RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY

HEARING

BEFORE THE

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS

AND THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

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HEARING ON RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21st CENTURY

THURSDAY, SEPTEMBER 19, 2002

SUBCOMMITTEE ON 21st CENTURY COMPETITIVENESS,

JOINT WITH SUBCOMMITTEE ON SELECT EDUCATION,

COMMITTEE ON EDUCATION AND THE WORKFORCE,

U.S. HOUSE OF REPRESENTATIVES,

WASHINGTON, D.C.

The subcommittees met, pursuant to notice, at 10:30 a.m., in Room 2175, Rayburn House Office Building, Hon. Howard P. ``Buck" McKeon [chairman of the Subcommittee on 21st Century Competitiveness] presiding.

Present: Representatives McKeon, Boehner, Johnson, Upton, Ehlers, Osborne, Tierney, Holt, McCollum, Hoekstra, Scott, and Davis.

Also present: Representatives Watts, Payne, and Owens.

Staff present: Alexa Callin, Communications Staff Assistant; George Conant, Professional Staff Member; Patrick Lyden, Professional Staff Member; Deborah Samantar, Committee Clerk/Intern Coordinator; Kathleen Smith, Professional Staff Member; Jo-Marie St. Martin, General Counsel; Heather Valentine, Press Secretary; Liz Wheel, Legislative Assistant; Cheryl Johnson, Minority Counsel; James Kvaal, Minority Legislative Associate/Education; Maggie McDow, Minority Legislative Associate/Education; Joe Novotny, Minority Staff Assistant/Education; and Suzanne Palmer, Minority Legislative Associate/Education.

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman McKeon. The Subcommittee on Select Education and the Subcommittee on 21st Century Competitiveness will come to order. I apologize for our late start, but we were told there was going to be a vote at 10:00, and so that's probably why some of our members aren't yet here.

I would like to thank my colleague from Michigan, the Chairman of the Subcommittee on Select Education, for agreeing to hold this joint hearing on Responding to the Needs of Historically Black Colleges and Universities in the 21st Century.

So that we can get to our witnesses, we've agreed to limit the opening statements to the chairmen and to the ranking minority members or their designees of each subcommittee. If other members have statements, they will be inserted in the hearing record. With that, I ask unanimous consent that the record remain open 14 days to allow members to insert extraneous materials into the official hearing record. Without objection, so ordered. I will now read my opening statement.

Good morning. Thank you for joining us for this important hearing to hear testimony on minority-serving institutions. This is the fourth in a series of hearings as we continue this committee's effort to learn about the unique role that historically black colleges and universities play in providing a post-secondary education for our students.

I want to start by welcoming our witnesses here today and thank them for joining us for this important hearing. I look forward to the light that your testimonies will shed on the issues before us.

For more than one and a half centuries, historically black colleges and universities have played an integral role in educating one of our nation's most underserved communities. Most were formed during a time when African-Americans did not have access to post-secondary education. Throughout their histories, HBCUs have graduated leaders in all fields of academia who have gone on to vastly improve America.

HBCU graduates include Mary McLeod Bethune, educator and founder of Bethune-Cookman College; Charles Drew, physician and medical researcher; W.E.B. DuBois, sociologist and educator; Martin Luther King, Jr., civil rights leader and recipient of the Nobel Peace Prize; Christa McAuliffe, first educator in space; Thurgood Marshall, Supreme Court Justice; Leontyne Price, world-renowned opera soprano; and Louis Sullivan, Secretary, U.S. Department of Health and Human Services.

Even this modest list of HBCU graduates is indicative of the profound impact these institutions make on American culture.

When you do the numbers, the impact of historically black colleges on American culture is even more profound. The 105 HBCUs in America make up only 3 percent of the nation's two- and four-year institutions, yet they are responsible for providing 28 percent of all bachelor's degrees, 15 percent of all master's degrees, and 17 percent of all professional degrees earned by African-Americans.

Since 1995, Congress has recognized the importance of these institutions by drastically increasing support. Between 1995 and 2002, funding for HBCUs increased by 89 percent and support for historically black professional and graduate institutions increased by 150 percent.

Earlier this year, President Bush continued and strengthened this support when he submitted his budget that calls for an increase in funding for the programs that strengthen HBCUs, including those programs that support graduate institutions, by an additional 3.6 percent.

In 1998, Congress passed the Higher Education Amendments, which made improvements to programs designed to aid HBCUs in strengthening their institutions and graduate and professional programs. These changes included allowing institutions to use federal money to build their endowments and to provide scholarships and fellowships for needy graduate and professional students.

Next year this committee will, once again, begin the process of reauthorizing the Higher Education Act, where our main focus will be on examining federal policy that provides access to a high quality and affordable college education.

As Congress begins this process and continues to make efforts to bridge the educational divide for America's underserved communities, it is important for us to continue this dialogue and continue our work on evaluating ways to build on the academic excellence of students attending historically black colleges and universities.

Thank you, again, for joining us here today to discuss this important topic.

Mr. Scott, would you care to make an opening statement now?

WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – APPENDIX A

OPENING STATEMENT OF REPRESENTATIVE ROBERT C. "BOBBY" SCOTT, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Scott. Thank you, Mr. Chairman, and thank you for holding this important hearing today. And I want to extend my gratitude, as well, to each of the witnesses that have joined us today.

America's historically black colleges and universities have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities. They have developed innovative academic strategies, supported cutting edge research, and launched careers of millions of today's leaders, including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and

community and religious leaders, several of whom you mentioned specifically today.

Today these institutions face new challenges as they help prepare a new generation of Americans for the 21st century. To ensure that all Americans have access to high quality education, you must ensure that all students have the financial assistance and support to start and stay in college. We must ensure that all higher education institutions have the resources to perform vital research, succeed and prosper. I have joined 119 of my colleagues in sponsoring H.R. 1162, The 21st Century Higher Education Act, which was introduced by ranking member George Miller. That bill will substantially expand college opportunities through student aid and early intervention efforts, double resources to strengthen the infrastructure of minority-serving institutions, and harness the strength of minority-serving institutions to prepare teachers and the high tech workforce of tomorrow.

I also hope that we can hold hearings on Representative Clyburn's bill, H.R. 1606, to provide for the preservation of historic buildings and structures at HBCUs. As was said at the February hearing, I was disappointed to see the President's fiscal year 2003 budget, and I'm concerned about the pending Labor-HHS bill. Not only did they include the smallest increase in direct aid to HBCUs in recent history, but they also have level-funded and cut many programs that provide valuable dollars to HBCUs indirectly through student aid.

Colleges cannot survive if students do not have adequate resources to enable them to attend, and I was very disappointed in the low level of funding of Pell Grants, Work-study, Leveraging Education Assistance Partnerships, TRIO, and GEAR UP.

I hope that this hearing and others like it can convince our colleagues and the administration that it is important not only to increase direct aid to HBCUs, but that it is also important to provide more opportunities for HBCU students by increasing student aid. I look forward to hearing from today's witnesses on how we can help HBCUs and their students. Thank you, Mr. Chairman.

Chairman McKeon. Thank you, Mr. Scott. Now we'll hear from Mr. Hoekstra, Chairman of the Subcommittee on Select Education.

OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Hoekstra. Thanks, Buck. You know, there are four things that I would like to just briefly talk about. The first is the progress that we've made in making this a bipartisan issue which is now a priority item for Republicans and Democrats on the Hill to make sure that we address the needs of historically black colleges and universities. That is a significant change and I think a significant improvement. It allows us to work together much more than we have in the past.

The second thing I want to do is acknowledge the contributions of our colleague, Mr. Watts, who will be here later on, and the work that he has done in raising the profile of this issue and

giving it the attention that it needs here on Capitol Hill and helping to break through that logjam and make it a bipartisan issue.

Thirdly, some of the things that Buck and Bobby have both talked about is the success that we've had over the last number of years in significantly increasing the resources available to historically black colleges. We're not quite sure exactly how this year's budget numbers are going to play out, but regardless of what the number will be this year, over the last five years there has been a significant increase in the resources. We recognize that while it is a challenging year for you and your budgets back home due to some of the conditions that we're facing, we're also having some difficult challenges here developing the final spending plans for 2003.

What we also talked about on Tuesday night, was that as we increase funding and our commitment to HBCUs and as you go about doing the work that you need to do at your colleges and at your universities, we also hope that it provides a framework and some opportunity for us to address the needs of K through 12 education for African-Americans, not only in our urban centers, but also in our rural areas. It is a problem and an issue that we've not made enough progress on and it keeps eating away at us. I hope that we can form a relationship that says we've addressed some of the needs of historically black colleges. Now let's take this opportunity in this relationship and address another key problem that faces the country today.

At this point Buck, the other thing that I'd like to do is to introduce Dr. Elson Floyd. The reason we're not going to hold is because I have to go to the Intelligence Committee. We've got the joint inquiry on September 11th. If I could say a couple of words about Dr. Floyd, maybe you can finish it out. But the reason, as I stated earlier, was that we were told we were going to have a vote and then we were told we're not going to have a vote. Now we're having a vote. The way we run things around here is without plans.

Well, the plan is that our fourth witness today will be Dr. Elson Floyd. Dr. Floyd is the president as well as a professor of education at Western Michigan University. I guess budget cuts now require you to do double duty, huh?

WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – APPENDIX B

Dr. Floyd. I'm doing double duty.

Mr. Hoekstra. Doing double duty. He has served as executive vice-chancellor and clinical professor of education at the University of North Carolina at Chapel Hill, and currently serves on a number of boards, including the Rotary, United Way of America and Greater Kalamazoo, and the board of the Health Alliance. You know, I'm not sure how we'd keep Kalamazoo and Western Michigan moving if you ever decide to go anywhere else. He is a great friend of his congressman, Fred Upton, and mine, but I think the entire Michigan delegation is doing a great job for Western Michigan and for the state of Michigan. Dr. Floyd, welcome, and we're glad that you're here.

Dr. Floyd. Thank you very much for having me.

Mr. Hoekstra. Thanks, Buck.

Chairman McKeon. I understand you to say you're going to the Intelligence--

Mr. Hoekstra. I need to get over to the joint intelligence hearing, the public hearings, after this, so thank you.

Chairman McKeon. We will recess now so that we can go vote, and then we'll come back and introduce the rest of our witnesses and get on with the hearing. Thank you very much.

[Recess.]

Chairman McKeon. Okay, we're back in session and hopefully, we won't have a vote for a while. We have several distinguished witnesses. We've already had Dr. Floyd introduced. Now I will introduce Dr. Lomax.

Dr. Michael Lomax is the president and chief executive officer of Dillard University in New Orleans, Louisiana, where he's also a professor of English and African world studies. Prior to his current position, he served as the president of the National Faculty, a non-profit organization that develops and implements content-based academic programs aimed at improving teacher quality in the classroom.

Dr. Lomax is the founding chair of the National Black Arts Festival as well as a member of numerous boards, including Teach for America and the President's board of Advisors on historically black colleges and universities. He holds a Ph.D. in Philosophy from Emory University. Welcome, Dr. Lomax.

Now I would like to turn to Mr. Scott to introduce our next panelist.

Mr. Scott. Thank you, Mr. Chairman, and it's my honor to introduce the distinguished Dr. Marie McDemmond, who, since 1997, has been president of Norfolk State University in Norfolk, Virginia, the fifth-largest HBCU in the country and the largest of five HBCUs in Virginia, with over 7,000 students.

Not only has Norfolk State played a vital role in my district, it's also been indispensable to my office--my chief of staff, my former legislative director, who is now my counsel on the Judiciary Committee Subcommittee, and one of my staff assistants have all gotten degrees from Norfolk State.

In addition, each year we have a number of wonderful and bright interns in both my D.C. and district offices, so I plead to Dr. McDemmond to keep them coming.

Prior to her current position, Dr. McDemmond served as vice president for finance and chief operating officer for Florida Atlantic University. She has also held administrative positions at

the University of Massachusetts at Amherst, Emory University, and was also director of finance for the Massachusetts Board of Regional Community Colleges. She received her undergraduate degree at an HBCU, Xavier University in New Orleans, and received her master's and doctorate degrees from the University of New Orleans and the University of Massachusetts at Amherst, respectively.

More important than what she brings to Norfolk State is what she has done during her tenure. She has created programs to help community college students successfully transfer in, gets the students who dropped out to come back and finish their degrees and has strengthened the academics and academic-advising for all students.

She has been diligently working to make Norfolk State the leading science and technology university of the area by creating research centers like The Center For Excellence, The Center For Materials Research, and most recently, by securing funding for RISE, the Research and Innovations to Support Empowerment campus.

I would like to congratulate Dr. McDemmond and thank you on behalf of the committee for joining us today. Thank you, Mr. Chairman.

Chairman McKeon. Thank you. Our next panelist will be Dr. Willis B. McLeod. Dr. McLeod is the chancellor of Fayetteville State University, where he has served since 1995. Prior to his current position he was the superintendent of Richmond County School District One in Columbia, South Carolina.

Dr. McLeod serves as chairman of the board of the National Association for Equal Opportunity in Higher Education and is a member of the President's Advisory Council on Historically Black Universities and Colleges. He holds an education doctorate in school administration from the University of Virginia.

Let's see, Mr. Hoekstra already introduced Dr. Floyd. I wanted to mention one thin. He said that you're holding two positions, and it sounded like you're very busy. I met a school superintendent in my new district, a small district up in Northern California. He only has one school. He's the superintendent, the principal, and the bus driver.

Chairman McKeon. So I welcome you.

We have a special guest here this morning, Mr. J.C. Watts, one of the leaders, our conference chairman. I sit with him on the Armed Services Committee. Mr. Watts has announced his retirement from Congress at the end of this term and I, personally, am going to miss him greatly, as our conference will miss him. I guess probably everybody in our conference tried to talk him into staying, but I went up and talked to him and he said, ``my family needs me." And the argument was over. I could not ask him to leave his family any more than he already has. But we're happy to have J.C. with us here today, and he will introduce our final panelist.

Mr. Watts.

Mr. Watts. Mr. Chairman, thank you very much. Thank you for holding this important hearing and giving me the honor and the opportunity to introduce a young man studying at Langston University, a historically black institution of higher learning in my home state of Oklahoma.

I commend the chairman and members of the subcommittees for your dedication to HBCUs, and my colleagues in the House for working to promote the rich culture and heritage that these schools provide. The House, yesterday, debated a resolution that my colleague from Texas, Eddie Bernice Johnson, and I sponsored, to recognize the importance and significance of HBCUs with the vote on the legislation expected today. It is good that we've showcased the colleges and the universities that place doctors, lawyers, legislators, educators, business owners, community leaders, and America's black middle-class into the mainstream of society.

Steve Stephens, II, is the son of Janice and Steve Stephens, Sr., of Tulsa, Oklahoma, graduating from Tulsa Central High School, the Tulsa Central Braves. Steve went on at Langston and played football there and was his class president during his freshman and junior years and was president of the Pan Hellenic Council. Currently, Steve is a member of the Phi Beta Sigma fraternity and Students In Free Enterprise. He is active in disease prevention efforts, belongs to scholar clubs, is the president of the Honda Campus All-Star Team, is an associate minister at the Coleman Heritage Chapel, and is the president of the student government association.

A student's perception and perspective will be a valuable asset to the committee, Mr. Chairman. As we discuss the future of historically black colleges and universities, it is my pleasure to present to the committee today Mr. Steve B. Stephens, II.

Chairman McKeon. We will now begin with our witnesses. We will hear first from Dr. Lomax. You have those lights in front you. As you see those, the green means you have five minutes, the yellow means you have one minute, and the red means the world has just come to a halt. But perhaps we could begin first with Dr. Lomax.

STATEMENT OF DR. MICHAEL L. LOMAX, PRESIDENT, DILLARD UNIVERSITY, NEW ORLEANS, LOUISIANA

Dr. Lomax. I will talk fast and avoid the hook, Mr. Chairman. Thank you for giving me the opportunity to speak on behalf of historically black colleges and Dillard University, a private institution in New Orleans, Louisiana.

Like most of the nation's HBCUs, Dillard was established more than a hundred years ago and has become the life-blood of education for many African-Americans.

Chairman McKeon. Is your microphone on?

Dr. Lomax. I hope so. Every year HBCUs produce thousands of graduates whom form the foundation of this country's black educated professional and leadership class. We exist for individuals like Ruth Simmons, an alumna of Dillard University, who became the president of Brown University a year ago. Dr. Simmons is the first African-American woman to lead an Ivy

League university.

But we also exist for the hundreds of thousands of alumni who may not reach fame in the literal sense, but who are figurative heroes in the minds and hearts of many people in our society. For instance, many of the teachers in our nation's schools and the nurses in our hospitals are minorities.

We also exist to fulfill the dreams of thousands of young African-Americans who graduate annually from our institutions, the majority of them first-generation college graduates. Whether they become professionals, business people, politicians, creative artists, high tech engineers, or white-collar workers, these are the citizens who are the foundation of America's middle class and represent a dream too long deferred for too many African-American citizens.

As institutions we are not dying out, but instead, reaching out to make our contributions even greater. Let me share a few examples: Dillard University's partnership with New Orleans public schools and the Greater New Orleans Education Foundation has allowed us to assist educational reform efforts in the public school system over the last five years.

I believe that higher education must play a definitive role in the elementary and secondary schools to meet the academic and accountability standards that federal and state governments are enforcing.

Dr. Kassie Freeman, our dean of education, is working with the National Academy of Education’s Committee on Teacher Education to rewrite guidelines for what teachers need to know.

Dr. Freeman is also spearheading a partnership project with other HBCUs to create a consortium to help improve teaching strategies in urban classrooms and to ensure that HBCUs provide the kind of exemplary teachers with strong command of subject matter and the skills to teach well that our inner-city schools and rural public schools need.

At Dillard, we are continuing to nurture these valuable associations and are looking to increase our private partnerships. One of our more recent successes has been with United Parcel Service, which funded, in part, our Center for Teaching, Technology, Literacy, and Culture. It is committed to improving teacher education, particularly the fundamental communication skills of reading, writing, and the use of technology.

Model programs such as this will allow HBCUs to become powerful partners in the 21st Century educational competitiveness. However, there are two fundamental barriers that impede us from fulfilling our promise and meeting the challenge of providing competitive educational opportunities consistently to our students.

First is the need for continued, increased financial support to assist our all too often low-to-moderate income families to afford an undergraduate education. That is why continued increases in Pell funding and thoughtful enhancements of loan programs are critical to all higher education and HBCUs, particularly where a disproportionately large number of our students are first-

generation college and low-income.

Second is the need for Congress to invest strategically in the capacity building at HBCUs. This session of Congress has a particularly dramatic opportunity to make profoundly substantial investments in HBCUs through Senate bill 414, H.R. 1034, the NTIA Digital Technology Program Act; through the HBCU Historic Preservation Legislation referred to earlier by Mr. Scott, and the NSF Reauthorization Act.

Senate 414 provides predictable, recurring funding for technology at HBCUs, a technology Title III. This will enable HBCUs to close the digital divide and make substantial investments in infrastructure in our campuses and thus better prepare our students and serve them well.

The historic preservation legislation, building on earlier successes in this program, will continue to provide funding to modernize ageing plants suffering from staggering deferred maintenance and provide the contemporary facilities needed to teach our students.

The NSF reauthorization is an opportunity for Congress to focus that agency's attention on the critical work performed by HBCUs in science, education and research, and allow Congress to ensure that this national agency will dedicate meaningful resources toward the support of HBCUs. This is something it has woefully failed to do in the past.

Over my five years as president and 30 years as an educator, I have seen the powerful outcomes we can produce at HBCUs. In the past we've done that with minimal government support. At this moment of national mobilization and international crisis, we must invest in education generally, and HBCUs particularly, to ensure that all of America's human capital can grow, develop and contribute constructively to the nations of the world. Thank you. I think I'm within my time limit.

WRITTEN STATEMENT OF DR. MICHAEL L. LOMAX, PRESIDENT, DILLARD UNIVERSITY, NEW ORLEANS, LOUISIANA – APPENDIX C

Chairman McKeon. The world didn't end.

Dr. Lomax. No, it didn't, and I didn't get the hook.

Chairman McKeon. Dr. Marie McDemmond.

STATEMENT OF DR. MARIE McDEMMOND, PRESIDENT, NORFOLK STATE UNIVERSITY, NORFOLK, VIRGINIA

Dr. McDemmond. Thank you so much and good morning, Mr. Chairman and distinguished members of the subcommittees present, and especially the distinguished gentleman from the Third Congressional District of Virginia, the Honorable Bobby Scott.

Norfolk State University was founded in 1935 and has remained steadfast in its commitment to providing affordable, high-quality education to an underserved population in its community, its state and the nation. Norfolk State students, or 87 percent of them, are on some form of financial aid, with an average family income of only $23,000.

We have worked hard to make sure that our students remain eligible for financial aid, and since coming to Norfolk State have dropped our direct student loan default rate from 27.1 percent to 6 percent.

Norfolk State has a unique mission in educating African-American professionals in the sciences and technology. We have increased our enrollment in computer science over 116 percent and our enrollment in computer technology over 32 percent. In addition to that, we have internally reallocated our resources so that we have gone from 600 computers in campus-space student labs to 1400 computers, and every student has an e-mail account through the university and every faculty member has a desktop computer and Internet access.

We also are working hard to continue to attract new businesses to our community. Norfolk State University sits in the middle of a HUBZone, an Enterprise Zone, an Empowerment Zone, and a Hope VI Community. We are a community doing a lot toward revitalization. The Research and Innovation to Support Empowerment Center that Congressman Scott spoke of earlier is our effort at a public-private partnership to increase the tax base of our city of Norfolk, Virginia, as well as to work on workforce development, technology, and additional research efforts.

We believe at Norfolk State that we must build on our strengths; we have centers of excellence that we have carved out. One center is our strength in teacher education. Norfolk State has long produced a high number of teachers. The BEST Lab, Bringing Education and Science Together, is our effort to make sure that teachers being prepared today, particularly for elementary schools, are prepared to teach students math and science.

We know that once a student is turned off in the second or third grade to math and science it is hard to rekindle that excitement in them. This BEST Lab, working with our pre-service teacher institute, which is a NASA-funded program, has worked long and hard to work with pre-service teachers to make sure that they are prepared. The program has been so successful at NASA that it has been extended to NASA Stennis in cooperation with Xavier University, and with NASA Marshall in cooperation with Oakwood College.

The Federal Government has funded our Center for Materials Research since about 1994. We have received over $16 million to begin our work on nanotechnology, which produces organic photovoltaic materials for solar cells, powder laser materials for military and security identification and photonics materials with potential for data storage, switching and other optical and communications applications.

In addition to that, our new programs coming through the Office of Civil Rights Agreement with the Commonwealth of Virginia are allowing us to add a bachelor's degree in optical engineering as well as a master's degree in optical engineering, and to be able to expand our electronics engineering bachelor's degree and adding a master's there, as well as in our fully

accredited computer science program.

We have a partnership through the Louis Stokes Alliance for Minority Participation, the outstanding National Science Foundation Program that has produced over 200,000 minority participants in the math, science and technology with bachelor's degrees throughout this country.

We see this as a pool to replace the 175,000 foreign workers that are coming into our country now to hold down the qualified jobs in science and technology for which we have no Americans being trained.

Our students on our campus are clearly patriotic and they are eager to learn. We must work together in passing House bill 1034, as Dr. Lomax has referred to, and to make sure that particular bill provides the technology infrastructure we need.

I ask that you consider increasing that bill to a $250,000 level, as it was first introduced in Senate 414 by Max Cleland, co-sponsored by Senator Allen, Senate bill 414.

We also want you, as you begin your work on deliberations on financial aid, to make sure that financial aid is available to all students. Over 80 percent of our students graduating with a bachelor's degree have some form of loans, and the average loans of our graduating seniors is $15,869. Thank you very much.

WRITTEN STATEMENT OF DR. MARIE McDEMMOND, PRESIDENT, NORFOLK STATE UNIVERSITY, NORFOLK, VIRGINIA – APPENDIX D

Chairman McKeon. Thank you.

Dr. McLeod.

STATEMENT OF DR. WILLIS B. McLEOD, CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY, FAYETTEVILLE, NORTH CAROLINA

Dr. McLeod. Thank you, sir, and good morning, distinguished chairman and members of the panel. I am Willis McLeod, chancellor of Fayetteville State University, one of 16 constituents of the University of North Carolina. Currently I serve as chairman of the board of the National Association for Equal Opportunity in Higher Education. I am also speaking to you on behalf of the more than 100 predominately and historically black colleges and universities that NAFEO represents.

I appreciate this opportunity to provide some information about Fayetteville State University because our experiences provide a snapshot of the vital role HBCUs have played and continue to play in meeting many of the needs of our nation's most important population.

Our experiences at Fayetteville State University also highlight the crucial role that federal funding has played in helping HBCUs carry out their respective educational missions.

One of the most distinctive features of FSU and HBCUs generally, is the supportive environment we provide for our students. Federal funding has been the backbone of many of these efforts. Student Support Services, for example, which is one of the TRIO programs, has made a critical difference for many of our students in achieving academic success.

Students in this program have persisted and graduated at higher rates than their counterparts. Federal support has also enabled Fayetteville State University to support the educational aspirations of pre-college students and non-traditional students through programs such as GEAR UP, Educational Talent Search, Upward Bound, and The Educational Opportunity Centers Program.

Fayetteville State staff and students provide hundreds of hours of tutoring and mentoring to students who might otherwise be denied higher educational opportunities. The results of these programs are amazing, as each year 70 to 80 percent of the graduates of our Upward Bound Program enter colleges and universities. That's significant.

Title III funds have enabled us to enhance information technology resources, present faculty development opportunities, develop institutional assessment strategies, strengthen academic support and provide many other services and resources.

However, at the same time, we are gravely concerned about the rising cost of higher education for so many of our students entering higher education. Even though tuition and fees are among the lowest at our university, 80 percent of our students receive financial aid. Pell Grants alone are insufficient to cover the total cost of their education.

I'm sure that I speak for all the chancellors and presidents of HBCUs as I commend you first and ask for your continued support to provide adequate financial aid for our nation's most needy students. FSU, as many of our sister HBCUs, began as a teacher training institution. And so we are especially concerned about the shortage of teachers that has reached crisis proportions. It's not rocket science that the quality of our public schools is directly related to and affects the quality of our higher education system.

We're concerned about the shortage of teachers, and most especially, the decline of minorities in the teaching profession. Currently in North Carolina, African-Americans comprise approximately 21 percent of the population, though only 14 percent of public school teachers are African-American. And this gap is widening.

Most of us have developed a number of innovative initiatives such as partnerships with community colleges and special programs for teacher assistance, but we need your help in that regard.

Information technology is very, very important to improving our infrastructure. Fayetteville State University exemplifies another important function of HBCUs. We have, through

HUD, received funds that have helped tremendously with economic development. We need more money in undergraduate as well as graduate education because you have empowered us to help solve the health and human service problems of the populations that we serve, and we have the commitment and willingness to do that.

We thank you for this opportunity, and as I close I would like to leave a few recommendations: increase Title III, B, support the programs I mentioned earlier, and we also ask that you support the Freshman Computer Enhancement Initiative that has been addressed in my larger text.

Thank you very much.

WRITTEN STATEMENT OF DR. WILLIS B. McLEOD, CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY, FAYETTEVILLE, NORTH CAROLINA – APPENDIX E

Chairman McKeon. Thank you.

Dr. Floyd.

STATEMENT OF DR. ELSON S. FLOYD, PRESIDENT, WESTERN MICHIGAN UNIVERSITY, KALAMAZOO, MICHIGAN

Dr. Floyd. Good morning, most esteemed Members of Congress and eminent colleagues. It is an honor to have been asked to testify today about the work that Western Michigan University is doing as we continue to engage with our nation's HBCUs. I appreciated receiving the invitation to testify from Chairman Hoekstra, my friend from Michigan and a strong advocate for HBCUs. I also appreciate residing in the district of Congressman Fred Upton. Thank you for your leadership, as well, Chairman McKeon.

Colleges and universities across the country continue to rely on collaborative partnerships to augment existing financial resources, to facilitate community engagement and to extend research programs for our faculty. Partnerships with business and industry have helped Western Michigan University become one of the nation's premier student centered research universities. But collaborations work both ways. What we've done in securing the best research labs for our students we can now offer the to students from HBCUs to enhance higher education in the nation as a whole, and to promote diversity among the ranks of future graduate students.

Federal funding from the National Science Foundation and other federal agencies has allowed Western Michigan University to expand the reach of our facilities and increase the potential for future partnerships. Today, on behalf of the 30,000 students and the entire faculty at Western Michigan University, I wish to describe to you several unique and crosscutting partnerships my university shares with several HBCUs and the Federal Government.

WMU has developed a number of partnerships and initiatives with historically black colleges and universities. These beginning programs have been focused on continuing to encourage

minority students' interest in careers in the sciences, in providing synergies between our faculty and faculty at other universities, and in expanding cultural diversity among our graduate students in biological sciences and social work.

In 1999, Western Michigan University launched a three-year project as part of a National Science Foundation Research Experience for Undergraduates grants in the amount of $152,000. This program enabled students with experience in conducting research in the physical sciences to work one-on-one with faculty mentors. Student research projects included experiments that may lead to new cancer and diabetes treatment, as well as work to determine the effects of genetically altered corn pollen on insects; and research that looks at brain cells and immune response capabilities and ways to protect eyes against retinal diseases.

In the third year of the program, 11 students participated in the program. Five were from historically black colleges and universities. In the summer of 2001, students came from Oakwood College in Alabama and Tougaloo College in Mississippi. The initial grant has been renewed to allow Western to continue this relationship with HCBUs. The four students who participated in the summer of 2002 came from Jackson State University in Mississippi as well as Oakwood and Tougaloo.

A similar initiative through the National Science Foundation is taking place in our College of Engineering. With the award of $139,000, Western Michigan University will develop a teaching laboratory that will offer students online access to actual laboratory work. Targeted for eventual national dissemination, this effort was showcased by the National Science Foundation in June 2001, at its annual meeting of the American Society of Engineering Education in Albuquerque, New Mexico.

With a grant from two of our professors in our Department of Electrical and Computer Engineering, they have developed a remote wiring and measurement laboratory that will allow students to physically build electrical circuits and to perform real measurements of outputs through Internet access. The software is configured to allow for complex circuitry that requires multiple wiring decisions and will enable students to click and drag components into place. The directions that students provide via the computer will be transferred and physically made in an actual laboratory setting. If students blow a fuse, for instance, the lab can be reconfigured to automatically reset the fuse. An extension of this project could result in a Web-based electrical engineering course that will allow students to benefit from the same hands-on lab experimentation that they would experience if they were physically on campus.

In 2002, two of our professors did an additional testing by working with engineering faculty at Tuskegee University in Alabama. These faculty members are on the cutting edge of change and we will continue to forge collaborative relationships to make sure that the resources that are entrusted to us are used in ways that will deploy to all of our collective best interests.

In order to expand the cultural diversity amongst our graduate students, our graduate college has established a partnership affiliation with several historically black colleges and universities.

We will continue these relationships. We feel that this is the only way that we can add absolute and complete value to the educational product that we're delivering. Through an active partnership, through grants from the Federal Government, and the collaboration that we have with HBCUs, Western Michigan University is establishing what I refer to as demonstrated best practices. There are ways in which we can fundamentally add value to the educational equation if we work together in collaboration and in partnership. That's what my university is engaged in and hopefully the work that we are focused on will send a signal to the other predominantly black institutions in this nation to do precisely this type of collaboration. Thank you very much for having me here today.

WRITTEN STATEMENT OF DR. ELSON S. FLOYD, PRESIDENT, WESTERN MICHIGAN UNIVERSITY, KALAMAZOO, MICHIGAN – APPENDIX F

Chairman McKeon. Thank you.

Mr. Stephens.

STATEMENT OF MR. STEVE STEPHENS, II, PRESIDENT, STUDENT GOVERNMENT ASSOCIATION, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA

Mr. Stephens. Good morning. On behalf of all HBCU students across America, let me begin by expressing my thanks to this esteemed committee for your time and desire to keep issues pertaining to HBCUs central to your discussions. Although there are many leaders on this front, I want to pay special tribute to Congressman J.C. Watts from my home state of Oklahoma for his leadership, vision and courageous efforts to ensure that Republicans and Democrats alike will address HBCU issues with a passion as other domestic policy issues. Congressman Watts, I know that you are retiring, but my prayer is that you will not retire from your commitment to our nation's future, and I hope this HBCU summit continues.

My experience as a student attending a Historically Black College or University has assisted me in developing the skills necessary to succeed in life, such as preparation, organization, and the hunger for overall knowledge.

Attending Langston University gave me the tools to proudly maintain a tradition that started long before I arrived, a tradition of excellence. The overviews of students who attend HBCUs are deemed as ``real world'' views due to the fact that we are often not afforded the same luxuries as those who attend larger institutions of higher learning. Situations are presented to you and it is up to you how you deal with them. I'm not saying that all college students do not have problems, but an HBCU student might have different types of problems. However, in my opinion, the benefits far outweigh the challenges.

When I was asked to testify on my HBCU experience, I jumped at the chance. Our experience is one unlike any other in the world--a chance to be a part of the majority as African-

Americans and to meet and greet other students from the United States and all over the world.

I stand before you today as a proud, third-generation college student from an HBCU. My grandfather received his bachelor's degree in Education, my grandmother received hers in Early Childhood Development and my mother received hers in Speech Pathology. But what we all have in common is that we have all attended or graduated from HBCUs. My grandparents graduated from Fort Valley State and Albany State Universities in Georgia, and my mother, before graduating from Oklahoma State University, spent two years at Morris Brown College in Atlanta. I say that because HBCUs have been and continue to be the cornerstone of African-American education and we must support them.

Social organizations at HBCUs are second to none. There are numerous fraternities, sororities, and clubs to join. Through my experience, there is a family atmosphere at an HBCU that makes these clubs and organizations more accessible to the average student. These organizations foster the leadership training necessary to provide students with the tools they will need to get a head start on life when they leave their respective universities. When I became a member of Phi Beta Sigma Fraternity, Incorporated, a fraternity founded here in the nation's capital at Howard University, which is also a historically black university, I learned skills in team building, proper planning, and initiating leadership. These skills will afford me the chance of gaining employment once I leave Langston University.

Socially, HBCUs do more than create networking opportunities. They provide attributes needed to build a stable foundation for any college graduate.

One man defined education as the pursuit of knowledge and the development of keen judgment. By giving what I like to call the ``personal approach," we take education a step further. Small classrooms and detailed learning help HBCU students in our daily education. Our professors do more than just lecture; they provide life lessons from one generation to the next.

While in high school, I dedicated my life to athletics. Being the son of a former professional football player, people often placed higher and sometimes unfair expectations on me. When I graduated from Central High School in Tulsa, Oklahoma, I had a 2.4 grade point average. During my first year at Langston University, with the help of my professors and faculty, I finished with a 3.4 GPA while playing football for the university. I was able to do this because Langston, like other HBCUs, truly cares about its students and helps them to realize their full potential. I do not play football anymore, but I now receive academic scholarships from the Thurgood Marshall Foundation and NASA.

In conclusion, I say to Congress today, come to our nation's political stage and work diligently. Work diligently for HBCUs, work diligently for better funding; work diligently for better facilities; and work diligently for salary increases for all teachers and administrators; for my ultimate goal is to become an HBCU president, and I was always taught to leave something better than you found it. I would ask that you keep us in mind as we labor for the purpose of education. Thank you.

WRITTEN STATEMENT OF MR. STEVE STEPHENS, II, PRESIDENT, STUDENT GOVERNMENT ASSOCIATION, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA – APPENDIX G

Chairman McKeon. Thank you very much. I would like to begin by commending all of you for what you're doing. Our statistics show that, as I mentioned earlier, HBCUs comprise 3 percent of the nation's two-year and four-year institutions, but they serve 15 percent of African-American students, and 70 percent of the African-American graduates. Can you tell me why you think that is? I could maybe understand the higher percentages of students attending, but the way you're able to give so many more degrees, keep the students in school, and get them to graduate is tremendous. I'd like to hear how and why you think that is.

Dr. McLeod. Sir, I would like to comment that clearly on our campus it's because of the tremendous support system we have. We do a tremendous amount of nurturing, particularly during the first year, the freshman year. We've begun what we call a Freshman Year Initiative and from the time a student chooses Fayetteville State University, we take that student and that family by the hand and we begin the process of helping them transition from high school to college. And we stay with them in a tremendous number of ways to ensure that they are successful not only academically, because we provide tremendous tutoring and mentoring services, and as I said, what you've been able to provide through a number of federal support programs has made a tremendous difference, Upward Bound, for instance. To that degree, our students persist. Our students graduate.

I'm pleased to say that the class of 2000 at Fayetteville State University graduated 71 percent of the students who entered that first year.

Chairman McKeon. How many students do you have?

Dr. Floyd. We have 5,300 students at Fayetteville State University. We've grown by 1200 over the last six years. And by the way, we are the second most diverse university of the University of North Carolina.

Chairman McKeon. Thank you.

Dr. Lomax. Mr. Chairman, there are three reasons why students fail to persist at any academic institution, two of which are uniform across all institutions and one of which I think is unique to historically black colleges.

Students have to make a social transition. They have to be psychologically, emotionally, and socially prepared for the educational experience in which they are about to engage. Second is the academic experience. They have to be able to meet the academic standards of the institution. The third is that they have to be able to meet the financial requirements of the institution to remain there.

I think all of us at historically black colleges work intentionally to ensure that our students are able to meet the three challenges.

At Dillard University, we've introduced a program for our first-year students called The Jubilee Scholars' Program, which works directly with all of our first-year students to help them in that transition, and we've gone from a 50 percent retention rate in our freshman class to this year to a 78 percent retention rate. I will just tell you it requires us to individualize each of those students, not to treat them as a number or a statistic but as an individual student who is having to make the emotional and social transition, the educational transition, and who has to face an enormous financial challenge in order to remain in that school.

And you know, I will tell you that the resources that we have are spread thin, but our determination is very strong, and maintaining that focus is what keeps those numbers high.

Chairman McKeon. What is your enrollment?

Dr. Floyd. Our enrollment today is 2225, up from 1500 five years ago.

Chairman McKeon. Great, is there anyone else?

Dr. McDemmond. Well, I would just second what my colleague has said. I think it's the nurturing. I think it's the understanding that a young person going off to college for the first time does not just have to adjust academically, but also socially and have to have role models. They see often in our administration and our faculty, those role models that they need.

Having spent most of my life in majority institutions of higher education, in my graduate work and as an administrator, I know that often nurturing is not there for the minority students on those campuses. Often the size, 20 to 30,000 students, from the University of Massachusetts at Amherst to Florida Atlantic University down in Boca Raton, is also one of the reasons why a lot of the African-American students don't persist.

Norfolk State is slightly different, though. Our average age is 27, so we have a very urban population and a returning population for our students. We are working hard on our retention and graduation rates. We are working hard to make sure they get the tutoring and the mentoring on their campus, on our campus, that they need.

Chairman McKeon. Well, you're doing a great job. My time is up. Thank you. Mr. Scott.

Mr. Scott. Thank you, Mr. Chairman. Dr. McDemmond, you mentioned a dramatic reduction in the default rate. How did you do it?

Dr. McDemmond. How did we do it? Well, we worked with setting up the kind of administrative structure to make sure that the students understood their obligations. We started with an entrance conference, and we eventually do an exit conference, even for those who leave during the time and do not graduate. We also make sure that we are following the administrative procedures. Are there ways we can consolidate loans? It is very important to note that once you put effort on reducing

the default rate, it can be done. We were very pleased this week at the Historically Black College Week. One of the officials from the Education Department announced that there were no HBCUs on the watch-list with default rates over 25 percent this year, for the second consecutive year.

Mr. Scott. That's remarkable because a few years ago when we started looking at default rates, I'm not sure there was any HBCU that wasn't on the list.

Dr. McDemmond. That's right. But it's learning the process, Congressman, and it is also letting it be known at the highest levels, from the President's office down, that defaulting will not be tolerated because it will put us in jeopardy for students and financial aid.

Mr. Scott. Thank you. Dr. McLeod and Dr. Lomax mentioned the nurturing. Does that add administrative expense to the university?

Dr. McLeod. It absolutely does, and fortunately in North Carolina we have a very sensitive president of the system who understands and responds to those needs of HBCUs and has worked with our legislature to help access additional dollars for us to use for these purposes. The Freshman Initiative, for instance, allows us to hire additional staff, additional individuals for counseling services, and it has allowed us to establish a very comprehensive career advisory services center and to maintain the level of intimate contact that we need to, especially with first year students.

The research shows that if they will stay, if we can keep them the first semester, and they are having academic and otherwise success, then the chances are we will keep them. If we keep them the first year, then we've generally got them hooked. So absolutely, it does cost money to provide these additional services, and that's why TRIO, for instance, and GEAR UP, especially, have made such a tremendous difference on our campus this year. We hope you will look for ways to provide more GEAR UP kind of access activities across all of the colleges and universities.

Mr. Scott. We're trying.

Dr. Lomax, very briefly.

Dr. Lomax. Very briefly, these programs are expensive. They are worth the investment, but not all of us have the kind of capital to be able to put into them. We've used Title III funds, for example, to underwrite our freshman year program in which we hire about eight recent Dillard graduates to be assigned directly to groups of freshmen to teach them how to be college students, how to manage their time effectively, how to study, and how to interface with their counselors. It's really a process that, for many of these kids who are first-generation, is a totally new exposure. We also have to work closely with their families and make them understand that they can't just drop them off and pick them back up.

So the amount of investment we have to make is significant. Of course, the dollars that we put into retention are dollars that we take away from direct instruction and other vital activities of the college.

Mr. Scott. Let me ask you a couple of quick questions about students' abilities to pay. But first, what portion of the total costs of the university is paid by tuition?

Dr. Lomax. About 50 percent or less.

Mr. Scott. And so how do students pay their portion? I'm sure parents, because of your clientele, are less likely to be contributing a lot.

Dr. Lomax. Well, the reality is that we have to put together some of the most torturous financial packages imaginable for each of our individual students which are composed of the Pell funding that's available to them, any state funding that may be available to them, the federal loans, and then private loans are taking up an increasingly large percentage of this.

We have to convince our parents and our families that this is an investment, though it is, that is going to pay significant dividends in the future. Dillard, this year, was ranked among the top comprehensive colleges in the South. We're also ranked as one of the highest institutions for the amount of debt that our students graduate with. I think Dr. McDemmond was referring to that as well. A disproportionate amount of this burden is now being placed on the backs of our students in the form of federal loans and private loans.

Mr. Scott. Thank you. My time has expired, Mr. Chairman, but I just want to remind the committee of the hearing we had just a couple of weeks ago that pointed out that Pell Grants used to cover about 85 percent of the student tuition and you could work 15 hours a week to make up the rest. The package wasn't that difficult to put together. But now, what's it down to? 40 percent covered by the Pell Grant?

Dr. Lomax. Yes. That's right, of tuition.

Mr. Scott. The Pell Grant is 40 percent, so the package they're having to put together is heavily laden with loans and other kinds of aid, and people working much more than 15 hours a week. So this is going to be a very difficult challenge for us to deal with.

Dr. McLeod. Mr. Chairman, can I just make one quick, final comment if you are in the process of wrapping up?

You have the full text with the recommendations from NAFEO, which represents all of the historically black colleges and universities. However, in this audience, as we talk about access and leveling the playing field for our historically black colleges and universities, we have asked for a set-aside in Title III that would provide computers, laptop computers, for students who cannot afford them on the HBCU campuses.

To improve our technology infrastructure, it is very, very critical to our ability to compete, virtually and otherwise, with other institutions. While we have a historical mission as HBCUs, we also at the same time want to respond in a diversified way in the future and be able to compete with our Western Michigan Universities just as all other schools do.

Chairman McKeon. Thank you.

Mr. Ehlers.

Mr. Ehlers. Thank you, Mr. Chairman. I apologize to you and to the witnesses for missing the testimony. Unfortunately I have a horrendous schedule this morning. I especially apologize to my colleague from Michigan, Dr. Floyd, who is providing excellent leadership at Western Michigan University. It's just one of those days where I arrived late, and in order to make up for that, I'm going to have to leave early for other things I have scheduled.

But I did want to make two comments. First of all, Dr. Lomax, I agreed heartily with your comments about how essential it is to acclimate students to the college atmosphere and it's a quantum leap--not just at your colleges. I have 22 years of teaching experience at colleges and universities. In general, the students who are prepared for that leap do well right from the start. Those who are not prepared tend to feel they are totally outclassed when in fact, they aren't. They just have never learned some simple studying skills. I found that out from the other end because I was home-schooled due to illness. I had been through 12 years of school, teaching myself, in a sense, and it was trivial for me to go to college and learn how to study on my own. I had a roommate who had never had the experience of studying on his own and he became incredibly discouraged that it was so easy for me and difficult for him. He just didn't understand the backdrop. So you're absolutely right on that.

Also, with regard to the comment about loans, the advice I always gave to students was don't worry about those loans. I said when you get out of college you will buy a house and you will borrow far more money than you've put in loans for education. Now what's really more important? An education that's going to help you buy a better house and pay it off sooner, or just quitting and buying a house? Even if they quit and decide to buy a car they'll probably have more loan payments than if they stay in school. The students have to recognize that. You are borrowing for something that to them seems intangible. But it is a very, very valuable asset in their lives and probably one of the wisest loans they can ever take out.

Dr. Elson Floyd, I just wanted to thank you for what Western Michigan does because I think it is essential for the better-paid, better-financed universities to help those institutions that don't have that. I don't care whether they are HBCUs or other small, struggling schools.

I will talk specifically about the sciences because I'm a scientist and I know what Dr. Floyd has done is aimed to a great extent toward science.

There are two critical stages in training a scientist. The first and beginning year, is getting them used to studying hard and learning tough material. But the next critical stage is for the scientists to be able to do some experiments while they are still an undergraduate.

In the college that I taught, I applied for an NSF grant, got the money to buy good equipment and we had our students involved in their own research projects, meaningful research projects, as juniors and seniors. They succeeded admirably in graduate school. If they don't have that experience, when they go to grad school, they have two strikes against them. So I really

commend you, Dr. Floyd, for what Western is doing and I think we should expect every major university in this country to do that and partner with other institutions.

Mr. Chairman, I haven't asked a question yet because I don't have any questions about any of the testimony, but I wanted to reinforce this point, and particularly, I hope my colleagues on this committee will tune in to what I've said in these two cases because both of those are critical components of a successful program. For example, acclimating the students, financial aid, and the undergraduate research experience, whether it's in science or something else, prepares them well for life or for graduate school, or both. Thank you for what you gentlemen are doing.

Dr. Floyd. Congressman Ehlers, thank you very much for your leadership. You're a very fine physicist and we greatly appreciate your acknowledgement of the collaborative efforts that we have in science. I know that it has continued to be a passion for you and we want to make sure that we're doing what we can to give back to that particular discipline and making sure that the doors remain open. So thank you very much, sir.

Mr. Ehlers. Thank you. I yield back my time.

Dr. McLeod. Congressman, you really hit a very hot point that's on NAFEO's agenda for your consideration. With regard to Title IV, we support increasing the Pell Grant and establishing a loan forgiveness program for African-Americans who enter the sciences, engineering and technology fields. We speak more specifically about a technology center that would be modeled after what Dr. Floyd and they are doing that could serve as kind of a command center, if you will. This would allow a number of us to access resources from our programs in the sciences and in technology so that we aren't all over the map and trying to find answers to solutions that are already out there.

Mr. Ehlers. Thank you. Thank you, both of you, and I yield back the balance of my time.

Chairman McKeon. Thank you. Mr. Payne for a unanimous consent?

Mr. Payne. Thank you very much, yes. I will.

Chairman McKeon. Excuse me. Excuse me. Mr. Owens.

Mr. Owens. I'd like to ask unanimous consent that a report entitled Synopsis of Project Equality and Accountability, supposedly, be entered into the record.

WRITTEN DOCUMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE MAJOR R. OWENS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. -- APPENDIX H

Chairman McKeon. No objections. So ordered. Ms. McCollum. Or excuse me, Mr. Holt.

Mr. Holt. She's next.

Ms. McCollum. That's fine.

Chairman McKeon. I had her next, but I thought you had worked out that you were going to--Mr. Holt.

Mr. Holt. Thank you, Mr. Chairman. I'd like to ask unanimous consent to submit a statement and some questions for the record.

WRITTEN STATEMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE RUSH D. HOLT, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.-- APPENDIX I

WRITTEN RESPONSES TO QUESTIONS SUBMITTED FOR THE RECORD BY REPRESENTATIVE RUSH D. HOLT, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.-- APPENDIX J

Mr. Holt. But I guess I have one question that might seem rhetorical. But, you know, as I look at the failure of the President's budget request to keep up with inflation for HBCU, Title III A, the failure of Pell Grants to keep up with the costs of higher education in this year's budget request, and the failure of work-study to keep up with that, I'm just wondering whether you, whether any of the presidents here or the student believes that students will be able to go to college on good words alone?

Mr. Stephens. Through personal experience of budget cuts, normally we, as students, have jobs at our university but currently there are a lot of students who don't have work-study jobs this year, and I am one of them. So it is definitely an effect to the budget cuts and cutbacks that we are experiencing. Our student government budget has even been cut, so the activities we provide for students have had a shortfall this year. I definitely think that there is something to be said about the budget shortfalls and cuts.

Mr. Holt. Thank you. I would yield back the balance of my time so that Mr. Owens will have a moment.

Chairman McKeon. Mr. Payne.

Mr. Holt. So that my colleague, Mr. Payne, will have a moment.

Mr. Payne. Since time is up I just would like to just commend the testimony. I have a lot of material here and just will enter into the record just some history about HBCUs and the fact that even during Reconstruction there were a hundred, I mean 1,000, black schools that were established under the Freeman's Bureau and the fact that so many outstanding Americans have gone to HBCUs, Dr. King and Thurgood Marshall, and also presidents of at least three African countries, Kwame Nkrumah from Ghana went to Lincoln, President Banda from Malawi went to Wilberforce, and the first president of Nigeria that went to Lincoln, also. There is a tremendous amount of history that goes even beyond the boundaries of this nation and so much of progress that

we've seen around the world can certainly come back to the contributions of historically black colleges and universities. So with that, I'll yield back the balance of my time and ask that my statement be included in the record.

WRITTEN STATEMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE DONALD M. PAYNE, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. -- APPENDIX K

Chairman McKeon. Without objection, so ordered.

As you can see, we have another vote that actually is a series of votes so that's why we're having to truncate this and speed up the process, but again, I want to thank you for being here, for the things that you're doing. The comment was made that with Mr. Watts leaving we hope we don't end these summits, and I will pledge to you that I will do all I can to make sure that we continue. I hope that, as several of you said that you teach, you have great teacher programs. If you don't already, I hope you will have nursing programs, also. We have great shortages of teachers and nurses and those are good areas. We have increased Pell Grants every year since I've been chairman of this committee and we'll continue to do so if it's within our power.

Thank you for being here. This committee now stands adjourned.

[Whereupon, at 11:36 a.m., the subcommittees were adjourned.]

APPENDIX A -- WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Opening Statement of Howard P. "Buck" McKeon
Chairman
Subcommittee on 21st Century Competitiveness

Hearing on "Responding to the Needs of Historically Black Colleges and Universities in the 21st Century"

Thursday, September 19, 2002

Good Afternoon,

Thank you for joining us for this important hearing to hear testimony on minority serving institutions. This is the fourth in a series of hearings as we continue this Committee's effort to learn about the unique role that Historically Black Colleges and Universities play in providing a postsecondary education for our students.

I want to start by welcoming our witnesses here today and thank them for joining us for this important hearing. I look forward to the light that your testimonies will shed on the issues before us.

For more than one and a half centuries, Historically Black Colleges and Universities have played an integral role in educating one of our nation's most underserved communities. Most were formed during a time when African-Americans did not have access to post secondary education. And throughout their history, HBCUs have graduated leaders in all fields of academia who have gone on to vastly improve America.

HBCU graduates include: Mary McLeod Bethune, educator and founder of Bethune Cookman College; Charles Drew, physician and medical researcher; W.E.B. DuBois, sociologist and educator; Martin Luther King, Jr., Civil Rights Leader and recipient of the Nobel Peace Prize; Christa McAuliffe, first educator in space; Thurgood Marshall, Supreme Court Justice; Leontyne Price, world renowned opera soprano; and Louis Sullivan, Secretary, U.S. Department of Health and Human Services.

Even this modest list of HBCU graduates is indicative of the profound impact these institutions make on the American culture. When you do the numbers, the impact of Historically Black Colleges on American culture is even more profound. The 105 HBCUs in America make up only 3% of the nation's two and four year institutions, yet they are responsible for providing 28% of all Bachelor's Degrees, 15% of all Master's Degrees, and 17% of all Professional Degrees earned by African-Americans.

Since 1995, Congress has recognized the importance of these institutions by drastically increasing support. Between 1995 and 2002, funding for HBCUs increased by 89%and support for Historically Black Professional and Graduate Institutions increased by 150%.

Earlier this year, President Bush continued and strengthened this support when he submitted his budget that calls for an increase in funding for the programs that strengthen HBCUs, including those programs that support graduate institutions, by an additional 3.6%.

In 1998, Congress passed the Higher Education Amendments, which made improvements to programs designed to aid HBCUs in strengthening their institutions and graduate and professional programs. These changes included allowing institutions to use federal money to build their endowments, and to provide scholarships and fellowships for needy graduate and professional students.

Next year, this Committee will, once again, begin the process of reauthorizing the Higher Education Act, where our main focus will be on examining federal policy that provides access to a high quality and affordable college education.

As Congress begins this process and continues to make efforts to bridge the educational divide for America's underserved communities, it is important for us to continue this dialogue and continue our work on evaluating ways to build on the academic excellence of students attending Historically Black Colleges and Universities.

Thank you again for joining us here to discuss this important topic.

APPENDIX B -- WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Statement of the Honorable Pete Hoekstra
Chairman
Subcommittee on Select Education

Hearing on "Responding to the Needs of Historically Black Colleges and Universities in the 21st Century"

Thursday, September 19, 2002
10:00 a.m.

Good Morning.

I'd like to take a moment to welcome our witnesses who have agreed to appear before us today. I'd also like to thank the gentleman from California, Mr. McKeon, who serves as the Chairman of the Subcommittee on 21st Century Competitiveness for agreeing to jointly chair this hearing with me. I know the issues facing Historically Black Colleges and Universities are of as much importance to him as they are to me.

I'd also like to thank Congressman Roemer and Congresswoman Mink, the ranking members of the subcommittees, for their participation in today's hearing. I look forward to continuing to work with them on the issues confronting minority-serving institutions.

My first in-depth introduction to Historically Black Colleges and Universities came as a member of Congressman J.C. Watts' Congressional Task Force on Historically Black Colleges and Universities, which brings HBCU leaders and congressional leaders together so that we can better understand your concerns and priorities. I welcome the gentleman from Oklahoma, Mr. Watts, to our proceedings. While he is not a member of the Education and the Workforce Committee, his leadership on HBCUs is notable, and his participation today in today's hearing is welcome. I look forward to my continued participation with the task force, even as it continues following Congressman Watts' retirement from Congress.

Today's hearing is the fourth in a series of hearings in which we have looked at the unique role played by Historically Black Colleges and Universities and the unique issues these institutions face. During the past three years, this Committee has had the pleasure of convening two field hearings at Langston University and Wilberforce University and site visits to five HBCU campuses in Atlanta, in addition to the hearing here in February, where we heard testimony from several HBCU presidents. Today I am pleased to welcome all of you here to Washington. This hearing is another step in continuing this important and constructive dialog. These Congressional hearings and site visits have served to further enhance the communication and collaboration between Congress and the HBCU community.

The HBCU community is extremely diverse. The community of HBCUs includes two- and four-year institutions, public and private institutions, as well as single sex and co-ed institutions. Even with this diversity of student body, geographical location, and student population served, the

principal mission of all of these institutions is unified; to provide a quality education for African-Americans.

America's HBCUs are a tremendous resource in expanding higher educational opportunities in our country. While comprising only 3 percent of the nation's two- and four- year institutions, HBCUs are responsible for producing 28 percent of all bachelor's degrees, 15 percent of all master's degrees and 17 percent of all first professional degrees earned by African-Americans. Though many do not have access to the large endowments of other schools, our nation's HBCUs are among the most successful in keeping tuition affordable and training America's next generation of leaders.

Since 1995, we have worked diligently to improve the nation's support for endeavors of Historically Black Colleges and Universities. The Higher Education Amendments of 1998 made improvements to programs designed to aid HBCUs in strengthening their institutions and graduate and professional programs under Part B of Title III of the Higher Education Act. These changes included allowing institutions to use federal money to build their endowments and provide scholarships and fellowships for needy graduate and professional students.

Since Republicans took control of the House in 1995, funding for HBCUs has increased by 89 percent, and funding for Historically Black Professional and Graduate Institutions has increased by 150 percent. For FY 2002, HBCUs received $206 million and the Historically Black Graduate Institutions program received $49 million. Furthermore, President Bush's FY 2003 budget, passed by the House in March, includes a $7.4 million budget increase for HBCUs and programs to strengthen Historically Black Graduate Institutions would increase by an additional $1.8 million.

I look forward to this continuation of our dialog in an effort to learn more and gain a greater understanding of the issues affecting not only your institutions, but also the students you serve. I am eager to hear testimony from our witnesses about the ways you have faced the challenges associated with expanding the technology and research facilities available to your faculty and students, and the progress of emerging partnerships forged with HBCUs, the business community and other institutions of higher education. With that, I will turn the microphone over to my colleagues for their opening statements, and then we will turn to the real experts, our witnesses.

APPENDIX C -- WRITTEN STATEMENT OF DR. MICHAEL L. LOMAX, PRESIDENT, DILLARD UNIVERSITY, NEW ORLEANS, LOUISIANA

Joint Hearing
Subcommittee on Select Education
and the Subcommittee on 21st Century Competitiveness
10 a.m., Wednesday, September 19, 2002

"Responding to the Needs of Historically Black Colleges and Universities in the 21st Century"

Testimony of:
Dr. Michael L. Lomax
President
Dillard University
New Orleans, LA.

Thank you, Chairman Hoekstra, Chairman McKeon, and members of the Subcommittee on Select Education and the Subcommittee on 21st Century Competitiveness for inviting me to testify on behalf of Dillard University, a private, historically black college in New Orleans, Louisiana.

Like most of the nation's HBCUs, Dillard was established more than 100 years ago… and has become the lifeblood of education for many African Americans. Every year, HBCUs produce thousands of graduates who form the foundation of this country's black educated, professional and leadership class.

We exist for individuals like Ruth Simmons, an alumna of Dillard University, who became the president of Brown University a year ago. Dr. Simmons is the first African American woman to lead an Ivy League university. And we exist for Martin Luther King Junior, a graduate of Morehouse.

We also exist, however, for the thousands of students who may not reach fame in the literal sense, but who are figurative heroes in the minds and hearts of many people in our society…The teachers, for instance, in our nation's schools, and the nurses in our hospitals, many of them minorities. We exist, also, to fulfill the dreams of thousands of young African Americans who graduate annually from our institutions, the majority of them first-generation college graduates. Whether they become professionals, business people, politicians, creative artists, high-tech engineers, or white-collar workers, these are the citizens who are the foundation of America's middle class and represent a dream too-long deferred for too many African-American citizens.

As institutions, we are not dying out, but instead reaching out to make our contributions even greater. Let me share a few examples:

Dillard University's partnership with New Orleans Public Schools and with the Greater New Orleans Education Foundation, has allowed us to assist in educational reform efforts in the public school system for the last few years.

I believe that higher education must play a definitive role if our elementary and secondary schools are to meet the academic and accountability standards that federal and state governments are enforcing.

Dr. Kassie Freeman, our dean of Educational and Psychological Studies, is working with the National Academy of Education Committee on Teacher Education to rewrite guidelines of what teachers need to know.

Dr. Freeman also is spearheading a partnership project with other HBCUs to create a consortium to help improve teaching strategies in urban classrooms and to ensure that HBCU's provide the kind of exemplary teachers -- with strong command of subject matter and the skills to teach well -- that our inner city and rural, poor schools need.

At Dillard, we are continuing to nurture these valuable associations, and are looking to increase our private partnerships. One of our more recent successes has been with United Parcel Service, which funded in part our *Center for Teaching, Technology, Literacy and Culture,* which is committed to improving teacher education, particularly the fundamental communication skills of reading and writing.

Model programs such as this will allow HBCUs to become powerful partners in the 21st century Educational competitiveness.

Individually, we also bring unique aspects of education to the students we serve. For instance, at Dillard University, the hallmarks of our academic program are threefold:

1) **Language and literacy** – We want our Dillard graduates to excel as well-read and articulate individuals who also outrival their peers in writing skills, and who are multi-lingual.
2) **Global awareness** – Through an integration of worldviews throughout our curricula, we are preparing our graduates to become a strong part of the American workforce that is competent to work anywhere in the world.
3) **Undergraduate research** – Dillard University is the only HBCU that is incorporating the completion of an undergraduate thesis for the awarding of the bachelor's degree. In doing so, we expect to motivate and prepare more of our students to enter graduate programs and professional schools.

We recognize that HBCUs cannot and should not operate in isolation. Working collaboratively with other public and private institutions strengthens our ability to provide greater access to higher education for our students. In fact, President Bush emphasized this point during his visit to Dillard University's campus during his election campaign. I personally have appreciated the conversations I have had with members of the House in partnering with us, and particularly with Chairman Hoekstra, Representative Walsh of New York, and Louisiana Senators Mary Landrieu and John Breaux.

Another area of great importance to us is the incorporation of advanced technology into our classrooms. Though a collaborative program with the University of Colorado at Boulder, we are sharing course materials and classroom experiences through the use of distance learning technology.

While this project is exciting, it reminds us of how far ahead technologically majority institutions are when compared to HBCUs.

Yes, the media-popular term *digital divide* represents something distinct to us as an HBCU. Similar to the capital improvement funding problems that we face at HBCUs, the technology gap at many of our campuses is a visible reminder of the unresolved legacy of separate but equal systems of education. Just as Black colleges and universities tend to spend their budgets on academic pursuits, with very little remaining for capital

improvements and repairs, we also are challenged to keep up with the steady torrent of upgrades that give students the competitive edge in the career world.

Another example of our unmet needs can be found in the Natural Sciences. This is our largest and fastest-growing division. Of our 2,225 students, more than 25% major in the Natural Sciences, and during the last three years, we have seen a 60% increase in enrollment in this area. We recently upgraded laboratory equipment, but to remain competitive with peer institutions, we are in immediate need of a new facility that will serve the comprehensive needs of our largest population of students. I cannot underscore enough our pressing need for a top-quality science facility.

I wish to conclude by emphasizing that it will take sustained teamwork between HBCUs, Congress and the private sector to maintain our institutional strength and success in America. Clearly, HBCUs add value in higher education and to the country at large. The inescapable truth is that you need us as much as we need you.

Through partnerships, and continued support by the private sector, Congress and the Bush Administration, and through our commitment to help improve our urban schools, the future contributions of HBCUs to America can be momentous.

Thank you for your consideration of the future of historically black colleges and universities in America.

(END)

APPENDIX D -- WRITTEN STATEMENT OF DR. MARIE McDEMMOND, PRESIDENT, NORFOLK STATE UNIVERSITY, NORFOLK, VIRGINIA

NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY -Testimony to the U.S. House of Representatives Committee on Education and the Workforce. Joint Subcommittee on Select Education and 21st Century Competitiveness (Dr. Marie V. McDemmond, President, Norfolk State University, Norfolk, Virginia) September 19, 2002

Good morning, Chairman Hoekstra, Chairman McKeon, and distinguished members of the Subcommittee on Select Education and the Subcommittee on 21st Century Competitiveness. I want to extend a special greeting to the distinguished gentleman from the 3rd Congressional District of Virginia, The Honorable Bobby Scott.

My name is Marie V. McDemmond. I am the President of Norfolk State University, a member of President Bush's Advisory Board on HBCUs, a member of NAFEO's Board of Directors and Virginia's Civilian Aide to the Secretary of the Army.

Norfolk State University is a comprehensive public institution of higher education in Norfolk, Virginia, and the largest of the five Virginia historically black colleges and universities (HBCUs) with 7000 students. NSU opened its doors in 1935 as the lower division of Virginia State University in the Tidewater region of Virginia. Norfolk State became its own named college in 1969 and a university in 1979. The university has remained steadfast in its commitment to provide an affordable, high-quality education to an under-served population in its community, its state and the nation. The percentage of undergraduate students receiving financial aid at Norfolk State University is 87%. These students have an average median family household income of less than $23,000. Since becoming President of NORFOLK STATE UNIVERSITY in mid-1997, we have worked hard to ensure that our students remain eligible for federal financial aid and, with improved management, have lowered our direct student loan default rate in five years from 27.1% to 6.0%.

Norfolk State University currently serves a unique mission in educating a significant number of African-American professionals in the sciences and in technology.

- Within the last decade, Norfolk State University has increased the number of students enrolled in its computer science programs by 116% (from 197 to 425) and increased the number of students enrolled in computer technology by 32%.
- Norfolk State University was one of the first universities to offer its students in non-technical fields the Virginia Internet-based Tek.Xam technology assessment exam proctored in its on-campus computer laboratories.
- In recent years, the number of student computers in campus labs at NSU has jumped from 600 to over 1,400 and all students have e-mail accounts. Every full-time faculty member has a desktop computer and Internet access.
- In conjunction with the over 100 firms associated with the Virginia High Tech Partnership, a program started a number of years ago by our current Governor, Mark Warner, Norfolk State is significantly increasing the number of minority interns and permanent hires in technology related fields of employment, having placed over 60 students in technology internships over the past three summers.
- NSU is also providing certifications in CISCO systems technologies and partnering with the Small Business Administration and Empowerment 2010 to strengthen the business community's capacity to absorb new technology and know-how.

- The University continues to strive to attract new businesses to the surrounding community and is formulating plans to capture the economic benefits of our location in an **Enterprise Community, Empowerment Zone, HUBZone and Hope VI Community**. A public private partnership has been formed to build a two-phased Research and Innovation to Support Empowerment (**RISE**) Center. This center will support a complex technology development system within a bridging framework. **RISE** will be a self-sustaining facility that will act to spur economic development in the Enterprise Zone, Empowerment Zone, HUBZone and Hope VI area surrounding our campus and will promote technology development, business formation, educational and research opportunities and workforce development. In the second phase of development, the **RISE** project includes a University Laboratory School with major educational focus on Science, Mathematics and Technology for students K-6. The private sector indicates that the **RISE** Center can create a network among several HBCUs and their respective communities and aggregate the economic potential emerging from expanded bandwidth and access. The facility has the potential to increase business partnerships and expand minority training and management in technology and its infrastructure.

NORFOLK STATE UNIVERSITY believes on focusing its energies on its academic strengths. To that end we have carved out Centers of Excellence. Two of these centers directly relate to the university's strengths in math, science and technology: the Bringing Science and Education Together Laboratory (BEST Lab) and the Center for Materials Research.

The BEST Lab's major focus is on helping students, who wish to become to become teachers, better prepare for teaching math and science. It has been proven over and over again that teaching professionals must be truly comfortable teaching math and science concepts before they can excel in transferring their knowledge in math and science to their students. Using this concept and in partnership with NASA Langley's Research Center, NSU has hosted a series of summer pre-service teaching institutes and national conferences. These programs aim at increasing the ability and confidence of current and future teachers, who plan to teach at minority serving schools, to teach math and science. The pre-service teacher program, funded at almost $3 million over the past five years has been so successful that this past summer, NASA expanded its funding to include NASA Marshall, with Oakwood College as the cooperating HBCU, and NASA Stennis, with Xavier University of Louisiana as the cooperating institution. It is our intention to use these same cooperative concepts in our university's proposed laboratory school.

In 1994, NSU received a five year, $10 million grant from the Department of Energy and a three year, $1.2 million grant from NASA Langley to start the Center for Materials Research and develop a Masters program in Materials Science. The Center for Materials Research, which has received more than $16.4 million in Federal funding support over the past five years, now uses nanotechnology to produce organic photovoltaic materials for solar cells, powder laser materials for military and security identification, and photonics materials with potential for data storage, switching and other optical or communications applications. This NSU Center of Excellence demonstrates, if HBCUs are provided the capacity-building resources, we will succeed.

This year after a mandate from the Office of Civil Rights (OCR) Accord between Virginia and the federal government, signed in November 2001, Norfolk State University began structuring a masters degree, added to our ABET accredited bachelors in computer science (a program started many years ago through Title III funding); and, we are adding both bachelors and masters degrees in electronics and optical engineering. NSU is also funded by the National Science Foundation for the Louis Stokes Alliance for Minority Participation, through the Washington, Baltimore, and Hampton Roads AMP. This outstanding National Science Foundation (NSF) program has produced over 200,000 minority professionals with degrees in math, technology and the sciences and is worthy of increased NSF funding. Building upon its strengths in computer science and electronics and optical engineering will help position NORFOLK STATE UNIVERSITY to excel in the education of African Americans in mathematics, science and technology.

There is a high demand in the United States today for skilled, knowledgeable workers. Our most important businesses and industries are not just computer and electronics firms, but also advanced, information-driven companies with an educated and diverse workforce, a workforce of people who prize their diversity and will be successful because of it. However, there is a national shortage of information and communication technology professionals, and as minority-serving institutions we can educate our own to fill this gap. It is critical that our government takes an active role in the installation, development and use of information and communication technologies across economic as well as geographic lines so that America will have its own diverse trained workforce.

NSU's vision is in place, but funding during these very uncertain economic times will remain a critical issue if we are to train and educate the workforce needed in this decade and beyond. Currently over 175,000 foreign nationals have come to our country to fill quality, high paying jobs in science and technology, mainly because our own workforce does not possess the skills and training necessary to fill these essential jobs. It is critical to our national interests and to the economic stability and security of this nation that we direct our limited resources to provide funding to minority serving institutions that already have a record of success in educating our minority citizens in science and technology and have an ever-increasing student body that is patriotic and eager to learn. Our nation's minorities and underserved populations are a vital part of the first generation of a new and glorious millennium of growth and development for our country - a country that needs everyone's full participation if America is to retain its competitive and military strength worldwide.

Minority-serving institutions have a unique challenge in educating students with little or no preparation for the work world they are about to enter. Many of the tasks we take for granted in the workplace today (sending an e-mail or using the Internet) are the by-products of years of educational and cultural experience. Each new generation has learned how to accomplish these tasks, adapted their skills and made their processes better and better. Today we are reorganizing and rebuilding business and industry and even whole national economies, and in that process we are also redistributing knowledge and the way we communicate knowledge.

Over the course of our nation's history, the view of higher education as a central element of our economic and social well being has been widely acknowledged. Thomas Jefferson wrote of this concept when he said, " I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure

foundation can be devised for the preservation of freedom and happiness." Jefferson's world, two hundred years ago, was a vastly different place than the world today. However, our increasing dependence on knowledge and information today continues to recognize the importance of Mr. Jefferson's words and acknowledges the importance of colleges and universities as the generators of that knowledge and information.

For more than two decades, enrollment at public colleges and universities has gradually risen; more than 77% of higher education is provided in public colleges and universities today. Projections for the coming decade show the total climbing further. Much of the recent growth has been among historically under-served and under-represented populations – racial and ethnic minorities, first generation college students – many from lower socioeconomic backgrounds - who bring a number of unique academic and co-curricular needs to our campuses. We must educate America's own to fill the high tech jobs of this century. The future demands that all institutions have the technological resources to prepare these students and that these students have the resources to finance their educations. For the last 67 years, NSU has made every effort to provide educational access to its culturally diverse and economically disadvantaged student population without placing unrealistic financial requirements upon them. However, in 2000-2001, the percentage of NSU baccalaureate recipients who graduated with college debt was 80%, and the loan debt burden of our graduating seniors averaged $15,869.

This joint subcommittee is considering legislation (S414/HR 1034) that would provide a pool of funds - $50 million - through the National Telecommunications and Information Administration Digital Network Technology Program Act for minority serving institutions across the country. The current legislation, however, substantially reduces the amount provided in the original legislation - $250 million . While digital technology funding for underserved populations, **at any level**, is a critical first step, funding at even the $250 million level will not fill the total "digital gap" in technology access between the haves and the have-nots. If the Draft Watts Lewis Amendment is approved it would further reduce the $50 million in this legislation by appropriating a portion of that sum to create a Technology Service Center and/or a Virtual University.

As you continue your decision-making processes, I ask that you consider at least keeping the $50 million in tact or possibly returning the appropriation amount closer to the original $250 million, or even higher if you can. It is critical that these funds are used to strengthen minority-serving institutions and allow them the latitude to use the funds where they can do the most good. This legislation must be viewed as an investment and an incentive for us all in providing digital capacity for all of the communities and the students we serve. The work of your committees in areas such as Title III funding, student financial aid and next year's reauthorization of the Higher Education Act will determine how responsive the United States ultimately will be to our own future workers and leaders.

As the president of a public institution of higher learning and a historically black university, I want to ensure that the students we serve are "Achieving with Excellence" and that each one has the opportunity to be as competitively qualified as any other college educated student in Virginia and the nation. Minority-serving institutions must be assisted in overcoming the challenges facing them today and making them the

opportunities of tomorrow for all Americans regardless of their heritage or socio-economic status.

I want to thank this joint subcommittee along with Congressman Watts for all of your efforts on behalf of HBCUs and minority serving institutions across America. I want to thank you for having us here with you today. The education of our next generation of leaders must be a team effort, and **we must all be a part of that team.**

APPENDIX E -- WRITTEN STATEMENT OF DR. WILLIS B. McLEOD, CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY, FAYETTEVILLE, NORTH CAROLINA

Testimony to the House Education Workforce Committee,
Joint Subcommittee on Select Education and 21st Century Competitiveness
By Dr. Willis B. McLeod
Chancellor of Fayetteville State University
Fayetteville, North Carolina
September 19, 2002

I am Willis B. McLeod, Chancellor of Fayetteville State University (FSU), a historically Black university and one of sixteen constituent institutions in the University of North Carolina. In addition to my work in higher education, I have been privileged to spend many years working in K-12 education. Currently, I serve as Chairman of the Board of the National Association for Equal Opportunity in Higher Education (NAFEO), and am also speaking to you on behalf of the more than 100 predominately and Historically Black Colleges and Universities (HBCUs) that NAFEO represents.

I appreciate this opportunity to provide some information about Fayetteville State University because our experiences provide a snapshot of the vital role HBCUs have played and continue to play in meeting the nation's most critical educational needs. Even though these institutions represent approximately 3% of all higher education institutions, they account for approximately one-third of the bachelor's degrees earned by African Americans. *(ERIC Clearinghouse,* 1999*)* With the increasing diversity of the U.S. population, HBCUs are assuming an even greater role in preparing citizens to face the complex demands of the 21st century.

Our experiences at Fayetteville State University also highlight the crucial role of federal funding in helping HBCUs carry out their respective educational missions.

As Chancellor and an alumnus of Fayetteville State University, I take great pride in reporting that in December of 2001, Fayetteville State University earned reaffirmation of its accreditation by the Southern Association of Colleges and Schools. In the review process, the university received three commendations and received recommendations for improvement on only 11 of the 549 accreditation criteria. Earlier this year, our Teacher Education Program was reauthorized by both the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (DPI). Ours was the first program to undergo the new NCATE standards with no recommendations for improvement.

Access to higher education must remain one of the nation's top priorities. One of the important lessons that HBCU's have taught us is that access to higher education alone is not enough to ensure the success of our students. Access must be joined with effective programs of support. HBCUs have been more committed and better prepared than higher education institutions generally to help students adjust to the challenges of college and to realize their full potential. At FSU, we recognize that academic and intellectual growth cannot be divorced from a student's total personal development. That's why we have programs such as our Freshman Year Initiative and our Advisement and Career Services Center that provide a variety of types of assistance to students who have academic, personal, and social problems. Tutoring, mentoring,

diverse cultural programs, health and wellness activities, and a variety of other programs help students make the transition to higher education.

Federal funding has been the backbone of many of the support programs that have been so essential to our students' success. The Student Support Services Program, funded as part of TRIO by the Department of Education, has made a critical difference for many of our students in achieving success at the university. Thanks to the tutoring, counseling, and cultural enrichment provided by Student Support Services, students in this program have persisted and graduated at much higher rates than their counterparts.

Fayetteville State University has been a leader in extending academic support to pre-college students. Through programs such as GEAR-UP, Educational Talent Search, and Upward Bound, FSU helps students get on the track that leads them to success in higher education. Each month our staff and students provide hundreds of hours of tutoring and mentoring to students who might otherwise be lost to higher education. The results have been amazing, as each year 70-80% of graduates of these programs enter colleges and universities.

Title III funds have enabled us to enhance information technology resources, present faculty development opportunities, develop institutional assessment strategies, strengthen academic support, and provide many other services and resources.

At FSU, we are gravely concerned that the rising costs of higher education are preventing many qualified students from entering higher education. One congressional advisory committee reported earlier this year that the rising cost of higher education would prevent approximately 170,000 qualified students from entering a college or university. *(Chronicle of Higher Education* June 27, 2002) The future of our democracy and our economy will be in jeopardy if we do not work together to reverse the rising cost of education. The Lumina Foundation cited Fayetteville State University earlier this year as one of only three four-year institutions affordable to low-income students. Yet, for the approximately 80% of our students who receive financial aid, Pell Grants alone are proving insufficient to cover the total cost of education, so that they are incurring increasing levels of debt to support their education. We must be concerned about the report released last month that showed that many of the funds from state-based aid programs are not going to the neediest students, but to those who would go to college anyway. *("Who Should We Help?"* Harvard University Civil Rights Project, August 2002)

I am sure that I speak for all chancellors and presidents of HBCUs when I ask for your continued efforts to provide adequate financial aid for our nation's most needy students.

FSU, as many of our sister HBCUs, began as a teacher training institution and we have special relationships with our local school systems. In our own state, the shortage of teachers has reached crisis proportion. The North Carolina Department of Public Instruction estimates that more than 10,000 new teachers will be needed each year over the next decade, though schools of education in the state currently graduate a little more than 3,000 teachers per year. While we must be concerned about the general shortage of teachers, we must be especially concerned about the declining numbers of minorities in the teaching profession. Currently in North

Carolina, African-Americans comprise approximately 21% of the population, though only 14% of public school teachers are African Americans. And this gap appears to be widening.

Having served in K-12 education for many years, I have first-hand knowledge of the needs of public education, and we have developed a number of innovative programs to help increase the supply of qualified teachers. Our PATH program is designed specifically to help experienced teacher aides move into the role of teacher. A number of newly established partnerships are facilitating students' transition from regional community colleges to FSU to complete their teacher education training. One of the university's largest populations of students consists of non-traditional students who are earning teacher licensure through alternate route programs. Diligent efforts must be made at the national level to help us attract, train, and retain teachers. Special attention must be given to help increase number of African American teachers.

Information technology has revolutionized higher education in many ways. At Fayetteville State University, courses on the Internet and by teleconference are expanding educational opportunity to individuals unable to come to our campus. Through the use of technology in the classroom, professors are able to make instruction more stimulating and relevant to our students' lives. Information technology is also providing a variety of useful tools for delivering enhanced academic instruction. Yet, the cost of establishing the infrastructure and purchasing equipment has prevented the university from moving forward as quickly as we would like. Funds for staff and training are also severely limited. The economic status of our students makes it difficult to require them to purchase laptop computers, even though this would greatly enhance their preparation for technology in their future professions.

Fayetteville State University exemplifies another important function of HBCUs. Using funds from the U.S. Department of Housing and Urban Development, the university developed a partnership with the city and county governments to establish a business incubator that is helping businesses in their start-up phase. Other projects include two recently completed apartment complexes and a shopping center in the early stages of construction. These initiatives demonstrate the potential of HBCUs in positively influencing economic development in their communities.

FSU has established two partnerships that are improving K-16 education in our state and region. The Seamless Education Highway Project has brought together regional universities, community colleges, and K-12 educators to improve articulation of curricula at our respective institutions. Earlier this year, Fayetteville State University and the Cumberland County Schools established a partnership to promote Character Education in North Carolina that is already making an impact on education in the state.

While the primary mission at Fayetteville State University has been undergraduate education, FSU has made important strides in graduate education. In the recently released rankings from *Black Issues in Higher Education,* Fayetteville State University ranks second in the nation in producing African-American master's degrees in mathematics. Earlier this year, the university was approved to offer a Master of Social Work Program. The successful development of this program is an excellent example of the ways in which HBCU's can help solve some of our community's most pressing human needs in social services, health care, and

the economy. Our history and the collective expertise of our faculty place us in an ideal situation to conduct research that can lead to practical solutions to the problems confronting us. I urge you to explore ways to provide increased funding to empower HBCU's to conduct research in these critical areas of graduate study.

Fayetteville State University, as many other HBCU's, has assumed a leadership role in our community in dealing with issues of diversity. The university's efforts in conducting citizen study groups that focused on local race relations helped Fayetteville earn the title of "All-American City." Situated in one of the most racially diverse regions in the United States, Fayetteville State University has a unique responsibility to reach out to the rapidly growing Hispanic population and the Native American communities, and to provide for the educational needs for all citizens. While approximately 70% of our students are African-American, the university has a rich mix of races that mirrors the increasing diversity in America as a nation. This diversity enhances students' educational experience and gives them an advantage as they move into the increasingly diverse workforce of the future.

The important work FSU and other HBCUs are doing to improve the lives of their students and the nation would have been impossible without your support of past funding initiatives. On behalf of all NAFEO member institutions, I am grateful to you for this support, and as I bring my remarks to a close, Mr. Chairman, I would like to take a moment to discuss NAFEO's funding recommendations for the upcoming year. My remarks will be brief, but a complete statement of these recommendations will be provided.

We recommend increases in funding for Title III, Part B, for undergraduate and graduate students. We support the Student Aid Alliance recommendations for increases in Work Study, SEOG, TRIO, and other programs, especially the recommendations to raise the minimum Pell Grant to $4,400. We recommend expansion of the HBCU Research University Science and Technology Thrust Initiative, the National Science Foundation HBCU UP initiative, and the Louis Stokes Alliance for Minority Participation Program.

We also seek your support for several new initiatives that we believe are essential to preparing African-American students for the challenges of our increasingly technological society. The Freshman Computer Enhancement Initiative will provide fully eligible Pell Grant recipients with a computer and help address the current disparities of access to technology that threaten to leave large numbers of low-income and minority students unprepared for the 21st century workforce.

We urge your support of the Urban Initiative, which will establish partnerships between HBCUs and ten of the nation's largest school districts to increase the college going rates among minority students and serve students who might otherwise be left behind.

The proposed Technical Assistance Resource Center will provide a central source for information and assistance to improve the quality of education received by African Americans at all levels of learning.

We also seek your support of the HBCU Technology Services Center to support the enhancement of education at our institutions in mathematics, the physical and life sciences, earth and environmental sciences, information technology, and engineering.

NAFEO is particularly interested in protecting research and education funding at minority-serving institutions under NASA's Minority University Research and Education Division. We recommend that you direct NASA to maintain MURED as a stand-alone program.

We encourage you to give special attention to our recommendations regarding the Reauthorization of the Higher Education Act. For Title II, we oppose measuring the quality of teacher education exclusively on the basis of pass rates on state certification exams, and support a more comprehensive set of assessment measures. For Title III we recommend increased funding for undergraduate and graduate education. With regard to Title IV we support increasing the Pell Grant and establishing a loan forgiveness program for African Americans who enter the sciences, engineering, and technology fields. We encourage your support of increased funding to international programs under Title VI and graduate education under Title IX.

I encourage you to support the recommendations from NAFEO so that Fayetteville State University and other NAFEO member institutions can continue to prepare the next generation of leaders of our nation.

Mr. Chairman, thank you for this opportunity to speak to your committee.

Attachment I
Testimony of Dr. Willis B. McLeod

FY 03 FUNDING RECOMMENDATIONS FOR PROGRAM CONTINUATION:

Given the role that HBCUs play in the education of African American students and the institutional challenges that they must confront, NAFEO has proposed the following funding recommendations for FY 03:

- ***Capacity Building--Title III, Part B*** -- $260 million for Title III, Part B, Section 323 (undergraduate), and $65 million for Title III, Part B, Section 326 (graduate).

- ***Student Assistance*** -- We support the Student Aid Alliance recommendations in support of additional funding for Pell Grants (particularly to raise the minimum grant to $4,400), Work Study, SEOG, TRIO, and other programs.

- ***The HBCU Research University Science and Technology Thrust (THRUST) Initiative*** - - $10 million THRUST initiative as recommended in the Senate bill. The project has been incorporated as a new and separate component of the Centers of Research Excellence in Science & Technology (CREST) program.

- ***HBCU-UP*** -- $25 million for the NSF HBCU-UP initiative to expand participation by 3 to 4 new awards, which would be an $8 million, increase over last year's level.

- ***Louis Stokes Alliance for Minority Participation Program*** -- $35 million for the *Louis Stokes Alliance for Minority Participation program*

Each of these programs provides necessary resources essential for HBCUs to further the mission of educating, training, and developing students for real world challenges that will confront them upon graduation.

NAFEO's FY03 NEW APPROPRIATIONS INITIATIVES:

Freshman Computer Enhancement Initiative - In addition to the above request for Title III, Part B, NAFEO seeks to fund an additional activity that is already permissible under Title III, Part B by providing an additional *$20 million* in support to provide fully eligible Pell Grant freshman students with access to personal computers. Recent findings outlined in a U.S. Department of Commerce sponsored study titled, "*HBCUs: An Assessment of Networking and Connectivity*," indicate that at HBCUs 12% of students and 71% of faculty members have personal computers. Other research shows that 55% of the students at majority institutions of higher learning own a PC as compared to 15% of the African American students. NAFEO seeks to close these gaps by creating a new initiative that would be established in consultation and cooperation with the Department of Education to provide funding for HBCUs to provide computers for all fully Pell eligible freshmen students.

Urban Initiative - In order to further the impact of national efforts to ensure that low-income African American middle- and high-school students are well prepared for college and have greater access to college, NAFEO proposes that the Congress develop a demonstration program

at HBCUs. Under this initiative $6 million would be appropriated through the Labor-HHS-Education's, Fund for the Improvement of Education (FIE) account, to support a partnership between HBCUs and 10 school superintendents representing some of the largest school systems in the nation, to increase the college going rates among minority students.

The project will allow HBCUs to be more actively engaged in going into underserved urban communities to recruit students who otherwise might be left behind. Through this initiative, NAFEO will extend the reach of access to higher education opportunities to predominately urban and African American settings that are currently underserved and further the President's commitment to "leave no child behind".

HBCU Technical Assistance and Resource Center (TARC) - NAFEO supports the establishment of a TARC for HBCUs that would facilitate the sharing of information among schools through a central source and promote additional collaborative research opportunities. There is a significant need for a TARC that focuses on the development of a knowledge base for policies, programs and practices that will simultaneously increase the number of African Americans graduating from college, as well as, improve the quality of the education they receive all levels of learning.

TECHNOLOGY NEEDS:

There is a large segment of society that is cut off from the infinite possibilities of the Internet revolution, because they do not have computer access and/or knowledge of web capabilities. As a result, there is lost opportunity for this segment to secure a better education, better employment, communication and commercial options, as well as needed health care information and assistance.

A 1999 Department of Commerce study, *Falling Through the Net: Toward Digital Inclusion,* found that although more Americans than ever before have Internet access, a "digital divide" exists among "those with different levels of income and education, different racial and ethnic groups, old and young, single and dual-parent families, and those with and without disabilities." Other national studies show similar findings, that among MSIs, there exist serious areas of digital divide in student Internet access, high-speed connectivity and insufficient infrastructure.

NAFEO wholeheartedly supports an unencumbered S 414, "The NTIA Digital Network Technology Program Act", and its companion bill HR1034, introduced by Congressmen Edolphus Townes and Don Young, which will provide essential resources to help HBCUs and other MSIs acquire essential resources necessary to help close the existing technology gap and better prepare minority students to be full participants in today's highly competitive and technologically-driven workforce. Likewise, in an attempt to create viable solutions to the digital divide, NAFEO has proposed several initiatives that offer viable solutions to the digital divide and begin to move disadvantaged students closer to technological parity. Among them are the abovementioned TARC and Freshman Computer Initiatives. Another such effort is the proposed HBCU Technology Services Center.

HBCU Technology Services Center – Despite the fact that the most of the nation's HBCUs are significantly undercapitalized proportionate to their need, these institutions must necessarily play a central role in training the next generation of minority scientists if America is to continue to meet its national economic and security needs. Substantial technical assistance is necessary with regard to the evolution and construction of technology infrastructures, software applications, and technology systems to assist in the development of multi-institutional research partnerships and

consortia for research, and educational activities in a broad array of disciplines, including mathematics, the physical and life sciences, the earth and environmental sciences, information technology and engineering. In an effort to better equip these institutions to do their part in meeting this national need, NAFEO has proposed that the National Science Foundation (NSF) allocate $10 million to establish a HBCU Technology Services Center to provide additional resources to help build and augment the infrastructures at HBCUs.

REORGANIZATION OF NASA:

NAFEO is particularly interested in protecting research and education funding at minority-serving institutions under NASA's Minority University Research & Education Division (MURED). NAFEO is troubled by continued attempts to move the education and research funding for minority-serving institutions under MURED from the Office of Equal Opportunity Programs to the Office of Human Resources and Education. This action would strike a serious blow to the participation of minorities in technical fields by eroding the influence of alliances that facilitate meaningful high-level research and employment opportunities for minority scientists and engineers. Commingling these relatively new programs with other well established programs will make them vulnerable to elimination and further exacerbate efforts to replenish the undersupply of minorities in the science, engineering and technology fields. Therefore, NAFEO has recommended report language directing NASA to maintain the MURED as a stand-alone office.

Attachment II
Testimony of Dr. Willis B. McLeod

PRIORITIES FOR REAUTHORIZATION OF THE HIGHER EDUCATION ACT

Title II - Teacher Preparation: While recognizing the benefit of improving teacher education and preparation, NAFEO maintains that it is unreasonable to evaluate the quality of an institution=s teacher education program primarily on a single measure when consideration of a broader set of variables would provide a more comprehensive assessment of the quality of an institution=s program. A single restrictive measureB pass rates on state certification exams B disproportionately disadvantages institutions that battle chronic under funding and financial insecurity, but produce a significant proportion of teachers of color that serve in high poverty and educationally disadvantaged communities, particularly when no correlation has been established with regard to teacher scores and student performance.

Title III, Part A - Strengthening Institutions: Additional funding is needed to strengthen programs and capacities; increase opportunities for two- and four-year institutions that enroll a majority of African Americans to increase attainment of baccalaureate and graduate/professional degrees; and encourage articulation arrangements between two-year institutions and those Title III, Part B institutions offering the baccalaureate and graduate/professional degrees, thereby facilitating a seamless path through each level of higher education.

Title III, Part B -Section 326, Professional or Graduate Institutions: In addition to increased funding, it is necessary to *reexamine the current formula* to establish a more equitable distribution of funds and improve the abilities of these institutions to produce more scientists, engineers, and legal scholars. Likewise, additional funding for the ***Endowment Challenge Grant Program*** is essential to fiscal stability. The fact that there is authority under Part B for endowment building is good, however, excessive pressure is placed on the institutions to do everything with relatively limited funds. Additional funding is needed.

Title IV, Part A - ***Section 401, Pell Grants*:** Pell Grants have not kept pace with the rising costs of higher education. Too often poor students are not provided with sufficient funding early on making them vulnerable to dropping out. Providing the Pell Grant as an *entitlement* and strategically *frontloading* aid will reduce reliance on loans in the critical first two years and strategically encourage persistence, thereby increasing graduation rates for minority and/or economically disadvantaged students. In addition, a ***loan forgiveness program*** should be implemented to address the severe underrepresentation of African Americans in the science, engineering and technology fields. The assurance of loan forgiveness will encourage persistence through all degree levels and replenish the undersupply in these critical areas of national need. ***Section 404, Early Intervention and College Awareness Programs:*** Participation in the GEAR UP program by HBCUs has been minimal despite them having been trailblazers in strengthening the education pipeline through awareness, mentoring and other early intervention efforts. The matching requirement continues to inhibit involvement of the institutions that have successfully participated in similar programs. NAFEO recommends amending the current legislation to encourage participation by institutions with a proven record of success in this area.

Title VI - International Education Programs: Among other things, the tragic events of 9/11 highlighted the critical need to cultivate more people of color to be involved in our global outreach and national security efforts. Additional resources must be provided to strengthen, expand and replicate international studies and foreign language programs at HBCUs.

Title IX - Graduate Education: Graduate programs must be expanded to meet the national need for more minorities with graduate degrees, especially in the science, engineering, and technology fields in order to fill our classrooms with teachers/professors; improve research capacities in our colleges, universities and corporate offices; maintain competitiveness in a highly technical global economy; and ensure national security in an increasingly dangerous world.

APPENDIX F -- WRITTEN STATEMENT OF DR. ELSON S. FLOYD, PRESIDENT, WESTERN MICHIGAN UNIVERSITY, KALAMAZOO, MICHIGAN

Testimony Before the Joint Annual Hearing of the Subcommittee on Select Education and the Subcommittee on 21st Century Competitiveness "Responding to the Needs of HBCUs in the 21st Century" Washington, D.C. September 19, 2002

Most esteemed members of Congress and eminent colleagues, it is an honor to have been asked to testify today about the work Western Michigan University has been doing with the nation's HBCUs. I appreciated receiving the invitation to testify from my friend from Michigan and a strong advocate for HBCUs, Chairman Hoekstra.

Colleges and universities across the country continue to rely on collaborative partnerships to augment existing financial resources, facilitate community engagement, and to extend research programs for our faculty. Partnerships with business and industry have helped Western become one of the premier research universities in the country, but collaborations work both ways. What we have done in securing the best research labs for our students we can now offer the students from HBCUs to enhance higher education in the nation as a whole and promote diversity among the ranks of future graduate students. Federal funding from the National Science Foundation and other federal agencies has allowed Western Michigan University to expand the reach of our facilities and increase the potential for future partnerships. Today, on behalf of the 30,000 students and the entire faculty at Western Michigan University, I wish to describe for you several unique and crosscutting partnerships my University shares with several HBCUs and the federal government.

Western Michigan University has developed a number of partnerships and initiatives with historically black colleges and universities. These beginning programs have been focused on continuing to encourage minority students' interest in careers in the sciences, in providing synergies between our faculty and faculty at other universities, and in expanding cultural diversity among our graduate students in biological sciences and social work.

In 1999, Western Michigan University launched a three-year project as part of a National Science Foundation Research Experience for Undergraduates grant of $152,000. This program enabled students with experience in conducting research in the physical sciences to work one-on-one with faculty mentors. Student research projects included experiments that may lead to new cancer and diabetes treatments, as well as work to determine the effect of genetically altered corn pollen on insects, and research that looks at nonneuronal brain cells and immune response capability and ways to protect eyes against retinal diseases.

In the third year of the program, eleven students participated in the program, five from historically black colleges and universities. In the summer of 2001, students came from Oakwood College in Alabama and Tougaloo College in Mississippi. The initial grant has been renewed to allow Western to continue this relationship with HCBUs. The four students who participated in the summer 2002 program came from Jackson State University in Mississippi as well as Oakwood and Tougaloo.

A similar initiative through the NSF is taking place in our College of Engineering. With an award of $139,045 Western Michigan University will develop a teaching laboratory that will offer students online access to an actual working laboratory. Targeted for eventual national dissemination, this effort was showcased by the NSF in June 2001 at the annual meeting of the American Society for Engineering Education in Albuquerque, New Mexico.

With this grant Dr. Johnson Asumadu and Dr. Ralph Tanner in our Department of Electrical and Computer Engineering will develop a Remote Wiring and Measurement Laboratory that will allow students to physically build electrical circuits and perform real measurement of outputs through Internet access. The software, configured to allow for complex circuitry that requires multiple wiring decisions, enables students to click and drag components into place. The directions that students provide via the computer will be transferred and physically made in an actual laboratory setting. If students blow a fuse, the lab will be configured to automatically reset the fuse. An extension of this project could be a Web-based electrical engineering course that will allow students to benefit from the same hands-on lab experimentation they would experience if they were physically on campus.

In 2002, Professors Asumadu and Tanner will do additional testing by working with engineering faculty at Tuskegee University in Alabama. Professor Asumadu, a former faculty member at Tuskegee, says one of the biggest advantages of remote access to an electronic laboratory will be that it will enable students from small colleges without laboratory facilities to learn electronic fundamentals and progress to upper-level courses.

In order to expand the cultural diversity among graduate students, WMU's Graduate College has established partnership affiliations with several Historically Black Colleges and Universities.

WMU is recruiting outstanding minority researchers to pursue master's degrees in biological sciences and social work, fields that traditionally lack sufficient numbers of students of color. Partnerships have been developed in the biological sciences that include Jackson State University, Tougaloo College, Oakwood College, and North Carolina A & T State University (Greensboro). Every summer the partnership brings five to eight outstanding juniors to Kalamazoo for a 10-week summer session. In addition to taking a credit-earning course, each student is teamed with a faculty mentor on a special research project. The hope is that these students will consider enrolling at WMU after graduation. They know the institution, they know the faculty, and they know what types of research they will get to perform. Should they enroll in a graduate program at WMU, these students will receive a coveted graduate assistantship that includes tuition remission and a stipend.

The social work program works differently but involves universities and colleges that have accredited baccalaureate programs in social work. In April the program brings three students and one faculty member from each institution to Kalamazoo for a three-day visit to learn about WMU's social work curriculum and to meet with students, faculty, field supervisors, and area social agencies. Those who are accepted in WMU's social work program will enroll as

"advanced standing" students entitled to graduate assistantships and a compressed 40 credit hour program (rather than the traditional 60 credit hour program). Partnerships have been developed with Albany State University (Georgia), Mississippi Valley State University (Itta Bene), North Carolina Central University (Durham), Oakwood College, Rust College (Mississippi), and the University of Arkansas at Pine Bluff.

A partnership program in the engineering disciplines is in the planning stage. This will include establishing relationships with universities that prepare pre-engineering students in the areas of physics and chemistry. It is anticipated that the program will evolve into a three-plus-two program that will accept students from Fort Valley State University (Georgia) into WMU during their senior year of undergraduate study and graduate them with a master's degree after two years. Graduate assistantships will be made available to those students who qualify.

Finally, the Graduate College has also established a partnership with Howard University in Washington, D.C., for the purpose of jointly developing their writing and proposal centers.

The Western Michigan University Center for Community Asset Building regularly receives requests for assistance that it cannot respond to because of a lack of resources. However, there is so much capacity building that can happen if additional funds can be identified. It could help diversify the student body at colleges and universities nationwide and play a major role in getting more students who are economically disadvantaged into the sciences and in the teaching professions. It could help change the capacity base of these young people searching for degrees and careers. It could help promote exchanges or visiting scholar opportunities for faculty, thereby increasing their research potential and growth opportunities.

Western Michigan University has created some beginnings, but much more needs to be done and can be done. I hope our example of partnerships can be looked at as best practices for other public research universities. Partnerships between public colleges and HBCUs redound to the benefit of the students, the faculty, and both campuses.

Speaking as a university president and as a member of the President's Advisory Board for the White House Initiative on Historically Black College and Universities, I greatly appreciate the high priority that has been placed on higher education by the Education and Workforce Committee. I applaud the work of your subcommittees to improve and grow our nation's HBCUs. Thank you for this opportunity to testify today.

Respectfully submitted,

Elson S. Floyd, Ph.D.
President
Western Michigan University
Kalamazoo, MI 49008

APPENDIX G -- WRITTEN STATEMENT OF MR. STEVE STEPHENS, II, PRESIDENT, STUDENT GOVERNMENT ASSOCIATION, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA

My HBCU Experience
By Steve Stephens, II
A student from Langston University
Langston, OK
September 19, 2002

On behalf of all HBCU students across America let me begin by expressing my thanks to this esteemed committee for your time and desire to keep issues pertaining to HBCU central to your discussions. Although there are many leaders on this front, I especially want to pay special tribute to Congressman J.C. Watts for his leadership, vision and courageous efforts to ensure that Republicans and Democrats alike address HBCU issues with as much passion as other domestic policy issues. Congressman Watts, I know that you are retiring, but my prayer is that you will not retire from your commitment to our nation's future and I hope this HBCU summit concept continues.

My experience as a student attending a Historically Black College or University has assisted me in developing the skills necessary to succeed in life, skills such as preparation, organization, and the hunger for overall knowledge. Attending Langston University gave me the tools to proudly maintain a tradition that started long before I arrived, a tradition of excellence. The overviews of students who attend HBCUs are deemed as "real world" views due to the fact that we are often not afforded the luxuries as those who attend larger institutions of high learning. Situations are presented to you and it is up to you how you deal with them. Not saying that all college students don't have problems, but an HBCU student might have different types of problems. However in my opinion the benefits far outweigh the challenges. When I was asked to testify on my HBCU experience, I jumped at the chance. Our experience is one unlike any other in the world. A chance to be apart of the majority as African Americans and to meet and greet other students from all over the United States and the world.

I stand before you today as a proud third generation college student from an HBCU. My grandfather received his bachelor's degree in Education, my grandmother received hers in Early Childhood Development, and my mother received hers in Speech pathology. But what we all have in common is that we have all attended or graduated from HBCUs. My grandparents graduated from Fort Valley State and Albany State Universities in Georgia and before my mother graduated from Oklahoma State University she spent two years at Morris Brown College in Atlanta. I say that to say that HBCUs have been and continue to be the cornerstone of African American education and we must support them. Social organizations at Historically Black Colleges are second to none, with numerous fraternities, sororities, and clubs. Through my experience there is a family atmosphere at an HBCU that makes these clubs and organizations more accessible to the average student. These organizations foster the leadership training necessary to provide students with the tools they will need to get a head start on life when they leave their respective universities. When I became a member of Phi Beta Sigma Fraternity Inc., a fraternity found here in a nation's capital at Howard University, which is also a Historically Black University, I learned skills in team building, proper planning, and initiating leadership. These skills will afford me the chance of gaining employment once I leave Langston University. Socially, HBCUs do more than create networking

opportunities; they provide attributes needed to build a stable foundation for any college graduate.

One man defined education as the pursuit of knowledge and the development of keen judgement. By giving what I like to call the "personal approach" we take education a step further. Small classrooms and detailed learning help HBCU students in our daily education. Our professors do more than just lecture, they provide life lessons from one generation to the next. While in high school I dedicated my life to athletics. Being the son of a former professional football player, people often place higher and sometimes unfair expectations on me. When I graduated from Central High in Tulsa, Oklahoma, I had a 2.4 grade point average. During my first year at Langston University, with the help of my professors and faculty, I finished with a 3.4 G.P.A. while playing football for Langston University. I was able to do this because Langston like other HBCUs truly cares about its students and helps them to realize their full potential. Although I do not play football anymore, I now receive academic scholarships from the Thurgood Marshall Foundation and NASA.

In conclusion, I say to Congress today, come to our nation's political stage and work diligently for HBCUs. Work diligently for more funding, work diligently for better facilities, and work diligently for salary increases for all teachers and administrators, for my ultimate goal is to become an HBCU president, and I was always taught to leave something better than you found it. I would ask that you keep this in mind as we labor for the purpose of education.

Thank you.

APPENDIX H -- WRITTEN DOCUMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE MAJOR R. OWENS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

In February of this year, representatives from 28 Minority Serving Institutions, including 20 HBCUs met to examine common issues related to access, affordability, retention and financial aid for students attending their institutions. Representatives from the colleges and universities included presidents, academic officers, and financial aid directors.

Highlights and recommendations, including the recommendation to fully fund Pell grants at the authorized level and make the Pell grant a true federal entitlement, are summarized in a brief report entitled "Synopsis of Project Equality and Accountability Symposium."

I ask unanimous consent to have the report entered into the record."

Synopsis of

Project Equality & Accountability

SYMPOSIUM

Atlanta, Ga. • Feb. 20-22, 2002

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About USA Funds

USA Funds® is a nonprofit organization that supports access to education by providing financial and other valued services to those who pursue, provide or promote education. Established in Indianapolis in 1960 to help families finance rising college costs, USA Funds has grown to become the nation's largest guarantor of loans made under the Federal Family Education Loan Program (FFELP), the largest federal source of financial aid for higher education. During the past 40 years, USA Funds has supported $68 billion in financial aid for higher education, while serving nearly 9.9 million students and parents, as well as thousands of educational and financial institutions.

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Introduction

Minority-serving postsecondary education institutions play a critical role in serving the higher-education needs of ethnic minorities. Tribally Controlled Colleges and Universities, HBCUs and HSIs educate approximately one-third of all African-American, Hispanic and Native-American students nationwide, a total of some 1.6 million students.

As reported by the Alliance for Equity in Higher Education, Minority-Serving Institutions face some unique challenges. For example, many of the students they serve come from low-income or educationally disadvantaged backgrounds. In addition, many Minority-Serving Institutions suffer from significant underfunding and limited physical and technological resources. Despite these obstacles, Minority-Serving Institutions confer approximately one in five college degrees that are awarded to students of color.

USA Funds, a nonprofit corporation and the nation's leading guarantor of federal loans for higher education, became interested in some of the challenges facing Minority-Serving Institutions as a result of an initiative launched in September 1999 to help postsecondary institutions to reduce student-loan default rates. USA Funds gave priority consideration for this default-prevention assistance to HBCUs and tribally controlled schools because the 1998 Amendments to the Higher Education Act established a procedure for eliminating the exemption from default-rate sanctions previously held by these categories of institutions.

Consistent with this default-prevention initiative and its mission to promote access to higher education, USA Funds provided support for "Project Equality and Accountability," a symposium to explore with Minority-Serving Institutions common issues that affect their systems for delivering student financial aid and their students' ability to effectively manage education-related expenses and debt. In addition, the symposium was designed to elicit from the institutional representatives their thoughts about some of the causes of higher-than-average default rates for students attending Minority-Serving Institutions, and to explore whether financial-aid-related recommendations from the collaboration should be developed and made publicly available for consideration during the upcoming reauthorization of the Higher Education Act.

On Feb. 20, 2002, 54 representatives from 28 Minority-Serving Institutions from across the United States and Puerto Rico met to explore common issues related to access, affordability, retention and financial aid for students attending their institutions. Representatives from the schools included presidents, chief academic officers, chief student-affairs officers, chief financial-affairs officers and financial-aid directors. Of the 28 institutions represented at the symposium, 20 were HBCUs, six were HSIs and two were Tribally Controlled Colleges.

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The two-day symposium began with presentations from three college presidents who explored the topic "What Are the Primary Causes of High Default Rates at Minority-Serving Institutions?" The presentations were made by Earl Richardson, president of Morgan State University in Baltimore; Joseph McDonald, president of Salish Kootenai College in Pablo, Mont.; and Jaime Cucurella, president of the Caribbean University in Bayamon, Puerto Rico. The perspectives of these three presidents set the tone for the entire symposium by personalizing many of the issues involved in providing educational access and opportunity at HBCUs, Tribally Controlled Colleges and universities, and HSIs.

The symposium focused on six discussion topics. An expert in the field led each discussion. The discussion leader made an initial 15-minute presentation followed by in-depth small-group discussions. After the small-group discussions, the groups reassembled to report on their deliberations.

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Discussion Topics

Unmet Financial Need for Students Attending Minority-Serving Institutions

Brian Fitzgerald, executive director of the Advisory Committee on Student Financial Assistance, led the discussion of this topic.

Fitzgerald reported that, during the last two and one-half decades, the average cost of attendance at four-year public institutions as a share of family income has gone up only for low-income students. It has remained level or declined for middle- and high-income students. During the same period, the college participation rates of high-school graduates increased significantly for middle- and upper-income students but remained essentially flat for low-income students. Also, the unmet financial need (the gap that exists after subtracting all available financial aid — including loans — from the cost of education) of low-income students rose dramatically. Currently, it averages $3,200 at public two-year institutions, $3,800 at public four-year institutions, and $6,200 at private four-year institutions.

Because Minority-Serving Institutions enroll proportionately more low-income students, these financial trends adversely affect the institutions and their students. Representatives attending the symposium confirmed this reality. Costs at Minority-Serving Institutions continue to rise as the schools seek to remain competitive with other institutions of higher education. Technology upgrades, salaries, maintenance and facilities enhancements and upgrades all add to increased cost pressures. Yet "Access Denied," the 2001 report of the Advisory Committee on Student Financial Assistance, notes that federal financial-aid policy gradually has shifted away from its original purpose of providing access to low-income students toward middle-income affordability. This shift has contributed to a steep rise in the unmet need of low-income students. This trend is further exacerbated by an increasing focus, at the state level, on merit-based financial aid.

As a result of this growing unmet-need problem, many students attending Minority-Serving Institutions have had to find outside employment to make ends meet. In many instances, full-time students have to work excessive numbers of hours (35 or more per week) in order to cover the unmet financial need that exists. Not surprisingly, these work schedules have had an adverse impact on student academic performance and have resulted in higher attrition rates. Most students who drop out of Minority-Serving Institutions cite financial pressure as the primary factor.

Fitzgerald pointed out in his presentation that many federal policy-makers do not realize the extent and implications of unmet financial need on the part of low-income students. Fitzgerald suggested that many of those same policy-makers believe the primary cause for low-income students' failure to attend and graduate from college is poor academic preparation and not unmet financial need. In many respects, this lack of awareness among policy-makers demonstrates a lack of understanding of the challenges facing Minority-Serving Institutions and the students they serve.

The increasing level of unmet financial need is having a significant impact on students attending Minority-Serving Institutions. As state aid programs continue to focus greater attention on merit rather than need, the students attending Minority-Serving Institutions are placed at a greater disadvantage.

The debate about the use of federal aid for remediation also will have a significant impact on students attending Minority-Serving Institutions. Nearly all of these schools provide remediation programs to address prior inadequacies, and the schools' records indicate that students who receive remedial assistance are more likely to persist to graduation than those who do not.

In summary, the symposium participants observed that the issue of unmet financial need is a significant problem facing students attending Minority-Serving Institutions. Moreover, the discussion indicated that solutions focused specifically on institutions that enroll large numbers of low-income students will best assist Minority-Serving Institutions and the students who attend them.

Financial-Aid Packaging at Minority-Serving Institutions — Problems and Needs

Dolores Davis, director of Financial Aid at Florida A & M University and consultant to the National Association of Student Financial Aid Administrators (NASFAA), led the discussion of this topic. She presented an overview of the rules and regulations governing the administration of federal student financial aid. The discussion raised several concerns about the financial-aid-delivery system. There was consensus among the participants that there is insufficient federal aid available to help low-income students gain access to a college education. Funding levels for student-aid programs simply have not kept pace with the cost of attendance.

Additional discussion topics included the concern that most tribal colleges do not participate in federal student-loan programs because their graduates face a poor job market, and the schools fear the impact of potentially high default rates on eligibility to participate in federal student-aid programs. In addition, many school representatives expressed concern that institutional budget cutbacks further reduce already limited institutional financial-aid programs. The result is deteriorating access for high-need students. Low-income students also tend to have a significantly higher number of external concerns — such as family illness, transportation needs, child-care concerns and support of family members — that adversely affect their ability to remain in school.

In addition, the participants expressed concern about the difficulty low-income students and their families encounter in completing the FAFSA and the process of verifying information submitted on the FAFSA. The group also discussed the impact of student earnings — often necessary to meet unmet financial need — and how that adversely affects a student's EFC in the federal need-analysis formula.

The discussion confirmed that financial-aid administrators at Minority-Serving Institutions struggle to assist as many of their students as possible, but that the resource base is insufficient for them to fully mitigate the magnitude of need that they confront.

It's Cheaper to Keep Them Than to Replace Them

This discussion was led by Donald Murphy, chief executive officer and managing associate of the Wesley Peachtree Group, Certified Public Accountants. Murphy's assignment was to quantify the financial cost of attrition on a college campus by exploring the question: "What is the cost of retaining a student versus the cost of losing a student and having to replace that student with another?" As the head of the nation's largest accounting firm specializing in working with Minority-Serving Institutions, he was in a unique position to address this issue.

Murphy identified an actual institution; reviewed its audited financial statements and its enrollment data for new students versus returning students; reviewed budget information for student services, recruitment and admissions; and analyzed its bad-debt expense and uncollectible accounts. His assessment concluded that the actual cost of attrition for the institution reviewed was $1.3 million for a single year. Had this institution been able to reduce its student attrition —which was caused mostly by issues related to student finances — it would have saved $1 million in direct costs.

Murphy's assessment underscores the importance of devising creative ways to identify additional sources of financial aid, for example, through partnerships with local businesses, alumni groups, development and fund-raising efforts. It also suggests the need for a much greater emphasis on retention initiatives — early intervention, stronger student-support services, better academic and career advising, and mentoring. Staying closely connected to students from the moment they enter the institution and supporting them in a multitude of ways will benefit both the student and the institution in the long run.

The Importance of Strong Student-Support-Services Programs

Adolfo Bermeo, associate vice provost for Student Diversity and Community College Partnerships and director of the Academic Advancement Program at the University of California at Los Angeles, led the discussion of this topic.

Most institutions — particularly Minority-Serving Institutions — have some form of student-support-services programs whose mission is to increase persistence, retention and graduation at the institution. Bermeo reported that quite often these programs are not considered to be at the core of the campus mission; they operate on the margins of the campus. According to Bermeo, the key challenge is to move student-support-services programs and students enrolled in those programs from the margins to the center of the institutional mission and to integrate these programs and their staff into the center of the campus organizational structure.

Research and best-practices models indicate that strong student-support programs can play a significant part in dramatically increasing student persistence rates between their first and second years of enrollment — a period during which most student attrition occurs. Best-practices models also indicate that the most effective student-support programs are those that are integrated into campus life and stress the importance of students' belonging to the college community. The more students feel valued by and connected to the university, the more likely they will be to persist and ultimately graduate.

During the small-group discussion, the following observations were made to explain why institutions do not have fully integrated support programs in place: lack of data as to their benefit to the institution; lack of correlation between attrition and increased institutional costs; lack of institutional marketing of such programs; belief that student-support programs are the responsibility of the support-service staff and not a primary faculty concern; and a lack of awareness and acceptance of student retention as a responsibility of everyone at the institution.

Are Our Students Adequately Prepared Before They Get to Us?

The discussion of this topic was led by a panel, including John Gritts, director of Tribal College Relations for the American Indian College Fund, representing tribal colleges; Maxine McLinnahan, vice president and dean of Academic Affairs at Livingstone College, representing HBCUs; and Richard Duran, vice chancellor for Educational Services with the Pima County Community College District, representing HSIs. Each panelist addressed the topic from the perspective of the panelist's own category of institutions.

Gritts recounted the history of Indian education as a history of failure. For decades, Gritts reported, the policy was to "de-Indianize" Native-American students — to take away their language and culture. As a result, Indian students had to struggle to retain their cultural identity. Reservation schools continue to face significant obstacles, according to Gritts. They have a difficult time attracting and retaining quality teachers. There are many different types of schools on the reservations — public schools, parochial schools and schools run by the federal Bureau of Indian Affairs. Regardless of the category, these schools face many of the same challenges.

Gritts noted that since the advent of tribal colleges during the 1970s, the history of Indian education is changing. Tribal colleges are playing a critical role in helping their students to reach new levels of educational success, regardless of the students' prior preparation.

McLinnahan reported on several assessments that her institution conducted to determine the readiness of students who enter college. The assessments showed that the students were not prepared socially, psychologically or academically. In many instances, they lacked adequate oral and written communications skills as well as analytical and reasoning skills to perform high-level tasks required in higher education. The assessments also revealed that fewer than 10 percent of students who entered the college came from families with a computer in the home. Yet even with those deficiencies, the students were highly motivated and wanted an education — traits that are common for students attending HBCUs.

Duran presented information describing the academic readiness of students entering his institution. The information showed that most students entering the college were in need of at least one remedial course. Eighty-four percent of the entering students assessed were not considered college-ready. Armed with the results of the college's new assessment instrument, the Pima County Community College has set about the task of strengthening its student-support network as well as changing policies concerning course requirements.

Several suggestions emerged from the small-group discussion of the academic preparation of students. These suggestions included: greater involvement with public schools to increase the quality of instruction, partnerships with local community colleges, summer institutes for high-school students, and greater communication between local and state boards of education and higher-education commissions to establish more college-level courses at the high-school level.

Do College/High-School Partnerships Work to Better Prepare Students Who Attend Minority-Serving Institutions?

Patricia Williams, assistant director of Planning and Special Initiatives for the College Board, led this discussion. She underscored the importance of long-term commitments when exploring college/school partnerships. Such arrangements can work, but they require an institution to make a resource commitment for an extended period. In addition, for such programs to be most effective, they must begin well before the high-school years.

Another important element of successful college/school partnerships is the development of realistic and comprehensive goals for assisting the students in their academic development. Such partnerships can be established by individual colleges and universities working with individual primary and secondary schools, local chambers of commerce and other business organizations, religious and fraternal organizations, and community groups to develop a comprehensive plan of assistance.

The discussion revealed that these partnerships do work. They must be cultivated, however, and they require an institutional commitment to achieve the desired level of success.

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Other Presentations

In addition to the six discussion topics explored at the symposium, those in attendance learned about two initiatives developed by USA Funds -- Life Skills℠, a financial-literacy program for college students, and Unlock the Future, an early-awareness program for middle-school students and their parents. Both initiatives are designed to help students gain access to higher education and better manage the cost of their education.

The symposium also featured comments from Jamie Merisotis, executive director of the Institute for Higher Education Policy. Merisotis also is involved with the Alliance for Equity in Higher Education, a national coalition of institutions of higher education that serve students of color. He emphasized that Minority-Serving Institutions have achieved success, despite serious underfunding and overall financial insecurity. Merisotis further noted that, despite the educational, economic and social hurdles facing students who attend Minority-Serving Institutions, the record of success at these institutions is impressive. For example, institutions belonging to the National Association for Equal Opportunity in Higher Education (NAFEO) award 29 percent of all bachelor's degrees to African Americans despite the fact that they enroll approximately 17 percent of all African-American students. Similarly, members of the American Indian Higher Education Consortium (AIHEC) award 19 percent of all associates degrees to American Indians despite the fact that they enroll about 7 percent of all American Indian students at two-year institutions.

In addition, Merisotis noted that Minority-Serving Institutions graduate a significant proportion of leaders in key fields. For example, Minority-Serving Institutions award 46 percent of teacher-education bachelor's degrees earned by African-American students, 49 percent of those earned by Hispanic students and 12 percent of those earned by Native-American students.

Merisotis observed that the upcoming reauthorization of the Higher Education Act offers a watershed opportunity for Minority-Serving Institutions to provide leadership on the key issues of college access and opportunity, teacher preparation and faculty development, information technology, institutional development, diversity, and other areas that define the institutions' common links.

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Highlights of Participant Observations and Recommendations

The symposium was not intended to generate a consensus on specific programmatic recommendations. Its purpose was to explore a variety of topics that affect access, retention, financing and default management for students attending Minority-Serving Institutions. In the course of the two-day symposium, however, numerous participants strongly recommended the following specific policy initiatives:

- Fully fund Pell grants at the authorized level.
- Make the Pell grant a true federal entitlement.
- Explore the establishment of a "portable" state-grant program to expand options available to students.
- Create a simplified FAFSA for students with zero EFC.
- Establish an incentive program to reward institutions that re-enroll students who have previously defaulted on their student loans.
- Create a financial-aid database that couples grant and scholarship information specifically for students attending Minority-Serving Institutions.
- Establish a Title IV "line-of-credit account" for students attending Minority-Serving Institutions. This account would allow financial-aid administrators to adjust the categories of aid based on a student's individual circumstances instead of having annual fixed grant and loan limits. The limits would be the overall maximum aid that a student is eligible to receive.
- Uncouple institutional Pell-grant eligibility from the default-rate sanctions.

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Closing Observations

A review of the evaluation forms completed by those attending the "Project Equality and Accountability" symposium indicates that participants viewed it very positively. Many of those in attendance expressed a desire to have a follow-up symposium with a larger number of institutions invited to continue and expand the dialogue. Many also suggested additional topics that should be included in subsequent meetings. These suggested topics include retention and satisfactory progress provisions as they relate to continued financial-aid eligibility. In addition, several of the respondents expressed a desire to have Life Skills and Unlock the Future made available to them and their students.

These comments indicate that the goals of "Project Equality and Accountability" were achieved. This response also indicates that USA Funds should consider ways that it can continue to work with Minority-Serving Institutions, to learn from them and assist them in helping their students to adequately manage the cost of education while improving the delivery of financial aid.

As an initial step, USA Funds is sharing this report with the symposium participants, higher-education associations and federal policy-makers. In addition, USA Funds will convene a meeting of the project's advisory committee to seek its suggestions for additional follow-up activities.

APPENDIX I -- WRITTEN STATEMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE RUSH D. HOLT, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Statement of Rush Holt
Hearing on Historically Black Colleges and Universities
Sept. 19, 2002

Mr. Chairman, I am please we are holding a hearing today on Historically Black Colleges and Universities.

Thousands of young Americans have received quality educations at the 105 Historically Black Colleges and Universities (HBCUs) in this country. These institutions have a long and distinguished history of providing the training necessary for participation in a rapidly changing society

The historically black colleges and universities, fortunately, are in the spotlight and have been the recipients of quite a bit of Federal attention from both parties in the last year. In the last 10 years the Federal Government has stepped up to the plate and provided special assistance to the 105 historically black colleges and universities.

HBCUs established an important place in African American society by educating those who could not get an education anywhere else. Many of our leaders of today still are graduates of historically black colleges and universities.

HBCUs are vital for African American College Students. The 105 HBCUs have created higher education opportunities where none existed and launched the careers of millions of today's leaders, including scientists, doctors, teachers, lawyers, and entrepreneurs. HBCUs enroll 18% of all African American college students and are responsible for a full 40% of African American college graduates. Today there are 400,000 HBCU undergraduates and 30,000 graduate students, predominantly from low-income families. But a critical gap in college opportunity remains: only 59% of African American high school graduates enroll in college, compared to 66% of white high school graduates.

Despite their critical importance, HBCUs must overcome a lack of resources. HBCU faculty salaries are roughly 20% lower than the national average. HBCU per-pupil expenditures are roughly 10% lower than the national average. And yet, HBCUs receive only 4% of the $29 billion in federal funds for universities each year.

With these numbers it is clear that we must do more for Historically Black Colleges and Universities. However, what is in the President budget is not enough. President Bush's budget freezes the maximum Pell grant, letting low-income college students lose more ground, including only a 5% funding increase to accommodate enrollment growth. President Bush eliminates the $67 million Leveraging Educational Assistance Partnerships initiative, which leverages $171 million in state college scholarships.

The Bush budget freezes work-study opportunities, supplemental educational opportunity scholarships for low-income students, Perkins college loans, and the TRIO and GEAR UP college preparation and success initiatives. Due to inflation, tuition increases, and rapidly growing enrollments among low-income students, a budget freeze for student aid will create substantial hardship.

President Bush requests $254 million for HBCUs, a 3.6% or $9 million increase. Due to projected inflation of 2.5% and higher education enrollment growth of 1.5%, this is a budget cut in real terms. The Bush budget proposal is well below recent budgets for HBCUs. The last five budgets had increases of 12%, 15%, 9%, 28%, and 11%.

Historically Black Colleges offer our citizens a variety of curricula and programs through which young people develop skills and talents, thereby expanding opportunities for continued social progress. However. with out the proper resources this legacy will not be able to continue.

APPENDIX J -- WRITTEN RESPONSES TO QUESTIONS SUBMITTED FOR THE RECORD BY REPRESENTATIVE RUSH D. HOLT, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

The following questions were submitted by Representative Holt for the record.

Questions:
Many departments and agencies, other than the Department of Education, have graduate research programs targeted at historically black colleges and universities. For example, during my time at the Princeton Plasma Physics Lab, we often had researchers with Department of Energy funding who were attending HBCUs. What effects do other government agencies have on HCBUs, particularly with respect to graduate research? What do we need to do in this area for the future?

Response of Dr. Marie McDemmond, President, Norfolk State University, Norfolk, Virginia:

Several federal agencies offer programs with graduate and undergraduate research program components included. This is of particular significance to this nation's Historically Black Colleges and Universities (HBCUs), because it assures a formal mechanism for the receipt of much-needed graduate and undergraduate research support. Though this funding, faculty and staff at HBCUs, many of whom have been trained by this nation's most premiere institutions, are provided an opportunity to participate in vanguard research because of the state of the arts facilities and equipment made available through federal dollars earmarked for such ventures.

This is of significant importance when speaking of graduate research programs because of the limited presence of such programs on Historically Black College and University campuses. Without the funding of special programs by the National Science Foundation, National Aeronautics and Space Administration, the Department of Energy, the Veteran's Administration, the Environmental Protection Agency and various Department of Defense programs (to name only a few), many HBCUs would lose the competitive edge they acquire strictly because of the existence of such uniquely designed initiatives.

Future legislative efforts need to be geared towards a continuation (and possibly an expansion) of such programs to accommodate the scores of HBCUs (and other minority serving institutions) who have been empowered to respond to the national need for increased research in critical fields of study mainly because of the assistance this special funding provides. There is a wealth of human resources available at HBCU's across this country and that potential could remain substantially untapped without federal grant funding assistance.

As state dollars shrink and colleges and universities are required to find alternate sources of funding for critical programs in research and academics; majority institutions with strong historic foundations of community and alumni support will continue to have an edge in providing opportunities for their faculty, staff and students. HBCUs and other minority-serving public institutions across the country will continue to be at a resource disadvantage until they can build those foundations of support for the future. In the interim, federal grant dollars will continue to be a much needed and appreciated source of funding in providing a more equal playing field in higher education.

The response of Dr. Willis B. McLeod, Chancellor, Fayetteville State University, Fayetteville, North Carolina:

1. In the area of graduate education, Fayetteville State University is in need of support to strengthen our research infrastructure, especially in the natural sciences. Funds for fellowships for graduate students and internship opportunities for students and faculty would also enhance our capabilities in graduate education.

2. The Lumina Foundation for Education report, Unequal Opportunity, (August 2002) cited Fayetteville State University as one of only three higher education institutions in North Carolina that are affordable for low-income students. Ever conscious of the economic circumstances of our students, Fayetteville State University has sought to make higher education affordable for all students.

Response of Dr. Elson S. Floyd, Western Michigan University, Kalamazoo, Michigan:

The Needs of HBCUs

After polling our HBCU partners we have found a consensus among that group: " A great number of federal agencies are offering student internships, and pre doctoral and post doctoral awards to work in their Laboratories (i.e. Oakridge, NASA, DOE and many others)". These opportunities are extremely helpful, as they allow students to gain valuable experience in working at various laboratories across the country.

Our HBCU partners also report that they would be greatly helped by grants that would establish partnerships with doctoral research intensive and extensive institutions. The HBCUs require assistance from those universities in developing research agendas and conducting research. A pairing between HBCUs and more established universities would allow their faculty to learn from their peers. HBCU Faculty needs support through summer programs engaging them in research and follow-up mentorship programs.

In a similar fashion, funding is needed for summer programs to bring students from HBCUs to the campuses of doctoral intensive and extensive universities. Students would benefit by being paired with research mentors at those institutions. Such a pairing would better prepare the students for graduate study. These programs could also result in 2+2 or 4+2 programs that would channel the graduates of HBCUs into graduate study at the partner institutions. Thus a pairing of both faculty and students from HBCUs with their counterparts would be of benefit to the HBCUs as well as to the doctoral research intensive and extensive universities.

A search of the "Community of Science" website (www.cos.com) has found 104 opportunities for research in science awards nationwide. While many opportunities exist, the HBCUs are disadvantaged in the competitive process because they are typical undergraduate colleges and universities. As such, the faculty carries large teaching loads, have limited time for research, and have inadequate research laboratory facilities. Thus,

they are not able to compete for the major research grants. Therefore, it is necessary to sponsor research grants that will allow HBCUs to partner with established research universities. With such partnerships, the HBCUs will be able to establish relationships with research mentors and utilize the laboratory facilities of those universities.

Of the federal agencies that offer support to Historically Black Colleges and Universities (HBCU), the following are the most aggressive:

- The Department of Defense offers support through the Office of Naval Research, Research & Education program. Other support comes from the Army Research Lab, Army Medical Research and Material Command and the Corps of Engineers.
- The Department of Energy offers national lab support as well as NASA's space sciences support.
- The Department of Housing and Urban Development offers support to social scientists in the urban planning and policy field.
- The Department of Justice offers student support and faculty research.
- The NIH has issued several RFA's that specifically mention faculty from HBCU's.
- Other training programs can be found at HHS agencies.
- The Department of Agriculture supports a Multicultural Scholars Program and the 1890 Institution Teaching and Research program.

The most utilized programs are the Department of Education's Title III Strengthening Historically Black Colleges and Universities Program. The Department of Education also has the Minority Science and Engineering Improvement, Strengthening Institutions and HBCU Capital Financing Program.

November 11, 2002 OFFICE OF THE PRESIDE

The Honorable Rush Holt
U.S. House of Representatives
1630 Longworth House Office Building
Washington, DC 20515

Dear Representative Holt:

Thank you for your interest in Dillard University and the nation's other Historically Black Colleges and Universities (HBCUs). In response to your inquiry about the impact government agencies have on HBCUs and their graduate research programs, please allow me to expound.

While only a small percentage of our nation's 105 HBCUs have graduate research programs, a growing number of institutions, like Dillard, have recognized the importance of developing undergraduate research programs and are moving aggressively toward implementation. Undergraduate research programs are extremely valuable components of our students' total college learning experiences.

Clearly, the role of HBCUs is pivotal in increasing the number of minority researchers and diversifying advanced degree programs. These institutions should be considered as the vital link for moving minority students into the mainstream of advanced research. Needless to say, funding from federal agencies to support undergraduate research programs at HBCUs, as well as programming that supports shared research between these institutions and Level-I research institutions can dramatically expand and diversify the nation's research capacity and highly specialized employment fields.

As cited in to the 2001-2002 Annual Report of the President's Board of Advisors on Historically Black Colleges and Universities, all twenty of the Executive Branch's Cabinet-level departments and federal agencies have specific needs which HBCUs can fill and, indeed, have filled for many years with distinction. The departments of Housing and Urban Development (HUD), the National Aeronautics and Space Administration (NASA) and the Department of Education, the report states, "represent the 'best practice' examples of agencies with dedicated HBCU programs that produce positive results." However, the report goes on to say, "departments and agencies without a dedicated HBCU program . . . lag far behind in providing resources to the HBCUs." And most of these agencies, according to the report, have "extraordinary potential for funded initiatives."

Furthermore, the report asserts that the departments of Defense and Health and Human Services, with two of the largest budgets in the Federal Government, "provide the least amount of funding to the HBCUs – despite the significant research and development support these agencies provide to institutions of higher learning generally." There are clear opportunities for mutual benefit to both HBCUs and these agencies through increased funding for undergraduate research activities.

Although increased numbers of African American students attend majority institutions, HBCUs still produce – by far – the largest number of African American college graduates, many of whom go on to pursue advanced degrees at prestigious universities and enjoy distinguished careers in their chosen professions. Their success can be clearly linked to the strong, solid academic foundation that HBCUs provide.

The potential impact for substantial and sustained federal funding for undergraduate research cannot be overemphasized. Structured research programs establish interest, develop skill sets, and motivate students to succeed and further their research interests at the graduate level.

We are optimistic that all federal agencies will share your commitment to invest resources in developing and strengthening undergraduate research programs. In recent years, the educational emphasis has been shifting from teaching-intensive to research-intensive paradigms. Research, once viewed solely as a means to an end, has now become an integral part of the teaching and learning process at the undergraduate level.

In summary, a partnership between HBCUs and federal agencies resulting in increased funding to these institutions will greatly increase the number of minorities engaged in activities that address the research needs of the nation.

I look forward to the opportunity for further discussion of this issue with you. If you have questions or desire additional information, please contact me at (504) 816-4640.

Again, thank you for your interest and continued support of Dillard University and Historically Black Colleges and Universities.

Sincerely,

Michael L. Lomax
President

APPENDIX K -- WRITTEN STATEMENT SUBMITTED FOR THE RECORD BY REPRESENTATIVE DONALD M. PAYNE, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Congressman Donald M. Payne
House Resolution 523, "Recognizing The Contributions Of Historically Black Colleges And Universities"
September 18, 2002

Mr. Chairman, HBCUs were born on the eve of the Civil War. Prior to these schools establishment, the opportunity for an African American to receive higher education was rare. Incorporated in 1854, Ashmun Institute, a male college (now Lincoln University in Pennsylvania) was technically the first HBCU. Shortly thereafter Lincoln's female counterpart, Wilberforce University was established in 1856.

During Reconstruction, 1,000 black schools were established through the Freeman's Bureau, the American Missionary Association and black churches becoming the backbone of black higher education.

Today, there are 106 HBCU's, all dedicated to providing educational opportunities for all African Americans. Since their inception, they have been the major producers of African American graduates at the bachelor's level. Eight of the top 10 producers of African American engineers are HBCUs. Additionally, 42 percent of all the PhDs earned each year by African Americans are earned by graduates of HBCUs; 18 of the top 23 producers of African Americans who go on to receive science-related PhDs are HBCUs.

HBCU's have been a critical part of our nation's history, producing such alumni as Martin Luther King, Jr., Supreme Court Justice Thurgood Marshall, educators W.E.B. DuBois , Mary McLeod Bethune, Jesse Jackson, former ambassador to the United Nations Andrew Young, Jr., film director Spike Lee, actor-television host Oprah Winfrey as well as half of our Congressional Black Caucus. The list goes on and on.

HBCUs are committed to providing access and opportunities for success for all students, and that is why we are here today recognizing their importance to the backbone of our nation.

APPENDIX L -- WRITTEN STATEMENT SUBMITTED FOR THE RECORD BY CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

STATEMENT FOR THE CONGRESSIONAL RECORD
BY REP. JOHN BOEHNER, CHAIRMAN
EDUCATION & THE WORKFORCE COMMITTEE
Joint Subcommittee Hearing
21st Century Competitiveness and Select Education
"Responding to the Needs of Historically Black Colleges and Universities in the 21st Century"
September 19, 2002

I want to welcome our witnesses here today and thank them for taking the time to appear before the subcommittees. You have the experience of the day-to-day activities that take place at Historically Black Colleges and Universities (HBCUs) and are a vital source of knowledge to this committee.

Yesterday, the House debated a resolution honoring the important work done at HBCUs and encouraging all students to attend college and prepare for the challenges and opportunities of the 21st century. I would like to commend Rep. J.C. Watts, Jr. for sponsoring the resolution and continuing to be a leader on this issue. As he said yesterday on the floor, "So many young citizens have

been given the opportunity to attain their full potential because of HBCUs. Many of them are from underserved communities. These are students who may have never had the chance to go to college if it were not for the presence of HBCUs."

HBCUs were created more than 150 years ago to provide African-Americans with access to higher education. Currently, there are 105 Historically Black Colleges and Universities across the United States. In my State of Ohio, there are two HBCUs – Wilberforce and Central State Universities – that provide an invaluable education to the youth of Ohio.

While comprising only three percent of the nation's two- and four-year institutions, HBCUs are responsible for producing 28 percent of all bachelor's degrees, 15 percent of all master's degrees, and 17 percent of all first professional degrees earned by African-Americans.

In 1998, Congress enacted the Higher Education Amendments to make improvements to programs designed to help HBCUs strengthen their institutions and graduate and professional programs under the Higher Education Act. These changes included allowing institutions to use federal money to build their

endowments, and to provide scholarships and fellowships for graduate and professional students.

Furthermore, since Republicans took control of the House in 1995, Congress has increased its financial support for HBCUs by 89 percent. President Bush's FY 2003 budget, passed by the House in March, includes more than $213 million – a $7 million increase over this year -- to strengthen Historically Black Colleges and Universities (HBCUs).

Over the last two years, Congress has continued to demonstrate their commitment to Historically Black Colleges and Universities. The Committee on Education & the Workforce has visited two HBCU campuses within the last year to consider the issues and concerns of minority serving institutions and to better address their needs through federal education programs. Today, we are continuing our series of hearings on this very important topic.

Finally, I would like to thank and commend my colleagues on both sides of the aisle for their work on this issue. Reps. Hoekstra and McKeon have been leaders on this issue, working tirelessly promoting HBCUs in the House and providing this committee with invaluable information. I would also like to thank Ranking Member

George Miller, Rep. Owens and others for their work on ensuring that all African-American students have a chance to obtain a college degree, whether it is at an HBCU or some other postsecondary institution.

It is my goal and the goal of the Education & the Workforce Committee to build on the record of academic excellence of students attending HBCUs. I believe that hearings like the one we are having here today are important steps to achieving that goal.

APPENDIX M – STATEMENT SUBMITTED FOR THE RECORD BY DR. JOHN E. MAUPIN, JR., PRESIDENT, ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS AND MEHARRY MEDICAL COLLEGE, NASHVILLE, TENNESSEE

ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS

TESTIMONY

SUBMITTED FOR THE RECORD BY

DR. JOHN E. MAUPIN, JR.

PRESIDENT, ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS
AND
MEHARRY MEDICAL COLLEGE

SEPTEMBER 19TH, 2002

JOINT HEARING OF THE HOUSE EDUCATION AND WORKFORCE COMMITTEE

21ST CENTURY COMPETITIVENESS SUBCOMMITTEE AND SELECT EDUCATION SUBCOMMITTEE

"NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES"

Chairman McKeon and Chairman Hoekstra, thank you very much for the opportunity to submit testimony on behalf of the the Association of Minority Health Professions Schools (AMHPS). I am Dr. John E. Maupin, Jr., President of Meharry Medical College in Nashville, Tennessee and President of AMHPS.

AMHPS is comprised of the nation's twelve historically black medical, dental, pharmacy, and veterinary schools. Combined, our institutions have graduated 50% of African-American physicians and dentists, 60% of all the nation's African-American pharmacists, and 75% of the African-American veterinarians.

AMHPS applauds your interest and leadership on issues impacting Historically Black Colleges and Universities (HBCU's). As you know, historically black health professions institutions are addressing a pressing national need in carrying out their mission of training minorities in the health professions. While African-Americans represent approximately 15% of the U.S. population, only 2-3% of the nation's health professions workforce is African-American. Studies have demonstrated that when African Americans and other minorities are trained in minority institutions, they are much more likely to: 1) serve in medically underserved areas, 2) care for minorities, and 3) accept patients who are Medicaid dependent or otherwise poor.

This is important because the gap in health status between our nation's minority and majority populations continues to widen due in part to the lack of access to quality health care services in minority communities. As a result, we believe it is imperative that the federal commitment to training African Americans and other minorities in the health professions remains strong.

In spite of our proven success in training health professionals, and the important contribution these professionals make, our institutions continue to face a financial struggle inherent to our mission. The financial challenges facing the majority of our students affect our institutions in numerous ways. For example, we are unable to depend on tuition as a means by which to respond to any discontinuation of federal support. Moreover, the patient populations served by the AMHPS institutions are overwhelmingly poor. As a result, our institutions cannot rely on patient care income at a time when the average medical school gets 40-60% of its operating revenue from health care services.

My statement will focus on the critical role that the Department of Education's Strengthening Historically Black Graduate Institutions program (Title III, Sec. 326, Part B) plays in supporting minority health professions schools. In addition, as we look forward to the reauthorization of this and other higher education programs, I will offer some of the Association's preliminary reauthorization recommendations for the HBCU graduate institutions program.

THE DEPARTMENT OF EDUCATION'S STRENGTHENING HISTORICALLY BLACK GRADUATE INSTITUTIONS PROGRAM (TITLE III, SEC. 326, PART)

The Department of Education's Strengthening Historically Black Graduate Institutions program (HBGI) has played a key role in the success of minority health professions schools. The funding from this program is used to enhance educational capabilities, establish and strengthen program development offices, initiate endowment campaigns, and support numerous other institutional development activities.

Current funding for this program is $50.7 million in fiscal year 2002. The majority of AMHPS institutions receive annual support from the HBGI program. This funding has enabled our schools to expand their academic programs and offer enhanced health professions training opportunities to individuals from disadvantaged backgrounds. Due to our unique mission, support provided to AMHPS institutions via the HBGI program has, on more than one occasion, made the difference between the doors of our schools remaining open or being closed. If our nation is going to continue to prioritize the training of minorities in the health professions, we must recognize the important role of the federal government and facilitate the expansion of the HBGI program.

AMHPS PRELIMINARY REAUTHORIZATION RECOMMENDATIONS FOR THE HBGI PROGRAM

In preparation for the upcoming debate on the Higher Education Act reauthorization, AMHPS has prepared the following recommendations with respect to the HBGI program:

1) Increase the authorization level for the HBGI program to $100 million over the course of three years (FY04 - FY06).

2) Permit the expenditure of HBGI funds on the following activities:

A) Support for faculty exchanges, faculty development, and faculty fellowships to assist in the attainment of advanced degrees.

B) Support for academic instruction in disciplines in which African Americans are under-represented.

C) Tutoring, counseling, and student service programs designed to improve academic success.

In addition, we recommend that the Department of Education be given the authority to approve the expenditure of Sec. 326 - Part B funds by participating institutions on activities that although not specifically referenced in the statute, are deemed to contribute to the goals of the program. As the reauthorization moves forward, we will provide you with more specific recommendations with respect to the funding formula utilized by the HBGI program.

Once again, thank you for the opportunity to present the views of the Association of Minority Health Professions Schools. We look forward to working with you and your staff on these important national issues. If you have any questions, please do not hesitate to contact me at (202) 544-7499.

APPENDIX N – STATEMENT SUBMITTED FOR THE RECORD BY DR. EARL S. RICHARDSON, PRESIDENT, MORGAN STATE UNIVERSITY, BALTIMORE, MARYLAND

Testimony For the Record

Submitted by

Dr. Earl. S. Richardson,
President
Morgan State University

To the

House Education and Workforce Committee
Joint Subcommittee
Select Education and 21st Century Competitiveness
United States House of Representatives

September 19, 2002

I am pleased to present my views to you concerning the role that HBCUs can play in addressing national educational and economic priorities. I serve as President of Morgan State University in Baltimore, Maryland. In addition to being president of one of the Nation's historically black universities, I have served in various capacities that have permitted me to become well acquainted with the issues facing HBCUs nationally. I chaired the President's Advisory Committee on HBCUs, served as chair of the NAFEO Board of Trustees, and currently am co-chair of NAFEO's Federal Relations Committee.

It is not necessary to review the long and important history of the Nation's historically black colleges and universities. Their accomplishments are well known. It may, however, be important to note that despite the fact that it has been decades since any state has operated a segregated system of higher education, HBCUs continue to play an important role in the education of African Americans. This is because they are magnets for a large segment of the black population. Many students who enroll at HBCUs have extremely strong academic credentials. However, true to the tradition of these campuses, many others who enroll have the talent to succeed in college but come from family circumstances and/or school systems that could not develop their educational potential to a level necessary to gain admission to many schools. These students come to HBCUs because they are welcome there and because they receive more academic support than they would find at most other campuses. Hence, HBCUs continue to be important because they continue to be about expanding access to education. By doing so, they are a vehicle for upward mobility for many who otherwise would neither enjoy the benefits typically associated with a college degree nor make the contributions to society that a college education promotes. As we as a nation struggle to educate a population that is growing in its racial, ethnic, and socioeconomic diversity HBCUs can become an even more important instrument for educating sufficient manpower to meet the demands of the contemporary economy.

While the contributions that HBCUs currently make are important from the national perspective, they are particularly important in the states and regions in which they are located. The states served by HBCUs rank among the those with the highest concentrations of African Americans. Hence, HBCUs are well positioned by their location in addition to their tradition and philosophy to expand access by under-represented groups. It is not by chance that the top 10 campuses awarding bachelor's degrees to African Americans are HBCUs.

Maryland, where Morgan State University is located, is home to four HBCUs. It is in many respects representative of other states in which HBCUs are located. In Maryland, 29% of the population is black, the fifth highest percentage among all states. The college age population is 32% black and the public school enrollment is 39% black. Over the past decade, the white population remained constant but the black population

increased by 25%. Hence, as in many other states, Maryland's future is closely tied to how well it educates its young minority citizens.

Maryland's four HBCUs are relatively small, and three have relatively narrow missions. Yet they account for half of all bachelor's degrees awarded to blacks, a higher percentage than ten years ago. Morgan State University, which enrolls only about 6,500 students, awards more bachelor's degrees to black students than any other campus in the state.

Because Morgan is more comprehensive than the other black schools, it plays a particularly important role in producing graduates in specialized fields in which it offers degrees. For example, the University leads all campuses in the state by a wide margin in the number of bachelor's degrees awarded to black students in engineering and the sciences. This is the case despite the fact that it has only the basic programs in these fields. In engineering, where the campus has only three programs, it has ranked among the top campuses nationally for the past several years in the number of bachelor's degrees awarded to African-Americans. In electrical engineering and civil engineering, it currently ranks first nationally.

Our engineering program is a particularly good example of how the placement of critical programs at HBCUs can assist the economy. The U.S. is now admitting more foreign engineers and computer scientists than our colleges and universities are graduating. If we are to close this gap, we have to graduate many more students from groups which are currently under-represented, namely women and certain minority groups. Nationally, blacks are considerably less likely to receive engineering degrees than to receive college degrees generally (9% of all bachelor's degrees are awarded to blacks but only 5% in engineering are). By contrast, in Maryland blacks receive engineering degrees at the same rate at which they receive baccalaureates – 20%. Morgan awards the majority of these degrees. Without the degrees awarded by Morgan, the percentage of blacks receiving engineering degrees in Maryland would, as is the case nationally, be much lower than the percent receiving degrees overall. As a byproduct, Morgan also makes a substantial contribution to the production of women engineers. While nationally, only about 20% engineering degrees are awarded to women, at Morgan the percentage is twice as high. One reason is the supportive environment that is the foundation of the philosophy at HBCUs. Another, is that the vast majority of black graduates (66% nationally and 69% in Maryland) are women. I understand that Morgan now ranks among the top schools awarding engineering degrees to women, regardless of race. This demonstrates what can be done at HBCUs if selected academic programs are developed and reasonably supported. In our case, we could do much more if we hade more faculty and equipment.

I should note that Morgan received about $25 million in grants and contracts last year from the federal government and private sector organizations. Next year, the figure will increase significantly. At most campuses, such awards would be primarily to conduct research. At Morgan, the bulk of this external funding it to support programs that help to graduate minority students in critical fields. This funding typically helps

ensure that our programs are quality ones and helps to support students through financial aid, research experiences, and internships. These programs have had a positive impact on the University's ability to graduate students in key fields and it has helped address critical needs in the workforce. Among federal agencies, such program should be expanded where possible.

Nationally, young African-Americans are only about half as likely to hold a bachelor's degree as whites, despite several decades of often high profile and expensive efforts to remedy situation. In fact the degree attainment gap is about what it was 30 years ago. Without the HBCUs, the problem would be much worse. With proper support, HBCU can help address this problem to an even greater degree than they have historically.

It is worth commenting on why this is the case. HBCUs always have served a broad segment of the population with potential to succeed in college. This is very important because so many of our African-American citizens live in rural and urban areas with poorly-performing public schools and come from low-income families. Many students in such circumstances have the potential to succeed in college but are bypassed by selective institutions, which rely heavily on prior academic credentials for admission decisions. Relatively few African-Americans attain scores on the SAT which make them admissible to even moderately selective institutions. Much funding has been directed to programs at majority campuses in order to increase the number of African Americans enrolling and graduating from them. Unfortunately, these campuses are educating a relatively small segment of the African-American college age population, a group which already has demonstrated the potential for success in college. Hence, these campuses are for the most part competing for the same pool of students instead of enlarging the size the pool enrolling in college. It is in broadening the pool of college attendees that HBCUs excel.

HBCUs, thus, are in a very good position to expand access to higher education for a portion of the population that is under-represented among degree holders. However, they and their students need more support if they are to expand and improve their efforts. Most private HBCUs have meager endowments and small enrollments and have modest capacity to enhance their programs. Public campus suffer from the effects of a long history of neglect and duplication of their programs by majority campuses. In both cases they need access to discretionary funds to build their capacity to develop, improve, and expand academic programs.

At the graduate and professional levels, where blacks are under-represented to a much greater degree than at the baccalaureate level, a select group of HBCUs have developed programs. These programs account for a disproportionate share of the African Americans receiving advanced degrees. It is important to ensure that the advanced degree programs offered by HBCUs have adequate capacity and are of the highest possible quality. These campuses need a larger share of research grants and contracts as well as other funding for program infrastructure and student support if they are to realize their full potential and if their viability is to be ensured over the long term.

The student aid problem is well known. The Pell Grant, which at its inception covered the vast majority of the cost of a public sector education, now covers only a fraction of it. Most students receiving Pell Grants today also have to incur significant debt and to work during the school year to meet their financial obligations. These are the very students most reluctant to assume loans of significant size and least capable of losing study time in order to work. During the past decade, federal and state initiatives have been aimed primarily at assisting student from middle income families. This is a problem with long-term consequences for expanding minority access.

Finally there is a need for considerably more support for campus information technology. Technology has evolved from being an enhancement to the teaching process in certain disciplines to an all-encompassing requirement across the campus. On our campus, each building we construct or renovate has computer labs used for teaching and for student work. Research labs and classrooms have connections to the campus network. To a growing degree, academic computers in labs and offices require specialized software for specific disciplines. Our class registration system operates over the web and our student financial aid is packaged electronically. Most of our faculty use web pages to supplement their regular classes and to continue the learning process outside of normal classroom hours. Students not only demand access to the campus network and the internet round the clock but they also demand high speed connection for their work. In the near future, our security systems will operate over the internet and in a few more years so will our telephones. The widespread availability of technology and the human support necessary to ensure its effective use to a growing degree determine our attractiveness to students and faculty. It also is a strong determinant of the extent to which we are competitive for grants and partnerships with external agencies and organizations.

Technology is expensive and does not have a long life. In order to make us ***potentially*** competitive in computer technology alone, we spent over $4 million this year to upgrade the campus data network. We had to make this improvement from our own funds – state funding was not provided. Yet this is just the beginning. We also have to operate and maintain the network and upgrade the computers for labs and offices that access the network on a regular basis. We have to procure the software licenses that the disciplines require. We also have to provide the training and support that all the users require. Thus, infrastructure is not highly visible but it is essential.

Beyond basic infrastructure is the need for as many students as possible to own their own computers. The 2,000 residents of our residence halls have high-speed network connections in their rooms but only about a quarter own PCs. Many students are able to have their needs addressed in our labs, but for many others access to their own computer either in their campus residence hall or where they live off campus would enhance their academic experience.

In addition to more funding, it would be useful for the HBCUs to have a central organization to permit them to attain greater economies in hardware and software

purchases and in the procurement of technology services. NAFEO has a good deal of experience with this concept through its hardware agreement with Gateway, which has been an excellent program for our campus as well as for our faculty, staff and students. This would be a good model on which to expand. It would be a good investment of federal funds on behalf of HBCUs.

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