day to day operation of Xavier to then Executive Vice President Anthony Rachal while he went out and raised funds for the university.

The author began his examination of the condition of Xavier University in 1959, primarily by examining the yearbooks contained with the university archives (for a complete listing of the yearbooks used, see the Reference Section of this work). It was interesting to note for example that at the outset of the 1959-1960 school term the university had but four dormitories: St Michael’s Hall (men, still in use), and Mercedes, Auxiliary and Drexel Halls (women, all long since demolished). In fact, Auxiliary and Drexel were not residence halls in the traditional sense but houses located in the Gertown neighborhood that surrounds the university. Additionally, the only other buildings listed in the 1959-1960 yearbook are the Administration Building, the Old Library, the Health Service Building (long since demolished) and the Barn. The dining hall was a small wooden structure that, according to the photographs, students had to stand in a long line outdoors to gain entrance to.

It was also interesting to note that in 1959-1960 there were a number of clubs and other student organizations; however, all of the Greek letter organizations were inactive during this period of time. The only Greek letter organizations active on the campus were the service fraternity Alpha Phi Omega (Kappa Xi Chapter) and the service sorority Gamma Sigma Sigma. However, during this time frame the university fielded a football team, men’s basketball and track teams, a baseball team and a cheerleading squad. In fact, Xavier was a member of the historically black Southern Intercollegiate Athletic Conference (SIAC) during this time.
The 1960-1961 year book showed that there were no changes to the physical plant of the university. It is interesting to note that at this time Dr. Francis held the position of Co-Director of Student Personnel Services/Dean of Men, and that future Xavier University Executive Vice President Anthony Rachal held the position of Director of Placement and Recruitment. Also, Xavier offered what appeared to be a liberal arts curriculum. Courses were offered in the following departments: Art, Biology, Business Administration and Economics, Chemistry, Education, English and Speech, Health and Physical Education, History and Political Science, Home Economics, Mathematics, Medical Technology, Modern Languages, Music, Industrial Arts, Pharmacy, Physics, Sociology, and Theology and Philosophy.

The aforementioned service organizations and a host of clubs were in existence of the campus; however, the Greek letter organizations were still inactive at this time. The athletic teams listed in the 1960-1961 yearbook were primarily intramural teams. However, Xavier was still a member of the SIAC and fielded the same athletic teams during this school term.

The 1962-1963 school term saw the addition of a science building, a small wooden temporary structure. Aside from this addition the physical plant of the university remained unchanged.

Additionally, Dr. Francis and Mr. Rachal held the same positions within the university administration. The same two service organizations and a host of clubs were present on the campus, but there were still no active Greek letter organizations during this school term. Xavier was still a member of the SIAC and fielded the same athletic teams during this school term. The course offerings remained unchanged as well. One
interesting picture was on page 196 of the 1963 yearbook. Then Dean Norman C. Francis and four of his six children were attending a Xavier University football game.

By the 1964-1965 school term the Old Student Center had been constructed and was open for use. Other than that, the physical plant remained unchanged. On page 11 of the 1965 yearbook was an artist's rendering of the then proposed St. Joseph's Dormitory of Women. By this school term Francis has been promoted from dean to Assistant to the President in Charge of Student Affairs.

The Xavier curriculum remained unchanged, with the philosophy and theology courses at the core. The undergraduate courses were now housed in the College of Liberal Arts and Science containing four divisions: Education, Humanities, Natural Sciences and Social Sciences. The pharmacy school became the College of Pharmacy and the Graduate School had been organized. Each college and the graduate school were headed by a dean.

The two aforementioned service organizations and a host of clubs were on campus during this school term; however, there were still no active Greek letter organizations on campus. By this time, the university had eliminated all intercollegiate athletics.

The 1967 yearbook featured an aerial photograph of the campus just inside the front cover and the first page. The physical plant consisted of St. Joseph's and St. Michael's dormitories, the Administration Building, the Old Student Center (which by this time housed the dining facility), the Barn, and several wooden structures (to include Mercedes Hall) which are no longer in existence. The philosophy and theology courses still formed core of the curriculum, and the university was comprised of the College of
Liberal Arts and Sciences, the College of Pharmacy, the Graduate School and the Music Conservatory. By this school term, Francis had been promoted to Assistant to the President. The same two service organizations and a host of clubs existed on campus, however at this point there were still no Greek letter organizations or intercollegiate athletics at the university.

The 1968-1969 school term saw Norman C. Francis installed as the first black and the first lay president of Xavier University and Anthony Rachal installed as Executive Vice President. The physical plant of Xavier by this school term included Katherine Drexel Dormitory for Women (located on the former site of the demolished Mercedes Hall) and two temporary (and since demolished) wooden structures DePorres Hall (classrooms) and the Art Guild building (Art Department). A picture of Dr. Francis, his wife and six children appeared on page 16 of the 1969 yearbook.

The intercollegiate athletic program had returned by this point, with the university fielding a men’s basketball team. Also the Xavier Herald, the student run campus newspaper, was in existence by this time. There were still a host of clubs in existence but no Greek letter organizations at this time.

The university did make some strides prior the Francis administration but for the most part gains were minimal. Expansion to the physical plant was extremely slow, with three permanent buildings added in the ten year period examined. The academic program was comparably stagnant, with restructuring of the academic departments being the major change. However, since Francis has been president Xavier University has improved by leaps and bounds. The above sections of this work detailing the wholesale changes to Xavier for the better during the Francis’ presidential tenure are definitive proof of this.
Dr. Norman C. Francis

Dr. Francis is a Louisiana native who earned his undergraduate degree from Xavier and a law degree from Loyola University. His career at Xavier began in 1957 when he was appointed Dean of Men.

With the exception of current Director of Graduate Placement Michelle Washington Carter, Dr. Francis and his administrators were not available to be interviewed for this study; however, there were interviews available on line that addressed most of the research questions being studied. Specifically, Dr. Francis was interviewed in 2002 by The History Makers with the interview available on the website www.idvl.org/thehistorymakers/Bio383.html. Dr. Francis was interviewed in 2004 by The Black Collegian magazine, and that interview is available on the website www.highbeam.com/doc/1G1-114925702.html, and again by The Black Collegian magazine after Hurricane Katrina, http://www.black-collegian.com/issues/1stsem07/katrina_second_anniversary_xavier.htm. Dr. Francis was interviewed in 2006 for the publication The Future of Historically Black Colleges and Universities. Last, Dr. Francis was interviewed for The National Visionary Leadership Project with that interview being available on the website http://visionaryproject.com/francisnorman. The interviews for The History Makers and the National Visionary Leadership Project are actual videos that can be accessed by computer. The History Makers interview is accompanied by text, and is included in the appendix of this study.

11The author was able to secure permission from the Xavier Internal Review Board, headed by Dr. Charles Grammlich, to conduct campus research to complete this study. The author was unable to secure permission from Dr. Francis to interview him or his subordinate administrators. Thus, wherever it says “Dr. Francis stated” in this chapter, that information was culled from one of the interview sources listed at the beginning of this section. In fact, the information in this section was largely obtained from the interview sources.
On June 26, 1968, Norman C. Francis became the first lay president of Xavier University. There was no search committee, no interview process, none of the usual formality that goes into a presidential search. However, Dr. Francis has stated that one Clarence Jupiter (former Xavier Vice President for Development) used to say that all the lay administrators at Xavier were in some way chosen but he (Francis) was groomed. Specifically, Francis had already spent 10 years at Xavier working in administrative capacities. He was moved up from Dean of Men into progressively higher leadership positions until he became University Provost. It was while holding that position that Francis was asked to assume the presidency. Thus he had a decade of increasing administrative responsibility under his belt prior to being named president (this provides answers for RQ2 and RQ10).

Dr. Francis came to the presidency of Xavier University in 1968 with a clear vision for the university that has remained remarkably unchanged. Francis stated that when he assumed office in 1968 Xavier was not known outside of New Orleans for the most part. His goal was to turn the university from a local to a national entity. Additionally he wanted to recruit quality students to Xavier University from throughout the United States. He has succeeded in this goal, as his vision for the university has remained virtually unchanged. Dr. Francis intended Xavier to be a liberal arts university that offers a solid undergraduate experience in core subjects. Francis believes that a solid liberal arts curriculum is the foundation to students receiving not only a quality education, but the skills needed to succeed in an ever changing workplace.

Another part of Dr. Francis’ vision was to have Xavier be known as a preeminent institution for preparing teachers. However, Dr. Francis acknowledges that it is difficult
to get students to go into teaching given the low pay compared to other professions. Despite this, Dr. Francis would like Xavier's education department to have a particular focus on preparing middle grades math and science teachers. To an extent, this vision has come to pass, because as of 2004 75% of the administrators and guidance counselors in the New Orleans Public School System were trained at Xavier. Inservice teachers in the New Orleans seek Xavier out to obtain advanced degrees; however, Francis would like to see more undergraduate students come to the university intending to major in education.

The final part of Dr. Francis vision involved having the university’s School of Business become accredited and that the curriculum of the school become revamped to become competitive in the preparation of business professionals. The School of Business is now accredited, and business students are receiving internship opportunities. Many of these internships are leading to permanent positions. Thus, Dr. Francis’ vision for the School of Business has come to pass (this provides an answer for RQ5).

Dr. Francis stated in his interview for The National Visionary Leadership Project that he receives many accolades for the postgraduate academic achievements of alumni, however he has stated that he cannot take the credit for this achievement. Francis stated that outstanding faculty is the reason so many Xavier graduates go on to earn postgraduate degrees. Specifically, Francis mentioned the high percentage of Xavier alumni who go on to become medical doctors. Francis gave all the credit for this to the hard work and dedication of J.W. Carmichael, long time Xavier professor and Director of the Premedical Program. Additionally there is a full time graduate placement office that
assists students with placement into graduate and professional schools (this provides an answer for RQ6).

The area of delegating responsibility for postgraduate placement serves to highlight Francis’ emotional intelligence as a leader (and provides an answer for RQ4). Francis has stated that he is ultimately responsible for the management of Xavier University. Francis further states that he does transfer the authority to make decisions down the line. Francis states that he cannot transfer ultimate responsibility, but he lets his administrators know that they have the autonomy to run their units and that he will respect the decision that they make. Last, Francis unabashedly states that he is a lawyer by training and not an educator. As such, he places people knowledgeable in key areas into key positions and gives them the freedom to do what needs to be done (providing an answer to RQ3). These actions epitomize the emotional intelligence of Norman C. Francis.

Dr. Francis has stated that his parents instilled in him the drive to become educated (providing an answer to RQ8). Additionally, Dr. Francis stated that his parents drove home the point that one has to learn all that one can; because in order to reach one’s full potential one must be educated. Francis has stated that the interesting thing is that his parents had not graduated from high school themselves and that they had lived in a community where opportunity just was not there, in large part because of the de jure apartheid known as Jim Crow. Despite the lack of formal education, Francis’ parents drove home the point that education was a way out of poverty and the key to rising above the racial segregation of the time. This drive to become educated and to succeed has no doubt led to Francis’ success as a long tenured university president.
Appendix B (continued)

3. **To what degree did Dr. Francis being president of Xavier influence your decision to attend the institution?**

To what degree did Dr. Francis being president of Xavier influence your decision to attend the institution?

- Not at all
- Somewhat
- An Influence
- Very Influential
- Highly Influential

4. **In your view as a current student, what are Dr. Francis’ greatest strengths and weaknesses as a college president?**

In your view as a current student, what are Dr. Francis’ greatest strengths and weaknesses as a college president?

5. **In your view as a current student, describe the positive (if any) impact of Dr. Francis’ leadership of Xavier University.**

In your view as a current student, describe the positive (if any) impact of Dr. Francis’ leadership of Xavier University.

- No Impact
- Impact
- Positive Impact
- Extremely Positive Impact
6. How visible is Dr. Francis on campus, and how accessible is he to the students who wish to meet with him directly?

How visible is Dr. Francis on campus, and how accessible is he to the students who wish to meet with him directly?

- Not visible or accessible
- Visible but not accessible
- Accessible but not visible
- Visible and accessible

7. In your view as student, offer your candid opinion of Francis' emotional intelligence, how well he manages the feelings of the student body and how well he handles adverse situations.

In your view as student, offer your candid opinion of Francis' emotional intelligence, how well he manages the feelings of the student body and how well he handles adverse situations.

- No Emotional Intelligence
- Somewhat Emotionally Intelligent
- Emotionally Intelligent
- Highly Emotionally Intelligent
APPENDIX C

Letters Requesting Research Support

20 May 10

Dean of Admissions
Office of Admissions
Xavier University
1 Drexel Drive
New Orleans, LA 70125

Dear Sir:

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.


Additionally, there is a short interview I would like to email you as part of this research. If you would be so kind as to send the above enrollment figures to my email address SQN0501@aol.com, I will send the email interview to you. It is not particularly time consuming.

Last, I have a short set of questions for current students to answer. If you would be so kind as to provide me email addresses for about 25 students from the rising sophomore, junior and senior classes it would be great.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
Appendix C (continued)

20 May 10

Director of Graduate Placement  
Xavier University  
1 Drexel Drive  
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.

Essentially, I need you to complete an online interview for me. It is not particularly time consuming. Additionally, if you could give me the percentage of graduates from the following classes who attended graduate/professional school: 1967-68, 1968-69, 1974-75, 1978-79, 1982-83, 1987-88, 1990-91, 1995-96, 2000-01, 2004-05. If you would be so kind as to send the above attendance figures to my email address SQN0501@aol.com, I will send the email interview to you.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
20 May 10

Office of the President
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.

I am proud to state that you sir are the subject of my dissertation (my doctoral studies are in Educational Administration and Policy). Specifically, I am studying how Xavier has grown and developed under your most capable leadership.

I am fully aware that you are a very busy man. Thus, I would like to email you set of questions for you to answer about your leadership of Xavier and the factors contributing to your success and longevity as a college president. My personal email address is SQN0501@aol.com. If you could respond to me at that email address, I will be happy to send you the set of questions.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
20 May 10

Executive Vice President/Provost
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.

Essentially, I need for you to answer the following questions for me:

- How much autonomy do your deans and vice presidents have in running their respective units?
- Is Dr. Francis “hands on” with the day to day operation of the university or does he delegate that responsibility to you?
- Do deans have the ability to “keep” funds raised by and for their respective units, or do said funds go into a general university fund?
- How would you gauge Dr. Francis’ emotional intelligence that is, how well he manages the feelings of his faculty and administrators and how well he handles himself in a crisis?
- What do you perceive to be Dr. Francis’ greatest strengths and weaknesses as a college president?
- How have course offering/majors improved and expanded under Dr. Francis’ leadership?
- How instrumental has Dr. Francis been in attracting and retaining quality faculty to Xavier University?
- How instrumental has Dr. Francis been in attracting quality students to Xavier?
- During the time you have been at Xavier, how has Dr. Francis’ leadership been instrumental in the growth and development of Xavier University?

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
Appendix C (continued)

20 May 10

Dr. J.W. Carmichael
Director of the Premedical Program
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.

Essentially, I need you to complete an online interview for me. It is not particularly time consuming. My personal email address is SQN0501@aol.com, and if you would respond using that email address I will send the questions to you.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
20 May 10

Director of the Physical Plant  
Xavier University  
1 Drexel Drive  
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.

What I need from you is very simple. I am demonstrating through my dissertation how my beloved Alma Mater has grown and developed under Dr. Francis’ leadership. As such, I would like to show how the physical plant has grown during his presidential tenure. Thus, could you give me a listing of campus buildings for the following years: 1968-69, 1975-76, 1980-81, 1985-86, 1990-91, 1995-96, 2000-01, 2004-05. Also, if any buildings were renovated or had additions during this time frame please let me know.

Last, if you could tell me how funding was secured for the construction of new buildings I would appreciate it.

My email address is SQN0501@aol.com. If you would, please take the time to respond to my request at said address.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
20 May 10

University Registrar
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU 96), an educator in Georgia and currently a doctoral candidate at Clark Atlanta University. Enclosed is a copy of the letter from Xavier’s IRB authorizing me to conduct dissertation research.


Last, I have a short set of questions for current students to answer. If you would be so kind as to provide me email addresses for about 25 students from the rising sophomore, junior and senior classes it would be great.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Jr.
Dear Sir or Madam:

I am Carlos Minor, a doctoral student at Clark Atlanta University completing the last two chapters of his dissertation. The topic of my study is Xavier University of Louisiana, in particular the growth and development of the institution. I was able to find some enrollment data on line posted by your organization. If possible, could you send me enrollment data for the following school years, broken down by total enrollment, undergraduate enrollment, pharmacy school enrollment and graduate school enrollment: 1967-68, 1968-69, 1974-75, 1978-79, 1982-83, 1987-88, 1990-91, 1995-96, 2000-01, and 2003-04.

Also, if you have data on the endowment totals for the same years for Xavier, I would like to have those figures as well. If you do not have this date would you please be so kind as to tell me where I could obtain it. To save time, you can contact me at the following email address: SQN0501@aol.com.

Thank you in advance for assisting me in this matter.

Carlos J. Minor, Jr.
Appendix C (continued)

21 Sep 10

President, Student Government Association
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU96) a doctoral researcher. I have a brief, anonymous, online survey that current Xavier students can fill out. It will go a long way towards helping me compile the last bit of data needed to complete my doctorate. The survey can be accessed at:

http://www.surveymonkey.com/s/WGQTGHJ

If you could get the members of the Greek community as well as other undergraduate students to complete this survey I would appreciate it. It should take less than ten minutes to complete.

Thanks in advance.

Carlos J. Minor, Jr.
21 Sep 10

President, Panhellenic Council
Xavier University
1 Drexel Drive
New Orleans, LA 70125

I am Carlos Minor (XU96) a doctoral researcher. I have a brief, anonymous, online survey that current Xavier students can fill out. It will go a long way towards helping me compile the last bit of data needed to complete my doctorate. The survey can be accessed at:

http://www.surveymonkey.com/s/WGQTGHJ

If you could get the members of the Greek community as well as other undergraduate students to complete this survey I would appreciate it. It should take less than ten minutes to complete.

Thanks in advance.

Carlos J. Minor, Jr.
APPENDIX D

Letter Granting Permission to Conduct Research

TO: Carlos Minor, Jr., Principle Investigator
FROM: Charles A. Gramlich, Ph.D.
Chair of the Xavier University IRB
DATE: December 10, 2009

The above named project is a survey and is eligible for expedited review. The following actions have been taken as of the date of this memo.

1. The proposal is approved.
2. The request to waive informed consent is approved.
3. The survey questionnaire outline is approved.

Approval is for a period of one year from the date of the current memo. Any changes to the study need to be approved by the Xavier IRB prior to implementation. This project has been assigned study #303. Please notify the Xavier IRB when the study is completed.

Reviewed and approved,

Charles A. Gramlich

FWA00004443

cc. Dr. Gene D’Amour, Senior VP for Resource Development
June 8, 2010

Mr. Carlos J. Minor, Jr.
718 Crestwell Circle, SW
Atlanta, GA 30331

Dear Mr. Minor:

I understand that many people are being asked to fill out a questionnaire for your dissertation proposal. However, I was never asked whether I agreed to the proposal nor was I given an outline or plan for this research to decide my involvement.

The IRB approves research involving human subjects for researchers on campus. This dissertation proposal is not in their approval role, particularly when an individual has not agreed. However, in addition, all of the previous publications on my presidency by writers were done with personal interviews which required my authorization.

My concerns are many in your project, but simply put, I do not have a plan, in writing nor have I approved my involvement. Some staff members have received questionnaires and may have assumed this project had been totally "vetted" and cleared. I am certain they are wondering what the privacy conditions for their responses are.

For the above reasons, I have written staff and indicated that this does not have my commitment and there is no obligation to respond.

I appreciate the sentiments intended. However, the end-product will lack substance given what has occurred so far.

Sincerely,

Norman C. Francis
President
Greetings:

I am Carlos Minor (XU96), a Xavier alum and doctoral candidate at Clark Atlanta University. My dissertation focuses on Dr. Francis’ presidency and how the university has improved under his capable leadership. If you would be so kind and to complete the brief survey attached and return it electronically, I would greatly appreciate it. Additionally, as many of you are affiliated with Xavier Alumni Chapters, if you would be so kind as to email the survey to other alumni for completion you would help me greatly in gathering dissertation data.

Thank you in advance for assisting me with my research.

Carlos J. Minor, Ed.D Candidate

Hey,

You are welcome. I am sure since the survey is real quick, everyone should be able to make time for it. Keep me posted.

Anthony

Anthony D. Sharp, Jr.
"It's Your Turn To Win In 2010"

Sent: Thu, June 3, 2010 9:55:21 AM
Subject: Re: Xavier Alum Conducting Dissertation Research

Thanks a bunch. The goal is to complete the dissertation this summer.
Carlos J. Minor, Ed.D Candidate
Appendix F (continued)

-----Original Message-----
Sent: Wed, Jun 2, 2010 3:31 pm
Subject: Re: Xavier Alum Conducting Dissertation Research

Hey Carlos,

I just sent out mass e-mails to the Xavier Groups on Facebook and to the Alumni Chapter members. Hopefully, everyone responds.

Please keep me posted

Anthony

Anthony D. Sharp, Jr.
"It's Your Turn To Win In 2010"

Sent: Wed, June 2, 2010 12:02:18 PM
Subject: Re: Xavier Alum Conducting Dissertation Research

Mr. Sharp:

Change of plans. I am doing the survey online. Will you and the other XU alums you are in contact with please log onto this link to complete the anonymous survey:

http://www.surveymonkey.com/s/V6Z7QKJ

Thanks a bunch again, my man.

Carlos J. Minor, Ed.D Candidate

-----Original Message-----
Sent: Sat, May 29, 2010 3:13 pm
Subject: Re: Xavier Alum Conducting Dissertation Research

Greeting Carlos!

How are you sir? When is the deadline for the surveys? I can take them to our next Alumni meeting, which is June 13. Let me know if that works.

Thanks,

Anthony

Anthony D. Sharp, Jr.
"It's Your Turn To Win In 2010"
Appendix F (continued)

Hey Carlos,

I left a voicemail with LaKeysha Arthur, Annual Funds Manager for Xavier in the Alumni Office. I will let you know what she says about getting the survey link out to current students.

Thanks,

Anthony

Anthony D. Sharp, Jr.
"It's Your Turn To Win in 2010"
APPENDIX G

Graduate Placement Online Interview

1. What has influenced your decision to work at Xavier, and how has Dr. Francis’ leadership been instrumental in that decision?

2. As the Director of Graduate Placement, you have seen approximately 45% of Xavier alumni earn at least one advanced degree. How were you able to accomplish this, and how has Dr. Francis’ leadership impacted this area of success?

3. During the time you have been at Xavier, how has Dr. Francis’ leadership been instrumental in the growth and development of Xavier University?

4. How would you gauge Dr. Francis’ emotional intelligence that is, how well he manages the feelings of his faculty and administrators and how well he handles himself in a crisis?

5. What do you perceive to be Dr. Francis’ greatest strengths and weaknesses as a college president?
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Dr. Francis has stated that he feels a sense of service in his capacity as a university president, particularly a call to help the black race (providing answers to RQ11 and RQ12). Francis has stated that he could have entered the more lucrative field of law; however, he loves what he does and would not trade it. Prior to becoming president, Francis was instrumental in having Xavier provide lodging for the Freedom Riders during the Civil Rights era. Also, as a young man born and raised during the Jim Crow era he witnessed the destructive nature of segregation first hand.

In 1952 Francis became the first black student to enroll at Loyola University (New Orleans) School of Law and in 1955 he was Loyola’s first black graduate. Francis stated that he went to Loyola with a lot on his plate, because the first Black in any situation has to succeed or else the entire race fails. Francis did not state that he encountered overt racism while a law student, but he did realize the enormity of what he was trying to accomplish. Francis stated that he made many white friends while in law school, the closest of which was former New Orleans mayor Edwin “Moon” Landrieu. Francis carried this pioneering spirit into the Xavier presidency, and he has encouraged Xavier graduates to shoot for the stars the same way he has.

Along these lines, Francis has sought to increase the amount of scholarship money available to students, as the majority of students who are forced to drop out of Xavier tend to do so due to financial constraints (providing an answer to RQ12). Former Florida A&M University (an HBCU) president Frederick Humphries has stated that many HBCU students are forced to “stop out” for a few years, returning later to complete their studies (Stuart, 2010).
Francis stated that ninety percent of Xavier students require some form of financial aid and that one of his biggest challenges is trying to find money for students with limited financial means to pay their tuition. Francis further stated that the typical Xavier student is very bright, with SAT/ACT scores for admitted students above average for black students nationally. Francis stated that it is very painful for him to lose students who are capable academically but have limited money, so work is ongoing to increase the scholarship fund.

**Theoretical Conclusions**

The findings coincide with the three theories detailed in Chapter III: The Emotional Intelligence Behavioral Model, the Getzels-Guba Model of Social Systems and the Conflict Theory. Dr. Francis has demonstrated the five dimensions of emotional intelligence, in particular the fifth dimension (managing relationships, that is, managing the emotions of others). Specifically, Dr. Francis maintains responsibility for what does or does not happen at Xavier. However, he does delegate decision making responsibility to his subordinate administrators, and he respects the decisions that they make. He allows the deans of his academic units to make hiring decisions for said units. He allows his vice presidents full autonomy to run the areas of the university they are responsible for. He allows his Executive Vice President to handle the day to day operation of the university. In short, he does not micromanage, a serious flaw in a leader that tends to undermine unit cohesiveness.

As was previously outlined, the Getzels-Guba Model of Social Systems can partially explain the graduate degree attainment of Xavier alumni. It also helps that
Xavier is a selective institution that admits capable students and that the university has two offices dedicated to graduate/professional school placement. Additionally, students are told from freshman year on that a bachelors degree will not suffice; they need to earn graduate degrees to be competitive in today’s workforce. Former Director of Graduate Placement Dereck J. Rovaris published an article detailed the graduate placement process in the Black Collegian (Rovaris, 2008). If this article is any indication, Xavier students have a “graduate school plan” mapped out early in their college careers. This is another possible explanation for the success of Xavier graduates in obtaining graduate and professional degrees.

Additionally, the Getzels-Guba Model of Social Systems, particularly the equation $B = f(R \ast P)$ is an explanation for the success of the Francis administration. The letter $B$ the final product, the observed behavior in this study would be the overall improvement made to Xavier University. The letter $R$ represents the institution, namely Xavier University. The letter $P$ is the personality of the individual working within the institution, in this instance President Norman C. Francis. In a nutshell, the personality and leadership ability of Norman C. Francis resulted in wholesale changes to Xavier University. The institution has improved by leaps and bounds under the Francis administration.

The Emotional Intelligence Behavioral Model can be utilized to explain the positive changes to the university as well. Francis had the wherewithal to entrust the day to day operation of the university to his second in command while he went out and secured much needed funding for the university. Francis entrusted the development of the university to the individual hired for that purpose. As a whole, Francis entrusts his
subordinate administrators to do their respective jobs and he not only respects the
decisions that they make but gives them credit for these decisions. Additionally, he
openly maintains all responsibility for what does and does not transpire on the campus of
Xavier University. Francis has a high degree of emotional intelligence, evidenced by the
fact that he treats his subordinate leaders in a respectful, non-micromanaging manner.

Lastly, the Conflict Theory can be used to explain Dr. Francis’ success as a
university president and Xavier’s success as an institution of higher education. At the
time Francis assumed the presidency of Xavier University, the full impact of Brown vs.
the Board of Education being felt. Potential black college students had the option of
attending well funded mainstream institutions in lieu of the HBCU. Thus, Francis had
the daunting task of competing with mainstream institutions for quality students and
faculty, as well as securing funds for scholarships, operating expenses and physical plant
expansion. Francis has proven more than capable of fulfilling his presidential
expectations, as the above conclusions clearly demonstrate.

Additionally, in the post Brown era Francis has had to compete with mainstream
institutions for black students that would have had no choice but to attend an HBCU in
years past. This was not a problem for the college president whose tenure most closely
parallels that of Francis: Benjamin E. Mays. Mays’ presidency was from 1940-1967, a
twenty seven year time frame that occurred during the era of Jim Crow segregation.
Mays had ready access to highly qualified black students, as the HBCU was their primary
means of obtaining a higher education. The Francis administration, despite the “brain
drain” of highly qualified black students by mainstream institutions, has been able to
recruit, retain and graduate quality students. Xavier has thrived and expanded while
other small liberal arts HBCUs (Morris Brown College, Bishop College, Knoxville College, and Barber-Scotia College) have either closed or lost their accreditation. Neither has happened to Xavier, a testament to Francis' leadership and vision.

Thus, Xavier University has experienced significant growth and development during the Francis administration. Francis has proven himself to be a highly skilled and transformational college president.
CHAPTER VI
SUMMARY, FINDINGS, AND RECOMMENDATIONS

Answers to the Research Questions

RQ1: How did Francis develop Xavier into its current incarnation (including improvements in physical plant, student quality and enrollment numbers)?

Francis is by all accounts a transformational leader. Additionally, Francis at the outset of his presidential tenure had the wherewithal to hire two highly competent men as his chief lieutenants: Clarence Jupiter as his Vice President for Development and Anthony Rachal as his Executive Vice President. By entrusting the overall day to day operation of the university to Rachal, Francis was free to go out and raise much needed funds for the university. Also, Francis gives decision making authority to his subordinate leaders and he respects the decisions that they make. The deans and vice presidents at Xavier have full autonomy to run their areas of responsibility free of micromanagement. Xavier was developed into its current incarnation because Francis had the foresight to hire competent subordinate leaders and empower them. Additionally, Francis gives credit to these subordinate leaders for their contributions to the success of the university.

RQ2: How did Francis, a lawyer with no experience as a professor prior to moving into academic administration, succeed as a long tenured college president?
Francis was groomed to become president of Xavier University from the time he was hired at the university as Dean of Men until he was appointed President in 1968.

Francis was essentially handpicked to become the Xavier President. There was no interview process and no search committee. Also, Francis has stated that he is a lawyer by training and not an educator. Thus, he hires people knowledgeable in key areas and positions them to take advantage of said knowledge.

While Francis is a nontraditional president who followed a nontraditional path to the presidency, he did not assume the presidency unprepared. Francis was groomed for the presidency by being placed in administrative positions of increasing responsibility. After a decade, he was appointed president without interview. The Sisters of the Blessed Sacrament, the religious order that founded Xavier, prepared Francis to take command of the university.

RQ3: To what extent did Francis’ training as a lawyer contribute his success as a university president?

Lawyers are by nature supreme strategists, seeing the world as a giant chess board. Lawyers, like chess players, tend to plot moves and counter moves. Francis showed these traits as a university president in his hiring decisions and his ability to delegate responsibility to his key subordinate administrators.

Also, Francis was the first black student and subsequently the first Black graduate of Loyola University Law School in New Orleans. This made Francis a pioneer of sorts and he was fully aware of what his being the first entailed. This pioneering spirit was one of the forces driving forces leading him to seek success as a university president.
RQ4: To what extent did Francis’ emotional intelligence contribute to his success?

Without a high level of emotional intelligence, Francis would have never succeeded as a college president. Francis embodies all five domains associated with emotional intelligence. This is evident in his ability to not be a micromanager and to give credit to his subordinates for their contributions to the success of Xavier University.

RQ5: What was Francis’ vision for the university when he first became president, and what is his current vision for the university?

Francis’ vision for the university when he first became president was to make the university known nationwide. Additionally, he wanted to recruit quality students to the university from throughout the United States. Francis has achieved these goals for the university. Francis’ current goal is to have the university become a preeminent institution for training teachers in general; middle grades math and science teachers in particular. In part, this goal has been achieved, as the majority of the guidance counselors and K-12 administrators in the Metro New Orleans area received their training at Xavier. However, Francis laments the fact that it is difficult to get young people to go into teaching, considering the low pay when compared to other professions.

Another goal of Francis’ for the university is to continue to offer a solid liberal arts curriculum, giving students a broad based academic exposure. Also, Francis stated that now that the university has an accredited school of business, he would like to see Xavier business students get internships and job opportunities with major corporations.

RQ6: How has Xavier (under the leadership of Francis) been so successful in placing nearly half of its graduates into graduate/professional school, with
the overwhelming majority of those placed completing their graduate course of study?

Xavier University has two full time offices dedicated to placing students into graduate/professional school. The GradStar Office exists for those students interested in graduate and/or professional school (i.e. law school). The Premedical Office exists for those students interested in attending medical school or a medical related professional school (i.e. chiropractic school).

Francis fully acknowledges that the postgraduate success is not his own doing. He gives credit for this to both the staff members of the two aforementioned offices and to the faculty members who push the idea of postgraduate study on their students.

RQ7: How has Francis been able to compete successfully with mainstream institutions for quality students and faculty?

Francis cedes control of student recruiting to the Office of Admissions, headed by long time Dean of Admissions Winston Brown. Francis cedes faculty hiring decisions to the three deans heading the three academic units of the university. Based upon the standardized test scores and GPAs of Xavier students, as well as the high first year retention rates, Dean Brown and his staff recruit quality students. Based on the fact that all but thirteen percent of Xavier faculty holds the appropriate terminal degree in their field, the three deans make excellent hiring decisions.

RQ8: Did family support contribute to Francis’ success as a college president and to the length of his tenure?

Francis’ parents did not complete high school; however, they instilled the importance of education in their children. As a result, Francis went on to earn both
undergraduate and law degrees. Additionally, Francis' parents instilled in him a strong sense of self in terms of his racial identity. It was this sense of self and racial identity that lead to his long term service as an educational administrator.

RQ9: Was Francis the beneficiary of mentoring/role modeling (from an experienced college president) during the early portion of his tenure?

There is no evidence that Francis received mentoring from an experienced college president during the early part of his tenure. However, it was stated in interviews that he was groomed to become the Xavier president by being placed into various administrative roles of increasing responsibility. Additionally, Francis was appointed president without interview. Francis began his career as Dean of Men, eventually rising to the position of Executive Vice President. Thus, Francis was completely aware of what was needed to run the university prior to being appointed president.

RQ10: What professional experiences outside of the presidency may have contributed to Francis' success as a college president?

One amazing fact about Francis is that outside of a brief stint in the military, he has been employed by Xavier University since 1957. It stands to reason that he knows the university from the top down, and is well aware of what needs to be done to improve and advance the university. Francis' leadership skills, combined with his long tenure at the university have likely been responsible for his successful presidency.

RQ11: Did Francis have a sense of service or calling that contributed to his long presidential tenure?

Francis has stated in interviews that growing up in the segregated South lead in part to his developing a strong Black identity. Additionally, Francis stated in interviews
that his family was very poor yet pushed education, sending him to Catholic schools for his primary and secondary education. Francis went on to earn not only an undergraduate degree but a law degree as well. Francis has stated in interviews he could have become a practicing attorney and earned a considerable amount of money, yet he felt that being at Xavier was what he was on this Earth to do. Thus, it would seem that Francis’ firmly established racial identity lead to his calling to be a long serving college president.

RQ12: Did Francis’ perception of race as a black man and black college president in the 1960s make a difference in his determination to succeed as a college president?

Francis was born and raised during the Jim Crow era. Additionally, his upbringing in segregated Lafayette, Louisiana coupled with his parents instilling in him a strong racial identity lead to his becoming a self aware black man. To this end, Francis has stated that he is quite aware of the obstacles facing black students once they leave the university. Along these lines, Francis has stated that he wants the curriculum of the university to be tailored so that students leave Xavier with a strong foundation and the knowledge to succeed in the world. It would seem that Francis’ perception of race as a black man and as a black college president have made him driven to succeed as a college president. It also seems that he measures his success as a president in relation to the success of the alumni of Xavier University.

Summary

As was stated above, all of the research questions posed in Chapter IV were answered. Xavier University has experienced significant growth, development and
overall improvement during the presidential tenure of Norman C. Francis. Specifically, the physical plant of Xavier University has expanded exponentially during Dr. Francis’ presidential tenure. Also, the university has employed a highly qualified faculty during Dr. Francis’ tenure, as evidenced by the high percentage of faculty members holding the appropriate terminal degree in their discipline. Xavier University has recruited quality students during Dr. Francis’ presidential tenure as evidenced by their entering credentials. Dr. Francis does an excellent job of employing competent subordinate leaders in whom he places decision making trust. Last, a high percentage of Xavier graduates have gone on to earn graduate and professional degrees during Dr. Francis’ presidential tenure. Other key findings are listed the next section along with the research question or questions that they coincide with.

Key Findings

- Xavier University as a whole has improved markedly during the presidency of Norman C. Francis. This coincides with the first research question, as the study was designed to find whether or not the physical plant, student quality and enrollment numbers in particular improved during Francis’ presidential tenure. All these areas improved for the better, as documented in Chapter V.

- Norman C. Francis has maintained a clear and concise vision for Xavier throughout his presidency. This coincides with the fourth research question, as Chapter V detailed Francis initial and current vision for Xavier University.

- Outside of a brief stint in the military, Norman C. Francis has been employed exclusively by Xavier University since 1957. This coincides with two
research questions, the eighth and the ninth. There was no evidence in any of the interview videos or in the printed interviews that Francis was mentored by an experienced college president. Also, Francis has essentially spent his entire working life at Xavier.

• Norman C. Francis was groomed for the presidency by being placed in administrative positions of ever increasing responsibility. He was subsequently appointed president without going through an interview process. This coincides with the eighth and ninth research questions, for the same reasons detailed in the preceding bullet.

• Xavier University has seen a significant increase in student enrollment during the presidency of Norman C. Francis. This is an answer to the first research question, namely how the Francis administration has been able to attract quality students. Based on the entering GPA, the entering standardized test scores and advanced degree attainment of alumni, Xavier University attracts and subsequently graduates quality students.

• The physical plant of Xavier University has been greatly expanded and developed during the presidency of Norman C. Francis. This, too, is an answer to the first research question. As was outlined in Chapter V, during the decade prior to the Francis administration a mere three permanent buildings were added to the Xavier physical plant. During the Francis administration at total of 10 permanent buildings were either purchased or
constructed. As of this writing, one permanent building is undergoing massive renovation and another (a new chapel) is under construction.

- The course offerings and curriculum at Xavier have greatly expanded during the presidency of Norman C. Francis. This is in part an answer to the fourth research question. Francis has been shown to have the leadership skill to delegate authority to his subordinates and to respect the decisions made by those subordinates. Based on this, the author can make the reasonable assumption that the expanded curriculum was done by those administrators who were delegated such responsibility by Francis.

- One only Xavier administrator responded to the author’s interview request, that being current Director of Graduate Placement Michelle Washington Carter. Mrs. Carter stated\(^1\) that Francis is an excellent leader whom she cites as one of her personal heroes. Additionally, Mrs. Carter stated that Francis has a high level of emotional intelligence, and that Xavier students are exposed to postgraduate study from the outset of their college careers. This administrator offers an explanation for the excellent graduate degree attainment figures for Xavier alumni. Also, this administrator offers clear insight into Francis’ effectiveness as a leader.

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\(^1\)The author received an email from Mrs. Carter on 10 Jun 10 in which she responded to the author’s request that she answer questions in regards to this study. Mrs. Carter has replaced Dr. Dereck Rovaris as Director of Graduate Placement at Xavier. Mrs. Carter was only Xavier faculty member/administrator to respond to the author’s request for information. This statement was taken from her email response.
• No information was available on the university endowment. However, the Associate Archivist of Xavier University (Irwin Lackoff) stated to the author that efforts are underway to increase the size of the endowment. Thus, the question as to whether or not the Xavier University endowment has grown under the presidency of Norman C. Francis remains unanswered.

• A sample of 75 alumni responded to a request to complete an online research survey for this study. Fifty one of these alumni hold at least one advanced degree. These 75 alumni rated Norman C. Francis as having emotional intelligence, being visible during their matriculation and stated that the university improved for the better during their matriculation. Additionally, these alumni stated that postgraduate attainment was pushed throughout their matriculation. This is an answer to the sixth research question. Xavier University is much like a college preparatory high school that pushes college attendance on its student body and employs a full time counselor to assist students with college admission. Xavier has two full time offices dedicated to graduate and professional school admission. Xavier students are exposed to graduate study throughout their matriculation. It would stand to reason that a significant number of Xavier students would attend and subsequently complete courses of study at a graduate or professional school.

• A sample of 15 current students responded to a request to complete an online research survey for this study. The majority of these students feel Dr. Francis being president has had a positive impact upon Xavier University.
Additionally, the majority of these students described Dr. Francis as emotionally intelligent.

- Norman C. Francis' parents, despite not graduating high school, pushed the importance of education to their children. Francis cites this parental influence as key to his professional success. Additionally, all six of his children are college graduates.

- Norman C. Francis delegates the responsibility to make decisions to his subordinate administrators, and he respects those decisions made by his subordinates, demonstrating a high level of emotional intelligence.

- Eighty seven percent of 227 full time faculty members hold the appropriate terminal degree in their fields, attesting to the quality of faculty employed by Xavier University. This answers the seventh research question in part. As was stated in Chapter V, the Xavier yearbooks for the ten years preceding the Francis administration contained faculty listings which showed that few Xavier faculty members were in possession of terminal degrees during that time frame. That situation has improved markedly as of his writing.

- Based on student retention figures and standardized test scores (ACT/SAT) Xavier University admits and subsequently graduates quality students. This too answers the seventh research question in part. The majority of the current students surveyed had high school GPAs in the 3.0 - 4.0 range. The entering Xavier students had SAT scores exceeding the national average for black students during the 3-year period examined. The ACT scores for entering
Xavier students during the same 3-year period exceeded the national average for black students and were on par for students nationwide without controlling for race/ethnicity. These findings demonstrate clearly that Xavier University admits quality students.

- Norman C. Francis’ presidential longevity can be attributed to his sense of calling and service in terms of educating black students. This provides an answer to the 11th research question. Francis has spent his entire working life at Xavier University. Francis’ presidential tenure has far exceeded the eight year average time in office for a college president. Francis has stated in interviews that he could have entered the far more lucrative field of law, yet he felt that Xavier was the place for him. Finally, Francis has stated that he wants Xavier to send her alumni out prepared to compete in the world. The evidence would seem to show that Francis has remained at Xavier because being president of the institution is not his job, it is his calling.

- The success Norman C. Francis has had as the president of Xavier University can be explained by three theories: Emotional Intelligence, The Getzels-Guba Model of Social Systems and Conflict Theory. Francis’ emotional intelligence can be summed up by the fact that he is the direct antithesis to the micromanager. Francis intentionally places people into leadership positions that are capable of working independently. Francis’ presidential success can be explained by the Getzels-Guba equation as well: \(B = f(R \cdot P)\). The letter B is the final product, the observed behavior (The Developed Xavier
University). The letter R represents the institution (Xavier University). The letter P is the personality of the individual working within the institution (The Leadership of Norman C. Francis). The Conflict Theory offers an explanation as to how Francis has been able to “sell” Xavier to potential faculty, students and donors.

- Xavier University was relatively stagnant in terms of expansion of the physical plant and the curriculum in the decade prior to Norman C. Francis being appointed president. The fact that both of the physical plant and curriculum have experienced significant growth is an answer to both the first and the fourth research questions. One of Francis’ first moves was to hire two trusted Xavier administrators to be key Vice Presidents (Provost and Development), trusting them with the day to day operation of the institution while he raised much needed funds. This action was the foundation upon which the “Xavier House of Expansion” was built.

- The overall findings of this study clearly show that the independent variable (leadership/presidency of Norman C. Francis at Xavier University) has had a positive impact upon the dependent variables. The dependent variables in this study are: (a) The development of Xavier’s physical plant, faculty and administration during Francis’ tenure, (b) Francis’ long tenure and success as a college president given his educational background and training, (c) Xavier’s success in placing graduates into graduate and professional schools during Francis’ tenure, and (d) Xavier’s success at recruiting both faculty and
students during Francis’ tenure. All four of the dependent variables have
grown and/or improved as a direct result of the Francis administration.

Recommendations for Practice

The career of Norman C. Francis can be used as a guide for outlining the path of a
successful college president. Much like the careers of longtime college football head
coaches Eddie Robinson (Grambling State University) and Joe Paterno (Pennsylvania
State University), one will likely never again see a college president remain in office as
long as Dr. Francis. However, examining his career can be useful for both sitting and
aspiring college presidents.

Dr. Francis is a nontraditional college president, and there have been other equally
successful nontraditional college presidents (i.e. former Howard University president H.
Patrick Swygert and current Philander Smith president Walter Kimbrough). The college
administrator who has followed for example the Student Services path rather than the
traditional faculty path can utilize Francis’ career as a model, should said administrator
seek to assume the college presidency. Additionally, the aspiring college president,
traditional or nontraditional, can look upon Francis’ career as the definitive manner of
leading in the proper manner.

The sitting college president can use Francis’ career as a guide as well. Francis
has demonstrated the ability to effectively fundraise, a major job for all college
presidents. Francis’ fundraising ability can be of particular use for the sitting presidents
at Morris Brown College, Barber-Scotia College, Knoxville College, and Paul Quinn
College. These small, liberal arts institutions have lost their regional accreditation, in
part because of debt/fiscal mismanagement. The presidents of these four institutions can mirror Francis’ fundraising scheme(s) to get their institutions on solid footing. Francis has demonstrated the ability to effectively manage people, in particular knowing how and when to delegate decision making authority, another essential ability for all successful leaders. Francis has demonstrated the foresight to renovate and expand the physical plant of his institution, and the manner in which he did so can be mirrored by other sitting college presidents.

The college president, whether sitting or aspiring, can look at the presidential tenure of Norman C. Francis and see the proper behavior one must exhibit to be successful. For example, Dr. Francis has the good sense to hire knowledgeable people in key leadership positions, and he allows them the freedom to make decisions in their areas of responsibility. Most importantly, he not only respects the decisions of his subordinate leaders but, as evidenced in the five interviews utilized for this study, gives them the credit for success. Many leaders, current and aspiring, want credit for the good and to assign blame for the bad. These leaders can learn a great deal from Dr. Francis’ leadership style.

The ability to not only hire competent subordinate leaders but to entrust them with decision making responsibility is essential for any sitting or aspiring college president. The president’s main focus is being the face of the institution and raising funds for the institution. If a president can entrust much of the day to day operations to his or her subordinates, he or she can then focus on selling the institution to potential donors and so on.
Another area of Dr. Francis’ presidency that should be a focal point for both sitting and aspiring leaders is the manner in which he was able to improve the physical plant of Xavier University. As was detailed in Chapter V, once Dr. Francis was appointed president Xavier underwent (and is still undergoing as of this writing) major improvements as well as expansion to its physical plant. The physical plant is a key selling point to potential students, thus the manner in which Dr. Francis was able to improve Xavier’s physical plant should be studied and mirrored by both sitting and aspiring college presidents alike.

**Recommendations for Policy**

Those entities that hire college presidents (search firms, state boards, boards of trustees and the like) can use the actions of a successful, long term college president such as Norman C. Francis as the template for what they want in a leader. Some of the qualities that these entities should focus on should be:

- The proven, documented ability to effectively fundraise.
- The proven, documented ability to not only lead a unit, but to effectively manage both subordinates and constituents.
- The proven, documented ability to bring across the board improvements to an organization.
- The proven, documented ability to empower subordinate leaders and to respect the decisions made by these subordinates.
- The hiring of individuals with a clear vision for the institution that is parallel to the mission of the institution.
• To not limit their search to academics, but be willing to hire nontraditional presidents not “tainted” by the politics of academe. Such a president will be more bottom line and business oriented, and more likely to take the institution to the next level.

Essentially, those who are in the position to hire college presidents should expand their search to include all proven leaders who can advance the mission of the institution. Norman C. Francis has proven emphatically that the nontraditional president can succeed. For example, the long term school superintendent or the long term CEO of a major corporation would likely be a strong college president. However, under current hiring guidelines many colleges and universities would hesitate to hire such an individual as a college president. Additionally, people in major leadership positions in K-12 education or business (deputy superintendents, managing partners of international law firms or chiefs of staff) who have demonstrated the ability to function as a superintendent or a CEO should likewise receive strong consideration for the college presidency.

Policy in regards to hiring college presidents needs to expand and change. There are many proven leaders outside of the academy and those within the academy who have not followed the professor, department chair, dean to vice president path who would make excellent college presidents. However, current policy would not allow these individuals to be considered for the college presidency. One needs to look no further than the job postings in publications such as *Diverse Issues in Higher Education* and/or *The Chronicle of Higher Education* to see what the hiring criteria for the college
president entails. Under current hiring guidelines, the next Norman C. Francis is out there, but cannot be considered for the college presidency, which is a travesty.

Recommendations for Further Research

First and foremost, researchers who decide to study the administration of a particular college president should be certain to secure an interview with said president and his/her administrators prior to beginning the study. This author was able to secure permission from the Xavier University Internal Review Board to proceed with this study. However, the author was unable to secure permission from Norman C. Francis to interview him or his administrators. The author began his research without first securing permission from Francis to utilize him as a research subject. Francis sent the author a letter (included in the appendix) stating that he did not grant permission for the author to conduct the study, and that he instructed his subordinates that they were under no obligation to assist the author with his research. The author sent Francis a conciliatory letter (included in the appendix) and a copy of the prospectus, asking for permission to conduct the study. The author received no reply.

Fortunately, there are several interviews of Francis available, the best being an extensive video interview granted to The History Makers. Unfortunately, the inability of the author to secure interview’s with Francis’ subordinate administrators left him unable to include the personal insights of those serving as his lieutenants and sergeants if you will. This would have given the study much more depth.

Xavier University is a small, selective, private liberal arts university. The results found in this study are thus applicable to other comparable institutions with stability at
the presidency. Large, open admissions, state controlled HBCUs such as Texas Southern University, Southern University, Grambling State University, and Alabama State University would likely not have the same or even similar results if this study were replicated using them. Additionally, small private nonselective HBCUs such as Morris College, Johnson C. Smith University, Knoxville College, Stillman College, and Texas College would likely not produce the same results if this study were replicated using them as a model.

It is likely that if this study were replicated at Morehouse College (under the presidency of Benjamin E. Mays) or Spelman College (under the presidency of Johnetta Cole) that the same or similar results would be found. Both Morehouse and Spelman are similar to Xavier in that they are small, selective liberal arts colleges that push postgraduate education.

Additional research needs to be done contrasting the traditional and nontraditional college presidents. Cotnam’s (2006), The Traditional and Nontraditional President: A Comparison of Activities, Concerns and Goals, did an excellent job of comparing traditional and non-traditional college presidents. As can be expected, Cotnam’s study showed that there are some in favor of hiring nontraditional presidents while others the antithesis holds true for others. What needs to be studied is the level of success the nontraditional president has had when compared to a traditional president. Specifically, the two presidents compared should head similar institutions with similar missions.

Further research needs to be done on the large, open admissions HBCUs and well as the small, private, and nonselective HBCUs to determine the effectiveness of their educational missions. Specifically, one would need to look at the quality of student
admitted to both types of HBCU using the same criteria set for in this study. Next, one would need to examine the postgraduate degree attainment of alumni to examine the teaching effectiveness of these institutions. For example, one could compare and contrast the postgraduate degree attainment of the alumni of a selective HBCU such as Hampton University. Then, one could examine the postgraduate degree attainment of the alumni of an open admissions HBCU such as Grambling State University. Last, one could compare and contrast the results obtained from both types of HBCU to draw a determination.

The HBCU has long been a key to many Blacks receiving a college education in the United States. It would be prudent to conduct research on HBCUs across the board to determine what type of student is admitted, and what if any postgraduate degrees are earned and what if any postgraduate training is attempted and completed by HBCU alumni in general.

We live in an integrated society. During the time of Jim Crow the HBCU was the only avenue for many black to receive a college education, as the doors to the majority of mainstream institutions of higher education (particularly in the South) were closed to them (Drewry & Doermann, 2001). Now highly selective mainstream institutions of higher education are offering highly qualified black students significant levels of free financial aid to attend (JBHE, 2008). Also, the not so selective mainstream institutions of higher education are likewise offering black students significant amounts of free financial aid in the effort to diversify along racial/ethnic lines. Thus, many black students who would have attended an HBCU in the past now have other avenues open to them. The postgraduate paths of black graduates of mainstream institutions needs to be studied compared and contrasted with that of the black HBCU graduate.
Also, in this integrated society more non-black students are choosing to attend HBCUs. For example, Bluefield State University and West Virginia State University have majority White student bodies. Lincoln University (MO) has a 50% white student body. It would make an interesting study to examine the entering credentials of non-black HBCU attendees (ACT/SAT test scores, high school grade point average, urban, suburban or private high school attendance) and the subsequent postgraduate paths of non-black HBCU graduates.

Additionally, this study is being completed during the Internet Age. There has been a surge in online education in recent years. Online education allows students to pursue degrees without having to attend classes on campus in a traditional setting. Chapter V shows that the HBCU has been surpassed by online schools as the top producers of blacks with baccalaureate degrees. Thus, research needs to be done on why blacks are choosing the online as opposed to the tradition route to a college degree. Additionally, research needs to be done on the teaching effectiveness of online education, on the perceived threat to the HBCU by online schools and on potential employers’ perceptions of the quality of online education.

Finally, an institution of higher learning is only as strong as the faculty who teaches in said institution. One needs to study the credentials of tenured black faculty at a sample of HBCUs and compare and contrast this with the credentials of tenured black faculty at a sample of comparable mainstream institutions. Factors considered would be the acquisition of terminal degrees, student evaluations and publications. Additionally, the major factors that lead black faculty to remain at HBCUs in favor of more lucrative positions at mainstream institutions needs to be examined thoroughly. Conversely, the
major factors that lead black faculty to work at mainstream institutions of higher education instead of HBCUs needs to be examined.

**Epilogue**

In August of 2005, Hurricane Katrina devastated the Gulf Coast of the United States. The city of New Orleans, while not directly hit, was 80% flooded as the result of levee breaches (Dyson, 2007). Despite his own home being flooded, Dr. Francis worked tirelessly to reopen Xavier, as the campus was hard hit by the floodwaters as well. In January of 2006, Xavier University resumed classes on its home campus. Francis stated that two keys to this successful reopening were the decision to offer “golden handcuffs” to the faculty, guaranteeing their salaries for the year so that they would not wander off; the other key was plain luck. The university was in the middle of new building construction when the campus was flooded. Thus, there was a ready-made work crew on hand to launch right into repairing the flood damaged campus.

As of this writing, the university enrollment is on par with its pre-Katrina numbers and all but one campus building (St. Joseph’s) has been repaired and is in use. When the university reopened in January of 2006, no academic programs were reduced or eliminated, and the following year the athletic programs were reinstated. These actions in the face of disaster demonstrate Dr. Francis’ leadership ability and commitment to Xavier.
APPENDIX A

Xavier Alumni Survey

1. What years did you attend Xavier?

What years did you attend Xavier?

2. How visible was Dr. Francis during your matriculation?

How visible was Dr. Francis during your matriculation?

- Highly Visible
- Not Very Visible
- Somewhat Visible
- Visible

3. How did Xavier improve under Dr. Francis’ leadership during your matriculation?

- Not at All
- Some Improvement
- Improvement
- A lot of Improvement

- Other (please specify)
Appendix A (continued)

4. Do you hold an advanced degree?

Do you hold an advanced degree?

5. If so, in what field and in what discipline?

If so, in what field and in what discipline?

6. How would you gauge Dr. Francis’ emotional intelligence, that is, the manner in which he handled the feeling of the student body, as well as crisis situations, during your matriculation?

How would you gauge Dr. Francis’ emotional intelligence, that is, the manner in which he handled the feeling of the student body, as well as crisis situations, during your matriculation?

- No Emotional Intelligence
- Some Emotional Intelligence
- Emotionally Intelligent
- Highly Emotionally Intelligent
- Other (please specify)
APPENDIX B

Xavier Current Student Survey

1. What was the major factor that influenced your decision to choose Xavier University for your college education? (CHOOSE ALL THAT APPLY).

What was the major factor that influenced your decision to choose Xavier University for your college education? (CHOOSE ALL THAT APPLY).

- Academic Reputation
- Financial Aid Award
- Probability of acceptance to graduate/professional school?
- Other (Enter response in comment box)

- Other (please specify)

2. What was your high school GPA and/or class rank?

What was your high school GPA and/or class rank? Below 1.0

- 1.0-2.0
- 2.0-3.0
- 3.0-4.0

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