

The Role of Historically Black Colleges and Universities in Faculty Diversity

LEZLI BASKERVILLE, LANITRA BERGER

AND LIONEL SMITH

American colleges and universities must prepare students to thrive in our increasingly diverse, globally connected, and technologically driven world. Faculty must inspire students for civic responsibility; and stimulate them to identify and dedicate their lives to the highest good and ideals they know without compromising their anchor principles or allowing their spirit, hopes, ambition, or dreams to be destroyed under the impact of trials and crisis. American colleges and universities must equip students to understand their relationship and responsibility to humanity. They must offer a quality academic experience in a challenging and stimulating environment that encourages students both to test their personal beliefs against those of others in a robust exchange of ideas and to challenge universal truths and “objectivity” against their understandings and realities.

To afford students the maximum benefit of this engagement, they must be educated in diverse environments. Despite the widely held view that “diversity, or the lack thereof, affects rigor and integrity of disciplinary scholarship,” neither classroom teachers nor the professoriate are broadly representative of the students they teach, nor is there a national pipeline plan to diversify teachers and faculty in America.¹ This article argues that historically black colleges and universities (HBCUs) and predominantly black institutions (PBIs) have had great success in educating students of color, shoring up the diversity pipeline from secondary school through the professoriate. Because they enroll significant numbers of low-income and minority students compared with their traditionally white counterparts, and because of their comparative success rates at graduating African-American and other traditionally underserved students, HBCUs contribute disproportionately to our nation’s student and faculty diversity and therefore should be used as models for preparing diverse teachers and faculty.

For example, 24 percent of all Ph.D.s earned each year by African Americans are conferred by 24 HBCUs. Eighteen of the top 23 producers of African Americans who go on to receive science-related Ph.D.s are HBCUs. Four of the top 10 producers of successful African-American medical school applicants are HBCUs. These HBCUs produce 20 percent more African-American applicants than the other six institutions combined; and eight of the top 10 producers of African-American engineers are HBCUs.

HBCUs have among the most diverse faculty of all American colleges and universities.² As a result of their ability to produce diverse graduates and to maintain diverse faculties, HBCUs and PBIs deserve more strategic and greater public and private investments.

The Need for Faculty Diversity

In the best learning communities, a diversity of students, faculty, and ideas constitutes as much of the identity of the institution as academic research and social service. As the late Clinton Bristow, former president of Alcorn State University, an HBCU in Mississippi, and former president of the Council of 1890s Land-Grant Institutions, noted at the launch of a 2003 national leadership institute on maintaining margins, missions and multiculturalism at HBCUs: “Institutional climate and responsiveness to diversity closely correlate with academic excellence and equity.”³ Through institutional diversity, students can benefit from the intellectual, cultural, civic, religious, and personal experiences of a range of students, reflecting the richness of this heterogeneous, pluralistic society. They can learn the tolerance, coexistence and ecumenical spirit of shared values and common destinies that make America strong and are imperative to moving this nation and the world closer to realizing their full potential.⁴

Although quantifying the connection between diversity and student achievement is difficult, a few researchers have undertaken the task. In the 2001 report, “Racial and Ethnic Diversity in the Classroom: Does It Promote Student Learning” in the *Journal of Higher Education*, for example, Terenzini et al. make the case for what they call “medium diversity,” i.e., a postsecondary classroom majority of between 62 percent and 67 percent. According to the authors, medium diversity was “positively related to reported group skill learning gains.”⁵ In their findings, this level of diversity produced the only significant gains in student learning outcomes.⁶ In other words, a more balanced

classroom environment where students do not feel marginalized contributes positively to student excellence.

Because of the correlation between faculty diversity and student outcomes, the U.S. professoriate also should reflect the nation's diversity, but it does not. According to the *Chronicle of Higher Education* and the U.S. Census Bureau, approximately 5 percent of faculty are black, 3 percent are Hispanic, and 0.04 percent are Native American, even though they represent, respectively, 12 percent, 14 percent, and 0.8 percent of the total U.S. population.⁷ The absence of diverse faculty means that students are not truly exposed to a healthy range of ideas, opinions, or teaching and learning methods. Relative to this latter point, it has been found that minority and female faculty are more likely than white males, "to use interactive pedagogical strategies that foster greater learning and relationship building for all students than do more traditional teaching practices."⁸ Not only are the teaching styles of faculty of color and female faculty valuable to all students, these faculty also serve as valuable role models and mentors for students of color who find few in the professoriate. Equally as important, a diverse faculty helps to dismantle stereotypes held by white students, who may only know persons of color from a distance and through media headlines.

HBCUs: A History of Diversity

Although established in America in the mid-1800s by and large as teacher preparation institutions for the progeny of the American slave system, HBCUs, from their inception and without exception, have been open to students, faculty, and administrators of all races, colors, creeds, religions, and both genders (except in student bodies of institutions whose expressed mission is to provide single-sex education). Through the years, HBCUs have offered academic and employment opportunities and attendant benefits and privileges to all without regard to non-*bona fide* criteria or considerations, except where state law prohibited the same.

HBCUs are largely responsible for providing higher education opportunities to African Americans. Although they represent only 4 percent of all U.S. colleges and universities, they enroll approximately 16 percent of all African Americans in four-year degree-granting institutions, and they graduate nearly 30 percent of African Americans earning bachelor's degrees.⁹ HBCUs graduate more than 40 percent of African-American students who receive undergraduate degrees in the sciences and math, 50 percent of those receiving engineering degrees, and 50

percent of teacher education bachelor's degrees awarded to African-American students.¹⁰

HBCUs are sending disproportionate numbers of African-American students to graduate and professional schools.¹¹ Because of their strong academic curricula and their nurturing social environments, HBCUs cultivate future faculty by providing them with solid research skills and more important, the confidence to pursue the long and rigorous path to the professoriate. A 2006 study of earned doctorates conducted by the National Science Foundation described HBCUs' tremendous contribution to academia. According to the report, *U.S. Doctorates in the 20th Century*, blacks earned 25,872 doctorates between 1975 and 2000, and "more than 42 percent of those who had a baccalaureate received that degree from an HBCU."¹² And 33 of the top 50 institutions that sent black undergraduate students to Ph.D. programs were HBCUs.¹³ In addition, HBCUs are training a significant proportion of black students from other countries, who add diversity to the student body as well as to the professoriate. In the past 25 years, 21 percent of all foreign-born blacks received Ph.D.s from HBCUs.¹⁴

There are other ways in which HBCUs are diversifying the academy. For example, in the book *Three Magic Letters: Getting to Ph.D.*, Michael T. Nettles and Catherine M. Millett found that among science and math students who completed their doctorates, graduate students at HBCUs "took an average of almost one year less to graduate. On average, social sciences graduate students at HBCUs finished more than two years sooner than their non-HBCU peers."¹⁵ The sooner students graduate, the sooner they can accept postdoctoral teaching and research positions in the academy. By reducing the time students spend in graduate school, HBCUs keep the diversity pipeline flowing.

Securing the Diversity Pipeline: Federal Funding and HBCUs

The federal government has not invested in the schools that yield the highest number of minority graduates, especially in high-need areas such as STEM (science, technology, engineering, mathematics) fields. Even though HBCUs are more efficient at producing diverse faculty, many outperform their competitors in research facilities that are not comparable to those on the campuses of their competitors, due to inequitable levels of financial support. Current levels of federal funding for HBCUs, specifically in the sciences, do not help them support their mission of producing top-notch teachers and faculty. According to the

National Science Foundation, HBCUs receive 1.29 percent of federal research and development dollars even though they do much more than their fair share of educating low-income and minority students.¹⁶

At a time when nearly 60 percent of black males are not graduating from high school with their high school cohort, the importance of increasing the number of black teachers, particularly males, as role models is critically important for diversifying the professoriate in the long term.¹⁷ HBCUs are also among the top producers of African Americans who become K-12 teachers. In a 2000 Lumina Foundation study, 12 percent of black HBCU graduates majored in education compared with 7 percent at other schools.¹⁸ The study also found that black male graduates from HBCUs were more likely to major in education than were black men at other institutions.¹⁹

Neither private investments nor HBCU endowments make up for the lack of a fair share of public dollars to HBCUs. For example, Howard University in 2006 had the largest HBCU endowment at \$435 million, which pales in comparison with Harvard's \$28.9 billion endowment that year.²⁰ Yet, Howard's graduate programs rank second in the nation in producing black doctorates across all fields, and its graduate schools produced the largest number of black doctorates in the biological sciences in 2005, demonstrating HBCUs' disproportionate contribution to diversifying academe.²¹

The disparity in public and private investments between the nation's HBCUs that are producing diverse teachers and faculty and traditionally white institutions (TWIs) is particularly disturbing at a time when college access has become an important policy debate at the state and federal levels. In a survey of American colleges and universities, Thomas G. Mortenson, Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education, found that high-ability, diverse students increasingly are being locked out of college because state flagship universities that have a legal responsibility by federal mandate to be "the peoples' universities" are doing a poor job of enrolling and graduating African-American students, Hispanic students, and American Indian students.²²

The Mortenson report found that as the number of students of color is increasing in the states, most flagship universities are doing an inadequate job of enrolling African Americans, Hispanics, and American Indians. Despite some

recent progress by some flagship institutions in enrolling and graduating diverse students, Mortenson found most to be disengaged from educating the growing populations of their states. He concludes:

As ... state flagship universities disengage from the demographic changes occurring in their states, they diminish their justification for further state financial support for their operations. As flagships increasingly focus on the affluent shrinking majority populations in their states, then state political leaders should reallocate state higher education investment resources toward those institutions and programs that are serving these growing populations on which the state futures depend.

To maximize social welfare and diminish the many divisions that fracture our nation, federal resources devoted to broadening higher education should also be reallocated. Institutions that are disengaged from serving the growing demographic groups on which this country's future depends should be suspended from further Title IV student financial aid program eligibility. Institutions that are disengaged should be placed on probation and challenged to engage or face suspension. And those institutions that are reaching out to these growing demographic groups should be strongly supported for the important work they are doing.

Moreover, many of these same state flagship universities that are turning away from addressing demographic opportunities have accumulated significant endowments (profits) that remain tax free: UT system (\$8.7B), Univ of VA (\$1.8B), Ohio State U (\$1.2B) UNC CH (\$1.1B) Penn State U (\$900M), University of Illinois (\$900M), University of Delaware (\$900M).

"These public universities have accumulated huge profits but most appear unable or unwilling to enroll their state shares of underrepresented minority populations. They do not lack resources—they lack will."²³

Even as flagship public institutions enroll proportionately fewer minority students, HBCUs are fulfilling the need to educate these students. HBCUs have been more committed to an open society in which racial, ethnic, religious, and economic disadvantages can be overcome than have other educational institutions. HBCUs have been and remain committed to the production of graduates from families whose economic status makes attainment of a college education highly unlikely, and whose PK-12 system failings make attainment of a college education extremely challenging. HBCUs are odds-beaters. They have succeeded and are continuing to succeed in nurturing and producing black intellectual and moral talent against colossal odds. These institutions are exemplars of policies and practices that, if widely used across the country to educate the increasingly diverse populace, could move the nation toward realizing its egalitarian ideal; meeting its education, economic, cultural, moral, and civic engagement needs; and achieving its full potential.

HBCUs have a proven prescription for shaping the intellect and character of the growing populations of the nation, a prescription that is worthy of replicating nationally through broad public and private investment. This can be achieved through a variety of methods. Making traditionally underserved racial and ethnic minority students the majority at all institutions is not necessary to ensure that these students are better served. What is necessary is a fervent belief that these students can achieve to the highest standards, the creative fostering of excellence in these students, and provision of the resources they need to succeed. A review of the mission statement of any HBCU or PBI, makes it clear that academic excellence is expected of all students regardless of their academic background, socioeconomic strata, prior or present challenges. HBCUs and PBIs accept the responsibility and create learning environments in which students with the best preparation and those with the least preparation are provided the tools needed to receive a terminal degree in a field of their choosing. This latter point is significant because data suggest that many African-American students who attend MIT, Georgia Tech, or other highly selective institutions desirous of receiving a degree in one of the sciences, technology, or engineering, but who may not appear competitive early in their pursuit, often are steered to other disciplines, such as sociology and the behavioral sciences.²⁴ The task of supporting the aspirations of all students, and preparing disproportionate numbers of low-income students who were failed by their PK-12 systems, requires tremendous time investments from administrators, faculty, and staff, who understand the benefits of prepar-

ing, inspiring, and supporting students to achieve their dreams. It also requires proportionate public and private financial investments that are lacking.

Some of the replicable measures at HBCUs that would increase diversity at all institutions were identified and chronicled in, “Principles and Standards of Good Practice to Achieve Diversity and Multiculturalism,” the report from the 2003 national leadership institute, “Maintaining Missions, Margins and Multiculturalism,” hosted by Alcorn State University and co-sponsored by the College Board, the Southern Education Foundation, and the Association of American Colleges and Universities.²⁵

Constructing a National Pipeline for Diversity

Recent demographic statistics indicate that our nation is becoming even more diverse. Enrollment of students of color in public elementary and secondary schools has sustained growth for the past two decades after a downward spiral in the 1970s and early 1980s.²⁶ It is projected that minority student enrollment will continue to increase as a result of high numbers of births and increased immigration.²⁷ By 2008-09, the number of public high school graduates is expected to peak, with approximately 3.2 million students earning their diplomas.²⁸ Forty-three percent of these students are anticipated to be racial/ethnic “minorities.”²⁹ By 2014, half of the public high school students are projected to be racial/ethnic “minorities.” Although the number of students from racial and ethnic minorities in U.S. classrooms continues to rise, the teaching workforce has not experienced a concomitant growth in racial/ethnic minorities. At this time, when “our nation is in the midst of a perfect storm—the result of the confluence of...divergent skill distributions, the changing economy, and [shifting]...demographics,” HBCUs are strategically and ironically perhaps better situated than other higher education institutions to prepare diverse teachers for the classrooms.³⁰

The teaching profession serves as a gateway to all other professions, and the path through which a literate democracy must tread. With the ever increasing standards that have emerged since the landmark 1983 report, *A Nation at Risk*, class-size reduction initiatives, swelling numbers of immigrant and baby boomer children, and the “graying” teaching force, the United States is experiencing critical teacher shortages. The problem—especially acute in urban and rural districts and in the hard-to-fill areas of special education, mathematics, and science—is so severe that:

- Forty-two states issue emergency credentials to people who have taken no education courses and have not taught a day in their lives. Many teachers are hired based solely on their experience leading church or camping groups.
- One-fourth of new teachers—if they are licensed—are not licensed to teach in the fields they are teaching.
- Twenty percent of new teachers leave within the first three years; most likely to leave are those with the highest college-entrance exam scores. In addition, the teacher attrition rate is 50 percent higher in low-income schools than in wealthier schools.³¹

Research conducted by the National Education Association (NEA) indicates that minority students perform better when they are taught by minority teachers.³² NEA research specifically connects a more diverse and qualified teacher corps to eliminating gaps in student achievement.³³ In 2004, the NEA reported the results of a survey that indicated the number of male teachers in public schools had reached a 40-year low. According to the survey, only approximately 21 percent of all teachers are male, and of that number, 16 percent are men of color. This 40-year low in the numbers of African-American male teachers is occurring at a time in which nearly 60 percent of African-American males are not graduating with their high school cohort.³⁴

The growing number of students, new standards that require smaller teacher-student ratios, and retirement and attrition of current teachers will exacerbate the current situation. A lack of teacher mobility, inadequate induction programs, poor working conditions, and a growing salary gap between teachers with master's degrees—all help to explain why our nation is experiencing the worst shortage of qualified teachers in its history and why this shortage will continue unless a national plan is adopted and funded to reverse the trend. The gap between the number of professionals needed and those available is a gap that HBCUs can go a long way toward filling if provided adequate resources. HBCUs currently produce half of the African-American teachers with bachelor's degrees; nearly half in the growth and high-need areas of math, science, and engineering; and half of those in the health professions. America's black colleges and universities remain at the creative forefront of American education, offering the tools and skills necessary to prepare students to promote peace at home and abroad; secure our communities and our homeland; meet pressing global and

community healthcare needs; fight injustice with the power of ideas; and close the achievement gap and open doors of opportunity to those who are ill-served by many of the systems in our communities and the nation. HBCUs are continuing to do more for students with fewer resources than any other higher education institutions. They are poised to lead the nation in meeting its need for more and more diverse teachers and faculty.

The path to the Ph.D. can either begin or end at the secondary school level. Students' cognitive and reasoning abilities are developed early in their education, as are solid study habits and a passion for learning—all necessary skills for pursuing and completing the doctorate. Without diverse teachers who serve as positive role models and who work to improve student performance, minority students are at a disadvantage in terms of their preparation for higher education. In 2005, for example, African Americans represented 6.5 percent of earned doctorates.³⁵ Spread out across all colleges and universities, there are not enough African-Americans with doctorates to diversify the professoriate. Unless a concerted effort is made at the secondary school level to prepare students for academic careers, the number of black faculty will remain stagnant even as the number of black and minority postsecondary students increases.

Policies, Actions, Recommendations

To position America's black colleges and universities to realize their full potential for meeting our national need for more and more diverse faculty, the following policies should be adopted or actions undertaken:

Recruiting and retaining more minority faculty

- Increase faculty salaries. In 2005, the average salary for an assistant professor of English, which requires a doctorate, was \$47,357 compared with \$81,009 for professors in legal professions, which require a professional degree.³⁶ Many students graduate with so much loan debt that they cannot afford to live on faculty salaries. Many newly minted Ph.D.s support themselves and other family members, which they find challenging to do on low faculty salaries as they struggle to repay high student debt. To offset lower salaries, universities should help new faculty pay their student loans; provide housing and child care subsidies; or offer summer stipends, equipment budgets, and conference travel support. As a national policy, Congress should maintain student loan forgiveness programs designed to encourage new Ph.D. recipi-

ents to serve in high-need, underserved areas.

- The “burden” of diversifying an institution should not rest solely on the shoulders of minority faculty. In addition to conducting high-quality research to receive tenure, minority faculty often have more service responsibilities than many of their colleagues.³⁷ They mentor minority students, serve on faculty “diversity” committees, and often are active in multicultural services on campus. Although these activities contribute to the diversity, life, and well-being of the university, they result in minority faculty having less time to meet the requirements for tenure, which are almost always based on research productivity and the number of fellowships won. If institutions do not want to give service requirements greater weight in the tenure process, then they must do more to ease the service burden for minority faculty.
- Increase networking, mentoring, and professional development opportunities for new faculty. Academia can be isolating, especially for minority faculty who may be spread out across many departments on campus. Because the transition from graduate school to the tenure track may be challenging, institutions should provide more structured mentoring relationships between junior and senior faculty to ensure that minority faculty have a better understanding of the professoriate’s expectations. Professional development, such as workshops on teaching and grant writing, will help faculty feel more confident in the classroom and increase their chances of securing funding for research.

Increasing Access, Retention, and Postgraduate Opportunities

- The federal government and the states (as well as institutions, foundations, unions, trade associations, faith institutions, and others in the private sector) should increase support for programs that provide traditionally underserved students and families with early information about preparation, admissions requirements, costs and student financial aid as well as programs that provide these students with skills for college success and promote retention and graduation. Such programs will help prepare, inspire, and connect more students of color to higher education, graduate or professional school and the professoriate.
- To reverse the tide of leaving behind an alarming 60 percent of African-American males who are not graduating with their high school cohort, the National Association for Equal Opportunity in Higher Education (NAFEO),

the AFT, the NEA, the National Association of Independent Schools, and other partners should design and pilot nationally PK-12 academies on or near HBCU campuses to prepare and inspire low-income, first-generation, traditionally underserved males for the rigors of higher education and to provide them with a pipeline to an HBCU or another higher education institution aligned with their preparation and aspirations. There are a number of successful models from which to build. For example, the “Call Me Mister” program, based in South Carolina, is a consortium of historically black colleges (Benedict College, Claflin University, and Morris College) and traditionally white colleges that aims to increase the number of African-American male teachers in the state by providing tuition assistance, focused pedagogical coursework and training, and mentoring to participating students.³⁸ In Louisiana, the Capitol Pre-College Academy for Boys provides African-American males with a college preparatory curriculum as well as dual enrollment opportunities with Southern University-Baton Rouge.³⁹ These programs encourage student persistence at an early age and specifically provide black males with mentors and role models who are committed to their success.

- To afford students across socioeconomic backgrounds access to college, the Pell Grant should minimally be restored to its original purchasing power. The Pell Grant should be doubled over a five-year period to meet the unmet need for diverse teachers. This increase would enable the high-ability, low-income students who are currently locked out of college financially to cover the average cost of a public four-year institution. Consideration also should be given to creating a Pell Grant entitlement and tying the minimum annual award to the average charges for tuition and fees incurred by students at four-year public colleges and universities nationwide. According to the College Board’s *Trends in Student Aid 2006*, this amount is now approximately \$5,836.⁴⁰
- The federal government should undertake a study of the feasibility of making an early Pell Grant commitment to low-income students, as early as in the middle school years, to get more low-income, first generation, and underrepresented minority students and families to begin thinking about and preparing for college with the understanding that if they are prepared, they will be able to attend and afford a college education.
- The federal government should adopt a year-round Pell Grant and include two-year colleges as Pell-eligible institutions, because these institutions are points of entry for many economically and educationally disadvantaged

students. Year-round Pell eligibility would allow students to participate in academic programs that prepare them for graduate study, such as summer school, language programs, or study abroad. The federal government, states, and the private sector should invest proportionately more financial resources in those institutions that educate disproportionate percentages of high-needs students, such as HBCUs, PBIs, Hispanic-serving institutions (HSIs), and tribal colleges and universities (TCUs).

- To assist the nation in addressing the current and future teacher shortages, especially among black teachers, the federal government should establish and fund 10 Collaborative Centers of Excellence in Minority Teacher Preparation at HBCUs or PBIs to prepare highly qualified teachers, using the best research-based practices. The goals of these centers would be to expand the capacity of HBCUs and PBIs to produce much-needed and highly qualified teachers by establishing state-of-the-art training facilities equipped with the latest technology, where curriculum would be reviewed and assessed, best practices and strategies identified and replicated, and cutting-edge professional development and training provided. These centers would help fill the void of teachers, particularly in urban, minority, and underserved communities and in high-need and growth disciplines, improve the educational and professional prospects of minority students in high-need areas, and further the goal of equal educational opportunity for all Americans.
- The federal and state governments, private sector, and individuals should make greater and more strategic investments in strengthening the graduate and professional programs at HBCUs, and equipping those that want to expand their graduate and professional degree offerings and those that want to launch them to do so, especially in growth and high-need disciplines.
- Initiatives such as the W.K. Kellogg Foundation Comprehensive Minority Dental Faculty Development Program—which makes grants to U.S. dental schools for direct educational assistance to increase the numbers of underrepresented minority students recruited to, entering, and persisting in dental academic careers—should be replicated at HBCUs and expanded to other health professions, the teaching profession, STEM and other high-need disciplines.
- At the federal level, initiatives like the successful Minority Science and Engineering Improvement Program (MSEIP), which is designed to increase minority representation in science and technology by improving science and engineering programs at minority institutions, should be strengthened and

replicated for other high-need disciplines. Institutions of higher education could use MSEIP funds for projects ranging from faculty development and improvement to curriculum development and research capabilities. With tweaking, such as the creation of a new authority that encourages consortia that include the U.S. Department of Energy's regional laboratories; other federal agencies with science, mathematics, engineering and technology missions or mandates; and private sector companies or foundations related to health and scientific research, and with increased funding, MSEIP could go a long way toward assisting HBCUs and other minority-serving institutions (MSIs) ultimately to assist in diversifying STEM teachers and faculty.

- To enable or support greater participation of traditionally underrepresented students of color in doctoral studies, a greater investment should be made in assistantships (teaching and research) and fellowships targeted to low-income, first generation, traditionally underrepresented students, especially those pursuing terminal degrees in high-need and growth disciplines. In *Three Magic Letters: Getting to Ph.D.*, Nettles and Millet report that although black students are more likely to receive a fellowship during their graduate studies, they are less likely than white students to receive teaching and research assistantships.⁴¹ In addition to providing students with professional experience that will prepare them for the academic job market, these opportunities provide valuable financial support and help to offset student loans.
- To ensure the survival and progress of HBCUs, there is a need for the establishment at NAHEO,⁴² of an HBCU Technical Assistance, Research and Education Center with endowed chairs at the accredited HBCU law centers. The center would gather, maintain, and disseminate quantifiable, research-based data to sustain HBCUs; close the achievement, performance, and retention gaps; and improve educational outcomes. The endowed chairs would work with HBCUs in their region to gather and present data necessary to demonstrate to the satisfaction of the legislatures, executive, regulatory, administrative, and judicial bodies, funders and other stakeholders, the outcomes from investments in HBCUs. The Center would also gather and maintain data sufficient to stave off assaults on HBCUs that continue unabated, despite their equal educational opportunity missions and their remarkable successes against the odds.
- President Bill Clinton aptly recognized HBCUs as “the patron saints of universal access.”⁴³ To maintain their essential mission of providing access and opportunity in the face of legal, ideological, and financial pressures, and the

inevitability of a global future, the Higher Education Act should be amended to include additional ways of shoring up HBCU infrastructures, faculty and students as well as help build the capacity of these institutions, whose resources are especially sparse as they seek to continue doing more with less to provide equal educational opportunity. The reauthorization process should explore equitable and efficient ways of increasing levels of support for direct institutional aid to institutions that serve large percentages of high-need students, such as historically and predominantly black colleges and universities, HSIs, TCUs, and community colleges. Incentives for other institutions to graduate more financially disadvantaged students should be explored, such as providing “cost of education” direct aid to institutions in proportion to the percentage of disadvantaged students enrolled.

Investing in HBCUs, Expanding Human Capital, the Best Solution to the National Teacher and Faculty Diversity Challenge

HBCUs, as former President Bill Clinton aptly recognized, are the architects of equal educational opportunity. They are also among the nation’s most diverse higher education institutions, with 15 percent student diversity, on average, and 30 percent faculty diversity.⁴⁴

Faculty diversity benefits all students, not just minority students, by providing alternative viewpoints, critical perspectives, and exposure to other cultures that make America a crucible for innovation and creativity. HBCUs provide students with the ability to think analytically and challenge the “master narratives” that other students might accept uncritically. Because so few aspects of the black experience are adequately integrated into mainstream histories and theories in many academic disciplines, HBCUs traditionally have provided students with the ability to read between the lines as a way to understand their heritage. Because of their missions, the curricula in these institutions have as a matter of course addressed Afrocentric ideas, but the critical approach in all disciplines can benefit students of all races.

HBCUs have produced sterling talent that has benefited the nation immeasurably, not only in material contribution, but also in intellectual, cultural, moral, and spiritual offerings. These institutions have backgrounds of perpetual service to all people, with missions and goals of making educational opportunities a

reality rather than an empty expectation.⁴⁵ They are providing students with the intercultural, interpersonal, and political skills with which to compete and thrive in a diverse yet still Balkanized world. Throughout their history, HBCUs have proven to be national role models of equal opportunity and multiculturalism, specifically in their commitment to producing each new generation of diverse doctorates who enter the professoriate. With few resources, these institutions make extraordinary contributions to our nation's higher education community and its talent and resource pool. If America truly is committed to investing in diverse talent and human capital, and diversifying higher education faculty, it will begin by investing more equitably and more efficiently in our nation's HBCUs.

ENDNOTES

¹ Roxane Harvey Gudeman, "Faculty Experience with Diversity: A Case Study of Macalester College," *Diversity Challenged-evidence of the Impact of Affirmative Action*, ed. G. Orfield and M. Kurlaender, (Cambridge, Mass: Harvard Education Publishing Group, 2003).

² "Race and Ethnicity of Faculty Members," *Fact and Figures*, Chronicle of Higher Education. Available at <http://chronicle.com/premium/stats/race/2007/>.

³ Conference Summary: Maintaining Missions, Margins, and Multiculturalism at Historically Black Colleges and Universities, a National Leadership Institute, April 5-6, 2004.

⁴ Dr. Bristow first expressed this sentiment in a 2003 publication of the College Board, "Maintaining Missions, Margins, and Multiculturalism at Historically Black Colleges and Universities," (Washington, DC: The College Board 2004).

⁵ Patrick T. Terenzini et al., "Racial and Ethnic Diversity in the Classroom: Does it Promote Student Learning?" *Journal of Higher Education* 72, no. 5, (September-October 2001) 521.

⁶ Ibid.

⁷ The Chronicle of Higher Education, "Faculty and Staff" *Almanac of Higher Education, 2007-2008*. Volume 54, Issue 1.

⁸ Patricia Gándara and Julie Maxwell-Jolly, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduate* (The College Board, 1999).

⁹ National Association for Equal Opportunity in Higher Education, "Survey of Member Institutions, FY 2004" (Washington, DC: National Association for Equal Opportunity in Higher Education, 2004).

¹⁰ Ibid.

¹¹ Steve Suits and the Southern Education Foundation, *Igniting Potential: Historically Black Colleges and Science, Technology, Engineering, and Mathematics* (Southern Education Foundation, 2005). ¹² Lori Thurgood, Mary J. Golladay, and Susan T. Hill, *U.S.*

Doctorates in the 20th Century), (Arlington, VA: National Science Foundation, Division of Science Resources Statistics, NSF 06-319, June 2006): 46.

¹³ Ibid.

¹⁴ Thurgood, Golladay, and Hill, note 12, *supra*.

¹⁵ Michael T. Nettles and Catherine M. Millett, *Three Magic Letters, Getting to Ph.D.*, Johns Hopkins University Press (2006), Appendix E, p.276. The book uses data from the authors' survey of 9,000 doctoral students from the top 21 doctorate-granting institutions in the United States—the largest survey ever conducted of doctoral students. The authors' analyses and findings suggest a number of policy and institutional actions that can be taken to increase the numbers and expand the fields of study of traditionally underrepresented minority students who attain a Ph.D.

¹⁶ National Science Foundation/Division of Science Resources Statistics, *Survey of Research and Development Expenditures at Universities and Colleges, FY 2004*, (Arlington, Va: National Science Foundation, 2004).

¹⁷ Michael Holzman, *Public Education and Black Male Students: The 2006 State Report Card*. Schott Educational Inequity Index (Cambridge, MA: The Schott Foundation for Public Education, 2006).

¹⁸ Kenneth E. Redd, *HBCU Graduates: Employment, Earnings, and Success After College*, (Lumina Foundation and USA Group Foundation, 2000), 2.

¹⁹ Ibid.

²⁰ Olivia Majesky-Pullman, "Just the Stats: The Endowments at Public and Private Historically Black Colleges and Universities," *Diverse: Issues in Higher Education*, May 4, 2007.

²¹ "African American Doctoral Degrees—Biological and Biomedical Sciences," Top 100 Graduate Degree Producers 2007, *Diverse: Issues in Higher Education*. Available at: <http://www.diverseeducation.com/BiologicalBiomedicalAfricanAmericanDoctoral2007.asp>

²² Thomas G. Mortenson, "Underrepresented Minorities Share of Undergraduate Enrollments at State Flagship Universities 1992 and 2001" in *Postsecondary Education Opportunity*, no. 146 (August 2004). Available at www.postsecondary.org.

²³ Ibid., 10.

²⁴ Christopher M. Brown II and Eboni M. Zamani, "Affirmative Action in Postsecondary Educational Settings: The Historic Nexus of Meritocracy and Access in U.S. Higher Education," *Higher Education Policy* 16, no. 1, (March 2003): 27-38.

²⁵ Lezli Baskerville and Shirley Wilcher, "Principles and Standards of Good Practice to Achieve Diversity and Multiculturalism," 2003 National Leadership Institute, *Maintaining Missions, Margins and Multiculturalism*, hosted by Alcorn State University and co-sponsored by the College Board, the Southern Education Foundation, and the Association of American Colleges and Universities. A copy of this report can be found at www.nafeo.org.

- ²⁶ Western Interstate Commission for Higher Education (WICHE), ACT, and The College Board. 2003. *Knocking at the College Door, 1988 to 2018 Projections of High School Graduates by State, Income, and Race/Ethnicity*. (Boulder, Co: WICHE 2003).
- ²⁷ Ibid., 1-16
- ²⁸ Ibid., 1-16.
- ²⁹ Ibid, 43-76.
- ³⁰ Irwin Kirsch, Henry Braun, Kentaro Yamamoto, and Andrew Sum, *America's Perfect Storm: Three Forces Changing Our Nation's Future*. (Princeton, NJ: Educational Testing Service, 2007).
- ³¹ Alliance for Excellent Education, "Teacher Attrition: A Costly Loss to the Nation and to the States," Issue Brief, August 2005. Available at <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>.
- ³² National Collaborative on Diversity in the Teaching Force, *Assessment of Diversity in America's Teaching Force: A Call to Action* (October 2004). Available at www.nea.org/teacherquality/images/diversityreport.pdf.
- ³³ Ibid.
- ³⁴ Rosa Smith, "Public Education and Black Male Students: A State Report Card," The Schott Foundation (2005).
- ³⁵ Characteristics of Recipients of Earned Doctorates, 2005 *Almanac of Higher Education, 2007-2008*. Volume 54, Issue 1. Available at: <http://chronicle.com/weekly/almanac/2007/nation/0101901.htm>.
- ³⁶ Ibid.
- ³⁷ Adalberto Aguirre, Jr. Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture. ASHE-ERIC Higher Education Report, Volume 27, Number 6. (San Francisco: Jossey-Bass Higher and Adult Education Series), 6.
- ³⁸ Clemson University, "Call Me MISTER Mission Statement," <http://www.callmemister.clemson.edu/mission.htm>.
- ³⁹ Capitol Pre-College Academy for Boys, Baton Rouge, La., <http://capitolpcaboys.ebrschools.org/explore.cfm/aboutourschool/>.
- ⁴⁰ The College Board, *Trends in College Pricing* (Washington, DC and New York: The College Board, 2006): 4.
- ⁴¹ Nettles and Millet, *Three Magic Letters*, 81.
- ⁴² Founded in 1969, the National Association for Equal Opportunity in Higher Education (NAFEO) is the only membership association of its kind, representing all the nation's black colleges and universities: public, private and land-grant, two-year, four-year, graduate and professional, historically and predominantly black colleges and universities. It was

founded to provide an international voice for the nation's HBCUs; to place and maintain the issue of equal opportunity in higher education on the national agenda; to advocate policies, programs and practices designed to preserve and enhance HBCUs; and to increase the active participation of blacks at every level in the formulation and implementation of policies and programs in American higher education. Since its founding, it has also served as a clearinghouse on blacks in higher education.

⁴³ This quote is from the statement of President Bill Clinton, announcing Executive Order 12876, Historically Black Colleges and Universities, renewing the White House Initiative on HBCUs (1994).

⁴⁴ National Association for Equal Opportunity in Higher Education, "Survey of Member Institutions, FY 2004."

⁴⁵ The author first included these findings in Supreme Court briefs in *The Regents of the University of California v. Allan Bakke* (No. 76-811, October Term, 1976) and later in *United Steel Workers of America, AFL-CIO, Kaiser Aluminum & Chemical Corporation, United States Equal Employment Opportunity Commission v Brian Weber* (Nos. 78-432, 78-435, 78-436, October Term 1978).

BIBLIOGRAPHY

Alliance for Excellent Education, "Teacher Attrition: A Costly Loss to the Nation and to the States," *Issue Brief*, August 2005. Available at <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>.

Baskerville, Lezli, and Shirley Wilcher. "Principles and Standards of Good Practice to Achieve Diversity and Multiculturalism." 2003 National Leadership Institute, Maintaining Missions, Margins and Multiculturalism. Washington, DC: College Board, 2003.

Borden, Victor M.H., Brown, Pamela C., and Majesky-Pullmann Olivia. "Top 100 Graduate Degree Producers 2007." *Diverse: Issues in Higher Education*, 2007. Available at: <http://www.diverseeducation.com/Top100DegreeProducers2007undergraduate.as>.

Brown, Christopher M. II, and Zamani, Eboni M., "Affirmative Action in Postsecondary Educational Settings: The Historic Nexus of Meritocracy and Access in U.S. Higher Education." *Higher Education Policy* 16, no. 1 (March 2003).

Capitol Pre-College Academy for Boys. Baton Rouge, La. <http://capitolpcaboys.ebrschools.org/explore.cfm/aboutourschool/>.

Chronicle of Higher Education. "Race and Ethnicity of Faculty Members," *Fact and Figures*, Chronicle of Higher Education. Available at <http://chronicle.com/premium/stats/race/2007/>.

"Faculty and Staff" *Almanac of Higher Education, 2007-2008*. Volume 54, Issue 1. Clemson University. *Call Me MISTER Mission Statement*. <http://www.callmemister.clemson.edu/mission.htm>.

The CollegeBoard. *Trends in College Pricing*. Washington DC and New York: The College Board, 2006.

Diverse: Issues in Higher Education. "African American Doctoral Degrees—Biological and Biomedical Sciences," Top 100 Graduate Degree Producers 2007. Available at: <http://www.diverseeducation.com/BiologicalBiomedicalAfricanAmericanDoctoral2007.asp> Accessed 19 February 2008

Gándara, Patricia, and Julie Maxwell-Jolly. *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. Washington, DC: The College Board. 1999.

Gudeman, Roxane Harvey. "Faculty Experience with Diversity: A Case Study of Macalester College." In *Diversity Challenged—evidence of the Impact of Affirmative Action*. Edited by G. Orfield and M. Kurlaender. Cambridge, MA: Harvard Education Publishing Group, 2003.

Holzman, Michael, *Public Education and Black Male Students: The 2006 State Report Card*. Schott Educational Inequity Index. Cambridge, MA: The Schott Foundation for Public Education, 2006.

Kirsch, Irwin, Henry Braun, Kentaro Yamamoto, and Andrew Sum. *America's Perfect Storm: Three Forces Changing Our Nation's Future*. Princeton, NJ: Educational Testing Service, 2007.

Majesky-Pullman, Olivia. "Just the Stats: The Endowments at Public and Private Historically Black Colleges and Universities." *Diverse: Issues in Higher Education*, May 4, 2007.

Mortenson, Thomas G. "Underrepresented Minorities Share of Undergraduate Enrollments at State Flagship Universities, 1992 and 2001," *Postsecondary Education Opportunity*, no. 146 (August 2004): <http://www.postsecondary.org>.

National Association for Equal Opportunity in Higher Education. *Survey of Member Institutions, FY 2004*. (Washington, DC: National Association for Equal Opportunity in Higher Education, 2004)

National Center for Education Statistics. *Historically Black Colleges and Universities, 1976 to 2001* (NCES 2004-062). September 2004.

National Collaborative on Diversity in the Teaching Force. *Assessment of Diversity in America's Teaching Force: A Call to Action*. October 2004. Available at <http://www.nea.org/teacherquality/images/diversityreport.pdf>.

National Science Foundation, Division of Science Resources Statistics. *Survey of Research and Development Expenditures at Universities and Colleges, FY 2004*. 2004.

Nettles, Michael T. and Catherine M. Millett. *Three Magic Letters: Getting to Ph.D.* Baltimore: Johns Hopkins University Press, 2006.

Smith, Rosa. "Public Education and Black Male Students: A State Report Card." *The Schott Foundation*, 2005.

Suits, Steve, and the Southern Education Foundation. *Igniting Potential: Historically Black Colleges and Science, Technology, Engineering, and Mathematics*. Atlanta, Ga: Southern Education Foundation, 2005.

Terenzini, Patrick T., Alberto F. Cabrera, Carol L. Colbeck, Stefani A. Bjorklund, and John M. Parente. "The Racial and Ethnic Diversity in the Classroom: Does It Promote Student Learning?" *Journal of Higher Education* 72, no. 5 (September-October 2001): 509-531.

The Regents of the University of California v. Allan Bakke (No. 76-811, October Term, 1976).

Thurgood, Lori, Mary J. Golladay, and Susan T. Hill. *U.S. Doctorates in the 20th Century* (NSF 06-319). Arlington, VA: National Science Foundation, Division of Science Resources Statistics, 2006.

United Steel Workers of America, AFL-CIO, Kaiser Aluminum & Chemical Corporation, United States Equal Employment Opportunity Commission v. Brian Weber (Nos. 78-432, 78-435, 78-436, October Term, 1978).

Western Interstate Commission for Higher Education (WICHE), ACT, and The College Board. *Knocking at the College Door, 1988 to 2018 Projections of High School Graduates by State, Income, and Race/Ethnicity*. (Boulder, Co: WICHE 2003).