
THE SUSTAINABILITY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUS) IN THE POST-COVID-19 WORLD AND BEYOND

Eugene J. LEWIS¹
Darrell Norman BURRELL^{2*}

Received: March 2023 | Accepted: April 2023 | Published: June 2023

Please cite this paper as: Lewis, E.J., Burrell, D.N.(2023) The sustainability of Historically Black Colleges and Universities (HBCUs) in the post-COVID-19 world and beyond, *Holistica Journal of Business and Public Administration*, Vol. 14, Iss. 1, pp.39-62

Abstract

Higher education has long been the cornerstone of success in the United States. Historically Black Colleges and Universities (HBCUs) have provided educational opportunities to African American students since the late 1800s. HBCUs have produced some of the most influential and successful graduates in all fields of study. HBCUs have produced some of the most influential and successful graduates in all fields of study. Writers like Toni Morrison, current U.S. Vice President Kamala Harris, civil rights leaders like Martin Luther King Jr., and entertainment icons like Oprah Winfrey are just a few of the most famous and influential graduates of HBCUs. These graduates have successfully succeeded in their respective fields and indelibly impacted society. HBCUs have also been instrumental in helping to close the achievement gap between African American and white students and have provided a safe and supportive environment for African American students to pursue their educational goals. This paper explores the organizational strategy and marketplace sustainability of HBCUs in the post-COVID-19 competitive higher education marketplace.

Keywords: HBCUs, Historically Black Colleges and Universities, COVID-19, Higher Education Administration, University Leadership, College Leadership

1. Introduction

Covid-19 was declared a pandemic by World Health Organization on March 11, 2020, long after it was first detected in the United States (World Health Organization, 2020). Centre for Disease Control and Prevention detected the first Coronavirus two months earlier in the U.S. (Centre for Disease Control and Prevention, 2020). Following the declaration by WHO, the U.S. embarked on measures to mitigate the effects of this widespread virus alongside other nations. The response measures affected the

¹ Capitol Technology University, USA, dreugenejmlewis@gmail.com

² Marymount University, USA, dburrell2@thechicagoschool.edu

* Corresponding author

country's economy, especially the education sector. Soon after, several learning institutions closed down as the number of casualties of this deadly disease soared worldwide. Pupils, students, teachers, and all other education stakeholders were shaken and went to a virtual learning model until they could devise the best action plan to face this unforeseen menace.

Coronavirus (COVID-19) presents new challenges for the American education systems attributed to shutdowns to cut the spread curve. Institutions of higher education (IHEs) must implement various healthcare measures to protect students, teachers, and other staff from contracting COVID-19, creating a new cost that diminishes equal access to education in the country. COVID-19 caused a massive shift in the American higher education system by forcing institutions to switch from the traditional classroom to virtual learning platforms. The switch from in-person to online programs has affected undergraduate enrollment levels and diminished the completion rates among current students needing help to adjust to the new shift. Universities must implement new anti-COVID-19 policies to ensure attendance while limiting exposure and transmission rates among students and staff during in-person interactions.

For institutions to properly handle these situations, the U.S. government rolled out general measures and guidelines to ensure they were well prepared to deal with Covid-19. The U.S. Department of Education released several resources, including guidelines and policies, to stakeholders. Children are more likely to get sick and spread germs than adults because they spend so much time with other children in daycare and school. Every state in the U.S. has its uniqueness regarding the effect of Covid and therefore calls for different measures. Institutions had to evaluate their situations on a case-by-case basis as far as Covid-19 was concerned. This allowed individual institutions to devise the most suitable approach to dealing with the pandemic effects.

Industries are seeing increased productivity in the face of this pandemic after digitization, while the education sector was reluctant to adopt technology in areas such as remote learning. American institutions must go digital by utilizing the many resources available, such as Microsoft Teams, Zoom, and Google Meets. Institutions must emphasize to their stakeholders that this new digital approach could be the future of the educational sector. However, technology does not offer a more practical way of teaching than physical appearance in some technical areas like engineering and the medical field. Some institutions may find teaching subjects requiring students to be physically involved in the teaching process impracticable. Transferring knowledge in engineering and mathematics that may require complex calculations and demonstrations may challenge the institutions.

Additionally, educators found it challenging to keep the attention of its elementary-aged scholars. Technological constraints will negatively impact institutions and the course to embrace digitization. The mental health of students is also a critical aspect that educational institutions need to consider addressing because mental health and well-being may have a long-term effect on the behaviors and performance of the students in

school (Galea, Merchant, & Lurie, 2020). Institutions must also invest in counseling for students who have experienced any form of challenge during this pandemic (Galea, Merchant, & Lurie, 2020). Many students have lost their relatives and other individuals close to them in addition to struggling to adjust to the new norms of social distancing, curfews, and other restrictions (Galea, Merchant, & Lurie, 2020). Other students are also grappling with economic crises, loss of family sources of income, and parental joblessness. All these need to be taken into consideration by schools and universities.

The coronavirus (COVID-19) pandemic caused the worst global disruption to the education systems, constituting the vilest education predicament in history. Several nations across the globe had to shut down schools and institutions of higher learning as a way of battling the disease. The emerging evidence indicates that the risks from the pandemic increased considerably as the world became more interconnected (UNICEF, 2021). The disease affects individuals regardless of gender, income, nationality, and level of education. However, the most vulnerable people are hit the hardest by the consequences of the disease. Learners from well-off families who are eager and capable of learning were supported by their parents to access alternative studying opportunities and find a way past the shut doors of institutions. On the other hand, students from underprivileged families could not access such opportunities when their institutions were closed. To mitigate the inequities and inadequacies in the American education system exposed by the crisis, institutions had to put measures and precautions in place to safeguard students from contracting and spreading the disease.

2. Problem statement

HBCUs account for approximately 20% of all undergraduate degrees awarded to African-Americans. Additionally, HBCUs are responsible for producing a substantial percentage of African-American professionals in fields such as business, law, medicine, engineering, and education universities (Gasman & Commodore, 2014; Irvine & Fenwick, 2011).

Despite the significant impact of HBCUs on the African-American community, these institutions face several challenges (Gasman & Commodore, 2014; Irvine & Fenwick, 2011). One of the primary challenges HBCUs face is limited funding. According to a 2019 report by the United Negro College Fund, most HBCUs receive less than one-fifth of the funding allocated to other public universities. Additionally, many HBCUs struggle to attract and retain students due to limited resources and limited access to financial aid universities (Gasman & Commodore, 2014; Irvine & Fenwick, 2011).

Despite the continued importance of these institutions, there has been a decline in enrollment at HBCUs over the last six years. According to the National Center for Education Statistics (NCES), the total enrollment of HBCUs decreased from 304,420 students in 2013 to 282,845 in 2019 (NCES, 2020). This is a 6.8 percent decrease in overall enrollment. This decrease is driven by a combination of factors, including a decrease in the number of students enrolling in traditional, four-year programs and an increase in the number of students enrolling in part-time, online, or other non-traditional programs (NCES, 2020).

The decrease in enrollment has been particularly pronounced among African American students. According to NCES data, the number of African American students enrolled in HBCUs decreased from 248,890 in 2013 to 227,200 in 2019 (NCES, 2020). This is a decrease of 8.9 percent. Moreover, African American student enrollment in HBCUs decreased from 81.7 percent in 2013 to 81.4 percent in 2019 (NCES, 2020). This paper uses qualitative interviews to explore the leadership competencies that HBCU presidents need and the best practices innovations.

3. Finding the gap in the research

The rapid emptying of campuses following the COVID-19 shock in the spring of 2020 has continued to affect the delivery of professional education, forcing universities to utilize online education approaches. Colleges registered lower enrollment rates of new undergraduate students, particularly learners from underrepresented communities. Likewise, the country recorded lower rates of international students, indicating a slowed rate of globalization of education due to COVID-19. Enrollment in higher education has declined by nearly 1.3 million students since the spring of 2020. Even continuing students suspended their studies to wait for face-to-face classes to occur again. The assessment asserts the need for IHEs to start addressing the needs of undergraduate students and help them adapt to online learning approaches. Graduate students have previously used a hybrid of online and in-person classes, which made them adapt quickly to their online courses. A similar approach is required to help undergraduate students understand that online learning can protect them from contracting COVID-19 while learning and acquiring professional skills. The move to use online education can protect American students and ensure their health while still attending school.

4. Methodology

The study utilized a qualitative phenomenological research methodology. Qualitative phenomenological research is an approach to qualitative research that focuses on the subjective experience and meaning of individuals as related to a specific experience or phenomenon (Moustakas, 1994; Giorgi, 2009). This type of research seeks to understand how individuals perceive and interpret a specific experience or phenomenon based on their expertise and expert knowledge (Moustakas, 1994; Giorgi, 2009). The primary value of qualitative phenomenological research is that it provides an in-depth understanding of the phenomenon from the participants' perspective and their intimate level of knowledge (Moustakas, 1994; Giorgi, 2009). The data collection process included insights from 11 participants (6 males and five females). All the participants were African-American. All the participants had doctorate degrees. All the participants have over 5 of higher education experience at dean or above level, all of whom have either attended or worked as an administrator at an HBCU, and all of them had experience working as an academic administrator at a non-profit and for-profit university. The goal was to identify approaches that HBCUs need to adopt to be more competitive and adaptive in the post-COVID-19 onset environment. The other goal was

to explore the knowledge, skills, and abilities that current and future HBCU presidents need to have to keep their institutions competitive.

5. Theoretical framework explained

Overview of Adaptive Leadership

The COVID-19 pandemic has presented the world with unprecedented challenges. As the virus spreads, businesses, organizations, and communities have had to adapt to new circumstances, and the need for robust and effective leadership has become more critical than ever. Adaptive leadership is a particular style of leadership that focuses on addressing challenges in a dynamic environment and is designed to help organizations successfully navigate change (Heifetz, Grashow, & Linsky, 2009; Norris, 2018).

Adaptive leadership is a style of leadership that has been around for many years but has become increasingly important in recent years. According to Heifetz, Grashow, and Linsky (2009), adaptive leadership is a process of mobilizing people to tackle tough challenges and thrive. This style of leadership is based on the idea that leaders must be able to adapt to changing circumstances and that they must be able to identify and address the underlying causes of problems rather than simply addressing the symptoms. Heifetz, Grashow, and Linsky (2009) also note that adaptive leadership is focused on helping people and organizations move from their current state to an aspired future state. The main components of adaptive leadership are: first, leaders must recognize the need for change and embrace the challenge of leading change. Second, leaders must be able to identify the underlying causes of problems and be willing to take risks to address them. Third, leaders must communicate effectively with the people they lead to gain their trust and commitment. Finally, leaders must manage their own emotions and the emotions of others in order to ensure that their organization remains focused and productive (Heifetz, Grashow, & Linsky, 2009; Norris, 2018).

Adaptive leadership is significant in a post-COVID-19 environment. The novel coronavirus has presented the world with unique challenges, and organizations must adapt to survive. Adaptive leadership is a valuable tool in this situation, as it enables organizations to address the underlying causes of problems and identify and implement solutions to help them successfully navigate change (Heifetz, Grashow, & Linsky, 2009; Norris, 2018).

First, adaptive leadership is essential in a post-COVID-19 environment because it enables organizations to be more agile and responsive. The virus has forced organizations to make rapid changes to survive, and adaptive leadership can help them do this. By identifying the underlying causes of problems and taking risks to address them, organizations can quickly adjust to changing circumstances and adapt to a new reality (Heifetz, Grashow, & Linsky, 2009; Norris, 2018).

Second, adaptive leadership is essential because it allows leaders to communicate effectively with the people they are leading (Heifetz, Grashow, & Linsky, 2009). The virus has disrupted many aspects of life, and people feel uncertain and anxious.

Adaptive leadership enables leaders to listen to their employees and provide them with the support and guidance they need (Heifetz, Grashow, & Linsky, 2009). This is especially important in a post-COVID-19 environment, as it helps to create a sense of unity and trust within the organization.

Third, adaptive leadership is essential in a post-COVID-19 environment because it helps leaders manage their own emotions and the emotions of others. The virus has brought great fear and uncertainty, making it difficult for leaders to remain calm and focused. However, adaptive leadership enables leaders to recognize their emotional states and manage them in a way that allows them to remain focused and productive (Heifetz, Grashow, & Linsky, 2009). It also enables leaders to effectively manage the emotions of others in order to ensure that the organization remains productive in the face of change (Heifetz, Grashow, & Linsky, 2009).

Finally, adaptive leadership is vital in a post-COVID-19 environment because it enables organizations to seize opportunities. The virus has created many opportunities, and adaptive leadership can help organizations identify and capitalize on them. Organizations can identify and take advantage of new opportunities by recognizing the need for change and taking risks to address underlying causes of problems (Heifetz, Grashow, & Linsky, 2009).

5.1 COVID-19 situation in America in higher educational institutions

The COVID-19 pandemic has profoundly affected the college selection process for many students. Due to travel and physical distancing restrictions, many colleges and universities have had to limit or eliminate in-person visits and campus tours. As a result, many students rely on virtual tours and online resources to help them choose college (Suwarno & Murnaka, 2020). For example, the University of California system has created a Virtual Tour program that allows students to explore the campus and learn more about the school without physically visiting (Suwarno & Murnaka, 2020). Moreover, many colleges offer virtual open houses and information sessions, allowing students to better connect with admissions officers and other students to understand the college's culture and offerings (Suwarno & Murnaka, 2020).

5.2 The role of technology in college admissions

The role of technology in college admissions has become increasingly important in the wake of the COVID-19 pandemic. Many colleges and universities have adopted virtual platforms like Zoom to facilitate admissions. These platforms allow students to attend information sessions and connect with admissions officers without traveling (Suwarno & Murnaka, 2020). Furthermore, many colleges now use artificial intelligence (A.I.) and machine learning (ML) to make admissions decisions. These technologies allow faster and more accurate decisions and a more holistic view of each applicant. In addition to A.I. and ML, many colleges leverage social media to reach potential applicants and build their online presence. Colleges use social media platforms like Instagram and Twitter to promote their offerings and engage with applicants. Furthermore, many colleges use

social media to collect feedback from current and prospective students, allowing them to understand better their needs and preferences (Suwarno & Murnaka, 2020).

The COVID-19 pandemic has significantly impacted higher education in the short and long term. In the short term, the pandemic has caused a significant decrease in admissions and attendance and shifted how students apply for and choose colleges. Moreover, many colleges and universities have had to rely on technology to facilitate the admissions process, as well as to promote their offerings and engage with students. In the long term, the pandemic may have a lasting effect on higher education. For example, the pandemic has highlighted the importance of technology in the admissions process and has prompted many colleges to adopt A.I. and ML for making admissions decisions. Furthermore, the pandemic has made it clear that colleges must be prepared for unexpected disruptions, such as pandemics, and be able to quickly adapt their processes and offerings to meet the changing needs of students. Finally, the pandemic has revealed the need for colleges to understand their potential applicants better and leverage technology to build and maintain relationships with them.

5.3 HBCU education and COVID-19

Historically Black Colleges and Universities (HBCUs) have been a vital part of the American higher education landscape since the late 19th century (Andrews et al., 2016; Bracey, 2017; Gasman, 2013). These institutions are distinguished by their mission to provide educational opportunities to African Americans, who were largely excluded from mainstream, White-dominated higher education institutions (Andrews et al., 2016; Bracey, 2017; Gasman, 2013). HBCUs have produced some of the most influential leaders in politics, business, the arts, and other fields. They have also been crucial in helping African American students develop the skills and knowledge necessary to become successful in their chosen fields (Andrews et al., 2016; Bracey, 2017; Gasman, 2013).

HBCUs have long been a source of pride for African American communities. They have provided a safe and supportive environment for African American students to pursue their educational goals (Andrews et al., 2016; Bracey, 2017; Gasman, 2013). This has been especially true for African American women, who often face additional barriers when seeking higher education (Andrews et al., 2016; Bracey, 2017; Gasman, 2013). HBCUs have also been instrumental in helping to close the achievement gap between African American and white students (Andrews et al., 2016; Bracey, 2017; Gasman, 2013).

HBCUs have been crucial in developing African American intellectual leadership, preparing students to compete in a global economy, and building a solid African-American middle class (Andrews et al., 2016; Bracey, 2017; Gasman, 2013). Despite the continued importance of these institutions, there has been a decline in enrollment at HBCUs over the last six years. Inadvertently, COVID-19 has further hampered students of color from completing a higher education degree. There are numerous reasons for the decline in enrollment due to COVID-19. Students did enroll in online learning due to

barriers in not having the technology at home to complete the academic requirements. Students found it challenging not to have in-person instruction. Also, students experience the grief of losing a family member due to COVID, particularly older grandparents and relatives creating mental health (depression) issues. There was the need to care for family members who may have become ill due to COVID-19 and for younger siblings who were also struggling with online learning. There was also the loss of jobs that assisted students in paying for basic needs during COVID-19, and students being ill due to COVID-19 trying to pull it back together after the illness caused even more challenges. All of these and other factors further accumulated the issues of safe, high-quality education for students before COVID-19.

5.4 COVID-19 CDC precautions needed

There is a need to continue to protect individuals from contracting COVID-19 for the economy to bounce back and for people to regain a sense of normalcy and continue to accomplish the goals that they have set. However, more importantly, we must ensure students return to universities and complete their degrees. Notwithstanding, Higher Educational Institutions should implement the CDC Prevention Strategies to Reduce Transmission of COVID-19 (SARS-CoV-2) in IHEs, including screening and testing programs (American College of Education, 2021). Colleges must implement precautions from official government agencies and task groups to contain the spread of COVID-19 in learning environments. American institutions must comply with the directives provided by the Centers for Disease Control (CDC) and the Coronavirus Task Force to handle COVID-19 and limit possible transmission in schools (American College of Education, 2021).

Institutions must adopt technology, including virtual learning platforms, to deliver classes and overcome the disruption of physical classes. Technology provides solutions that support students in accessing courses and connecting with teachers. Globalization of university education is possible with online learning. International students can attend classes from their countries of residence and still earn their degrees, emphasizing the influence of globalization in higher education. However, financial barriers hinder the implementation of virtual learning platforms for institutions and students. Even when institutions have online learning platforms, students from low-income households sometimes need help accessing online courses. A college can enhance learning equality by supporting students that lack devices, internet services, and other appropriate tools to utilize online learning platforms. A possible gap that will take time to address is the inclusion of students with disabilities in online courses. Crow (2022) insists that remote learning is widening the achievement gap for vulnerable populations comprising students from low-income households and students with disabilities. A possibility exists of reducing the efficacy of teachers with disabilities delivering professional training skills to students as every institution adopts online courses.

5.5 The Iron Triangle: Strategic Approach to Strategy and Planning

Strategic planning and strategy formulation is vital to successful organizational performance in modern environments. The iron triangle is a commonly used framework for managing these processes. It is an interdependent relationship between three elements of an organization's operating environment: cost, quality, and delivery. This framework applies to how HBCUs must look at their operations and approach to strategy in the post-COVID-19 environment.

The iron triangle is a model used to describe the relationship between three primary components of an organization's operating environment: cost, quality, and delivery (Pollack, Helm, & Adler, 2018). If any one element is out of balance, it can harm the other two. Organizations in various industries have widely adopted the iron triangle to manage processes, operations, and strategies (Pollack, Helm, & Adler, 2018). It has also become a popular tool for strategic planning and strategy formulation. The iron triangle framework allows organizations to understand the relationships between their strategic goals, resources, and constraints (Pollack, Helm, & Adler, 2018).

The three elements of the iron triangle are cost, quality, and delivery. Cost refers to an organization's financial resources available to achieve its strategic goals (Pollack, Helm, & Adler, 2018). Quality refers to the degree to which the organization can meet its objectives (Pollack, Helm, & Adler, 2018). Delivery refers to the speed and efficiency with which the organization can achieve its goals (Pollack, Helm, & Adler, 2018).

Cost is a critical factor in the iron triangle because it affects the ability of the organization to acquire the resources necessary to achieve its goals. Quality is equally important because it affects the quality of the services or products that the organization provides (Pollack, Helm, & Adler, 2018). Delivery is essential because it determines how the organization can achieve its goals (Pollack, Helm, & Adler, 2018). The iron triangle can create and sustain competitive advantage by helping organizations understand and manage the relationships between their strategic goals, resources, and constraints (Pollack, Helm, & Adler, 2018). By understanding the elements of the iron triangle, organizations can better identify opportunities for cost reduction, quality enhancement, and delivery optimization (Pollack, Helm, & Adler, 2018).

Cost reduction can be achieved by streamlining processes and operations and leveraging economies of scale (Pollack, Helm, & Adler, 2018). Quality enhancement can be achieved through process improvement initiatives and by ensuring that products and services meet customer expectations (Pollack, Helm, & Adler, 2018). Delivery optimization can be achieved by improving operational efficiency and implementing systems and technology to streamline processes (Pollack, Helm, & Adler, 2018).

The iron triangle can also identify areas of potential competitive advantage (Pollack, Helm, & Adler, 2018). For example, organizations can identify areas to create a competitive advantage by understanding their operating environment's cost, quality, and delivery elements. For example, if an organization can reduce costs while

maintaining high quality and delivery standards, it can create a competitive advantage over competitors.

The iron triangle is a widely used framework for managing strategic planning and strategy formulation (Pollack, Helm, & Adler, 2018). It is an interdependent relationship between three elements of an organization's operating environment: cost, quality, and delivery. By understanding the elements of the iron triangle, organizations can better identify opportunities for cost reduction, quality enhancement, and delivery optimization (Pollack, Helm, & Adler, 2018). The iron triangle can also identify areas of potential competitive advantage. In conclusion, the iron triangle is an effective tool for developing and implementing strategies that create and sustain competitive advantage (Pollack, Helm, & Adler, 2018).

5.6 The use of technology and learning

As a replacement for in-class time, educational institutions had to embrace technology in providing learning experiences and online classes to guarantee the continuity of learning despite the shutdown. However, most schools and institutions of higher education needed more time and experience to consider new means of giving students assignments and delivering instructions. Besides, the learning progression and trajectories of the students were disrupted due to drastic trends in how examinations were administered. Before the pandemic, online classes and digital learning had often been conceived as the only substitute for in-class physical learning by some students despite being offered by several educational institutions within the United States. In 2017, about 13 percent of learners from first-cycle tertiary institutions in the United States were entirely taking online classes and digital learning (Harshbarger & Vu, 2020). This mode of education became a harsh reality for international students the following academic year, despite the end of the confinement period, due to the travel restrictions and severe compromise during the period of the reopening of the institutions.

Remote learning and online classes became a lifeline for learners during the crisis. However, technology and digital solutions provide opportunities beyond the contrivance answer during a pandemic (Harshbarger & Vu, 2020). The completely new solutions that digital technology provides include explanations of the concerns about when and where students learn, how the experience is, and what they learn (Harshbarger & Vu, 2020). Through multiple ways that can bridge space and time in numerous formats, digital technology allows learners and instructors to access focused instructional materials far beyond textbooks. Intelligent systems of digital learning, working alongside tutors, not only help learners study subjects but can also detect the type of problems that learners consider difficult or tedious, the type of thinking and tasks that they find interesting, and their overall study behavior (Harshbarger & Vu, 2020).

With great precision and granularity, intelligent digital learning systems can acclimate learners' learning styles to suit the learning experience. Correspondingly, virtual laboratories do not only allow learners to study experiments but simultaneously enable them to conduct and design experiments. However, such opportunities brought about

by technology and digital learning have yet to be incorporated entirely into the education system in the United States (Harshbarger & Vu, 2020).

5.7 HBCUs Need to Become Learning Organizations

In today's competitive higher education environment, colleges and universities face significant challenges to remain competitive. In this context, the concept of learning organizations has recently emerged as a potential tool to help institutions of higher education to stay competitive by becoming agile and adaptive to the changing needs of students and the changing environment (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

In the competitive higher education environment, colleges and universities face several challenges. One of the most pressing challenges is the rapid growth of online education, which can disrupt traditional models of higher education (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020). Online education has the potential to reduce costs and increase access to educational opportunities, which can increase competition for traditional colleges and universities (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

Another challenge faced by colleges and universities is the increasing cost of tuition. The cost of tuition has been rising faster than inflation for many years, making it increasingly difficult for students to afford college (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020). This has led to declining enrollments at many institutions and increased competition for students from other colleges and universities (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

Colleges and universities face increased competition from other educational providers, such as boot camps and coding academies offering short-term, skills-based learning experiences (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020). These new educational providers could disrupt the traditional model of higher education and draw students away from traditional colleges and universities (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020). In order to address the challenges faced by colleges and universities in the competitive higher education environment, many institutions are turning to the concept of learning organizations. Peter Senge first developed the concept of learning organizations in his 1990 book *The Fifth Discipline*. In his book, Senge argues that organizations must become "learning organizations" to stay competitive in a rapidly changing environment (Senge, 1990).

A learning organization is an organization that can continuously adapt to changing conditions and remains competitive by continuously learning and growing (Senge, 1990). In order to become a learning organization, organizations must develop a shared vision and create an environment where learning and experimentation are encouraged. This includes developing systems and structures that enable employees to learn, experiment, and grow (Senge, 1990).

In higher education, learning organizations are institutions that can continuously adapt to changing conditions and remain competitive by developing the skills, knowledge, and capacities of their faculty, staff, and students. This requires an institutional culture that encourages learning, experimentation, and growth and a commitment to continuous improvement (Senge, 1990). Becoming a learning organization requires significant changes in how colleges and universities operate, including changes in the institution's culture, structure, and systems (Senge, 1990).

The first step in becoming a learning organization is for institutions to develop a shared vision and a learning culture. This requires creating an environment where learning is encouraged and supported and the institution is open to experimentation and change. This means creating systems and structures that enable faculty, staff, and students to learn, experiment, and grow (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

In addition, colleges and universities must develop systems and processes to measure and evaluate the impact of their learning efforts. This includes developing metrics to measure the impact of learning activities, such as student retention and graduation rates, and developing systems to evaluate and improve learning experiences (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

6 DATA COLLECTION

The data collection process included insights from 11 participants (6 males and five females). All the participants were African-American. All the participants had doctorate degrees. All the participants had over five years of higher education experience at dean or above level, all of whom have either attended or worked as an administrator at an HBCU, and all of them had experience working as an academic administrator at a non-profit and for-profit university. The goal was to identify approaches that HBCUs need to adopt to be more competitive and adaptive in the post-COVID-19 onset environment. The other goal was to explore the knowledge, skills, and abilities that current and future HBCU presidents need to have to keep their institutions competitive.

Data collection question Q-1- What areas of knowledge do you think an HBCU president should have in 2023 and beyond to help their institutions stay competitive and adaptive in the post-COVID-19 higher education competitive marketplace?

Knowledge of marketing strategy and the higher education competitive marketplace.
11 out of 11 participants mentioned this as the number one area.

Competitive marketing is leveraging a company's unique offerings – including products, services, and brands – to gain a competitive advantage in the marketplace. This process includes researching competitors and the marketplace, defining a marketing strategy, and executing tactics to reach target markets and customers (Koku, 2022).

Competitive marketing is essential in the higher education competitive marketplace, as institutions must strive to differentiate their offerings and appeal to prospective

students. Institutions must employ competitive marketing strategies to make their offerings stand out in the higher education marketplace (Koku, 2022). This involves researching and understanding the competition, the target market, and student needs and creating marketing plans that effectively reach prospective students. Institutions must also use digital marketing tactics like social media, websites, and search engine optimization (SEO) to reach their target audiences. Additionally, institutions must engage in market research to gain further insights into the competitive landscape and develop marketing strategies that will resonate with prospective students (Koku, 2022). Furthermore, institutions must develop a comprehensive understanding of their competition, as well as their target markets, to create differentiated offerings. Finally, institutions must use data-driven decisions to evaluate their offerings and adjust their strategies accordingly (Koku, 2022).

Knowledge of online learning- 11 out of 11 participants mentioned this as necessary.

As online university learning has become more prevalent, colleges and universities have become learning organizations to remain competitive in the higher education environment. This means developing and implementing strategies that provide quality education, foster innovation, and create a supportive and stimulating environment. Colleges and universities must also actively assess their learning capabilities, adapt and refine their educational offerings, and engage with their students meaningfully (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020).

In order to remain competitive, colleges and universities must be prepared to invest in online learning technologies and resources. This includes ensuring that their digital platforms are up-to-date, providing reliable access to course materials, and ensuring that their online courses are practical and engaging. Additionally, colleges and universities must ensure that their online degree offerings meet the highest quality standards and are appropriately accredited (Ozdamli & Karagozlu, 2022; Adedoyin & Soykan, 2020). This requires that university leaders have a firm grasp of different types of unique degree offerings and formats. This also includes the development of graduate and doctoral programs that can be delivered in non-traditional formats. This is critical since many HBCUs have underutilized graduate programs and tend to have a heavy focus on undergraduate degree programs.

Online and hybrid doctoral and graduate programs have grown significantly over the past decade. Furthermore, the number of institutions offering these programs has also increased, with the majority now offering programs in some form of online or hybrid format (Kumar & Coe, 2017). This trend is expected to continue as institutions recognize the benefits of offering these programs (Kumar & Coe, 2017).

The growth of online and hybrid doctoral and graduate programs has also made colleges and universities more competitive in higher education. As more students access these programs, institutions can increase enrollment and reach a larger pool of potential students (Kumar & Coe, 2017). Furthermore, offering these types of programs also

allows institutions to attract students with different backgrounds and experiences, which can help create a more diverse learning environment.

Customer service orientation -11 out of 11 participants mentioned this as necessary.

A service-oriented organizational culture is of critical importance in today's competitive marketplace. An organization's ability to provide excellent customer service is paramount to remain competitive (Choo, 2015). When an organization focuses on providing excellent customer service, it can increase customer loyalty, customer satisfaction and improve overall performance (Choo, 2015).

The value of a service-oriented organizational culture lies in the fact that it allows an organization to differentiate itself from its competitors (Choo, 2015). Providing exceptional service to customers/students/parents can help an organization stand out in the market and create a unique competitive advantage (Choo, 2015). It can also help to build customer relationships, gain customer trust, and generate repeat business (Choo, 2015). In addition, research has shown that customer service is one of the essential factors in determining customer/student/parent loyalty (Choo, 2015). Therefore, organizations that prioritize customer service can gain a significant competitive edge.

Knowledge of International Student Markets of Graduate and Doctoral Degree Programs- 8 out of 11 mentioned this as necessary.

During the academic year 2021/22, there were a total of 948,519 international students enrolled in educational programs in the United States. This number represents a rise from the previous year's total of 914,095 international students enrolled in educational programs in the United States (Duffin, 2023). As the number of people enrolling in college in the United States continues to fall, this presents an opportunity to attract new students, but a strategy must be developed, and resources should be expended.

Knowledge of Servant Leadership -9 out of 11 participants mentioned this as necessary.

The importance and value of servant leadership skills in university presidents in a competitive marketplace are significant. With universities competing for students, faculty, and funding, the president of a university needs to have the ability to lead, inspire, and empower their employees and stakeholders. Servant leadership is defined as the practice of leadership that focuses on serving the needs of the followers, who are seen as the primary stakeholders in the organization (van Dierendonck, 2011). It is increasingly becoming a necessary skill for university presidents. This type of leadership allows university presidents to create an environment where people are comfortable and encouraged to develop, learn, and contribute to the institution's overall success. Servant leadership has many benefits in a competitive marketplace.

By focusing on the needs of employees, university presidents can create an environment where people feel valued and respected. Servant leadership can increase employee motivation, resulting in higher productivity and better performance (van Dierendonck, 2011). Additionally, servant leadership can help university presidents foster a sense of trust and loyalty among employees, leading to better communication and collaboration

across departments and between the university and its stakeholders (van Dierendonck, 2011). This can be especially beneficial in a competitive marketplace, where universities are vying for students, faculty, and funding.

Furthermore, servant leadership can help university presidents create a positive, engaging workplace culture. By focusing on the needs of employees and stakeholders, university presidents can create an environment where people feel empowered and encouraged to contribute to the institution's success. This leadership style has been proven to increase employee job satisfaction, improving organizational recruitment, retention, and engagement (van Dierendonck, 2011). Additionally, by creating a positive workplace culture, university presidents can help ensure that the institution remains competitive in the marketplace.

Business acumen – 11 out of 11 participants mentioned this as necessary.

University presidents are responsible for leading their institutions in many ways, including strategically managing resources, establishing a vision, and providing leadership (Howard, 2016). In today's competitive marketplace, university presidents must possess the business acumen to succeed (Howard, 2016). The benefits of having business acumen for university presidents are numerous. It enables them to make informed decisions, understand financial and economic trends, and build stakeholder relationships (Howard, 2016). Furthermore, it increases the university's ability to attract and retain students, which is essential for long-term success. Finally, possessing business acumen can allow university presidents to manage their institution's finances better, leading to more excellent fiscal stability and sustainability (Howard, 2016).

Knowledge of fundraising and donor development- 11 out of 11 participants mentioned this as necessary.

The importance of university presidents with knowledge of fundraising and donor development is demonstrated by their ability to lead and manage the university's fundraising and donor development efforts (Jackson, 2013). A university president knowledgeable in fundraising and donor development can provide leadership, guidance, and strategic direction in this critical area. This includes developing and executing a fundraising plan, managing donor relationships, and creating and maintaining a culture of philanthropy and giving within the university (Jackson, 2013). Additionally, a university president with knowledge of fundraising and donor development can help the university identify and pursue new sources of donor support and cultivate relationships with existing donors (Jackson, 2013).

The value of university presidents with knowledge of fundraising and donor development is evident in the impact they can have on the university's bottom line (Jackson, 2013). The resources acquired through successful fundraising and donor development can be used to support the university's operations, fund research and development initiatives, and provide financial aid to students. In addition, successful fundraising and donor development can also enhance the university's reputation in the

higher education marketplace, as donors may be more likely to support universities with successful fundraising efforts (Jackson, 2013).

Knowledge of Executive Education – 10 out of 11 participants mentioned this as necessary.

Executive education generally refers to educational programs targeted toward senior-level executives, managers, and those in leadership roles. Executive education programs have seen significant growth over the past several decades as businesses have recognized the need to provide continuing education to their top leaders (Dover, Manwani, & Munn, 2018). This growth has been driven by various factors, including the increasing complexity of business operations, the need to remain competitive in a rapidly changing global economy, and the desire for executives to stay current on the latest trends and best practices (Dover, Manwani, & Munn, 2018). This is a new potential market for revenue generation.

It is anticipated that by 2021, the market for executive education programs will have crossed US\$ 37.8 billion, and it is projected that by 2031, it will have reached \$109.6 billion (San Fernando Valley Business Journal 2022). The expansion is driven by the surging demand for professional courses and in-person programs designed to improve the skills of working professionals (San Fernando Valley Business Journal, 2022). Employees now face increased competition due to the rapid expansion of the global corporate sector. This has increased demand for executive education programs designed to allow participants to acquire new skill sets to meet the dynamic challenges and keep up with the dynamic changes occurring in their respective professions (San Fernando Valley Business Journal, 2022).

Knowledge of change management- 9 out of 11 participants mentioned this as necessary.

The importance of change management leadership skills lies in responding quickly to market changes and capitalizing on opportunities as they arise (Tang, 2019). Change management leadership enables organizations to identify and understand changes that can affect the business and to develop strategies and plans to harness the potential of these changes. This helps organizations gain a competitive advantage and to remain ahead of the competition (Tang, 2019). Change management leaders also provide the necessary guidance and support to help organizations successfully implement changes and adapt to the new environment (Tang, 2019).

Knowledge of community outreach and strategic partnerships- 8 out of 11 mentioned this as necessary.

The first significant benefit of university presidents with knowledge of community outreach and how to establish strategic partnerships is that they can help to build relationships between the university and the surrounding community. By engaging with the local community, university presidents can create opportunities for collaboration and cooperation, which can lead to mutual benefits for both the community and the

university (Buys & Bursnall, 2007). Such relationships can result in increased support from the community, which can benefit the university in various ways. For example, increased support from the local community can lead to increased financial support, visibility, and recruitment opportunities (Buys & Bursnall, 2007).

The second significant benefit of university presidents with knowledge of community outreach and how to establish strategic partnerships is that they can help increase the university's visibility. By engaging with the local community, university presidents can help to spread the university's message and increase awareness of its mission and goals (Buys & Bursnall, 2007). The increased visibility can lead to increased community support, donations, and enrollment (Buys & Bursnall, 2007).

The third significant benefit of university presidents with knowledge of community outreach and establishing strategic partnerships is that they can help expand the university's resources. By engaging with the community, university presidents can create opportunities for collaboration and cooperation, leading to increased access to resources (Buys & Bursnall, 2007). Such resources can include financial support, technology, and knowledge.

Data collection question: Q-2- What actions or initiatives should HBCUs take to become competitive from an enrollment growth perspective?

Evaluate enrollment trends on all undergraduate majors and programs- 11 out of 11 participants mentioned this as necessary.

Enrollment trend analysis involves examining data from multiple points in time, such as enrollment rates for each significant program (Slim et al., 2018). By looking at the trends over the past five years, university leadership can identify areas of growth and decline and the factors that may have contributed to such changes (Slim et al., 2018). For example, a university might notice that its engineering program has seen a dramatic increase in enrollment over the past five years, which could indicate that the program has become more attractive to prospective students. This could inform decisions about marketing the technology programs or what resources to provide. Similarly, a university may find that its philosophy program has seen a decrease in enrollment where it could have more faculty than students in the major. Enrollment trends for the last five years could inform decisions about cutting the program and using those resources for programs with more interest in the marketplace. Enrollment trend analysis can also provide valuable insight into the current state of the university's undergraduate programs and its position in the higher education marketplace (Slim et al., 2018).

By looking at enrollment trends, university leadership can gauge the popularity of their programs compared to other universities (Slim et al., 2018). This can help inform decisions about adjusting the university's offerings to remain competitive. For example, if the university finds its business program less popular than its competitors, it may need to consider offering more specialized coursework or additional resources. Overall, trend analysis can provide university leadership with valuable insight into the popularity of

their undergraduate programs. By looking at enrollment trends over the past 5-10 years, university leadership can better identify areas of growth and decline and make informed decisions about adjusting their offerings and resources to remain competitive in the higher education marketplace (Falcone, 2017). This could also include eliminating the expense of offering programs and paying faculty and staff in those programs that are no longer popular and drain financial resources.

Create graduate weekend hybrid programs for international students that allow them to get student visas to attend graduate school -11 out of 11 participants mentioned this as necessary.

According to the 2020 Open Doors Report on International Educational Exchange, there are currently 1,095,299 international students enrolled in graduate programs in the United States (Institute of International Education, 2020). This number has steadily increased over the past decade, with a 3.4% increase between 2019-2020 and 2018-2019 (Institute of International Education, 2020). Furthermore, the Open Doors Report also states that the number of international students in the United States has more than doubled since 2000 (Institute of International Education, 2020). This growth has been driven by increased demand for higher education opportunities and access to worldwide educational resources. There are numerous benefits of residential international students for graduate programs in a competitive higher education marketplace. International students bring invaluable diversity to a university in terms of cultural background and the ideas and perspectives they bring to campus (Institute of International Education, 2020).

Additionally, universities that attract and retain international students can benefit from increased enrollment and tuition and enhanced reputation and recognition in the international academic community. Furthermore, international students provide a unique opportunity for domestic students to learn from and interact with people from diverse backgrounds and cultures (Institute of International Education, 2020). Finally, universities can benefit from increased student population numbers, increasing tuition revenue, and reputation and recognition in the international academic community (Institute of International Education, 2020).

Weekend hybrid and workshop training approaches, where students come to campus for long weekends courses but complete the rest of their studies online, allow the universities to attract students that can provide tuition revenue without stress on the campus dormitory infrastructure. Fields recommended include Public Health, Counseling, Business, Cybersecurity, Organizational Leadership and Development, Creativity and Innovation Studies, Technology Management, Engineering Management, Project Management, Technical Writing, Professional Writing, and STEM Education.

Create hybrid and online doctoral programs- 11 out of 11 participants mentioned this as necessary.

Executive, weekend, and hybrid doctoral programs allow working professionals to pursue higher academic achievement while continuing to work and maintain their current lifestyle. These programs offer a range of benefits to both individuals and employers, including increased flexibility, access to resources and support, and improved competitive advantage in the marketplace (Kumar & Coe, 2017). The market size for these programs is also increasing, indicating that more students recognize the value of these programs and choose to pursue a doctoral degree while continuing to work (Kumar & Coe, 2017). This indicates that more students recognize these programs' value and choose to pursue a doctoral degree while continuing to work (Kumar & Coe, 2017).

The importance and value of Historically Black Colleges and Universities (HBCUs) in graduating minorities with doctoral degrees cannot be understated. Historically, HBCUs have been a beacon of opportunity for African American students, providing access to a quality education often unavailable to them at predominantly White institutions (PWIs). In recent years, the number of doctoral degrees awarded to African Americans at HBCUs has increased significantly, with more than 4,500 doctoral degrees awarded in 2018 (National Center for Education Statistics, 2020). This is a testament to the importance of HBCUs in providing educational opportunities for African Americans and the benefits of attending an HBCU for doctoral study.

Fields recommended include Public Health, Counseling, Business, Cybersecurity, Organizational Leadership and Development, Creativity and Innovation Studies, Engineering Management, Project Management, and STEM Education.

Revise curriculum and create new degree programs in innovative, needed, and fast-growing areas. 11 out of 11 participants mentioned this as necessary.

The technology sector is experiencing a significant skills shortage, with computer science, engineering, and data science leading the way regarding job growth and salary potential. The BLS (2021) projects that these occupations will experience significant growth over the next decade, with computer and information technology occupations expected to grow by 10 percent, engineering occupations by 6 percent, and data science occupations by 15 percent. These occupations also offer attractive salaries, with the median salary for computer and information technology, cybersecurity, engineering, and data science occupations in 2019 being \$88,240, \$88,190, and \$118,370, respectively (BLS, 2021). Therefore, those seeking a career in technology can be confident that these fields offer excellent growth and financial security opportunities. HBCUs must offer more undergraduate and graduate programs in cybersecurity, engineering management, logistics technology, and information technology.

The demand for HVAC and electrical professionals is increasing as the need for energy efficiency grows. As the number of homes, businesses, and other buildings utilizing HVAC and electrical systems grows, so does the need for professionals who can professionally install, maintain, and repair these systems. In addition, the aging population of the U.S. means that more professionals are needed to take care of older

systems and update them to meet the latest energy efficiency standards (Cohen, 2022). These programs that HBCUs can offer Associate of Applied Sciences and Bachelor of Applied Science degrees will allow graduate students to be employed in careers that pay from \$60,000 to \$90,000 in high-demand job fields. The critical importance is that many universities offer pedestrian degree programs that often lead to limited employment opportunities. HBCUs must focus on developing innovative programs that are in high demand.

Offer low-cost 6-8 week online Dual Enrollment programs where high school students can get college credit- 11 out of 11 participants mentioned this as necessary.

Dual enrollment programs allow high school students to take general elective college courses for high school and college credit. These programs can benefit high school students in many ways, including giving them an early start on college-level academics, allowing them to explore possible career paths, and saving them time and money in the long run. Dual enrollment programs also offer many benefits to colleges and universities, including recruiting promising students and building stronger relationships with high schools (Hughes et al., 2012; Karp & Hughes, 2008). These courses also create additional revenue sources for the HBCUs offering these programs, and adjuncts can teach these classes online.

Create a division or department for academic research, including a dean of research, grant writers, a compliance person, and a budgeting person- 11 out of 11 participants mentioned this as necessary.

The dean of grants and research is typically the focal point for research-related activities and services, and their role is essential to the success of universities in acquiring funding and research dollars external to tuition revenue (Schuetzenmeister, 2010). This dean can contribute to faculty professional development activities by offering and finding workshops and training on scholarship and academic publishing for faculty and students to participate and collaborate. By fostering an environment of collaboration, the dean encourages the exchange of ideas and the development of innovative research initiatives. The dean is also responsible for developing and coordinating programs and initiatives supporting faculty and students' research efforts. These may include workshops, seminars, and other activities supporting research results dissemination.

The primary responsibility of the dean of grants and research is to find grant funding opportunities that would benefit the university, its mission, and its students that leverage the expertise and knowledge of faculty revenue (Schuetzenmeister, 2010). The dean also works with faculty and students to prepare grant applications. In addition, the dean of grants and research manages the budget, tracking and monitoring expenditures, ensuring that research funds are used appropriately, and ensuring that the university complies with all applicable regulations and policies (Schuetzenmeister, 2010).

7 Conclusions

Innovation is essential for HBCUs to grow and compete in the post-COVID-19 higher education marketplace. Innovative academic leaders should also be aware of the current trends in higher education and be able to develop new and creative ways to meet the needs of their students. Additionally, they should be able to foster relationships with industry and community leaders to ensure they have the resources needed to provide quality education. Having innovative academic leaders is also beneficial to the overall success of HBCUs. With leaders who understand the unique challenges facing HBCUs and are willing to challenge the status quo, HBCUs can thrive in the competitive higher education marketplace.

Furthermore, innovative academic leaders can help create a culture of innovation and creativity, increasing student engagement and success. Additionally, these leaders can foster collaboration between faculty, staff, and students, which helps create an environment of support and creativity, further enhancing the institution's quality of education. Innovative academic leaders are also necessary to ensure the continued success of HBCUs in the post-COVID-19 competitive higher education marketplace. By having a president who understands the unique needs of their constituency and is willing to take risks to provide the best possible education, HBCUs can remain competitive and continue to serve the needs of their students. Additionally, these leaders should be able to create a vision for the institution's future and develop strategies to ensure its continued success.

References

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 1-13. doi:10.1080/10494820.2020.1813180
- Aefsky, F. (2021). COVID-19 pandemic impacts on education in the United States. 1–13. *Interdisciplinary Insights: The Journal of Saint Leo University's College of Education and Social Services*, 3(1), 3-13. <https://www.interdisciplinaryinsights.org/article/18940.pdf>
- American College of Education (2021, June 7). CDC, ACHA RELEASE GUIDANCE ON HOW CAMPUSES CAN OPERATE SAFELY THIS FALL. American College of Education. <https://www.acenet.edu/News-Room/Pages/CDC-ACHA-Guidance-Fall-2021.aspx>
- Andrews, D. R., No, S., Powell, K. K., Rey, M. P., & Yigletu, A. (2016). Historically Black Colleges and Universities Institutional Survival and Sustainability: A View From the HBCU Business Deans' Perspective. *Journal of Black Studies*, 47(2), 150–168. <https://doi.org/10.1177/0021934715622220>
- Barry, D. M., & Kanematsu, H. (2020). Teaching during the COVID-19 Pandemic. *Online Submission*. <https://eric.ed.gov/?id=ED606017>
- Bracey, E.N. (2017). The Significance of Historically Black Colleges and Universities (HBCUs) in the 21st Century: Will Such Institutions of Higher Learning Survive? *Am J Econ Sociol*, 76: pp. 670–696. <https://doi.org/10.1111/ajes.12191>
- Buys, N.J., & Bursnall, S. (2007). Establishing university–community partnerships: Processes and benefits. *JOURNAL OF HIGHER EDUCATION POLICY AND MANAGEMENT*, pp. 29, 73–86.

- Bureau of Labor Statistics. (2021). Occupations in computer and information technology. Retrieved from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>
- Crow, O. (2022). Education Inequality during COVID-19: How Remote Learning Is Widening the Achievement Gap and Spurring the Need for Judicial Intervention. *BCL Rev.*, pp. 63, 713.
- Choo, L.S. (2015). Managing service-oriented organizational citizenship behaviors: A review of research literature. <https://www.semanticscholar.org/paper/Managing-service-oriented-organizational-behaviors%3A-Choo/623e42f4e4f92f36f53fd37390d702ea5d06aa2c>
- Cohen (2022, December 28). These Blue-Collar Jobs Pay at Least \$100,000 a Year. Yahoo News. Retrieved from: <https://money.yahoo.com/blue-collar-jobs-pay-least-140300858.html>
- Dover, P.A., Manwani, S., & Munn, D.A. (2018). Creating learning solutions for executive education programs. *THE INTERNATIONAL JOURNAL OF MANAGEMENT EDUCATION*, 16, 80-91.
- Duffin, E. (2023). International students in the U.S. 2003-2022. Statista. Retrieved from: <https://www.statista.com/statistics/237681/international-students-in-the-us/#:~:text=There%20were%20948%2C519%20international%20students,studying%20in%20the%20United%20States.>
- Falcone, S. (2017). International Student Recruitment: Trends and Challenges. *JOURNAL OF INTERNATIONAL STUDENTS*, pp. 7, 246–256. <https://www.semanticscholar.org/paper/International-Student-Recruitment%3A-Trends-and-Falcone/c573feab643bafa3b6e7b3bdbbb8e1795d5d5659>
- Galea, S., Merchant, R. M., & Lurie, N. (2020). The mental health consequences of COVID-19 and physical distancing: the need for prevention and early intervention. *JAMA internal medicine*, 180(6), 817-818.
- Gasman, M. (2013). The changing face of historically Black colleges and universities. Retrieved from: https://repository.upenn.edu/cgi/viewcontent.cgi?article=1396&context=gse_pubs
- Gasman, M. & Commodore, F. (2014). "The state of research on historically Black colleges and universities," *Journal for Multicultural Education*, Vol. 8 No. 2, pp. 89–111. <https://doi.org/10.1108/JME-01-2014-0004>
- Giorgi, A. (2009). *Phenomenology and Psychological Research*. Pittsburgh, PA: Duquesne University Press.
- Harshbarger, D., & Vu, P. (2020). Virtual Learning During a Pandemic: Using Technology to Provide and Launch Interactive and Experiential Learning Opportunities for Preservice Teachers. *International Journal of Technologies in Higher Education*, 17(3), 7-16. <https://doi.org/10.18162/ritpu-2020-v17n3-03>
- Heifetz, R.A., Grashow, A., & Linsky, M. (2009). The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. <https://www.semanticscholar.org/paper/The-Practice-of-Adaptive-Leadership%3A-Tools-and-for-Heifetz-Grashow/8c1479a96198f66de3752c3cdb3594d97207d6af>
- Howard, C. B. (2016). Business principles are important for college presidents. *The New York Times*.
- Hughes, K. L., Rodriguez, O., Edwards, L., & Belfield, C. (2012). Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs. Insight. *James Irvine Foundation*.
- Institute of International Education. (2020). Open Doors report on international educational exchange. Retrieved from <https://www.iie.org/publications/open-doors-2020/>
-

- Irvine, J.J., & Fenwick, L.T. (2011). Teachers and Teaching for the New Millennium: The Role of HBCUs. *JOURNAL OF NEGRO EDUCATION*, 80, 197–208.
- Jackson, R.L. (2013). The Prioritization of and Time Spent on Fundraising Duties by Public Comprehensive University Presidents. <https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1008&context=ijlc>
- Jealous, B. T. (2013). Lessons from an HBCUs demise. *The Chronicle of Higher Education*, p. 9.
- Karp, M. M., & Hughes, K. L. (2008). Study: Dual Enrollment Can Benefit a Broad Range of Students. *Techniques: Connecting Education and Careers (J1)*, 83(7), 14–17.
- Koku, P. S. (2022). *MARKETING HIGHER EDUCATION: Understanding How to Build and Promote the University Brand*. Taylor & Francis.
- Kumar, S., Coe, C., (2017). Mentoring and Student Support in Online Doctoral Programs, *American Journal of Distance Education*, 31:2, 128–142, DOI: 10.1080/08923647.2017.1300464
- Moustakas, C. E. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- National Center for Education Statistics (NCES). (2020). Digest of Education Statistics: 2019. Retrieved from https://nces.ed.gov/programs/digest/d19/tables/dt19_304.20.asp
- National Center for Education Statistics. (2020). Digest of Education Statistics, 2020. Retrieved from https://nces.ed.gov/programs/digest/d20/tables/dt20_310.30.asp
- National Center for Education Statistics. (2020). Degree-granting institutions by race/ethnicity of fall 2018 enrollment. Retrieved from https://nces.ed.gov/programs/digest/d19/tables/dt19_312.30.asp
- Norris, S. E. (2018). An Adaptive Leadership Approach to Adult Learning and Organizational Research. In V. Wang & T. Reio Jr. (Eds.), *Handbook of Research on Innovative Techniques, Trends, and Analysis for Optimized Research Methods* (pp. 99–114). IGI Global. <https://doi.org/10.4018/978-1-5225-5164-5.ch007>
- Ozdamli, F., & Karagozlu, D. (2022). Online Education During the Pandemic: A Systematic Literature Review. *International Journal of Emerging Technologies in Learning (IJET)*, 17(16), pp. 167–193. <https://doi.org/10.3991/ijet.v17i16.32287>
- Pollack, J., Helm, J. and Adler, D. (2018). "What is the Iron Triangle, and how has it changed?" *International Journal of Managing Projects in Business*, Vol. 11 No. 2, pp. 527–547. <https://doi.org/10.1108/IJMPB-09-2017-0107>
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.
- San Fernando Valley Business Journal. (2022, AUGUST 29). Executive Education Program Market Continues to Grow. San Fernando Valley Business Journal <https://www.sfvbj.com/branded-content/executive-education-program-market-continues-to-grow/>
- Schuetzenmeister, F. (2010). *University Research Management: An Exploratory Literature Review*.
- Selingo, J. (2022, September 28). How the Pandemic Changed Higher Education. FutureED. Retrieved from: <https://www.future-ed.org/how-the-pandemic-changed-higher-education/>
- Slim, A., Hush, D.R., Ojha, T., & Babbitt, T. (2018). Predicting Student Enrollment Based on Student and College Characteristics. *Educational Data Mining*.
- Suwarno, N. P. M., & Murnaka, N. (2020). Virtual campus tour (student perception of university virtual environment). *J. Crit. Rev*, 7, 4964-4969.
- Tang, K. N. (2019). *Leadership and Change Management*. Springer Singapore.

- UNICEF. (2021). The State of the Global Education Crisis: A Path to Recovery. Teaching and learning. *Higher Education for the Future*, 8(1), 133-141.
- United Negro College Fund. (2019). UNCF/Koch Scholars Program Report: HBCUs and the Future of Economic and Political Empowerment. Retrieved from <https://www.uncf.org/media/6949/uncfkochscholarsprogramreport.pdf>
- United Negro College Fund. (2020). UNCF 2020 Facts and Figures. Retrieved from <https://www.uncf.org/media/2715/uncf-2020-factsheet-final.pdf>
- van Dierendonck, D. (2011). Servant Leadership: A Review and Synthesis. *Journal of Management*, 37(4), 1228–1261. <https://doi.org/10.1177/0149206310380462>
- World Health Organization. (2020). WHO Director General's Opening Remarks at the Media Briefing on COVID-19. <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>