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

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

FIRST SESSION

HEARING HELD IN WILBERFORCE, OHIO, JULY 16, 2001

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

MONDAY, JULY 16, 2001

HOUSE OF REPRESENTATIVES

SUBCOMMITTEE ON SELECT EDUCATION

COMMITTEE ON EDUCATION

WASHINGTON, D.C.

The subcommittee met, pursuant to call, at 11:00 a.m., in the Multiplex Building, Wilberforce University, Wilberforce, Ohio, Hon. Peter Hoekstra [chairman of the subcommittee] presiding.

Present: Representatives Hoekstra, Tiberi, Scott

Also Present: Representative Hobson

Staff Present: George Conant, Professional Staff Member and Heather Valentine, Press Secretary.

Mr. Hoekstra. A quorum being present, the Subcommittee on Select Education will come to order.

We're meeting today to hear testimony on the needs of historically black colleges and universities in the 21st century.

I would like to thank Wilberforce University for hosting the hearing today. I appreciate their hospitality. We're glad that we're here and we appreciate all the work that you have put together in helping us stage the hearing today; the preparation work and those things that you helped us with yesterday.

We're eager to hear from our witnesses, but before we begin there's some formalities. One is I ask for unanimous consent for the hearing record to remain open for 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted in the official hearing record. Without objection, so ordered.

I also want to recognize my colleague from Ohio, who is not a member of our Education Committee, but who is a very good friend. I want to thank Mr. Hobson for hosting us in his congressional district today.

We're going to break our normal protocol. I've talked with Mr. Scott, my colleague and Mr. Tiberi, and we are going to recognize Mr. Hobson for the purpose of making some introductions and an opening statement.

I'll yield to my friend and the distinguished member from Ohio, Mr. Hobson.

OPENING STATEMENT OF REPRESENTATIVE DAVID L. HOBSON (R-OH), U.S. HOUSE OF REPRESENTATIVES

Mr. Hobson. Well thank you, Mr. Chairman. It's a pleasure to welcome you and your colleagues, Congressman Scott and Congressman Tiberi and all the witnesses to the 7th Congressional District of Ohio.

Thank you for allowing me to participate in this hearing, even though I'm not a member of the committee. I hope you get a feel; not only the brief tour we had this morning, a little bit of the campuses, but a more strong view this afternoon of these schools. I'm proud to represent Wilberforce University, the oldest private historically black university in the country, and Central State University, the only public historically black university in the state of Ohio. That's fairly unique for a congressional district to have two colleges like this in my district. I have another state university in this district, Wright State. So I think this is the only county, and I may be the only district, that has this number of universities within one county certainly in its district.

I've served on the Board of Trustees of both schools, and I've continued, I think, the Presidents will tell you, remained involved even though I'm no longer on the board.

Wilberforce University is named in honor of an 18th century statesman and abolitionist, William Wilberforce, and was established in 1856. Affiliated with the African- American Episcopal Church and was the first institution of higher learning owned and operated by African-Americans. I believe there are still decedents of William Wilberforce serving on the board of Wilberforce.

Central State traces its origin to legislation passed by the Ohio General Assembly in 1887 to create a combined industrial department at Wilberforce. In 1951 the General Assembly officially changed the name of the state supported part of Wilberforce to Central State College and then to Central State University in 1965.

I've been proud to work with Presidents John Henderson and John Garland, and I think these two gentlemen have brought a unique new feeling back to these universities. They are working together in a number of programs and policies, which I think is very important to the growth of these institutions, and more importantly for the educational program that these young people can have in this area.

Finally, I hope this hearing will give insights to the needs of historically black colleges and universities and how Congress can help these important institutions of higher education continue their academic success in the 21st century.

I'd just like to take a moment to introduce the two presidents from my district and then I understand, Mr. Chairman, you will introduce the other distinguished presidents who are here.

But I'd like to talk a little bit first about John Henderson. He's the President of Wilberforce University for over 10 years. Previously he was vice president for institutional development at the Cincinnati Technical College.

He earned a master's of education degree in counseling and guidance, and a doctorate in counselor education from the University of Cincinnati, my hometown.

He is a member of several boards of directors, such as National Association of Independent Colleges and Universities as well, a director the Council of Presidents of United Negro College Fund.

Dr. Henderson is recognized as a national education leader and was included in the Who's Who Among Black Americans.

Dr. Garland has been the President of Central State University since 1997. Native of Harlem in New York City, he joined the U.S. Marine Corps in 1962 and was wounded while serving in Vietnam.

Dr. Garland earned a bachelor degree from Central State and a law degree from Ohio State University. You and I share that, because I got one from there, too.

He is the founding director of Legal Services of the Coastal Plains, which represents low-income Afro-American farmers.

Dr. Garland received an alumni certificate of achievement from the Ohio State University College of Law, I didn't get one of those, and chosen as one of the top ten Afro-American males in the Miami Valley the Party 200 Program.

I said earlier, these two gentlemen have brought a new awakening to these universities. And they're in a partnership. They're in a partnership for these young people that come to these universities to give them a quality education so they can peak in the world as we look at it today, a lot different than we used to do in the past.

So, thank you, Mr. Chairman, for allowing me to make these few comments. And really, thank you for coming to this part of Ohio, because we felt neglected for a long time. We've not felt that these institutions received the proper, positive publicity that they should get for the work that they do.

And I want to thank all the members of the committee for taking the time out of their schedules and to come in and to let us showcase this part of Ohio.

Thank you very much, Mr. Chairman.

I yield back any time that I might have remaining, Mr. Chairman.

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

Mr. Hoekstra. Thank Mr. Hobson for hosting us. Thanks for your opening statement.

You're absolutely right; you don't know how tough it is for somebody from Michigan to fly into Columbus at 7:00 on a Monday morning. It's not a great way to start off the week. I mean, flying to Ann Arbor would be okay, but Columbus is something different.

Let me introduce the other two witnesses that we have with us. We have Dr. Clinton Pettus, who is President of Cheyney University of Pennsylvania. He's been president since 1996. He previously served at Virginia State University for 24 years as a faculty member, a chairperson, a dean and a vice president.

Currently he chairs the personnel committee of the National Association for Equal Opportunity and Higher Education. He is an author of publications on historically black institutions of higher education. Dr. Pettus holds a bachelor's degree, a master's degree from Virginia State University, and a doctorate in psychology from the University of Illinois.

He's an Army veteran. Served in Vietnam where he received the Army Commendation Medal. Dr. Pettus received a Black Achiever Award from Black Opinion magazine and the Distinguished Alumnus Citation of Historically and Predominantly Black College and Universities from the National Association for Equal Opportunity in Higher Education.

Dr. Pettus, welcome and thank you for being here.

From the great state of Michigan we have Dr. Marjorie Harris. Dr. Harris has been the President of Lewis College of Business in Detroit, Michigan for 33 years, the only institution of higher education designated as a historically black college in the state.

She holds a bachelor's degree from West Virginia State College, a master's degree in educational administration and a doctorate in higher education from the University of Michigan.

Dr. Harris was a member of the board of directors of the NAACP, Detroit branch, for three years and has served as a consultant to the Educational Testing Services, Princeton University and the Education Task Force Michigan's Women's Commission. She received the Educational Excellence Award from the Association of Black Women in Higher Education, the Distinguished Achievement Award from the Detroit Branch of the NAACP and the Historical Black College Leadership Award.

Dr. Harris, welcome and thank you for being here today.

Just for those of you who are here, we appreciate you being here. This is a little different than a normal congressional hearing. Number one, it's being held in grassroots America rather than in Washington, D.C. So we're glad to be here.

The second thing is we're not necessarily used to having this kind of attendance at a field hearing. We're glad that you decided to be here and watch Congress in action, as exciting as that may be some days. We're glad that you've taken the time and the interest in being here with us today.

Just to give you a little bit of an idea as to what the process will be today, I'm joined not only by Congressman Hobson, but also Congressman Scott, who is a member of the subcommittee. Congressman Scott is a Democrat from Virginia, a good friend. We've worked on a number of issues together. There are a couple of issues that we don't agree on, but we've developed a good colleagueship.

Congressman Tiberi, who is a Republican from Ohio representing a district very close to here, Columbus and that area, also joins us.

I chair the subcommittee. I'm a Republican from the state of Michigan.

So, we'll each have an opportunity to make a brief opening statement, as Congressman Hobson did. We will then invite our witnesses to give their prepared statement, at which point in time there will be an interchange of a period of questions and answers between the two panels.

This is also a little bit of a different setting. They're a little far away from us today on the raised platforms. But that's kind of the process and the interchange that we will go through today.

You know, the process that we're going through is as members of the Education Committee and as this subcommittee, we have recognized the importance that historically black colleges and universities have played in educating young people in America.

About a year ago Congressman Watts, as part of the Republican Conference and really as a congressional effort, said that we want to focus on the needs and the opportunities of historically black colleges and universities. At which point in time we invited the presidents of the historically black colleges and universities to come to Washington and to meet with us to give us a little bit more background, to lay out their agenda for us and to lay out some of the problems, the opportunities and the challenges that they face.

Building off of that summit, last year as Congress reconstituted itself and moved some of the jurisdictions around for some of the subcommittees this year in this Congress. Our Subcommittee on Select Education decided that we would make historically black colleges and universities, Hispanic serving institutions a key priority of our subcommittee and our work for this Congress.

We had our first hearing on historically black colleges earlier this year at the campus of Langston University in Oklahoma City. We had a very good dialogue. We're following that hearing with this hearing today, and we'll have one more hearing sometime in the next two to three months.

We've gotten a lot of input from the presidents of historically black colleges and universities, who said you've been in the mid-west and the west, we'd like you to come down south and see some of the historically black colleges in the southern part of the country. So we'll be going down to either Louisiana or Atlanta later on this year.

The process is one of dialogue, visiting the campuses, and meeting with the people who are having a tremendous impact on a group of students that are very important to the success of our country. Understanding the opportunities and the challenges that they face and understanding what we in Washington may do that can help the young people attending these schools.

Over the last number of years we've done a couple of things that have received good feedback and one of the things that we do in Washington, which Congressman Hobson is a critical component of, is being part of the Appropriations Committee. We hand out lots of federal dollars, taxpayer dollars that comes from you in the first place. But over the last couple of years we have significantly increased support for historically black colleges and universities. Increasing funding in those areas by 36 percent in the last five years. For black professional and gradate institutions we've actually increased funding by over 58 percent.

Now we expect that we will continue that type of funding increase over the coming year, but these hearings are about more than just funding. It is how do we make sure that these institutions thrive and meet the needs of the students attending these schools.

With that, I will turn it over to Mr. Scott, recognizing that we are all here to learn, and that's what this process is about. Mr. Scott.

OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES – SEE APPENDIX A

OPENING STATEMENT OF REPRESENTATIVE ROBERT SCOTT, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES

Mr. Scott. Thank you, Mr. Chairman.

And I'd like to add my welcome to each of the historically black colleges and universities presidents that are with us today, and also thank the hospitality of our two hosts from Ohio, Mr. Hobson and Mr. Tiberi.

I'm pleased to be here at the hearing on the campus on Wilberforce University, and it's a privilege that we have our host presidents, Dr. Henderson and Dr. Garland, appear before the subcommittee today. These are two of our oldest and finest HBCUs in the country and they share a common heritage, Central State having emerged from Wilberforce in 1887.

Wilberforce is the oldest private co-educational historically black institution of higher education in America, and as we indicated, Central State emerged from Wilberforce in its African Methodist Episcopal Church tradition and is Ohio's only historically black public institution.

My district includes Hampton University, Virginia Union University and Norfolk State University. My district is also near Virginia State University and St. Paul's College. So I welcome the opportunity to explore with my colleagues the public policy choices, institutional development and academic challenges and the national and international consequences of building on the historic federal commitment to HBCUs.

The national HBCUs are partners with the federal government in fulfilling a national commitment to equal opportunity and higher education. The federal government, especially through Title IV, the Student Assistance Programs and Title III, the Institutional Program helps ensure both student access and success in their educational excellence.

In addition to its traditional role in providing education, HBCUs are now capable of providing services for the government and the community, and unfortunately we've only touched the very tip of the iceberg. As a nation we can and should do more.

Some might ask why should we support HBCUs? Without the HBCUs many young African-Americans would never experience learning beyond high school. HBCUs touch many Americans who were the first in their family to go to college. In fact, HBCUs have a higher percentage of students needing financial aid and fewer from wealthy families able to make those huge financial contributions to the colleges.

Without HBCUs there would never have been a sit-in movement in the South to desegregate lunchroom counters. Black college students were the foot soldiers of the civil rights movement. And without HBCUs there would be no artists like Leon Price, Roberta Flack, Lionel Richie or Debbie Allen. There would be no civil rights leaders like Martin Luther King, Jr., Marian Wright Eddelman, Barbara Jordan and Thurgood Marshall, there would be no athletes like Willie Lanier, Edmond Moses, Wilma Rudolph or Jerry Rice. There'd be no other heroes like Daniel Chappe James or the Tuskegee Airmen, Charles Drew, Ronald McNair, John Franklin, Andrew Young, Doug Wilder, Alexis Herman. Fifteen members of the Congressional Black Caucus attended HBCUs.

In order to continue to build on the legacy of these names and these institutions we must on a bipartisan basis continue the financial and programmatic support for all low income students and for this special category of institutions in particular. And we must ensure that every federal department and agency is doing its part to strengthen HBCUs, not just the department of Education. I was disturbed, therefore, to read this week in a report by the Comptroller of the Department of Defense a recommendation that the Department of Defense HBCU Minority Institution Program funds be cut and possibly transferred to the Commerce Department in such a way that there's actually no way to guarantee that HBCUs would continue to receive the same funds once they were transferred. Rather than transferring the program, DOD needs to dramatically expand its efforts in this area by increasing the capacity of the HBCUs to meet the human resource, procurement and research needs of the Department of Defense.

I applaud you, Mr. Chairman, for your foresight and my colleagues on the subcommittee for their further willingness to share in the launching and continuation of this effort. This is just the second in a series of hearings focused on the role of contribution of HBCUs. In order to play a constructive and informed role in the 2004/2005 Higher Education Act Reauthorization, we must learn how we can best strengthen the HBCUs and expand their role in ensuring quality higher education for all Americans.

Finally, let me conclude by extending an invitation to the subcommittee to visit mid-Atlantic region. We have Hampton, Norfolk or Richmond that would be happy to host one of the hearings in my district.

So I look forward to the testimony of the witnesses, and thank you, Mr. Chairman, for convening the meeting.

Mr. Hoekstra. Thanks, Bobby. It's a big country, isn't it: south, west, mid-west, mid-Atlantic. I do remember that Bobby and I were just talking last week when he told me he was coming down to this hearing, and I told him we'd be more than willing to go at least visit some of the schools if not do a formal hearing. So thanks for reminding me of that quickly. All right.

And then Congressman Tiberi?

OPENING STATEMENT OF REPRESENTATIVE PATRICK J. TIBERI, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES

Mr. Tiberi. Thank you, Mr. Chairman.

Welcome, first off, to both you and Mr. Scott. Welcome to Ohio.

I promised, Chairman Hoekstra, that we would be kind to him, even though he is from the state up north. Welcome to Ohio.

It's great to be in your district, Mr. Hobson. This gentleman, obviously, everyone here knows has been a great supporter of both institutions, not only while he's been in Congress but also in the state legislature as well as a private citizen. It's great that you're here today as well.

I'm pleased to be here to learn more about both of these institutions, as well as the other presidents who are here talking with us about their institutions representing central Ohio or part of central Ohio. Having about 10 universities in my district, I certainly am privileged to have all of those institutions that I represent. But, more importantly, Columbus is obviously a city that supplies many students to both of these institutions.

I had a great opportunity to work with Dr. Garland when I was leader in the Ohio legislature back in 1997 and 1998, and pleased to have helped get Central State back on track and I look forward to hearing the wonderful things that you've done, Dr. Garland, to really put the enthusiasm back in this institution across the street, as well as the partnership with Dr. Henderson.

So, it's great to be here today. It's great to learn a little bit and to work with the four of you to make something special even more special.

Thank you.

Mr. Hoekstra. Thanks, Pat.

A couple of final points, you'll notice we've got a red light, a yellow and a green light. All right. What do we have those up here for?

Typically what happens is the witnesses that have been gracious enough to come and testify, they've got a lot of information, they've got a lot of things that they want to tell Congress, perhaps like you to do. To straighten us out, the green light says you've got plenty of time. The yellow light says you're running out of time. And the red light says please wrap it up. It's on a timer, and it's not based on what they have to say, all right. So they get roughly five minutes. And the reason I say roughly is that I have a weak gavel and we've got the four witnesses today and if it takes them a little bit longer, that's okay. We're here to learn. But the red light says that hey, you're running out of time and it's a discipline factor for them.

The other thing that will happen, I believe relatively quickly, Congressman Hobson is going to have to be leaving for another obligation. But, Dave thanks very much for welcoming us here.

I found out in an embarrassing little way how passionate David is about these schools, because he found out from someone else other than me that we were coming into his district. It was like how in the world and what in the world are you doing coming into my district without telling me first, because I want to host you and I've got a passion for

these schools and I want to make sure that you do it right.

So thanks, Dave, for being so understanding and thanks for being here this morning.

This morning why don't we begin with Dr. Henderson, then we'll go to Dr. Garland, Dr. Pettus and then Dr. Harris.

Dr. Henderson, welcome and thank you.

STATEMENT OF DR. JOHN L. HENDERSON, PRESIDENT, WILBERFORCE UNIVERSITY, WILBERFORCE, OHIO

Mr. Henderson. Thank you, Mr. Chairman.

Let me say good morning to you and the members of the Subcommittee on Select Education.

I was delighted to hear you say that you would be a little flexible this morning on the time factor, because I'm sure that you have found already that it's difficult for a college president to say all that he or she wants to say in five minutes.

I would like to indulge the chair and the committee from the outset for a little extra time to make some introductory comments being the host institution for this event.

Mr. Hoekstra. That's fine, and then we'll allow Dr. Harris to make some comments, because she's from Michigan. But, just go ahead.

Mr. Henderson. I want to thank Congressman Hobson for his continued support of both of our institutions. Dr. Garland and I both plead guilty to informing him about this subcommittee hearing, because we let no one enter in this territory without letting Congressman Hobson know about it firsthand.

Let me begin by saying that on behalf of the Board of Trustees of Wilberforce University, as well as the faculty, staff and students of American's oldest, private historically black institution of higher education, we welcome you and the other members of the committee to our campus and to the Wilberforce community.

I'm delighted to join my HBCU colleagues: President Garland of Central State, our sister institution; President Pettus of Cheyney University, and; President Harris of the Lewis College of Business in saying how much we appreciate and welcome your presence here today and the opportunity to share with you some of the history of our institutions, a little bit about our present circumstances and to talk about certain public policy concerns regarding the future of these two institutions and the family of historically black colleges and universities in America.

This is truly an historic moment for Wilberforce, both because of your subcommittee's presence, and also because this hallowed ground served as an important Ohio terminus on the historical Underground Railroad.

Wilberforce University is not only presently engaged in constructing the educational futures of its students, but we are inseparably connected to the early struggle for the freedom of African people in America. Since I don't have enough time to talk about the glorious history of Wilberforce and this community, I would ask that my full statement be included in the record of this hearing.

Let me now turn quickly to some important public policy issues that effect the faculty and staff and students at America's historically black colleges and universities, especially those private black colleges and universities that make up the United Negro College Fund, of which we are a part. I will address five crucial issues effecting the access and success of minority students in higher education, as well as the need to continue to strengthen the HBCUs as they assist this nation in fulfilling our shared goal of assuring equal opportunity in higher education.

First, we need to feel assured that Pell grant funding and an increased Pell grant maximum award are going to continue.

Number two; Title III-B institution assistance should be increased.

Number three, increased TRIO funding will provide increased access for lower income students and increase student persistence.

Number four, increased funding for the Institute for International Public Policy and the establishment of an HBCU international affairs institutionalization program.

Number five; federal support of infrastructure and instrumentation enhancements to accommodate student technology demands and institutional research needs to be addressed.

Finally, we applaud the FED-UP regulatory burden reduction initiative developed by Chairman Howard ``Buck'' McKeon and ranking Democratic member Patsy Mink of the House Subcommittee on 21st Century Preparedness. The United Negro College Fund will submit its recommendations for regulatory and statutory changes by the July 20th deadline.

In closing, let me again thank you for your presence here today and for your interest and support of historically black colleges and universities.

STATEMENT OF DR. JOHN L. HENDERSON, PRESIDENT, WILBERFORCE UNIVERSITY, WILBERFORCE, OHIO – SEE APPENDIX B

Mr. Hoekstra. Dr. Garland?

STATEMENT OF DR. JOHN W. GARLAND, PRESIDENT, CENTRAL STATE UNIVERSITY, WILBERFORCE, OHIO

Mr. Garland. Thank you very much.

Good morning, Subcommittee Chairman Hoekstra, Congressman Tiberi, Congressman Scott and my Congressman, Hobson.

My name is John W. Garland, and I am President of Central State University.

Along with what we call our mother institution, Wilberforce University, Central State is pleased to be able to co-host this historic field meeting of the Subcommittee on Education and the Workforce. It is rare for us to have this opportunity to talk about our role in education and our campuses.

Central State, Wilberforce and the more than 100 other HBCUs are, indeed, national treasures. The United States of America has singularly developed the best system of higher education in the world. We possess the best-educated people and workforce in the world. Our role as a leader of the world and our prosperity as a nation and economic leader are directly linked to our colleges and universities. No wonder millions of Americans and tens of thousands of people from all over the world comes to the U.S. every year to learn in our colleges and universities.

In my opinion, historically black colleges and universities are shining examples of ingenuity, success and productivity. The first private university founded for the expressed purpose of educating the free and newly freed sons and daughters of America's trade in human beings was founded a little more than 1000 yards from where we sit today. With an unshakable faith and belief in the power of education, a belief that persists today, historically black colleges and universities have awarded almost 70 percent of all degrees to African-American women and men in this country.

In my view, there are two major institutions in the African-American community, the black church and historically black colleges and universities. I ask where would black America and America be today if it were not for the black church and historically black colleges and universities?

What we believe is most significant of these field hearings is the explicit recognition by this subcommittee that the value, relevance and mission of HBCUs continue into the 21st century and that the U.S. Congress has a vital role in assuring our continued vitality and contribution to American higher education.

Let me talk briefly about Central State University. You heard it was founded in 1887 as part of the combined industrial and normal department at Wilberforce University. In 1947 we became independent of Wilberforce and we now have three colleges: The College of Education, the College of Arts and Sciences and the College of Business and Industry.

For the past 114 years we have focused on the preparation of teachers. Almost all of our teacher education graduates go on to teach in the urban public schools throughout Ohio and the nation.

The original industrial and normal department was founded to prepare students in the industrial arts, which focused on the construction of buildings. Our students, in fact, constructed the Gallaway Clock Tower that you see on our campus in 1909. This department has now moved into the 21st century and is our manufacturing engineering program in the College of Business and Industry.

The Central State University manufacturing engineering program is one of only 17 accredited programs in the nation, and the only such accredited program at historically black colleges and universities.

I'd like to add that in 1894 the industrial department was the site for the establishment of the first ROTC program at a HBCU in this country. So, we have a long history and we have produced seven generals in the United States Army from this ROTC program.

We also have unique programs in international water resources. Central State also hosts the Center for African Studies, which is part of the National Resource Centers in the United States. Our program is unique because there are only three undergraduate National Resource Centers in the United States for the study of Africa.

We also serve as the management team for the Family and Community Violence Prevention Program. This program is currently operated out of the Central State Center for Community Education and Development through a cooperative agreement with the United States Department of Health and Human Services, Office of Minority Health. It is currently funded at $6.4 million per year with continuation funding over the last six years of $40 million.

I could go and talk about the university, and we have extended comments about the university and the kind of support we have received from the federal government. But let me highlight and reiterate some of what Dr. Henderson mentioned.

What is important for us in terms of federal funding is that we are able to reduce the amount of loans our students are required to take to support their educational needs. Eighty-three percent of Central State University students receive and participate in the federal Title IV Financial Aid programs. We need to reduce the debt burden our students are forced to incur in order to attend our institution.

A second major commitment we believe will help us from the federal government is in the area of technology. As you know, it is technology infrastructure that is most costly. With reduced budgets, for those of us who are state institutions, but more importantly for the need of all of us we believe we need a federal commitment to assist us in building technology infrastructure. With that technology infrastructure we will be able to continue to do what we have in the past, which is to prepare young people and our graduates in the areas of science, technology, engineering and mathematics.

Thank you very much for this opportunity. In the interest of time, I would like to ask that my remarks be added to the register, and that our written testimony become part of the register.

Thank you for this opportunity.

STATEMENT OF DR. JOHN W. GARLAND, PRESIDENT, CENTRAL STATE UNIVERSITY, WILBERFORCE, OHIO – SEE APPENDIX C

Mr. Hoekstra. Yes. Just as a point, your entire written statements will all be of the record as submitted. You both brought that up, but that will happen.

Mr. Garland. Thank you.

Mr. Hoekstra. Thank you very much. Dr. Pettus?

STATEMENT OF DR. W. CLINTON PETTUS, PRESIDENT, CHEYNEY UNIVERSITY OF PENNSYLVANIA, CHEYNEY, PENNSYLVANIA

Mr. Pettus. Mr. Chairman and distinguished members of the Subcommittee on Select Education, I'm W. Clinton Pettus.

Mr. Hoekstra. Can't hear you. Is there a switch on that?

Mr. Pettus. Can you hear me now?

Mr. Hoekstra. Yes. I think maybe you just got to get close to the mike. Thank you.

Mr. Pettus. Mr. Chairman and distinguished members of the Subcommittee on Select Education, I'm W. Clinton Pettus, President of Cheyney University of Pennsylvania. I thank you for the opportunity to appear before you at this field hearing on responding to the needs of historically black colleges and universities in the 21st century here at Wilberforce University, Wilberforce, Ohio.

Cheyney University of Pennsylvania was founded as the Institute for Colored Youth in 1837. It was developed in distinct stages during its rich and unique 164-year history; first as a farm school and then as an evening school, a teacher's college, a state college with liberal arts emphasis, and today as a member of the State System of Higher Education of Pennsylvania.

Cheyney University of Pennsylvania today is a comprehensive coeducational public institution of higher education. It offers more than 30 programs leading to the Bachelor of Arts, Bachelor of Science and Bachelor of Science and Education degrees. Five graduate programs are offered leading to the master of education or Master of Science degree. In addition, the university offers post-baccalaureate certificate programs

in teacher education.

I'd like to talk about several things that I believe are important to the hearing today. I will be talking specifically about Cheyney University, however I think that you will find similar things taking place at each of the HBCUs across this country.

In recent years, Cheyney University has made significant strides in fundraising. In recognition of these efforts, Cheyney was the first place recipient among the HBCUs and won 2001 National Education Excellence Award in Fundraising and Institutional Development, which was awarded by the Thurgood Marshall Scholarship Fund and Black Issues in Higher Education.

Cheyney University was also a recipient of the Council for the Advancement and Support of Education, 1998, Overall Improvement Overall Improvement Circle of Excellence Award for Education Fundraising.

This fundraising success is directly related to our being able to use Title III funds to revitalize our Office of Institutional Advancement, which is responsible for fundraising, marketing and similar activities at the Cheyney.

We have also used Title III funds to advance the institution technologically. Today our students have access to certain information about them that is stored in the university's administrative system. This capability is provided through a web-based system called IQ Student, which is accessible from anywhere in the world, 24 hours a day, 7 days a week. Using our web browser, students can register for courses, check their course schedules, search course requirements, and verify their addresses. They can also view their financial status and their unofficial transcripts.

Further, the online registration of students has had a positive effect on how students see technology in their daily lives and has eliminated the need to mail grades to students.

Further, faculty members can use the system to check class rosters, keep class attendance and submit grades.

Second, I'd like to mention that Cheyney University was the recipient of $1 million under the Historically Black Colleges and Universities Historic Preservation Act. Through this funding we will be able to restore the oldest building on campus, which was constructed in 1805.

As you might imagine, Cheyney University believes that it should play a major role in addressing some of the social issues of our nation. For example, we are seeking to provide workforce development and entrepreneurial initiatives in southwestern Philadelphia through a partnership with local organizations. One example of this is something called a Diversity Apprenticeship Program. This project is a collaborative project of the university with a labor union group, the School District of Philadelphia, faith-based organizations, elected and other officials of Philadelphia and the Department of Labor and Industry of the Commonwealth of Pennsylvania. This project is designed to create opportunities for people of color to become members of the trade unions. The role

of Cheyney University in this project is to provide classes to prepare participants to take apprenticeship examinations.

Another collaborative project that I'd like to mention briefly is one that I have asked the National Association for the Equal Opportunity in Higher Education to seek federal funding, and that one is called the Collaborative Centers in Teacher Preparation, and I hope we will have an opportunity to talk about that.

Let me close by saying that I would like to express my support for several legislative initiatives that have been submitted by the National Association of Equal Opportunity in Higher Education. These initiatives, I believe, will not only help to achieve some of the goals and objectives of the HBCUs, but will also significantly serve to maintain the strategic position of this country on this globe.

First, I would like to again mention the Collaborative Centers of Excellence in Teaching, that's one that's very near and dear to my heart.

Second, I request your support to increase funding for Title III Part B, Section 323. This program provides funding to support accreditation initiatives, faculty development, technology initiatives and similar activities on the HBCU campuses.

Finally, I seek your support for additional funding of the Student Financial Aid programs. Such programs are important to institutions such as Cheyney University where, for example, approximately 80 percent of our students qualify for Pell grants.

This concludes my testimony, Mr. Chairman. I thank you on behalf of Cheyney University and the National Association for Equal Opportunity in Higher Education for allowing me to appear before you today. I will be honored to answer any questions.

And if I sounded like I was reading fast, you put a time limit on me.

Mr. Hoekstra. I'm not even sure we've had the lights on. Oh, yes, I guess we have had them on. But you guys have all been very, very good. I appreciate that. Dr. Harris?

STATEMENT OF DR. W. CLINTON PETTUS, PRESIDENT, CHEYNEY UNIVERSITY OF PENNSYLVANIA, CHEYNEY, PENNSYLVANIA – SEE APPENDIX D

STATEMENT OF DR. MARJORIE HARRIS, PRESIDENT, LEWIS COLLEGE OF BUSINESS, DETROIT, MICHIGAN

Mr. Harris. Thank you, Mr. Chairman.

Lewis College of Business is proud to be the only institution of higher education in the state of Michigan to be designated as an historical black college. Lewis is proud of

its heritage as an institution initially founded for the distinct purpose of educating students of African ancestry.

Lewis, founded by Dr. Violet Temple Lewis, in 1928 is one of three HBCUs founded by an African-American female.

We have taken the liberty, my sister and I who have joined us, of writing the story of this woman, Dr. Violet Temple Lewis and it is our hope that our other HBCUs will write the story of their female founders.

Many of the students served by Lewis College of Business come from communities that are traumatized by educational and social systems insensitive to the unique needs of a group of people that have been historically disenfranchised by American society.

We believe the history of Lewis College of Business is probably parallel to the history of most HBCUs. Lewis College was founded because secretarial schools in Indianapolis, Indiana did not admit African-American students in 1928. Dr. Lewis, having excellent secretarial skills, learned at Wilberforce University, our host institutions, opened a secretarial school to train African-American students.

To give you some idea of the status that our founder holds in the community of Detroit, Detroit is celebrating its 300th birthday this year, and the Detroit Historical Museum has an exhibit entitled ``Thirty Who Dared," showing 30 citizens of Detroit who were history changing agents, beginning with native American chief Potomac. Violet Lewis is one of the persons selected by the museum as unique in Detroit history.

Title IV funds have improved and are improving the educational opportunities for 99.9 percent of Lewis College students. The majority of Lewis' students are independent with one or more dependents. Over 80 percent of these students are employed females who incomes quality them for full Pell grant awards. The Pell grant does not pay the full cost of tuition books and fees, as we are a private institution.

A commuter institution, Lewis cannot provide students a financial aid package that covers transportation and living costs, nor is the SEOG and College Work Study funds awarded to the college enough to address these two major educational costs.

As independent students with dependents, most students are not receptive to student loans, primarily because of their current precarious financial situations. The college committed considerable college scholarship funds from 1995 through 1999 to buttress this financial shortfall. However, rising institutional costs have forced the college to significantly reduce its financial commitment to these needy students.

Because of employment demands, family responsibilities and previous student loan indebtedness, an unacceptable number of Lewis students are forced to drop out of school because of financial reasons.

In summary, the current funding formulas used by Title IV frequently have a negative effect on the educational choices available to students who desire to attend private HBCUs. Lewis College has been a recipient of Title III-B funding since 1987. Participation in this program has provided needed funding to improve the college's administrative operation and academic programs. Classrooms, computer labs and other areas used by students have been renovated and upgraded. The general campus infrastructure has been upgraded improving energy efficiency and the ambiance of the campus. Title III has strengthened Lewis College of Business.

In spite of Title III-B funding, increases over the years, $45 million in 1987 to $185 million in 2001, Lewis College has only received the minimum grant, $350,000 initially and currently $500,000 annually. The stagnation of funding for Lewis seems to be related to the way small institutions are impacted by the three-part formula.

Specifically, the third part of the formula requires institutions to track graduates to graduate school in areas of minority under representation. For two-year institutions, this task is almost impossible. Tracking our students first to 4-year institutions and then to graduate school. Lewis can provide little data to generate funds from this third formula factor, even though reporting is in percentages versus numbers in an effort to help institutions.

Lewis recommends the following:

Consideration to be given to taking small institutions out of the formula that have not received funding beyond the minimum grant;

Establish a separate floor for these institutions, such as $750,000 for the base year;

Increase this base annually using some index, such as the percentage increase overall for Title III-B or;

The amount provided for these institutions would be taken from the overall funding distributing the balance to the other institutions as is currently done;

Data will still be provided on the percentage of students who go to four-year institutions, but this data would not be part of a formula for determining the award amount. For two-year institutions that remain in the formula, this new calculation could be used to determine their awards and reduce the burdens they now face in tracking their students to graduate school.

The removal of these small institutions from the formula would provide an opportunity for them to receive increases in awards as the overall funding increases.

Further, the current formula including the minimum grant does not have to be disturbed if it has proven to be equitable to the rest of the eligible institutions.

This new calculation methodology would recognize the legacy and contemporary role that two year HBCU institutions play in our higher education system and their need for Title III-B funds to increase their capacities to equalize educational opportunities for low income minority populations.

Gentlemen, on behalf of the HBCU community, thank you for this opportunity to address this subcommittee regarding concerns that affect us all.

On behalf of Lewis College of Business, thank you for the opportunity to address concerns that place our institution at a funding disadvantage and diminishes our ability to provide the service that our mission demands.

When I was dictating to students at 120 words per minutes, I was not talking this fast.

Thank you.

STATEMENT OF DR. MARJORIE HARRIS, PRESIDENT, LEWIS COLLEGE OF BUSINESS, DETROIT, MICHIGAN – SEE APPENDIX E

Mr. Hoekstra. Thank you very much.

I think we all recognize the impact that HBCUs have had. They've conferred about 70 percent of all degrees that have been granted to African-Americans, yet HBCUs only comprise about 3 percent of all the institutions of higher education.

You know, why is it that you attract and successfully process the students through your universities; why is there such a focus and a predominance in success in historically black colleges compared to other institutions out there? How do you explain it?

Mr. Harris. May I?

Mr. Hoekstra. Yes, it's open to all four of you. Yes, absolutely.

Mr. Harris. Number one, our students are in a nurturing learning environment.

I attended a historical black college, West Virginia State College, which is now predominately white but it's still an HBCU land grant institution. On a black campus you have professors, you have administrators who care whether or not you come to class.

All four of my sons attended HBCUs. Three attended Wilberforce University, one attended North Carolina Central University and one graduated from North Carolina Central University Law School. My position was that I would not send my male progeny to a non African-American institution because they would have been in a hostile environment. They would not have been able to come to their full manhood in that environment, because it is a hostile environment.

On a black campus when my son was not going to his physics class, his professor called me long distance and said ``Ms. Harris, do you know Jason has missed his physics class for the last month 6 times." Guess where I was in the next ten minutes on the phone. He made sure that that young man did not fail that class. That's a nurturing environment. You don't find that at a majority of institutions, and I have attended majority institutions the University of Michigan as well as Harvard University. Neither of those institutions cared. Of course I was an adult and I was paying my own way so I was very mature about what I was doing. But they do not care whether African-American students are successful. They enroll, but it is a revolving door.

Mr. Chairman, if you have read the paper in the Detroit News just this week came out with the low rate of graduation for African-Americans from majority institutions. The caring and the nurturing are absent.

Mr. Henderson. Mr. Chairman and members of the Subcommittee on Select Education, I couldn't agree with Dr. Harris more. But I think in addition to that expanded support base that we generally get and have always gotten historically from members of the university community. I think that we have learned over the years how to do more with less. And I think that there has been sort of a unique way of managing effectively to get things done with meager resources. I tell you it gets sort of frustrating from time-to-time, and I'm sure that my colleagues would agree with me wholeheartedly.

You know, just a little humorous anecdote. I remember any number of occasions where the Chancellor of the Board at Wilberforce, who happens to be the Bishop of the church, would always say to me ``Don't worry about it because God's going to make a way somewhere down the line." I would see the water coming down from the ceiling and wonder when God was ever going to respond.

I think that there is a strong belief that the university can deliver. I think the outpouring of people here at this particular subcommittee hearing should suggest in some way how the people of the community feel about these two institutions, and certainly about higher education. It has always been an important element in the lives of persons of color. In addition to that support you know, I think that we've done an unusual job of making the most out of little.

Mr. Garland. Yes, let me sort of add onto this. Our institutions offer an opportunity unique to our students. America, as I said, is a leader in education in the world because we recognize that institutions, particularly universities, ought not and cannot be cookie cutter institutions. That's why we have all male schools, all female schools. That's why we have the Notre Dames, the Catholic schools. That's why we have the Jewish universities, the schools that predominately sort of in Jewish communities. We have recognized as a country that institutions need to fit and help in unique situations; that's I think the mission and vitality of HBCUs that we provide a unique resource to our students.

Let me tell you as a 24 year old high school dropout who came to Central State University, who had not been a successful high school student but who had passed the GED, what I found here were professors who nurtured me, who helped me get through

that first tough year, who encouraged me.

Another unique thing, and I say this because I come here after spending six years at University of Virginia which touts itself, and arguably so, as the finest public university in the country. HBCUs are probably going to be the only time in the adult life of a young African-American where their skin color will not be an issue, where their achievement as an individual, their ability to think, write, read, speak is being questioned and being dealt with; where their skin color is not a question that they have to deal with. And I think that's probably the unique ingredient that gives us the vitality and helps our students.

I know when I left Central State after being there three years and graduating, I felt I was the smartest young man in the country. I think when I look at my students as they come across the stage when they graduate and we give them diplomas, you can see them bursting with energy and vitality, but more importantly with a belief in themselves and their abilities.

Now, I must add, however, when I went to Ohio State Law School I had to work like hell. My belief in myself required that I also perform. I think that's the unique ingredient we have, is that we get young people in who will for the first and only time this four year or five year period in their life, where they will not be viewed because of their race. Where they will be in a welcoming environment.

The University of Virginia, the students, the African-American students talked about an unwelcoming environment. Well, it may not have been openly hostile, but there was a sense that they were not a part of the rich history and traditions of that university. And they feel that when they come to our institutions.

Mr. Hoekstra. Yes.

Mr. Pettus. May I also emphasize the importance of the nurturing the environment that we provide? I think that many of the HBCUs, like Cheyney, would say that we are still getting a significant number of first generation college students and nurturing is extremely important in that type of situation.

Secondly, I would say that related to the support system, our alumni are more prone to organize and find ways to support students at the HBCUs than persons of color who might have graduated from traditionally white institutions.

But there are also some very practical things that I've experienced working and going to school at Virginia State and then working at Cheyney University. I think our students are less likely to get scholarships at historically black institutions, but they're likely to get scholarships that are going to be available for four years.

To state that another way, I've seen a number of our students of color go to traditionally white institutions and essentially are provided scholarships for one or two years, and then they begin to decline or disappear. And we tend to try to really look out for that student for four or more years.

The other thing that I think that statistics would show is that our students at our institutions are more likely to graduate. They're more likely when they graduate to go on to graduate and professional school. They're more likely to be successful in graduate and professional school if they got an undergraduate degree from a historically black institution. When you put all of those things together, even if only half of what I said is right, then you would understand why students would choose an HBCU.

Mr. Hoekstra. How much of what you said is accurate and true?

Mr. Pettus. 100 percent.

Mr. Hoekstra. Yes, okay.

Thank you very much.

You'll notice that the lights also work for us.

Mr. Scott?

Mr. Scott. Thank you, Mr. Chairman. I, again, want to thank you for holding the hearing. As you know, it's given me an excuse to visit Wilberforce and the African-American Museum, which is directed by my former college roommate, Vernon Cortney, who is here with us today. So I want to thank you for picking Wilberforce.

Dr. Pettus mentioned the success we've had in getting students to get through undergraduate school. What do we need to do to have the similar success in graduate schools, particularly in the math and science areas?

Mr. Pettus. Well, I think to some extent the problem starts long before they get to college. This is why I think the concept of collaborative centers and teacher preparation is so important. That essentially especially students of color I think are taught to believe that they cannot succeed in math, science and technology. I think if we do some things in terms of teacher preparation, and I believe the colleges are principally responsible for that. Naturally, I believe that the historically black institution ought to be playing a major role in trying to address that issue. That's number one.

Number two; I think in terms of our science and math at the college level, many of those have failed expensive programs. We have to ensure that we are able to hire the best of the teachers and have the kind of equipment and so forth that will allow them to engage in research and other kinds of things that are important to those disciplines.

I think that perhaps some collaboration early on between the HBCUs and some of the major research institutions would be important or more collaboration. I think some things go on. There are problems on both sides; our students should be able to freely go to schools in the summer even though they are attending at Cheyney, go to some of the research institutions in the summer and develop those skills and have those kinds of experiences that are important.

In short, Congressman Scott, I think at all levels of education from K through 16 or 20 we have things that we must do that have to do with attitudes, resources and other things that will help people of color to more likely engage in careers in science, math and technology.

Mr. Scott. Did anybody else want to try that particularly in what we can do? I assume you're talking about TRIO programs, too, as one of the things?

Mr. Pettus. Certainly those are very, very helpful. There are a number of programs of this type, but I think we have to give more emphasis to science, math and technology than we currently are, even in those programs.

Mr. Scott. Dr. Henderson?

Mr. Henderson. Yes, Congressman Scott. I sincerely agree with my colleague. But in addition to that, we need to take a very careful look at the college cost of students going to college. And when I spoke about increasing Pell grant awards, you know the record indicates that low-income students are very dependent upon college loans now. As you know, loans have replaced grants. I think the national average now of most students, and these are certainly UNCF students, by the time they complete their baccalaureate degree, they're in debt about $19,000 in college loans. And a $19,000 college loan debt coming out of the undergraduate program is certainly not going to be encouraging for a student to go on to graduate school where he or she might incur additional debt.

I think that that's a deterrent. If we do something to minimize that amount of indebtedness, then we could encourage more and more students to go on directly to graduate school.

Mr. Garland. We have a program; I believe it's being funded through the Department of Defense; its called Science, Engineering and Mathematics. With this program we work directly with the Dayton Public School system. We're working with young people in 8th, 9th, 10th, 11th grades. I think that's important. Get more funding to permit our colleges of education and our schools to work more closely with the high schools.

A second problem is finding the teachers to go back into the high schools and the junior high schools to teach sciences. I think it's a national problem and the national problem is how do we as a nation enhance the status of teachers?

A young person graduating from Central State University in math, science and engineering is going to walk out and go to Boeing or go to some of these corporations and make $50,000/$60,000 a year. Graduate students graduating into science is going to go out and make even more money a year. What do we do as a nation to begin to enhance the status and salaries of teachers so we can encourage young people graduating to go back into the public schools and the private schools, but mostly the public schools in the cities to begin to enhance the level of teaching and learning in sciences and mathematics in the public schools? We have to create a pipeline. We're not going to create a pipeline if we focus at the end of it. We need to begin at the levels where kids are coming out of grade schools.

Mr. Hoekstra. Mr. Tiberi?

Mr. Tiberi. A question to all four of you.

Thank you, Mr. Chairman, and thank you all four of you for your testimony.

What percentage of federal funding do your institutions receive? And the second part of that would be how do you work as the president of your institution to try to keep tuition at a level where anyone can come to your school?

Mr. Garland. When you say the percentage of federal funding, we receive, I think, something around in the form of Title IV entitlements, which may be close to 20 percent that is student financial aid.

What we do to keep costs low? As Dr. Henderson said, we do more with less.

Mr. Tiberi. Actually lower tuition?

Mr. Garland. Tuition low. Well, that's cost. Tuition low, but we do more with less. Central State University has the second lowest tuition level of any public university in the state of Ohio.

We understand that we have what economists call some in- elasticity in our prices. If we increase our prices, we will lose students. We would rather work towards increasing the number of our students to meet our overall costs than raising tuition. But that's how we do it; we just work hard and do more with less. But we understand we have some in-elasticity in our prices and we reflect that in our tuition.

Mr. Henderson. As a private institution, Wilberforce's tuition and fees rank in the lower quarter of private colleges, both in the state of Ohio and nationally.

And we rely quite heavily, and I'd say somewhat around the same percentage, perhaps a bit more than Central on federal support.

I would venture to say that without Title IV and Title III there would be extreme difficulty for a continued existence for a good number of historically black colleges and universities and perhaps a similar challenge for any other small private college or university. Those funds are extremely critical for the continued existence and survival of our institutions.

Mr. Harris. At Lewis College of Business in Detroit, although we are a two-year institution, 99.9 percent of our students receive financial aid. We are a commuter institution, so we don't have the housing costs, but as a private school with no state funds at all it takes the entire award of Pell grant, SCOG, college work study and our students do get the Michigan tuition grant. But, too, we have to keep our tuition within that framework because if we went beyond that framework, our students who come from an urban area would be unable to attend, which would impact their ability to come self-supporting, their ability to become taxpayers.

Mr. Pettus. About one-fourth of our revenue is from Title IV in terms of financial aid assistance.

Cheyney University is one of 14 institutions in the state system of higher education of Pennsylvania. The tuition rate is not set at the local level, the governing body sets it for all 14, and so my own wishes have no impact in that particular case.

Mr. Hoekstra. I'm trying to get an understanding as to the financial resources. You know, folks will come back and say why do these schools need "special" support or special attention from Washington.

What makes your institutions different: The endowment levels, the history, the aged infrastructure? What makes from a cost and a financial status places special constraints or challenges to each of your schools?

Mr. Pettus. I will begin with some and then I may think of some others as my colleagues go along. But I think that probably more than most schools, historically black institutions have to commit more resources to what I would call academic skills development or remedial developmental courses, those kinds of things.

Secondly, most of us have very small endowments. This is particularly true of the public historically black institutions where public schools do not have a great history of fundraising. And certainly it is a bit more difficult I think in many instances for the historically black institution.

The other area that comes to mind is deferred maintenance. When you have very little, I think the library and the buildings are two areas that suffer greatly. We probably have more, perhaps even historic buildings, which have been allowed to go into disrepair. And some of that, again, is related to things like fundraising. It's more difficult for us in some instances to be able to raise funds to maintain a building.

Those are three things that quickly come to mind where I think we certainly need assistance.

Mr. Garland. Let me try to sort of talk a little bit about our students. Most of the students at Central State University come from the cities of Columbus, Cleveland, Cincinnati, Dayton, Akron, and Toledo. We get students from Chicago and Detroit. Our students are from urban centers. As many of you know, and particularly you, Congressman Tiberi, there's been a real concern about how we have funded public school systems in the major cities. There's been a major concern about the learning and teaching that goes on in urban school districts.

What we get typically are students who are coming from school systems that have been under funded and often therefore they are under prepared. We take these young people and we nurture them and turn them around, and they graduate and they become very, very productive citizens. I dare say 70 percent of the audience here are all graduates of HBCUs, and many of them are from the cities that I've mentioned around the country.

So when someone talks to you, Congressman Hoekstra, about why they have extra needs, it's because we have met the needs often that were neglected during the K through 12 years.

When you look at Harvard University, and please, Congressman Scott, I'm in no way passing judgment on you. Obviously, Congressman Scott is a very bright man. And, obviously, Harvard University accepts--

Mr. Hoekstra. How well do you know him?

Mr. Garland. I just met him, but he was my Congressman. I spent some time in Virginia and he is well known for his brilliance.

But Harvard University as an example, gets in very, very bright students and does what? Turns out very, very bright students.

HBCUs uniquely add value. We get in students and when they leave, we have added significant value to that student's abilities, this student's self-confidence, that student's ability to earn an income, that young person's future as a contributing member of society. So unlike other institutions, we add significant value.

President Pettus was correct. We have some infrastructure needs. Deferred maintenance, every university has deferred maintenance. We, unfortunately, cannot meet those deferred maintenance needs by having some parts of our endowment meet those deferred maintenance needs. So that's another reason why we do have additional needs.

Also I think, maybe going back to my first comment, our mission and contributions to society is unique to what other universities do in this country.

Mr. Henderson. I would like to add to that just the ordinary costs of education. I mentioned as one of the recommendations increased federal support of infrastructure and instrumentation enhancements to accommodate student technology demands. I think that we're all aware of the so-called digital divide, you know, the information technology gap that exists within African-American communities particularly. Just the 21st century demands on this new technology has provided if an institution is going to be viable, significant cost in order to put those things in place in order to do that.

Wilberforce has gone to the point of having a computer in every dormitory room on its campus. In addition to that, we have any number of computer labs. We have some specialized labs that have been assisted in developing by funds from NASA and other federal sources. You know, to keep these things going, you know, the costs just keep rising. But you've got to do that if you're going to stay in the market of providing a viable education for your students.

Those technology costs are the things that each of our institutions is going to have to take a significant look at over the next several years.

Mr. Harris. In an urban institution such as Lewis College of Business, not only do we have to serve the students who come to us and, Chairman Hoekstra, you know the situation in Detroit Public Schools I'm sure, that the state has even taken over the Board of Education.

We get students who are innately bright, but who have been improperly educated. They come with third and fourth grade reading skills, and nonexistent calculation skills. We take those students and put them what we call basic education for their first year, and they do have a high school diploma. And in a year we can bring their reading skills, their calculation skills up to a level that they can read a college textbook, which they can do business math and algebra. This costs money and extra time for them to be in school.

Even beyond the students who come to our campus, we have areas surrounding Detroit, such as Inkster, Michigan. You may or may not know of it, they're considered out in the jungle, River Rouge, and those places. We are taking our program out to their high schools so that the students who graduate from their high schools don't want to travel the distance to come to the inner city, but these are African-American communities that unless we go to that community, those people are totally isolated. And as a result, we're graduating students who can contribute to Michigan's income as productive workers and entrepreneurs. A number of our students graduating go into business for themselves.

So we need more money to do what we have to do, and we're doing it right now with less money.

Mr. Hoekstra. Yes. Thank you.

We are committed to working with you on strengthening HBCUs, and that is going to be our priority with this subcommittee and we're going to work with you on that to make that happen.

I hope that sometime in the near future we can take the relationship and the trust that we build on this project to have an honest dialogue about what's happening in our urban public schools and to have that dialogue with you to develop some new strategies and new approaches to make sure that regardless of whether a student is coming out of a rural or suburban or an urban school that every single one of our young people is ready to enter college. It is scary with how many of our kids, you know, whether it's Detroit or Columbus or Washington, D.C. who are graduating from high school who are not prepared to enter college. That really is a dialogue that I think that you are uniquely positioned to add some value into the discussion and future strategies to address that issue.

Mr. Scott?

Mr. Scott. Thank you, Mr. Chairman.

We've had several mentions of endowments. I was wondering if the panelists can say what they're doing to increase their endowment and if there's anything we could do to facilitate the development of endowments?

Mr. Garland. Well, Central State University is using its Title III dollars to help build our institutional advancement office. We have brought on, I believe, four staff people, a researcher, a records clerk, and a documentation officer. We are using Title III funds to assist us in building the infrastructure and training our people.

Obviously, Title VII prohibits those folks from going out directly and raising dollars, but we are using this Title III as a way to enhance our institutional advancement program.

Mr. Scott. Title VII, can you explain what the barrier is to them actually raising money?

Mr. Garland. Prohibits the persons who are being funded under Title III from directly engaging in fundraising activities; that is my research officer could not write a letter or could not go and ask and talk to a prospect about giving.

Mr. Henderson. One of the things, Congressman Scott that can be done, Wilberforce has paid particular attention to building its endowment and it's grown significantly over the years.

Mr. Scott. What is the amount of the endowment?

Mr. Henderson. We're about $14 million. But 14 years ago we were less than a million dollars. So we've grown very steadily. And that growth has been the result of real very strong effective alumni effort and development. And we've been very lucky.

One of the other things that's happened is we are about to benefit from Title III-C. Title III-C was a part of the Title III program; it was the challenge endowment grant program. And that was ended, I think, several years ago. When was that ended, around 1993? Oh, it's still exists but it's not funded. And there were any number of HBCUs, and Wilberforce being one of them, who were really able to build substantial growth in its endowment program as a result of that kind of support. And if Congress would take a look at that and put some dollars in there, and those are actually challenged dollars. I think matching dollars. That would give a tremendous boost to HBCUs in helping to revitalize that endowment-building program.

Mr. Pettus. In the public sector, probably until about a decade ago, most of the HBCUs I don't think really engaged in any type of fundraising. They depended upon tuition and state appropriation to exist. This is somewhat new for many of the institutions.

I say that to except for a handful, most institutions, and particularly I'm speaking of the public ones, do not have the infrastructure for fundraising. We don't have the personnel and so forth that we need.

I think one of the things that could help is what I would call capacity building initiatives where resources are provided for some sort period of time that would enable these institutions to put in place a fully functioning fundraising operational unit. And, hopefully, after a couple of years the funds that we would raise would be able to sustain us over time so that the cost of doing business could easily come out of the funds that we raise.

Mr. Harris. Currently my institution is just embarking upon an endowment program. We have not had one. We've just recently been able to have the funds to hire a development officer.

We are anticipating that it will begin to generate the building of an endowment. We have some land that we are developing as a housing project. We have about 5 acres of vacant land on our campus. We are in the process of being funded by MISCHTA to building a housing project.

The sell of the institution's land to the CDC that we had established will be the beginning of our endowment endeavor.

Mr. Garland. Maybe I didn't answer your question. Central State University, we have about $2.3 million in endowed funds.

Mr. Tiberi. This is to Dr. Garland specifically. I know you have a number of special needs or nontraditional students. Can you talk to the subcommittee a little bit about your student body?

Mr. Garland. Our student body is 1150 students. As I say, 83 percent of them are receiving federal financial aid.

We have a program called C Issue West. C Issue West has about 150 students. These are nontraditional students. I think the average age for our C Issue West students about 27. They have two or three children in the household. They work during the day and they come to Central State University West at night and take classes.

I believe 65 percent of our students are first generation college students. As I said, close to 90 percent of our students come from cities, urban centers around the state of Ohio. Our current enrollment is 77 percent in state and the remaining percentage is out of state students.

I think we meet the kind of demographics of most public HBCUs, except we are in a rural community, as you can see.

One interesting thing when I came to Central State back in 1968 I couldn't believe all the corn fields and sow bean fields. When I came back in 1997 I said ``Well, there they are. They are still here."

So, for us though we believe our campus, and I think Dr. Henderson can agree, is a unique place. It's an opportunity for our students to come away from the cities and to come and spend time in a green safe environment. And we think that is unique about our

campuses and we think it helps track and keep our students here.

Mr. Tiberi. Thank you.

Mr. Hoekstra. Like I said, what gets to be interesting for me is the blessing may also be the curse in that you're in a rural area, which is a blessing, we may need you active in the urban centers in developing the initiatives and the efforts that will ensure that more of your students or perspective students come prepared to learn.

I mean, are any of you working with the urban center schools to prepare them? I've got a couple of takers here.

Mr. Henderson. Well, I think absolutely. In fact, Dr. Garland failed to mention that. I think both our institutions are intimately involved with programs with areas such as housing projects in nearby Dayton. And we've had a project in Takoma, Washington as a matter of fact working in under served communities with students.

We've been discussing some collaborative efforts. Service learning has become an important part of our program at Wilberforce University where students are obligated to perform some type of service in various communities throughout the nation.

So I would venture to say that each of these institutions will be actively involved in some type of project irrespective of where it's located.

Mr. Pettus. I'm sorry, go right ahead.

Mr. Harris. Lewis has this past academic year a program called Community in Schools, a grant that we received. We take reading and math programs directly to elementary schools, teach the parents how to read to their children and how to listen to their children to read. As a result, the parents ask could we have some English classes, could we have some reading classes. In the afternoons after school some of our faculty go to these schools and are teaching the parents how to read.

This is not a federally funded program. We are just doing it and we are scraping the money out of our budget to pay the teachers for the extra hours. But as a result, in one school, Mark Twain Elementary School, we have 35 parents who are going to start taking Lewis classes at the Mark Twain School in the evenings.

Mr. Pettus. Cheyney University works with three other schools in the state system with the school district of Philadelphia; in particular, under something we call the Urban Learning Academy. It is designed for us to respond to any needs that they identify. In some instances, their teachers they have who are not certified to provide educational experiences in their setting for those persons to take the courses and so forth to become certified.

Part of that process also is to ensure that students in teacher education programs that each of the four institutions have some experiences in Philadelphia as they go through their baccalaureate experience that will enable them to understand some of the issues and so forth in the urban setting and, hopefully, more of them would be willing

teach in that particular setting.

We also have programs where we bring students out of those settings out to Cheyney. Right now we have something that's called Success that is fairly similar to Upward Bound where we have 100 students on campus trying to emphasize, Congressman Scott, math and science to those students at this age from 8th to the 11th grade. And hoping that we can give them a head start on what they will be doing when they go back into the school settings.

We also have begun working with sort of a coalition of charter schools. In Pennsylvania charter schools have become extremely popular and we're trying to work with those schools in terms of teacher preparation and other kinds of things. They, I must say, are more flexible than many of the school districts with which we work and offer us a different kind of hope. Although I'm neither for nor against charter schools, we simply educate people who want to be educated because that's part of our mission.

We also work with two other school districts, the Chester Upton School District. This may not mean anything to you, but it is a school district that was recently taken over by the Commonwealth of Pennsylvania and actually they have for profits now running the entire school district. There are two for profits.

We work with them. Again, we simply have to work with people where they are. The bottom line is to try to turn out better students so when they get to Cheyney they'll be ready to do college work.

Mr. Hoekstra. Thank you.

Mr. Garland. As I said earlier in my testimony, we currently have a science, engineering, mathematics program where we work closely and work with Dayton Public School students in helping them to improve their math, science and engineering skills.

We have worked with some HUD grants and we've closely in the Dayton West End Community in rehabbing buildings and facilities.

We also have a program that is called a Family Community Violence Prevention Program that is funded through the Office of Minority Health. This program works with 24 other universities around the country. They include 16 HBCUs, 7 other minority Hispanic serving institutions. And we now have included tribal serving institutions and Asian-American serving institutions.

The purpose of this program is to work with the issues of family and community violence prevention in the various communities that these institutions serve. So far we believe we have served and worked with over 8,000 families and youths across this country on the issue of family and community violence. And it's an applied research program. It's just not where we're going in and we're doing studies, but we're going in and we're working directly and giving help to the youths and their families. And what we're finding, which is not a big secret, academic success reduces violence and a tendency to violence in our communities.

Now the programs are focused on identifying students who are at risk for violence and beginning to work with them in improving their academic success. As they succeed academically, the violence is withdrawn, their participation in gangs decline. So we have been working for the last 7 years, I believe, with this program in the cities on issues of family and youth violence.

We have a number of initiatives. As I said, C Issue West in the city. But we recognize, and I think HBCUs generally recognize the value and need for us to be involved in our communities. And Dayton is only 18 miles away from us, so while we're in the country, we have the advantage of being able to get up to Dayton or Columbus, which is an hour, or Springfield, which is 25 minutes away.

Mr. Hoekstra. I applaud you for the efforts that you're undertaking in those urban areas. I think, you know, as you've said in your testimony, there is still a lot of work to do. And that, I think, because of your history, the kinds of assignments and the tasks that historically black colleges and universities have undertaken over the last 100 to I guess 165 years, you know, maybe one of those areas can be very fruitful for future coordination between what we're doing in Washington, what's happening at the state level as we try to address some of the issues in our urban schools.

Mr. Scott?

Mr. Scott. Thank you, Mr. Chairman.

Dr. Garland, on your violence prevention program that you're participating in, do you have studies to show how effective it was or is?

Mr. Garland. Yes, we do.

Mr. Scott. This subcommittee also has jurisdiction over juvenile justice issues. And so at another time we might want to consider that information. But if you could get it to us, the reports and studies of the effect of it, we would appreciate it?

Mr. Garland. We will get those to you by week's end.

Mr. Scott. Thank you.

If I could get the members of the panel to comment on your access to federal contracts for services and grants for research if you're getting any, if you have the capability of doing more, what prevents you from getting more research grants? If someone could comment? Dr. Harris?

Mr. Harris. Lewis College of Business gets done. We could participate or collaborate with some of the universities in our area. One state university, University of Detroit, Eastern Michigan University, we could collaborate with them. But as a small institution we don't receive any. We've applied for some, but they've not been funded.

Mr. Pettus. We get some primarily at this time from Health and Human Services for our early childhood program for activities.

We provide, for example, training for Head Start workers and for other persons who work in childcare environments. That's one of the big funding areas for us at this point in time.

We have not been able to tap into Department of Defense where so many dollars are, and some of that has to do with our own capabilities.

We have funds from the Department of Transportation and, certainly, I mentioned earlier this is not a contract, but certainly a grant, a million dollars for the restoration of one of the buildings on campus, the oldest on campus, 1895.

I guess at this point perhaps about $6 million in the last fiscal year came to us through various sources of that nature.

There are two problems. One relates to our being small and not research oriented, and that sort of thing. But some also, I think, has to do with the process that is used in terms of determining who gets funded. And so our best hope has been to collaborate with a Penn State or with the entire state system in which we operate, and that way we get NSF funds and other kinds of funds in the areas where there appear to be more funds than some of the areas in which we're currently getting them.

Mr. Henderson. I would like to echo Dr. Pettus' sentiments. Wilberforce has had minimal success. We do have some research dollars, but the process itself leaves a lot to be desired.

I think if I talked to most of my colleagues, they would say something similar to what's being expressed here. That's been a matter of great concern from UNCF and NAFO.

There are some federal agencies that are kind of foot dragging in order to cooperate in this endeavor. That's been an issue that Congressman Hobson especially has been most concerned about and is working with us to bird dog some of those things, certainly as far as Central State and Wilberforce University are concerned.

Mr. Garland. Well, Central State University has been aggressive. For a four-year baccalaureate institution we have worked aggressively over the years to seek federal funding and federal research dollars. Right now we're averaging about $11 million a year, but it's declining. At one point we had more federal research grants.

We have concentrated and we do have an office to sponsor programs that goes aggressively after federal research dollars. But our lion's share of research dollars comes through our family community violence prevention program, which is $6.4 million a year.

At one point I know we received more in grants, but we're unique as a four-year baccalaureate institution in that we do have programs and we do concentrate on how we get research dollars in, because we know how important that is for our faculty and for our students to be involved with federal research.

And I agree with President Henderson there is some agencies that are essentially foot dragging in working with our institutions in getting research dollars. And we can provide more specifics later to the Committee.

Mr. Hoekstra. Mr. Scott?

Mr. Scott. Let me ask one other quick question. What kind of tuition aid is available to graduate students?

Mr. Pettus. To graduate students?

Mr. Scott. Right.

Mr. Pettus. In our case, basically they get loans. We provide graduate assistance ships, but most of our students either get a loan or pay directly themselves.

Mr. Garland. Well, we have some institutional money we provide graduate students, but again federal and external funding for graduate students is minimal. Most of your research universities, public and private, use research dollars, research grants as a way to fund and pay for graduate students. We don't have those dollars available for those purposes.

Mr. Hoekstra. Can I ask whose eligible for work-study?

Mr. Pettus. I don't believe so. So basically if you want to go to grad school, it's basically you have yourself pay or loans at most of our institutions, because many of us are baccalaureate or master's level. Those that have doctoral programs, I'm sure, get grants and so forth that enable them to hire students as research assistance. They also probably have greater opportunities for teaching assist ships. But at the smaller, primarily baccalaureate institutions that is difficult.

Mr. Garland. And when you mention that, that's one other thing that makes us unique and I think you can put, Congressman Hoekstra, on your list of things.

At Central State University every one of our students from the first year English freshman to a graduating water resources manager, receives her or his instruction from a member of our faculty. We do not use teaching assistance or gradate assistance to teach our students and therein I think lies some of the additional costs. You get full professors teaching English 101 as opposed to a huge class of 500 being taught by a fifth or sixth year graduate student.

Mr. Hoekstra. Thank you.

That brings the hearing to a close. You've got a closing a comment. I was just going to ask if anybody has a closing comment or anything that they would like to add.

Mr. Henderson. Mr. Chairman, I just simply have another issue that I would like to bring before the subcommittee.

Dr. Garland mentioned earlier that we have the best education system in the world here in the U.S., and we have students coming from many countries abroad to study here and to pursue graduate degrees. Over the past several years I think that there's been an increasing population of students coming in to complete high school and pursue baccalaureate degrees. On the other hand, there has been a serious shortage of opportunity for African-Americans to gain an international experience. And therefore, you have the doors to careers in international arenas almost closed to students coming from our institutions.

I would like to ask the subcommittee to really take a look at I think it's in Title VI, the Institute for International Public Policy, which provides opportunities for students to pursue master's degrees in the international arena.

I just returned from viewing our international effort in Cairo, Egypt. And the students are doing extremely well. But it's been my experience that when we travel we see that our students when we have an opportunity to meet and interact with students from other corners of the world, we're the only ones who can't speak anything other than English. We have so much limited exposure to areas outside of the U.S. And when we talk about a global marketplace, we talk about diversity and that sort of a thing; we find so few opportunities for our students in the State Department, in the Foreign Service. I think it's something that we need not go too far along in the 21st century without trying to do something to really address that.

I would ask the subcommittee to seriously look at some effort to increase the budget for that program. It's barely got around about $1 million since its inception. And I think somewhere around $3 or $4 million would be a good step in the right direction so that we can really begin to open up other avenues of opportunity for students coming from HBCUs.

And that would be my closing statement, sir, except to say that we're extremely honored and delighted to have had you on our campus today.

Mr. Hoekstra. I got a deal for you. We'll work on exposing students to overseas travel if you don't join your voice to the chorus of folks that could criticize congressmen when they take a look at what's going on in the rest of the world. It sound like a good deal?

Mr. Henderson. Well, as long as you agree to take an HBCU president along with you.

Mr. Hoekstra. All right.

Thank you very much for hosting us.

I want to thank Pat and Bobby for being here. I don't know if you have anything.

Again, as I indicated, this is the second hearing in a series of hearings to understand the needs and the challenges and the opportunities that historically black colleges and universities present to us.

Thank you very much for hosting us. We look forward to continuing this dialogue, continuing the work as we develop program and policy initiatives in Washington.

And with that, the subcommittee will stand adjourned.

Thank you very much.

[Whereupon, at 1:00 p.m. the Subcommittee Hearing was adjourned.]

APPENDIX A -- OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES

Statement of the Honorable Pete Hoekstra
Chairman
Subcommittee on Select Education

Field Hearing
"Responding to the Needs of Historically Black Colleges and Universities"

Wilberforce University, Wilberforce Ohio
Monday, July 16, 2001
11:00 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 especially like to thank Dr. Henderson of Wiberforce University and Dr. Garland of Central State University for hosting this hearing. You and your staffs have done a tremendous job, and I congratulate you.

I'd also like to thank Congressman Hobson, who is joining us today, for having us in his district. Congressman Hobson has long known the importance of Historically Black Colleges and Universities (HBCUs), and has certainly done his part to promote their interests. As many of you know, he has served on the boards of both Wilberforce and Central State Universities. His experience in these posts is a tremendous asset to his colleagues in Congress.

Finally, I want to recognize a new member of the subcommittee who is with us today, Congressman Tiberi from Columbus. I am glad to see that Pat will be an active member of the subcommittee, and it is a pleasure to have him here today.

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 your priorities. I plan to continue my work with the task force, and to carry it over into the workings of this subcommittee.

This is the second in a series of hearings in which will look at the unique role played by historically Black Colleges and Universities and as well as the unique needs facing them. Our first hearing this year was on the Campus of Langston University at Oklahoma City, where we began a useful dialogue. Today's hearing continues that dialog, and will lead to improved cooperation between Congress and the HBCU community.

I have found that the HBCU community is extremely diverse. The universe of HBCUs includes two- and four-year institutions, public and private institutions, and single sex and co-ed institutions. Each one faces a different set of circumstances and has a different student body composition. However, the principal mission of all of these institutions is to provide a quality education for African-Americans, and in many instances they serve some of our most disadvantaged students.

The contributions made by HBCUs are undeniable. While comprising only 3% of the nation's two and four year institutions HBCUs are responsible for producing 28% of all bachelor's degrees, 15% of all master's degrees and 17% of all first professional degrees earned by African-Americans. In many instances they do not have access to the resources or endowment income that other institutions can draw on. Despite this, they tend to keep their tuitions affordable in comparison with other institutions of higher education.

Since we gained control of the House, we have worked to improve the nation's support for your endeavors. 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 to provide scholarships and fellowships for needy graduate and professional students. Between 1995 and 2000, we have increased support for strengthening HBCUs by 36.5 percent, and for Historically Black Professional and Graduate Institutions by 58 percent. For FY 2001, we increased these amounts again. For Strengthening Historically Black Colleges and Universities, we increased funding from $169 million up to $185 million, and for Historically Black Graduate Institutions we increased funding from $40 million to $45 million. I am pleased to note that the President has also pledged to increase support for HBCUs. For FY 2002, the president has pledged an overall increase of 6.4 percent, with a goal of increasing these programs by 30 percent by 2005.

I will not claim to know everything about HBCUs. If I did, we would have no need for these hearings. But I am eager to learn more. So, I will turn the microphone over to my colleagues for opening statements, and then we will go to the real experts, our witnesses. Together, we can and will make a difference, and improve the educational opportunities available to every American.

APPENDIX B -- STATEMENT OF DR. JOHN L. HENDERSON, PRESIDENT, WILBERFORCE UNIVERSITY, WILBERFORCE, OHIO

WRITTEN TESTIMONY TO THE HOUSE SELECT SUBCOMMITTEE ON EDUCATION

THE NEEDS OF HISTORICALLY BLACK COLLEGES IN THE 21ST CENTURY
WILBERFORCE, OHIO

WILBERFORCE UNIVERSITY
Dr. John L. Henderson
President

July 16, 2001

It is a privilege and pleasure to tell you about Wilberforce University, the nation's oldest, private, African American institution.

Our community, also known as Wilberforce, was an important Ohio terminus on the legendary Underground Railroad, so Wilberforce University is tempered by early struggles for freedom.

On our campus, slaves and sons and daughters of slaves struggled mightily to light the fragile flames of learning, for ignorance was the slaves' first enemy.

That tender flame has grown into a bright, enduring light that has illuminated the hearts and souls of thousands of Wilberforce students since 1856.

Wilberforce looks confidently toward meeting the challenges that will confront all higher education in the 21st century. For instance, at the state and local levels, funding for schools like Wilberforce probably are not scheduled for increases. While we are aware of the increased needs of social services, law enforcement and health care and the the resistance to tax increases, the mission of Wilberforce must not suffer from inattention.

Miracles happen every term at Wilberforce. Our students, all of them bright, but a few working from the deficit of inadequate pre-college preparation, and all suffering from too few family dollars, enroll. And, with the help of federal aid, grants, scholarships and private funding, they reach the pinnacle of academic success they and their parents, and often their grandparents, have dreamed about.

The health of a university is often judged by the strength of its people, programs and plant. A score or more of Wilberforce students distinguished themselves over the last few years by presenting professional papers at conferences usually reserved for

professors, traveling by invitation to seminars abroad and participating in them alongside some of the world's leading diplomats and problem-solvers, and earning high dollar scholarships to study for Ph.d.'s.

A special program for inner city Tacoma Washington high school students, known as the "Tacoma Project has yielded a number of Wilberforce students. We at Wilberforce also prepare select members of our incoming freshmen classes for special tutoring on campus in math and science under federally sponsored programs. For the past decade, our institute of African-American/Israeli exchange and our Egypt work-study project have provided innovative work and culture experiences for our students.

Under a grant from the US Information Agency, our university sponsored a traveling seminar for Israeli Arabs and Israeli Jews. The overriding concept is to expose these to groups to the many ways the US attempts to solve problems between its black and white populations. It is hoped that some of these methods might transfer well to easing the struggles occurring in the Middle East.

Our outstanding reputation in the sciences has earned Wilberforce University and Central State University a $400,000 NASA Partnership Award that will be used to co-ordinate research efforts with NASA research centers.

The award of $200,000 to each school was announced by U. S. Representative David Hobson, R-Springfield, a former member of the boards of directors of both universities.

"Wilberforce and Central State have a strong record of promoting student participation in the sciences," Hobson said. "These NASA grants will enable them to continue a very important part of their academic missions."

Dr. Delbert Buffinger, chair of the Natural Sciences Division, will be the principal investigator of the joint project, which will involve installing five solar-powered security lights at an area high school and constructing a solar heat collector on campus.

The two schools created the Student Outreach with renewable Energy Technology (SORET) to carry out the project.

The publication, *Who's Who Among American Teachers*, selected three Wilberforce professors for inclusion in its 2000 publication. Endorsed for the honor by 12 national education leaders and groups were M. Alice Callier, English; Taan ElAli, Engineering and Computer Science, and James Andrew Siwo, Accounting.

Professor of Art James Padgett has exhibited his paintings of the U. S. and abroad, and he chaired an international conference on the arts sponsored by Queen Elizabeth II. HE is currently working on a bust of Oprah Winfrey, which he hopes to present to her on her TV show.

The Wilberforce physical plant continues to grow and prosper. The past few years have seen the construction of a new, fully modern $2 million residence hall in which occupancy is earned by high grades. A new Communications Center for the school's growing mass communications program, and a new Health Center staffed by health professionals have also been added.

This spring, ground was broken for The Wilberforce University Health and Wellness Center. The $2.5 million, 18,000 square foot health and wellness facility will be a state-of-the-art structure located next to the Alumni Multiplex. The building will house four classrooms, a fitness center, a library, offices, a conference room, and a

multipurpose room for aerobics and indoor activities. Also sited there will be a new University Health Center with expanded facilities, including a dental office.

The Wilberforce Health and Wellness Center, made possible by federal funding through former Ohio Congressman, Louis Stokes, is expected to be completed by mid-December, 2001. The facility not only will encourage and promote a healthier lifestyle for students, but is also part of a long-term plan to introduce a Sport Management degree into the curriculum.

The term "out of sight out of mind" is surely not true when considering the monumental job Wilberforce completed in wiring its entire campus for computers. Students, professors and staff, including librarians, can interact with each other through their computers. Class assignments can be made and checked, answers asked and given. The final step in wiring the campus came when the University, without charge, placed a computer on each student's desk in his or her room. Students now have access to the World Wide Net and to the Internet. Despite the important achievements, many of which have been accomplished with public funding and private sector support, Wilberforce and the entire HBCU community must be continuously engaged in a partnership with the federal government that ensures their survival and enhancement.

Let me turn to the important public policy issues affecting our students and faculty and America's Historically Black Colleges and Universities, especially those private black colleges that make up the United Negro College Fund (UNCF). Also, let me address several crucial issues affecting the access and success of minority students in higher education, as well as the need to continue to strengthen the HBCUs as they assist the Nation in fulfilling our shared goal of assuring equal opportunity in higher education.

*** ASSURED PELL GRANT FUNDING FOR NEEDY STUDENTS AND AN INCREASED PELL GRANT MAXIMUM AWARD** -- Wilberforce University and its sister UNCF institutions share a commitment to enrolling and graduating low-income students from underserved populations - many of whom are the first in their families to attend college. Our students are very aid dependent – 64 % of Wilberforce students and 92% of all UNCF students receive some form of Federal financial assistance. While 67 % of Wilberforce students are Pell Grant recipients, 54 % of all UNCF students received such awards in the fall 1998. Low income students are very dependent on loans to pay college costs -- eight out of ten African American students who earn a baccalaureate degree accrue an average student loan indebtedness of $13,000! UNCF student loan debt levels have risen to $19,000 as loans have replaced grants over time.

RECOMMENDATION: UNCF supports an increase in the Pell Grant maximum award to cover 75% of the cost of education at a public, baccalaureate degree granting institution. The current Pell Grant maximum award ($3,750) should be increased to $6,000. Financial incentives, e.g. a "Super Pell Grant" should be provided for students with high GPAs.

*** INCREASED TRIO FUNDING WILL PROVIDE INCREASED ACCESS FOR LOW-INCOME STUDENTS AND INCREASE STUDENT PERSISTENCE** -- Approximately 11 million students meet the income and other eligibility requirements for the TRIO programs nationwide, but Federal funding limits participation to 7% of eligible students. Student Support Services programs are especially crucial to ensuring student persistence and graduation from college. Every four-year college with more than fifty

percent of its students receiving a Pell Grant should have a federally supported Student Support Service program grant. Coupled with the College Completion Challenge Grant initiative that Congress funded in fiscal year 2001, there is widespread evidence that retention of low-income students can be dramatically increased.

RECOMMENDATION: Funding for the TRIO programs should be increased to $880 million in FY 2002, including continuation funding for the College Completion Challenge Grant program. Congress should also include a fellowship component in the Ronald McNair Post-baccalaureate Achievement Program during the reauthorization of the Higher Education Act of 1965.

* **FEDERAL SUPPORT OF INFRASTRUCTURE AND INSTRUMENTATION ENHANCEMENTS TO ACCOMMODATE STUDENT TECHNOLOGY DEMADS AND INSTITUTIONAL RESEARCH NEEDS** -- The twenty-first century has placed extraordinary demands for new technology in academic programs, for student living and learning environments, and for laboratory and research facilities. As institutions like Wilberforce grow, there is a critical and corresponding need for the construction and renovation of new facilities, for the acquisition of new instrumentation, and to provide new services for students -- both academic and residential. UNCF recognized this priority and launched its Technology Capital Campaign that has raised $71,911,470 for distribution to our 39 member institutions. Congress should become a partner in this important endeavor through enactment of legislation, such as H.R. 1034/S.

414, "National Telecommunication and Information Administration Digital Network Technology Program Act."

RECOMMENDATION: UNCF recommends enactment of legislation that provides funds to assist HBCUs with: (1) the acquisition of computers, technology, and other information technology instrumentation and software; (2) the installation of wiring and other access hardware, including telecommunication systems hardware; and (3) the implementation of training programs for students and faculty.

*** TITLE III-B, INSTITUTIONAL ASSISTANCE SHOULD BE INCREASED** -- The Title III-B, Institutional Aid program, including the section 323 Historically Black Graduate Institutions program is the single-most important institutional assistance program for the HBCUs. Since its enactment, as part of the Higher Education Amendments of 1976, the Historically Black College and University Act has provided over $1.5 billion for 105 HBCUs and 18 Historically Black Graduate and Professional Institutions. These funds play a crucial role in strengthening academic programs, providing academic support and tutoring for students, enhancing administrative and funds management and information systems, renovating and rehabilitating campus facilities, and faculty development. Title III-B funds should be dramatically increased in order to facilitate the enhancement of the HBCUs. Fiscal year 2002 funding for the section 323 (undergraduate) program should be increased to $235 million, while funding for the section 326 (graduate and professional) program should be increased to $60 million, and the Part D, Challenge-Endowment Grant program should receive $100 million.

RECOMMENDATIONS: (1) The minimum Title III-B award for undergraduate institutions should be increased from the current $500,000 to $1,000,000 (approximately ten HBCUs have not received an increase in their formula-driven funding since 1992). (2) The formula for distributing section 326 funds to the historically black graduate and professional schools and programs should not be changed. (3) Congress should provide a $100,000,000 appropriation for the Title III-D, Challenge Endowment Grant program to assist the HBCUs and other Title III eligible institutions build their endowments. Many UNCF institutions were able to create or increase their endowments between 1983 and 1995 (when Congress ended funding for the Part D program) with UNCF endowments more than doubling from $300 million in 1987 to $705 million in 1997.

* **INCREASE FUNDING FOR THE INSTITUTE FOR INTERNATIONAL PUBLIC POLICY AND ESTABLISH AN HBCU INTERNATIONAL AFFAIRS INSTITUTIONALIZATION PROGRAM** – The Institute for International Public Policy was created in Title VI of the Higher Education Act in order to increase the number of minority students pursuing careers in the international arena. The program has been modestly funded at slightly more than $1 million since fiscal year 1994. Increased funding is essential to increasing participation of minority students and moving forward with the Masters Degree and internship aspects of the program.

RECOMMENDATIONS: (1) UNCF recommends that funding for the Institute for International Public Policy to $3.5 million in fiscal year 2002. (2) Wilberforce University,

which has long been committed to the internationalization of study at the HBCUs and the establishment of a capacity-building mechanism to develop international affairs programs and uncommonly taught language study at the HBCUs urges the establishment of a capacity-building program at the Department of State/Agency for International Development.

Finally, we applaud the FED-UP regulatory burden reduction initiative developed by Congressman Howard "Buck" McKeon and Ranking Democratic Member Patsy Mink of the House Subcommittee on 21st Century Preparedness. UNCF will submit its recommendations for regulatory and statutory changes prior to the July 20th deadline.

The ultimate test of the HBCU/federal government partnership and the ultimate proof of our success will be measured by the graduates we produce. Wilberforce University has an exemplary record in this regard.

Wilberforce University is outstanding among schools of its kind.

Metropolitan Opera diva Leontyne Price is an alumna. Leonidas Berry, a 1954 graduate and noted gastroenterologist, invented the stomach pump. The president-emeritus of the Harlem School of the Arts, Betty Allen Lee, earned her degree in 1946. Moreover, Frank Foster, a leader of the Count Basie Orchestra and a noted composer, graduated in 1940.

Nelson B. Rivers, director of the Southeast Region of the NAACP, was graduated in 1972 and is a member of Wilberforce's Board of Trustees. Another civil rights advocate, The Hon. Rev. Floyd H. Flake, a former congressman from New York and a current nationally known AME pastor in New York City, got his degree in 1968.

Marjorie L. Bean, class of 1932, was first native of Bermuda to receive the highest honor bestowed by the Queen of England, thus earning for her the right to the title, Dame Marjorie Bean.

Charity Adams Early, class of 1938, was the first black female to become a commissioned officer in World War II.

John L. Walker, 1956 graduate and Chair of Wilberforce's Board of Trustees, was a leader in developing economic policy for Africa and the Near East in his role as Assistant Secretary of the International Economic Policy for African and the Near East, U. S. Department of Commerce.

For her work in Psychology, Ella H. Becton, a 1965 alumna, was inducted into the National Black College Hall of Fame.

To teach and inspire its students, Wilberforce has attracted some of the world's leading scholars and writers.

Revered author and civil rights leader. W. E. B. DuBois taught for two years at the university. Poet Paul Lawrence Dunbar often made the trek to campus from his home in Dayton to read his poems to students and faculty.

The early Wilberforce also enjoyed a visit by one of England's great writers, Charles Dickens.

Wilberforce prides itself on shaping its own future by providing the best teaching and learning on campus and off campus in our Cooperative Education Program.

We also pay close attention to the individual needs, talents and career aspirations of our students.

DEPARTMENT OF EDUCATION

Higher Education Programs	FY 2001 Appropriations	President's Request FY 2002	UNCF's Request FY 2002
STUDENT FINANCIAL ASSISTANCE			
Pell Grants (maximum award) (Super Pell)	$8.756 billion (3,750) ($0)	$9.4 billion ($3850) ($0)	 ($4,500) (such sums)
Federal Work Study	$1.011 billion	$1.011 billion	$1.05 billion
Supplemental Education Opportunity Grants (SEOG)	$691 million	$691 million	$791 million
Leveraging Educational Assistance Partnership Program (LEAP)	$55 million	$55 million	$100 million
Federal Perkins Loans Federal capital contributions (cancellations)	$100 million ($60 million)	$100 million ($60 million)	$140 million ($90 million)
TRIO (including College Completion Challenge Grant)	$730 million	$780 million	$880 million
Thurgood Marshall Legal Education Opportunity Program	$4 million	$0	$5 million
AID FOR INSTITUTIONAL DEVELOPMENT/PROGRAM DEVELOPMENT			
Title III, Part A, Strengthening Institutions	$73 million	$73 million	$93 million
Title III, Part B, Section 323, Strengthening HBCUs	$185 million	$197 million	$235 million
Title III, Part B, Section 326, Strengthening Professional or Graduate Institutions	$45 million	$48 million	$60 million
Title III, Part C, Endowment Grant	$0	$0	$100 million
HBCU Capital Financing	$208,000	$208,000	$308,000
Minority Science and Engineering Improvement Program (MSEIP)	$8.5 million	$8.5 million	$15 million
Title VI, Institute for International Public Policy (IIPP)	$1.02 million	$1.02 million	$2.5 million
Title VI, International Education (domestic/overseas programs)	$77 million	$77 million	$93.8 million
OTHER			
Title II, Teacher Quality Enhancement Grants	$98 million	$54 million	$140 million
Howard University	$232.47 million	$232.47million	$240 million
Office of Civil Rights	$76 million	$80 million	$85 million

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998: See attached information		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: Wilberforce University The United Negro Collge Fund		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: President – Wilberforce University Chair – UNCF Membership & Visitation Committee		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: Wilberforce University – See answer to question #2 United Negro College Fund – None		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list.	Yes	No X

Signature: Mark V Henderson Date: 13 July 2001

Please attach this sheet to your written testimony.

Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998:

Program for Environmental Justice Education Research (PEJER)/UNCF-EPA

Improvement of Lab Instruction in General Biology/NSF

WU Power Technology in Education - WISE Program/NASA

HIV/AIDS Education/UNCF-HOPE

Consortium for Advancing Renewable Energy Technology/NASA

National Science Foundation (NSF)

Dept. of Defense for Engineering Lab

CLIMB Distance Education/Lilly Grant

Executive Leadership Foundation (ELF) Grant

COPS Grant

Family Life Center (Family-Community Violence Prevention)

4 Partners Project with DMHA

Institute of African-American/Israeli Exchange

U.S. Federal Appropriation for Health Care Facilities

U.S. Department of Education Title III

Physics Enhancement Program/DOD

Student Outreach with Renewable Energy Technology/NASA

APPENDIX C -- STATEMENT OF DR. JOHN W. GARLAND, PRESIDENT, CENTRAL STATE UNIVERSITY, WILBERFORCE, OHIO

TESTIMONY OF

JOHN W. GARLAND, PRESIDENT

CENTRAL STATE UNIVERSITY

SUBCOMMITTEE ON EDUCATION AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

FIELD HEARING AT

WILBERFORCE UNIVERSITY

WILBERFORCE, OH

JULY 16, 2001

Chairman and other distinguished members of the Subcommittee; I am John W. Garland, President of Central State University in Wilberforce, Ohio. I submit the following statement on behalf of the University in support of FY 2002 Federal Budget recommendations.

General Information

Central State University was founded in 1887 as part of Wilberforce University by Reconstruction-era African American legislators in the Ohio General Assembly. Today, the University is separate from Wilberforce as a public, co-educational institution with an enrollment of approximately 1,100 predominantly African American students.

Our mission is to provide a nurturing and culturally enriching learning environment that prepares students to assume roles of leadership and service with a global perspective. We have distinguished ourselves by educating more than 16,000 leaders and professionals in education, business, science, law and medicine. The University's College of Education has produced thousands of teachers who serve in the public education system throughout the State of Ohio and the United States. Additionally, the University is nationally known for its outstanding fine and performing arts and athletic programs.

Recently, Central State was subjected to such intense public and political scrutiny that it was believed by many persons to be aimed at our closure. As a result of the efforts of many people and organizations, including our alumni, the African American community in Ohio, Senator George Voinovich and the oversight of the U. S. Department of Education, the University is now successfully rebuilding its enrollment and programs. This includes a strategic plan for academic excellence.

The Master Plan

In November of 2000, Central State University presented a visionary Master Plan for the physical campus and the academic curriculum to the Board of Trustees in an open meeting attended by many dignitaries, including Ohio Senator George Voinovich.

The plan unveiled needs and opportunities in coming decades, with programs and physical facilities being developed together for efficiency and cohesion. The Master Plan provides a road map for the University's development in all areas as part of the University's signature campaign for "Excellence in the New Millennium."

In academics, the Master Plan builds upon existing centers for excellence such as business, manufacturing engineering, and the fine and performing arts, with a renewed focus on urban education as the cornerstone for College of Education, through which the University seeks to become a national center and resource for urban school teaching and learning. The new Institute for Urban Education combines representatives from Ohio's 14 urban school districts into a force for progress.

The new National Environmental Technology Incubator in the McLin Center for Water Resources Management is successfully attracting entrepreneurial clients in the booming environmental field to partner with professors and students.

CSU's beautiful campus has been enhanced in recent years with many building renovations, landscaping, fiber optic systems, new computer laboratories, a cyber café for students, a new Lucas Natatorium, exercise and weight rooms, and a Center on Aging, with additional student wellness facilities now under construction. On the planning board is a new College of Education facility. The Master Plan calls for a new residence village, a new student center, a new center for science and technology, and facilities to support the return of intercollegiate football and baseball. Development plans are in place for the creation of a new College of Technology and Engineering and initiatives to enhance our existing Colleges of Business and Industry, Arts and Sciences and Education.

Overview

It is my purpose today to illustrate to you the significant value of federal funding and oversight to the communities and students we serve. This support is vital to our mission, vital to our students, and vital to the hopes and dreams of African Americans who have struggled long and hard to overcome the tragedies of slavery, segregation and ethnic prejudice.

Many of our students are from historically challenged schools and from poor or broken homes. Like me, they are often the only or first members of their family to ever attend college. These young people are our special responsibilities, to provide the nurturing and mentoring they need to rise from their challenges and bring a higher level of prosperity to their families, our communities and our nation.

Financial Aid

Some 83% of our students utilize some form of federal financial assistance. In most cases, these students would not be able to attend our institution without the support from Title IV (federal financial aid) programs. Of this group of students, over 50% must participate in the student loan programs to offset what the grants and scholarships do not cover. It is vitally important that we increase funding for our grant programs to ensure that the number of students taking on loan debt does not increase. (Do we know the average student loan amount carried by our students by term?)

We support the increase of the maximum Federal Pell Grant from $3,750 to $4,350. We also support the increase of funding for the Federal Supplemental Educational Opportunity Grant from $691 million last year to $791 million for FY02. And finally, funding for the Federal Work Study Program should increase from $1.011 billion to $1.050 billion in FY02.

These students and all others here benefit greatly from federal assistance which has allowed us to build a technology infrastructure, including the hardware, software and networking that is absolutely essential to a 21st century higher education. As everyone knows, the cost of building technology infrastructure is enormous. Without federal funding there would be no way that CSU and many other HBCU's could continue to compete in the new technology-driven world of communications.

There are truly many ways in which federal funding is critical to Central State and other historically black universities. These are some of the areas, which are strongly impacted by the federal budget.

Title III

Effective October 1, 2001, a total of $5,845,598.00 in Title III funds will have been awarded to Central State University for the five-year performance period covering 10-1-1997 through 9-30-2002. The annual average award received by the University is $1,169,119. Title III funds have been instrumental in the renewal and strengthening of the University's capacity for serving students from Ohio and across the nation.

The use of Title III funds has been instrumental in Central State's ability to achieve the goals and objectives of a strategic plan adopted in 1996. Emanating from the yearlong planning process was the operational plan, which guided the use of Title III funds during this five-year performance period.

Support from the Federal Government assisted Central State in the development and implementation of several activities designed to support student success by increasing the number of students retained through graduation.

A compendium of select Title III activities at CSU is listed below.

Title III Activities at Central State University

- **First Year Experience and Early Access Program.** Many of our students come to our campus having been burden by low expectations, poor organizational skills, and an academic background a little short of what is needed for successful completion of college. The First Year Experience and Early Access Program was developed to help such students succeed. Students enrolled in the First Year Seminar course achieved an 82% pass rate for the Fall 2000 session.

  The program has the support of faculty from several disciplines—Humanities, Natural Sciences, Mathematics & Computer Science, Professional Education, and Water Resources Management. These instructors receive special training for teaching First Year Seminar courses.

  Students who were admitted to the University on conditional status participate in a transition program that enables them to enhance their literacy and study skills. The Early Access Program assists students in overcoming academic deficiencies prior to their formal matriculation. Fall quarter statistics indicate that 10% of the students who participated in the summer program were on the Dean's List, 69% were in "good standing" academically, and 21% were placed on academic warning. The average annual amount of funding for this Activity: $250,000.00

- **Supplemental Instruction.** The Supplemental Instruction Program was designed to improve the performance of students in introductory math and English courses and to increase the enrollment rates for upper level math and English courses. The unique feature of this program is the placement of student tutors directly in the classroom where they can interact with, experience the same instruction, and receive the same directions as the students they assist. In addition, small group and individual study and tutorial sessions are held outside of class.

  An analysis of the aggregate data for Spring 2000 reveals that the failure rate for Supplemental Instruction (SI) supported courses was less than 25%. It is worth noting that students who participate in CSU's SI program meet or exceed the national average for gains in course grade point averages and in reductions in the percentages of "Incompletes" or "Withdrawals" in supported courses.

  The SI Program has begun to be institutionalized by becoming an integral part of the design of a new course in English. The average annual Title III amount of funding for this activity is $125,000.00.

- **Student Leadership Program.** Central State has been given the opportunity to prepare our graduates for a life of committed citizenship and leadership through the Lionel H. Newsom Student Leadership Institute. This activity has three components: Training Modules, Active Citizenship, and University and Community Service.

Thirty-six module topics have been developed, with the director conducting presentations during New Student Orientation, First Year Seminar courses, and Resident Advisor and Student Mentor training sessions. At the May 2000 awards ceremony, 11 graduating seniors received leadership medallions that signified their outstanding leadership participation in the program. To date, 87 students have completed the program.

Students in this program captured first place in a national contest sponsored by the U. S. Department of Transportation. Students in the Institute conducted a major community service program entitled "HBCU Buckle-up Campaign."

With students' first participation in the program, a survey of 53 students, using the Kouzes and Posner 1998 Student Leadership Practices Inventory, revealed that 72% of the students ranked at the 20th percentile in their knowledge of specific leadership behaviors. Following an average of nine months participation in leadership workshops, students were again surveyed and their score ranking increased to the 73rd percentile ranking. The average annual Title III amount of funding for this activity is $130,000.00

- **Transfer Articulation.** Demographic trends, state initiatives, and enrollment trends at Central State indicated a need to establish a more coordinated effort for the enrollment of students from area community colleges. Title III enabled the University to hire a Transfer and Articulation Officer, a Transfer Recruiter, and a

Secretary, all housed in the Admissions Office, to coordinate all articulation and transfer functions. A close working relationship is maintained with the offices of the registrar, financial aid, and the academic affairs division.

To date, Central State has identified seven community colleges that have historically provided most of our transfer student population. Two of the seven institutions have entered into formal agreements with CSU. Seventy-eight courses have been reviewed and agreements signed by the Presidents of Central State University and North Central State College. CSU and Sinclair Community College have signed agreements in the Business Technologies Division for 93 courses and 83 courses with the Arts and Sciences Division.

During the past year, 57 community college visits on 10 community college campuses have been completed. These visits have provided a Central State presence on these campuses and have resulted in the enrollment of over 100 students to CSU. The average annual Title III funding for this activity is $120,000.00. From fall 1998 to fall 2000, CSU increased in its numbers of transfer students from 37 to 96 – a 132% increase.

- **Strengthening the Honors Program.** The CSU Honors Program fosters and rewards academic success. The program is not only designed to ensure that students develop exceptional professional skills, but it also encourages discipline, depth and understanding, and a broad view of human endeavor. As such, this

program will allow our graduates to meet society's most challenging demands with integrity, creativity, wisdom, and dignity.

With support from Title III funds, the honors curriculum has been finalized, with full implementation slated for Fall Quarter 2001. The participating honors scholars will be able to fulfill their regular university general requirements within a more demanding framework. A total of 198 eligible students with cumulative grade point averages equal to or greater than 3.2 have been identified for participation in the Honors Program. To date, 38 students have been inducted into the Central State University Honors Program.

During the Winter Quarter 2001, an Honors Colloquium was offered. The theme of the Colloquium was *Assessing the Human Genome Project*. Together, faculty and students examined the implications and consequences of the Human Genome Project on our current assumptions about life. This colloquium was reading intensive and challenged both faculty and students to make tangible connections on the importance of intellectual inquiry and interest beyond required classroom assignments and tasks. The average annual Title III funding for this activity is $60,000.00

- **Faculty Development Program.** Critical to the renewal of Central State University was the appropriate development of the faculty. The Faculty Development Program receives Title III funds in order to support the mission of

the University by ensuring the enrichment of the University's academic life through the improved academic achievement of the students. Two approaches to faculty development are supported by this activity: A mini-grant fund to support unique faculty development needs and a quarterly series of workshops to support collective faculty development needs.

During the last year and a half, the CSU Faculty has received individual grants totaling $30,000.00. Guided by the Faculty Development Strategic Plan, 18 technology-related workshops, academic advising seminars, and roundtables on Teaching and Learning with Technology, Learning Communities, and Learning Across the Curriculum have been held.

The Faculty Resource Center was furnished and equipped with electronic and computer equipment which facilitates training workshops and program discussions. The Ashland Foundation awarded a grant totaling $25,000.00 to the Office of Faculty Development. These funds complement the Title III funds and are used for faculty computer training. The annual average Title III funding for this activity is $140,000.00.

- **Enhancing Library Resources.** This activity enables the library to meet its mission to support the academic needs of students and faculty. Renewal of periodical subscriptions is a principal function of the library and is needed to

support instruction. Title III funds allow the University to maintain resources needed to support academic research and instruction.

Since October of 1999, the library has used Title II funds to purchase 40% of the periodicals and serials, which support the academic programs. Title III funds have also made it possible for the University to establish two important positions: an archivist and a media services/curriculum librarian. Effective October 1, 2000, the archivist position was transferred to University funds.

Essential to programs in art, music, literature, and the social sciences, the library will add four e-reference databases. These electronic sources will improve the quality and availability of materials for our students, faculty, and staff. In support of teacher education, more than $51,000.00 in Title III funds will be used to purchase materials and teaching aids for the Curriculum Library. The annual average Title III funding for this activity is $150,000.00.

While funds from Title III have enormously helped, CSU's library continues to face serious funding needs, which equate to diminished library resources available to our students and faculty. It is here where I believe additional federal funds, so earmarked for library use, could well serve our institutions.

- **Enhancement of the Fine & Performing Arts Department.** To support and complement the University's overarching goal of strengthening the Urban

Teacher Education Academic Program, the Department of Fine & Performing Arts was enhanced. Relationships with local elementary and secondary school systems were developed, equipment and library holdings were upgraded to National Association of Schools of Music standards, and supplemental support through consultants was provided to the Department.

During the past year, teachers at Cincinnati High School for the Performing Arts and Dayton Public School System's Colonel White High School collaborated with the CSU Music Department.

Through the purchase of wireless transmitters and headsets, the capacity of the music listening lab increased by 40%. In preparation for the accreditation review by the National Association of Schools of Music, a consultant reviewed the department's strengths and weaknesses. With the funding from Title III, Fine and Performing Arts is on track for continued NASM reaccredidation.

- **Technology Upgrade for Academic Instruction and Administrative Functions.** Over the past ten years, the technology needs and requirements at Central State have changed dramatically. We have moved from mainframe batch-style computing to client-server systems. Title III funds have strengthened the University by providing needed personnel, equipment upgrades, and critical training.

By February 2001, the Title III funded positions for Information Technology (IT) staff were incorporated within the University's general fund. The work performed by the IT, Title III paid staff, filled a much-need void in technical service to the University. Guests who visit our homepage, www.centralstate.edu, will see a world class website that is dynamic and lists all of the University's divisions. The webmaster has uploaded over 250 pages within the last year and all divisions within the University now have a presence on the web page.

In 1999 Central State acquired a new integrated information management system, SCT Banner. Title III made it possible for IT staff training. As a result, the IT staff is able to maintain an extremely proficient skill set. Over $24,000.00 from Title III has been expended to date on staff training.

Information Technology is a high-maintenance career field. The skill sets required follow the needs of current and developing technology. With Title III assistance, CSU has established a very solid IT infrastructure with Phase I of technology development. The challenge today raises the concern of maintaining the current infrastructure with limited resources and staff. Funds for Phase II, Strengthening Technology and Services are requested in the next round of Title III funding. The Title III funds made available for this activity total $143,866.00

- **Developing an Institutional Advancement Office.** Central State has come to recognize the importance and need to develop and improve our ability to raise

private funds for our programs. The Institutional Advancement Program provides Central State with opportunities to improve in several areas. For example, using Title III funds, the University hired professionals to carry out responsibilities in the area of compliance with state/federal requirements and the implementation of a comprehensive system for acknowledging and tracking donor gifts

Title III funds support training in prospect research, management systems, and auditing and accounting systems; and Banner use for alumni and development staff. Through a course entitled "Grant-Seeking on the Web," on-line information research skills were enhanced. Additional training opportunities included five Banner training sessions for the Advancement staff and a five-day course at Indiana University-Purdue University Center of Philanthropy.

The purchasing of state of the art equipment makes it possible for the conversion of two databases (alumni and development) and the connection of the Office of Institutional Advancement to the University's mainframe computer. The Title III funds made available for this activity total $$230,000.00.

Federally-Sponsored Educational Programs

Federal dollars are vital to Central State University in serving the needs of our students in several areas – greater access, scholarships, retention, public service and academic enhancements.

ACCESS - With federal financial assistance, we enhance access to higher education for our target population through the following programs.

- Student Outreach for Renewable Energy – We seek to influence secondary and postsecondary students to pursue Science, Engineer and Renewable Energy careers affiliated with NASA interests (Funded by NASA).

- Summer Engineering and Science Camp – We prepare high and middle school students for an enriching academic experience by providing opportunities for hands-on experiential learning in engineering and the sciences (Funded by the U.S. Army).

- Summer Transportation Institute – We assist the National Transportation Institute and the Federal Highway Administration in creating awareness and stimulating interest among secondary school students to take advantage of the opportunities that exist in the transportation industry (Federal Highway Administration).

- Upward Bound Program – The goal of the Upward Bound Program is to prepare and motivate high school students toward successful completion of high school and matriculation to the postsecondary institution of their choosing. The CSU Upward Bound Program has been in existence since 1966 and is into its 35th year of service to Montgomery, Greene and surrounding counties.

A measure of our success is that of the total number of participants since 1966, 75% have completed college or other postsecondary educational experiences, while the majority of the remainder is currently enrolled in two- and four-year institutions. Since its inception, the program has served nearly 4,000 youngsters who qualified for admission based on Federal guidelines: two-thirds low-income and potential first generation college students and the remaining one-third, low income or potential first generation college students. (U.S. Department of Education)

- Science, Engineering and Mathematics Advancement Consortium (SEMAC) – We work to enhance the skills of in-service teachers of pre-college science & mathematics, engage pre-college students and undergraduate science, engineering and mathematics (SEM) students in academic programs & mutually support mentoring & tutoring programs to improve their understanding & academic performance (Office of Naval Research).

SCHOLARSHIPS – Apart from financial aid that is received through the Title IV programs, federal funds are critical to CSU students in paying for their education, while also enhancing the academic achievement. CSU administers such programs as:

- National Renewable Energy Laboratory -- Provides undergraduate scholarship and program support funds for the pursuit of study and research in the field of renewable energy and photovoltaics by attracting qualified science, engineering,

and business students to pursue a career in these areas, with emphasis in photovoltaic technology (U.S. Department of Energy).

- Ohio Space Grant -- Provides financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees (NASA).

RETENTION – Successful retention of enrolled students is a most critical strategy of success for HBCU's. Federal programs as listed below enhance and improve the campus climate and environment, which improves retention.

- Student Support Services -- Designed to increase the retention and graduation rates of eligible students, and to increase and foster an institutional climate supportive of the success of low-income and first-generation college students. (U.S. Department of Education).

- Campus Violence Prevention and Intervention Initiative – Comprised of education and training initiatives and interventions designed to minimize the threat of campus violence and respond to campus crises. CSU's proposal is now under review. (U.S. Department of Education).

- Lean Transition of Emerging Commercial Technologies -- CSU is teamed with Boeing, MIT, Ford, Pratt & Whitney, and Raytheon on this project. Faculty and

students from the Manufacturing Engineering Department and the Center for Scientific Visualization are participating in the project activities. (U.S. Air Force).

PUBLIC SERVICE – HBCU's have provided more than classroom education to our constituents. HBCUS are driving forces behind community projects that enhance our campus and surrounding communities. Examples of funded programs at CSU that achieve this goal are

- Family and Community Violence Prevention Program (FCVP)– This program is part of the Central State Center for Community Education and Development. CSU is the lead institution and operates the FCVP through a cooperative agreement with the Office of Minority Health of the U.S. Department of Health and Human Services. The program directs a national initiative to develop strategies to impact positively on the continuing problem of youth violence. Through this initiative, the FCVP Program and its predecessor, the Minority Male Consortium, have provided violence prevention activities for approximately 8,000 school-aged youth and more than 9,000 college students. The FCVP is currently funded at $6.4 million per year and continuation funding of more than $40 million total.

With emphasis on the ethnic/minority communities of African Americans, Asian/Pacific Islanders, Hispanics/Latinos, and Native Americans, the FCVP Program currently provides violence prevention activities for at-risk youth and their families through

funding for 24 universities. This unique program includes 25 institutions in 17 states, the District of Columbia and the U.S. Virgin Islands, each operating a Family Life Center. These include HBCU's, Hispanic Servicing Institutions, Native American Institutions and Asian American Serving Institutions.

The Family Life Centers, which are located in local communities, work with at-risk youth using students from the university as mentors. The Central State Family Life Center is located in the Parkside Housing Development in Dayton, Ohio. Through interaction with the FCVP Program, students at the university are also provided with leadership development opportunities and are exposed to a wide variety of experience leading to graduate studies in sociology/ social work, psychology, and criminology.

Youth served though the program develop the potential to move on to college themselves. In fact, evaluation of the FCVP Program has demonstrated that exposure to prevention program activities can create statistically significant academic improvements and decrease violent tendencies among at-risk youth. Over the lifespan of the program, several scholarly papers, monographs and reports have been published detailing results of the program's activities.

The FCVP is the most significant and successful university based family violence prevention and applied research program funded by the U. S. government and Central State University is proud of our achievement in managing this program.

The University is committed to the notion that community economic development is inextricably tied to health and wellness (including absence or reduction of violence and abusive behavior).

- Tawawa Community Development Corporation – TCDC is a new community development corporation – a vehicle and focal point for community service and community development activities conducted under the auspices of the University (U.S. Housing and Urban Development).

TCDC had its inception on September 15, 2000, when the Central State Board of Trustees approved its establishment. After submission of a revised proposal and completion of the negotiation process with the U.S. Department of Housing and Urban Development, the TCDC was awarded a grant for $250,000 through the Historically Black Colleges and University Grant Program.

This non-profit organization represented collaboration between Central State and Wilberforce University and was subsequently incorporated in the State of Ohio on January 22, 2001. The purpose of this organization is to lessen the burdens of government and to assist disadvantaged communities through meeting community needs including adequate and fair housing, economic and business development, manufacturing, health, safety, education, training, crime and violence prevention, family support, social services, community empowerment and other social and business activities, and further, to

advocate, maintain or create stable, safe and healthy environments in disadvantaged communities for their citizens.

One major initiative being undertaken by the TCDC is the establishment of a community business development center in the Wilberforce community. This project has the financial backing of the U.S. Department of Housing and Urban Development as a result of a letter of invitation to apply for an Economic Development Initiative (EDI) grant in the amount of $800,000. We must thank Congressman David Hobson for his spirit, leadership and commitment to this initiative. Without him, this project would not have been approved.

Speedway SuperAmerica LLC in partnership with the TCDC, CSU and Wilberforce will serve as the operational manager of the business center. The proposed center will focus on two main areas – business development and an education program. Relative to business development, the center will house a service station/convenience store and take-out pizza in phase one. Phase two will include a barbershop, beauty salon and a laundry-dry cleaning facility. Students from both CSU and Wilberforce will gain valuable hands-on experience in the center in areas such as personnel management, inventory, finance and accounting.

The educational program for the center will involve the collaboration of both Central State and Wilberforce University in curriculum development with emphasis on entrepreneurship, (business ownership, business management, technology integration, innovation, leadership skills, and economic development). The major focus will be the

establishment of an Institute for the Study of Entrepreneurship. This program will emphasize 1) a Young Entrepreneur Program (YEP), 2) a Bachelor of Science Degree with an option in Entrepreneurship, 3) a certificate/diploma program in entrepreneurship, and 4) and MBA Program with emphasis on Entrepreneurship.

- Technology Action Fund Environmental Technology Incubator with ETC2 -- A market assessment, conducted by Innovative Partners Inc., demonstrates a need for an environmental technology incubator in Ohio to serve state, regional, and national needs. The incubator will stimulate economic development and help position Ohio as a leader in the emerging worldwide environmental technology market. A significant source of funding for this project is from the U.S. Department of Environmental Protection Agency through the Battelle Memorial Institute.

ACADEMIC PROGRAM ENHANCEMENT – Above and beyond state appropriated funds and tuition, federal funds assist CSU in improving our academic programs by revising the curriculum and improving the integration of technology.

- A Design of Experiments Approach to the Analysis of Element Failure and the Development of "Self Healing" Arrays. In this research project with the U.S. Air Force, professors and students are studying the effects of sub-array or element failure on the fidelity of the radar signal through a design of experiment method

- Analysis and Evaluation of Curved Antenna Arrays for Utilization with STAP Algorithm. With the increased emphasis on stealth and sophisticated aerodynamics for modern aircraft the need is growing for utilizing every available space and possibly imbed radar antennas in the skin of the aircraft. Configurations of curved antenna are to be studied and evaluated for utilization with STAP algorithm in this research project with the U.S. Air Force.

- Integrated Product and Process Design Techniques for Cost Effective Braided Composite Components. This research project with the U.S. Air Force is to investigate new and innovative techniques for the design and manufacture of braided polymer matrix composite components.

- Health Resources Construction Project. The new Center on Aging facility, now under construction at CSU, is funded for $1,137,790 through the Health Resource Service Administration. This multi-use structure will enable the University to develop its gerontology program in the Department of Social Work from a minor to a major. With the aging of the populace, the field of gerontology provides strong career opportunities for students. The structure also allows the University to enhance its Student Health Services with new diagnostic equipment, expanded treatment services and improved ambulance service to the campus and surrounding communities. The project also enabled the establishment of a Wellness Center in the Walker Gymnasium, which includes a weight room, exercise room and the re-construction and re-opening of the Lucas Natatorium

into a first-class swimming facility for our students. These facilities enhance the educational opportunities in the Department of Health, Physical Education and Recreation, while also sharing these wellness services with the elderly population of the area. Programs and times are established for senior citizens to use these facilities, with a special lift installed in the natatorium to serve older visitors.

Future Needs Summary

Central State University, similar to other HBCU's, lags behind other universities in the technical and science fields. In my view, we lag only because of limited resources. Our history of success in preparing leaders in these fields is well documented. If we are to continue, we will need resources to attract, train and retain students and faculty. Federal programs that focus on providing funds to HBCU's for equipment, particularly in the science, mathematics, engineering and technology areas, will be of great assistance. Federal funds that also assist in the delivery of an academic program through distance learning will also be of great significance.

Earlier I mentioned federal oversight as an important component in federal support for HBCU's. I speak specifically about the role of the U. S. Department of Education Office of Civil Rights in enforcing the mandates of Title VI. Central State has directly experienced the positive impact of OCR oversight going back to the Administration of President Ronald Reagan. In 1982, then Deputy Assistant Secretary for Civil Rights in the Department of Education, and now Justice of the U. S. Supreme Court Clarence

Thomas expressed his concern that public HBCU's receive support that makes them comparable and as attractive as other public universities.

Justice Thomas has reiterated his support for the importance of HBCU's in his concurring opinion in the case of Ayers vs. Fordice. Since 1982 public HBCU's have benefited from the continued oversight of Title VI by the U.S. Department of Education. As you have probably already heard, of the 109 HBCU's, 48 are public; however, 79% of HBCU gradates come from public HBCU's. I urge this Committee to see that OCR continues its valuable oversight efforts in support of our institutions.

Thank you very much for this opportunity to testify.

APPENDIX D -- STATEMENT OF DR. W. CLINTON PETTUS, PRESIDENT, CHEYNEY UNIVERSITY OF PENNSYLVANIA, CHEYNEY, PENNSYLVANIA

PREPARED TESTIMONY FOR THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON SELECT EDUCATION

W. Clinton Pettus, Ph.D.
President
Cheyney University of Pennsylvania

Monday, July 16, 2001

Mr. Chairman and distinguished members of the Subcommittee on Select Education, I am W. Clinton Pettus, president of Cheyney University of Pennsylvania. I thank you for the opportunity to appear before you at this field hearing on "Responding to the Needs of Historically Black Colleges and Universities in the 21st Century" here at Wilberforce University, Wilberforce, Ohio.

Background

As we talk about Historically Black Colleges and Universities (HBCUs), it is important that we keep in mind that higher education began in this country because of special interest groups. That is, colonial colleges grew out of a need of religious denominations to train their clergy and laity. The first colleges and universities that were founded in this country were private and were established primarily to provide a supply of clergymen, and secondarily to ensure that young men were educated in good letters and manners. Later, public institutions of higher education were chartered to make higher education more accessible and relevant to a broader scope of students. However, even these institutions were not without special interest control. Consequently, they were free to admit students based on internally developed guidelines and to promote self-interests through internally developed programs of study. Whenever demands for inclusiveness became strong, the response was to create new special mission institutions rather than expand access to existing ones. Thus, historically black institutions of higher education were established to ensure access and opportunity for people of African descent. However, historically black institutions have never sought to exclude people on the basis of race or ethnicity.

I believe that it is important that I pause here and remind you that most of our faculty members received their graduate degrees from the same schools as everybody else (e.g. Harvard, Howard, and Illinois); that the faculty at the historically and predominantly black institutions are typically more desegregated than at other schools; and that the historically black institutions are accredited by the same state, regional, and national bodies as are other institutions.

What are the strengths of the HBCUs? Perhaps, the most direct answer to this question was provided in a report by the ETS[1] Policy Information Center entitled "Students at Historically Black Colleges and Universities: Their Aspirations and Accomplishments" which says that historically black institutions play a unique role in educating African American students. First, the report says that HBCUs do a better job of steering African American students into fields of business, engineering and the sciences, where they are underrepresented, than traditionally white schools do. Second, the report says that the HBCUs are a better bargain because tuition is generally lower than at other colleges and universities. Third, it says that the HBCUs prepare African American students to compete successfully in the job market with whites. Fourth, the report says, once they enroll, HBCU students are more likely than other students to pursue a post-baccalaureate degree. Finally the study suggests that HBCU students are more likely to remain in graduate school, if they enroll, which implies that the HBCU graduate may be somewhat better prepared, perhaps psycho-socially as well as academically, than other African American students to remain in graduate school.

Historically black institutions were established through the efforts of missionary groups, northern philanthropists, federal legislation, the Freedmen's Bureau, and the initiatives of African Americans. The eminent historian, John Hope Franklin[2], tells us that the Institute for Colored Youth (known today as Cheyney University of Pennsylvania) is the oldest, followed by Avery College founded in 1849 in Allegheny County, Pennsylvania, and Lincoln University (founded in 1854 as the Ashmun Institute) in Lincoln, Pennsylvania.

Consistent with its historic mission, Cheyney University of Pennsylvania continues to design and offer instruction, research, and public service activities that are responsive to the needs and aspirations of the vibrant urban and suburban communities it serves. The university serves students representing multiple levels of achievement from a wide range of educational backgrounds. In keeping with the unique history Cheyney holds in the State System of Higher Education, students come primarily from African-American communities in the Commonwealth of Pennsylvania and the Delaware Valley.

Cheyney University of Pennsylvania is a comprehensive, coeducational, public institution of higher education. It offers more than

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[1] Wenglinsky, H.H. (1997). "Students at Historically Black Colleges and Universities: Their Aspirations and Accomplishments" Princeton, NJ: ETS Policy Information Center.
[2] Franklin, J. H. (1967). From Slavery to Freedom: A History of Negro Americans (3rd ed.), NY: Alfred A. Knopf.

30 programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees. Five graduate programs are offered leading to the Master of Education or Master of Science degree. In addition, the university offers post-baccalaureate certification programs in teacher education.

Like most presidents of institutions of higher education, I am tempted to pause here and talk about some of the renowned graduates of Cheyney. However, I am not going to yield to that temptation for I believe that what we are currently doing for our students and for the other constituents we serve is more important. So, I would like to talk about several things that I believe are important to this hearing. I will be talking specifically about Cheyney University. However, I think you will find similar things taking place at each of the Historically Black Colleges and Universities across this country.

In recent years the University has made significant strides in fund raising. In recognition of these efforts, Cheyney was the first-place recipient, among the Historically Black Colleges and Universities, of the "2001 National Educational Excellence Award in Fund Raising and Institutional Development" awarded by the Thurgood Marshall Scholarship Fund, Inc. and *Black Issues in Higher Education.* Cheyney University of Pennsylvania was also a recipient of the Council for the Advancement and Support of Education (CASE) "1998 Overall Improvement Circle of Excellence Award for Educational Fund Raising."

This fundraising success is directly related to our being able to use Title III funds to revitalize our Office of Institutional Advancement, which is responsible for fund raising, marketing, and similar activities at the University.

We have also used Title III funds to advance the University technologically. Several years ago, the university was using a mainframe computer, which had been purchased from one of the sister universities in the State System of Higher Education. Currently, the university uses an integrated, client-server computer system. Fiber optic cable connects the various buildings on campus to create a university-wide network. To date, two-thirds of the academic and administrative buildings on campus are connected by cable with the remaining academic buildings to be connected over the next three to six months.

Our students have access to certain information about themselves that is stored in the university administrative system. This capability is provided through a web-based system called IQ Student, which is accessible from anywhere in the world, 24 hours a day. Using any web browser, students can register for courses, check their course schedules,

search course requirements, and verify their addresses. They can also view their financial status and their unofficial transcripts. Further, the addition of online registration of students has had a positive effect on how students see technology in their daily lives and has eliminated the need for the university to mail grade reports to students. Faculty members can use the system to check class rosters, keep class attendance, and submit grades. Prospective students can access the system to submit applications for admission and to view the course offerings of the university.

Next, I would like to mention the federal appropriation of $1 million that the University received under the Historically Black Colleges and Universities Historic Preservation Act for the restoration of the oldest building on campus, Melrose Cottage, which was constructed circa 1805. The university is required to provide a dollar-for-dollar match of these funds, which are allocated through the National Park Service of the U. S. Department of the Interior. The Governor of the Commonwealth of Pennsylvania has released $300,000 of Commonwealth funds toward the $1 million match. Fortunately, the university does not have to raise the entire match before drawing federal funds against non-federal funds. I hope that this program will continue and, perhaps, be expanded.

As you might imagine, Cheyney University believes that it should play a major role in addressing some of the social issues of our region of the nation. For example, we are seeking to provide workforce development and entrepreneurial initiatives in southwestern Philadelphia through a partnership with local organizations. One example of this is a project called the Diversity Apprenticeship Program (DAP). This project is a collaboration of the University with several local trade unions, the Philadelphia Revitalization Education Program (PREP), the School District of Philadelphia, faith-based organizations, elected and other officials of Philadelphia, and the Department of Labor and Industry of the Commonwealth of Pennsylvania. The project is designed to create opportunities for persons of color to become members of the trade unions. The role of Cheyney University in this project is to provide classes to prepare participants identified by the Philadelphia Revitalization Education Program to take trade union apprenticeship examinations. I am pleased to report that the program has exceeded my expectations in terms of the percent of the participants, who upon completion of the training provided by Cheyney University, successfully passed the apprenticeship examinations.

Another collaborative project that I feel great personal commitment to is enhancing teacher preparation activities for those persons who teach in urban and rural communities. Consistent with a report prepared by The Institute for Higher Education Policy for The Alliance for

Equity in Higher Education[3], this initiative is to recruit, retain, graduate, and certify students for careers in teaching.

In this regard, I proposed several months ago that the National Association for Equal Opportunity in Higher Education (NAFEO) seek funding to create "Collaborative Centers in Teacher Preparation" in eight to ten, regionally selected, Alliance for Equity in Higher Education member schools to address the concerns and recommendations delineated in the report from The Alliance for Equity in Higher Education. The Collaborative Centers will include the following partners:

- Parents
- Teacher certification agencies
- Community leaders
- School districts
- Pre-school agencies
- K-12 schools
- Colleges (Teacher Education Programs)

I believe that the Centers should conduct curriculum assessment with the aim of defining more effective and efficient ways to prepare teachers and principals (preschool through high school) and of meeting contemporary teacher and principal certification requirements. The Centers should develop and implement strategies, which may serve as models for all schools, for improving the pass rate of college students at the Collaborative Center schools on the PRAXIS, which is required for teacher certification in many states.

Through the Centers, it is my vision that environments will be created where students will be active rather than passive learners and where academic achievement in communities of color will be celebrated and rewarded. I believe that the Centers should conduct special demonstration projects and research on the following:

- How males of color are perceived and received in the classroom;
- How technology may be more effectively integrated into instruction to help achieve the aim of this initiative;
- How to ensure that the roles and responsibilities of teachers and learners are clear and appropriate for optimizing the teaching-learning experience from preschool through college;

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[3] The Institute for Higher Education Policy (September 2000). *Educating the Emerging Majority: The Role of Minority-Serving Colleges & Universities in Confronting America's Teacher Crisis*, a report for The Alliance for Equity in Higher Education.

- How to enhance the development of communication skills (including listening) in teacher preparation;
- How to prepare teachers for dealing with violence in schools;
- How to increase the quality and quantity of well-trained teachers in mathematics and science;
- How to effectively integrate practical or professional experiences with pedagogical experiences to develop better classroom teachers; and
- Why children who begin school performing well decline in performance between grades 3 and 8, which sets a pattern for their performance throughout their academic careers.

Before, I conclude, I would like to express my support for several legislative proposals that have been submitted by the National Association for Equal Opportunity in Higher Education. These initiatives, I believe, will not only help to achieve some of the goals and objectives of the HBCUs, but will also significantly serve to maintain the strategic position of this country.

First, NAFEO-member institutions seek the authorization and appropriation of $20 million annually to support the establishment of the aforementioned Collaborative Centers of Excellence in Teacher Preparation. We ask that the program be authorized as part of Title II, Teacher Quality, of the Elementary and Secondary Education Act (ESEA) or the Higher Education Act (HEA), Technical Amendments Bill, and funded by the Labor-HHS-Education Subcommittee.

Second, I request your support to increase funding for Title III, Part B, Section 323. This program provides funding to support accreditation initiatives, faculty development, technology initiatives, and similar activities on the HBCU campuses.

Finally, I seek your support for additional funding of the student financial aid programs (i.e., SEOG, Pell Grants, Work-Study). Such programs are very important to institutions such as Cheyney University of Pennsylvania, where, for example, approximately 80 percent of our students qualify for Pell Grants.

This concludes my testimony. I thank you on behalf of Cheyney University of Pennsylvania and the National Association for Equal Opportunity in Higher Education for allowing me to appear before you today. I would be honored to answer any questions.

APPENDIX E -- STATEMENT OF DR. MARJORIE HARRIS, PRESIDENT, LEWIS COLLEGE OF BUSINESS, DETROIT, MICHIGAN

The House Education and the Workforce Subcommittee

on

Select Education

July 16, 2001

Subcommittee Hearing on HBCUs

Honorable Peter Hoekstra
Chairman
Subcommittee on Select Education

Good Morning:

My name is Marjorie Harris, and I am President of Lewis College of Business, located in Detroit Michigan. It is my distinct honor to have the privilege to give testimony before this prestigious committee. You are to be commended for your efforts to bring into the mainstream of higher education the 118 Historical Black Colleges and Universities (HBCUs) who have been swimming upstream in the tributaries of higher education for more than 100 years.

Lewis College of Business is the only Historical Black College in the state of Michigan, and along with the other 106 HBCU's, is proud of its heritage to provide a post secondary education to American students and particularly to students or African ancestry. Along with this opportunity is the responsibility to deliver an academic program that has integrity and will allow every student enrolled at the institution to reach his or her full potential.

Part of the historic role of HBCU"s is to create a nurturing environment, and to provide social support whenever and wherever it is needed. Many of the constituents come from communities that are traumatized by dysfunctional educational and social systems that are insensitive to the unique needs of a group of people that has been historically disenfranchised by American society. Lewis College of Business, like other HBCU"s, must provide not only for academic skills but also life management skills to assist students in the completion of *their* academic goals.

The history of Lewis College of Business started from the knowledge and will of a dynamic African-American woman born in Lima, OH. Lewis Business college was founded and the beginning of the Great Depression in 1928 by Violet T. Lewis. She was determined to provide education, in the field of office occupations, for African-American young adults at the post secondary level in Indianapolis, IN. Because of the segregation laws at that time, the private and post secondary schools in Indiana did not accept African-American students. Dr. Lewis graduated from the Secretarial Department of Wilberforce University and had been employed for many years in the secretarial profession. Since she had the opportunity to make it in the business world, she wanted to see as many of her people as possible be able to succeed also. She had no money and at that time was not very likely to have a successful story. She tormented over the vision of establishing a business training school. What led her to her final decision was some advise from her mother: "Violet if you think it is important that our young people have some place to receive training, and if you think someone should do something about, you so something about it." From that moment on, she did. The direction of her life was set.

After having several people co-sign, Dr. Lewis was able to get a loan of $50.00 from a local bank. A fellow African-American businessman allowed her to use a storefront rent-free, daring that she would not be successful. With the $50.00, used typewriters and desk were purchased, and on a cold day on the January 28, 1928, Lewis Business College opened its doors seeking to improve the quality of life for African-Americans.

Because she was an innovative young woman, it wasn't hard for her to turn hardship into a positive situation. When LBC was experiencing financial trouble, she reorganized and used the only remaining resource left, her home. Dr. Lewis moved the school to the first floor of her home and moved the living quarters of her family to the second and basement floors. After operating in austerity for two years, the school moved back to the African-American business sector of Indianapolis, IN.

Not only was Lewis Business College about offering and educational experience to those seeking training, but also felt the commitment to financially assist those students who desired the education but did not have the financial resources. At that time government financial aid was no even a concept Dr. Lewis' ingenuity took care of that. LBC had established and offered work-study to its students. The school had stores that provided employment to the students as clerks, and services to the general public.

In 1938, LBC received a letter from the Detroit Chamber of Commerce requesting Dr. Lewis to consider opening a business school in Detroit, MI. When Dr. Lewis visited Detroit she found that there were no vocational schools there that would accept African-American students. Detroit had a large black population, and hundreds of the African-American youths desired to learn office skills. Another great moment in LCB history then

occurred, in September 1939, Lewis Business College opened a branch on the west side of Detroit, MI.

Within only one year the enrollment of the Detroit branch grew so rapidly, that Dr. Lewis had to close the school Indianapolis to devote full attention to the rapidly growing Detroit branch. The soon was housed in rented business offices and they soon became inadequate. They searched for a permanent site and Dr. Lewis purchased the site and John R and Ferry in 1941. This new location of Lewis Business College was located in the Cultural Center of Detroit, and it was the first African-American resident or institution for that matter to be in the Cultural Center. Because of racism at that time, the Zoning Board sent them an order. Numerous African-American leaders were called together to come up with a plan to overcome this problem. They came to the conclusion of incorporating the school as a non-profit corporation, which would then fit in with the alleged zoning laws.

The Michigan Corporation and Securities Commission incorporated Lewis Business College in 1941 with the cumbersome name "Lewis Association for the Study and Practical Application of Business and Commercial Science." The first Board of Directors was Horace A. White, Board Chairman, Carlton Gaines, Eugie West, Louis Harrison, Beatrice Preston, Violet Lewis, Secretary/Treasurer, and Albert Chenault. Dr. White served as chairman of the board until his death in 1958.

In 1958, Lyman Burris, who was president of a Detroit accounting firm, was elected as Board Chairman and served in this capacity until 1978. Subsequent Board Chairmen have been Walter McMurtry Jr. 1978-1989 and Richard Simmons 1990 to present. Violet Lewis was selected by the Board of Directors to the office of president and served in this capacity until 1968.

Though Dr. Lewis' astute guidance and keen business insight, the school went from a nine-month stenographic school to a two-year business school with expanded offerings in Business Administration, General and Executive secretarial and Higher Accounting.

During World War II, Detroit was the arsenal of the nation, and the employment needs of the federal government for trained office personnel triple the enrollment of Lewis Business College. Classes were offered in thee shifts to meet the enrollment request. Perceiving a need for additional space to accommodate the mushrooming student enrollment, Dr. Lewis committed her personal holdings to secure a mortgage to purchase two additional buildings, one serving as classrooms and the other as a residence home for students.

Lewis Business College alumni and students were trailblazers in the area of Equal Employment Opportunity. The first minorities, in the Detroit area, hired by private industry, government agencies, and utility companies, in the area of office occupations, usually had either attended or graduated from Lewis Business College.

Following the death of Dr. Lewis, Dr. Marjorie Harris, second daughter of the founder, was elected to the office of president in 1968 and is currently in this position. During Dr. Harris's administration, the Board of Directors and the College administration set for themselves the task of accomplishing one of the Institution's long-range objectives of achieving junior college status.

Dr. Marie Jackson and Dr. David Friedrichs, who were serving as consultants to the school, undertook the task of researching the Michigan department of Education requirements and the legislature requirements necessary to receive authority to grant the Associate of Arts Degree.

The research of Dr. Jackson and Dr. Friedrichs proved that in order to receive legislative authority to grant the desired degrees would be an almost overwhelming financial burden for the Institution. However, the research revealed that there were three existing, active collegiate characters in the State of Michigan with unrestricted academic latitude.

The Detroit Conservatory of Music's charter was selected and negotiations were begun. Lewis Business College acquired the collegiate charter of the Detroit Conservatory of Music on April 15, 1974, and established Lewis College of Business, the collegiate branch of the institution. At this point in time, in the history of Lewis Business College, the Board of Directors saw the school "... to promote the cause of business methods and business training among persons of the Colored Race... along the lines of Stenography, Typewriting, Bookkeeping, Accounting, and other kindred subjects ..." to the broader horizon of a collegiate level institution but also maintaining the office occupations relatedness of the program offerings, in keeping with the original purpose of the founder. The Board of the parent institution, Lewis Business College, set a three-year timetable for the achievement of the following:

1. Acquisition of a new physical plant (either by construction or purchase).
2. Achieving regional accreditation, first as a junior college and then as a four-year college.
3. Achieving a merger of Lewis Business College and Lewis College of Business.

Committees were established to begin simultaneous work on each of the three priorities.

The acquisition of a new physical plant presented the greatest challenge because the accomplishment of this goal involved substantial capital outlay. The committee secured plans for the construction of modular classrooms. The Board reviewed the plans and accepted the cost projection. Construction was scheduled to begin in the spring of 1976.

The plan of Merger for Lewis Business College and Lewis College of Business was submitted to and approved by, the Michigan Corporation and Securities Commission. The final objective in the establishment of the establishment of the College was achieved April 1978, by the merger of Lewis Business College with Lewis College of Business, the collegiate entity.

The movement for regional accreditation, under the leadership of Dr. Jackson, begun in 1975 resulted in candidacy status as a junior college granted in 1976 by North Central Association of Colleges and Schools. The College received full accreditation from NCA in 1978. The College's accredited status was reaffirmed in 1982, 1987, 1990, 1995 and 2000.

Recognition by the United States Secretary of Education, of the historical significance of Lewis College of Business to higher education, was in 1987. In the August 1987 issue of the *Federal Register*, LCB was designated as a Historical Black College. As such, Lewis College of Business is the only HBCU in Michigan and joins Cheyney State, Lincoln University, Wilberforce University, and Central State University as one of the five HBCU's in the Northern Region of the United States. The state of Michigan has also recognized the historical significance of LCB. In September 1987 the Michigan Historical Commission erected a Michigan historical marker at the first permanent site of the College at John R and Ferry streets in Detroit, MI.

Today, Lewis College of Business offers educational preparation in four career areas: Business Administration, Computer Information Systems, Office Information Systems, and Liberal Arts. The academic programs at Lewis have traditionally combined theoretical and practical methods of instruction. Historically, students graduating from the College had completed 100 practicum hours in their major. The commitment of the institution to practical application of skills learned was the impetus for institution-wide participation in the Cooperative Education Program from 1973 through 1984.

Historically, Lewis College of Business has used a holistic educational methodology. Today Lewis students still learn social graces and leadership skills through participation in academic clubs, sorority, convocations, student newspaper, and government association. Also our students participate in the Federal government's "Stay in School Work Program", and I.R.S. cooperation education program, and internships with private industry.

In 1994, Lewis entered into an educational partnership agreement between the College and U.S. Tank Automotive Command (TARDEC) for surplus federal property and faculty form the DOD.

During the past 65 years, over 25,000 students have graduated from Lewis College of Business; and close to 125,000 students have attended this institution. Upon graduation, the majority of the alumni enter into the field of work; others continue their education, while still others delay academic pursuits for several years. Lewis College of Business has always impressed upon its students the value of continued growth through education. The alumni who have Bachelors, Master, and Doctorate degrees evidence the acceptance of the counsel.

As a private institution serving an urban constituency, federal funding is essential for the financing of our students education. Title IV funds were awarded to 262 of the 272 students enrolled at LCB for academic year 1999-2000. Only 9 of the 262 students awarded financial aid, elected to participate in the Direct Student Loan program.

The majority of LCB students are independent students who have at least one dependent. Over 80 per cent of these students are employed females whose incomes are low enough to qualify for full Pell Grant awards. Many of these students do not have enough grant funds for tuition, books and fees. LCB committed considerable scholarship funds from 1995 through 1999. Rising operational costs have forced the college to reduce its financial commitment to these independent female students.

The College's total Supplemental Educational Opportunity Grant (SEOG) award is not adequate to supply the needs of one-half of our student population. Ninety-eight percent of LCB students qualify for full financial aid awards. This educational financial shortfall could be partially met through College Work Study (CWS) or student loans. However, because of employment demands, family responsibilities, and previous student loan indebtedness an unacceptable number of students drop out of school for financial reasons.

Independent students choosing to attend small private institutions are unable to receive equitable financial aid to allow them to attend the college of their choice. In summary, the current funding formulas used by Title IV, frequently have a negative effect on the educational choices available to minorities and HBCUs.

LCB has been a recipient of Title III funding since 1987. The participation in this grant program has provided the necessary funding to review and revise program offerings and expand curriculum offerings; upgrade the library holdings and administrative systems; create

Basic Developmental Education Program and Student Counseling; institute an Institutional Research division; purchase hardware, software, and information technologies that have improved the Colleges administrative operations and academic programs; renovated classrooms, computer labs, interactive classrooms and other areas used by students; and generally upgraded campus structures to improve energy efficiency. Title III funded activities have a positive influence on the campus, expanding opportunities available to all campus constituencies including students, faculty, staff, alumni, and community friends. Title III funds have definitely strengthened Lewis College of Business.

In spite of Title III increases over the years (i.e., $45M in 1987 to $185m in 2001), LCB has only received the minimum grant ($350,0000 initially and now $500,000). The stagnation of funding for Lewis and other 4 and 2-year institutions like Lewis seems to be related to the way small institutions are treated in the three-part formula. Specifically, the third part of the formula requires institutions to trace graduates who go on to graduate school in areas of minority under representation. For 2-year institutions this task is almost impossible. We must track our graduates first to 4-year institutions and then to graduate school. Well over fifty percent of LCB graduates have earned baccalaureate degrees; one-third hold the Master degree; and a significant number have earned a Ph. D. Ninety-five percent of our alumni go into the work force supporting their families and paying taxes. Consequently, LCB can provide little data to generate funds from this third formula factor even though it is reported by percentage versus numbers in an effort to help small institutions.

LCB recommends:

- Consideration be given to taking small institutions out of the formula, particularly 2-year institutions and others that have not received funding beyond the minimum grant;

- Establishment of a separate floor for them, such as $750,000 for the base year;
- Increase this amount annually in relationship to some index, such as the percentage increase overall for Title III;
- The amount provided for these institutions would be taken from the overall funding, and the remainder could be distributed to the other institutions as is currently done;
- Data could still be provided on the percentage of students who go on to 4-year institutions, but it would not be part of a formula for determining the award. However, for the 2-year institutions that remain in the formula, this new calculation could be used to determine their awards and reduce the burdens they now face in tracing their students to graduate school.

The removal of these small institutions from the formula would provide an opportunity for them to receive increases in awards as the overall funding increases. Further, the current formula, including the minimum grant, does not have to be disturbed if it has proven to be equitable for the rest of the eligible institutions.

This new calculation would recognize the legacy and contemporary role that small HBCU 2-year institutions play in our higher education system and their need for Title III funds to increase their capacities to equalize educational opportunities for low-income minority populations.

On behalf of the HBCU community, I thank you for this opportunity to address this committee regarding concerns that affect us all. On behalf of Lewis College of Business, I am especially grateful to address concerns that have placed our institution at a funding disadvantage and diminish our ability to provide the service that our mission demands.

Respectfully submitted,

Marjorie Harris, PhD
President
Lewis College of Business
17370 Meyers Road
Detroit, MI 48235
(313) 862-6300

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998:		
3. Will you be representing an entity other than a government entity?	Yes	No X
4. Other than yourself, please list what entity or entities you will be representing: Lewis College of Business		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: N/A		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: ~~N/A~~ Title III & Title IV		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: Marjorie Vernon Date: 7/13/01

Please attach this sheet to your written testimony.

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