

# Repositioning HBCUs for the Future

*Access, Success, Research & Innovation*

A DISCUSSION PAPER



ASSOCIATION OF  
PUBLIC AND  
LAND-GRANT  
UNIVERSITIES



JOHN MICHAEL LEE, JR.  
SAMAAD WES KEYS

## **Acknowledgments**

This report was written and edited by John Michael Lee, Jr., vice president for the Office for Access and Success (OAS) at APLU, and Samaad Wes Keys, program assistant in OAS at APLU. The authors would like to thank M. Peter McPherson, APLU president; Howard Gobstein, APLU executive vice president; Michael Tanner, APLU chief academic officer and vice president; Jeff Lieberman, APLU vice president for Public Affairs; and Troy Prestwood, APLU public affairs representative in Public Affairs for their many contributions to this effort.

# Repositioning HBCUs for the Future

## *Access, Success, Research & Innovation*

### A DISCUSSION PAPER

This discussion paper is a proposal from the authors. It offers a broad examination for Historically Black Colleges and Universities (HBCUs), an examination of the higher education landscape, and thoughts on what strategies can be used by HBCUs to reposition themselves for the future. The authors have expressed their own ideas in this discussion paper and invite opinions, ideas, thoughts, and questions from other thought leaders, researchers, higher education organizations, advocacy organizations, and HBCU leaders, faculty, students, and alumni. This paper was not written to answer all the questions that are posed. Instead, it is the start of a longer dialogue with the higher education community and the nation about the value and future of HBCUs. It is the hope of the authors that this paper will spur collective action. This discussion paper is offered in that spirit.



---

JOHN MICHAEL LEE, JR.  
SAMAAD WES KEYS

---

## Introduction

Historically Black Colleges and Universities (HBCUs) are a unique segment of institutions in American higher education. Defined as institutions of higher education “whose principal mission is the education of Black Americans,” HBCUs are unlike other types of colleges and universities. HBCUs emerged as places to educate African Americans at a time when they could not attend predominately white institutions by law and custom. Prior to the Civil War, only 28 African Americans received baccalaureate degrees from U.S. colleges and universities (Roebuck and Murty, 1993). The majority of HBCUs founded were primarily private institutions, yet the passage of the Morrill Land-Grant Act of 1890 led to the establishment and financing of 17 public HBCUs (Allen and Jewell, 2002; Provasnik et al., 2004; Redd, 1998; Roebuck and Murty, 1993). These colleges and universities were primarily created to focus on liberal arts or vocational education (Allen and Jewell, 2002; Roebuck and Murty, 1993; Wolanin, 1998), and most HBCUs that were established taught religious education and manual trades but did not grant college degrees.

While HBCUs today look quite different from the schools that were founded in the 1800s, HBCUs now find themselves in a continuing conversation on whether these institutions should exist in a post-*Brown v. Board of Education* and post-*Obama* environment. The relevancy of HBCUs has been the subject of academic inquiry, and many media outlets recently have raised the question of the continued existence of these institutions. Some believe that HBCUs are a remaining vestige of segregation, and many cite the opportunity for African Americans to now attend all institutions of higher education-unlike at the time of the founding of HBCUs. The financial exigency in many states are making leaders take a look at the increasingly scarce funding for higher education, and states are taking a hard look at the future of financing HBCUs. States and the federal government have also placed a renewed focus on accountability, and HBCUs have been criticized for their performance on the metrics used to evaluate all higher education institutions. Simply put, the world of higher education is changing.

The rapid pace of change in higher education affects every level of colleges and universities as performance measures move away from inputs such as the number of students, faculty, facilities, and programs toward outcome metrics that include retention and graduation, post-graduation outcomes (e.g., employment, graduate school, etc.), and the production of career-ready graduates. Assessment has become a consistent theme among accrediting bodies, and institutions are finding ways to measure the quality of student learning. There has also been a growing focus on changing faculty pedagogy and maximizing technology to deliver new modes of learning for students. This changing environment has all happened while colleges and universities are being asked to cut costs and create efficiencies because of the concern over the rising costs of higher education.

The purpose of this discussion paper is to provide an in-depth look at data and information about HBCUs and examine the current place of these institutions in American higher education.

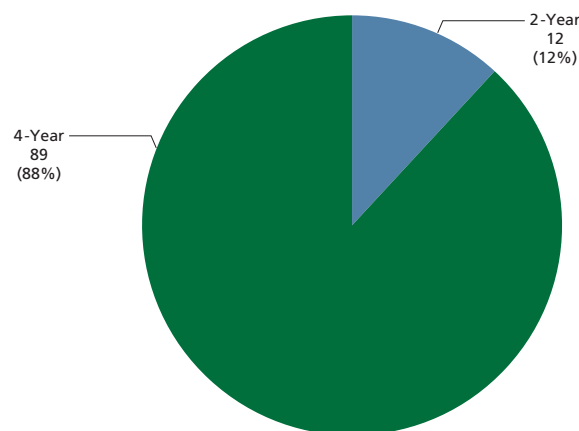
Specifically, this report will focus on the areas of student access, student outcomes, and research and innovation at HBCUs. This paper will also examine challenges and opportunity areas for HBCUs and will ask questions and make proposals designed to engage the HBCU community in a broad dialogue on how to position these institutions for the future. This discussion paper is a proposal from the authors. This paper is not written to answer all the questions that are posed and seeks to start a longer, national dialogue with the higher education community and the nation about the value and future of HBCUs that will promote national action.

## HBCUs TODAY

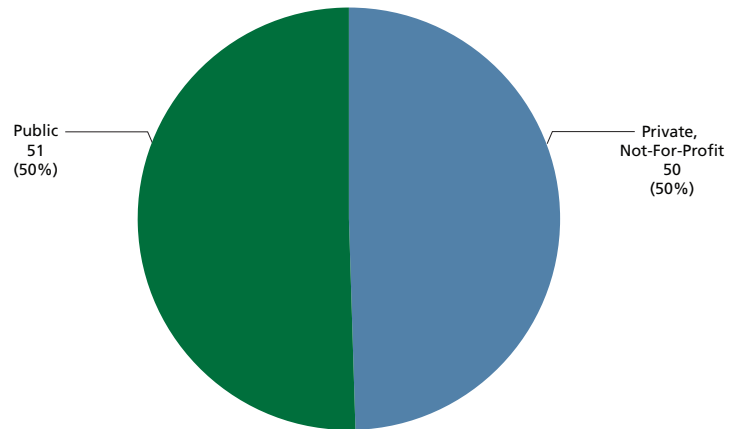
### HBCUs: Not a Monolith

While HBCUs are a distinctive set of institutions that were created from the humble beginnings of a painful period in the history of America, they are today a part of the diverse set of 4,879 degree-granting two-year and four-year institutions (1,783 two-year and 3,096 four-year) that make up American higher education and make significant contributions to student access and attainment, American research and innovation, and the national economy. There are currently 105 HBCUs in the United States, representing 3 percent of institutions in America (Gasman, 2013). While the “HBCU” marker readily identifies institutions with similar missions, it does not capture the diversity of institutions that are included in this category. The majority of HBCUs (87 percent) are four-year institutions (fig. 1), and a little over half are public institutions (51 percent; figure 2). APLU member HBCU land-grant institutions (1890s) represent 17 percent of all HBCUs. HBCUs are represented in six distinct Carnegie Classifications (fig. 3) that include Research Universities (10 percent), Masters Universities (23 percent), Baccalaureate Universities (48 percent), Medical Schools (2 percent), Seminaries (4 percent), and Associates Institutions (13 percent).

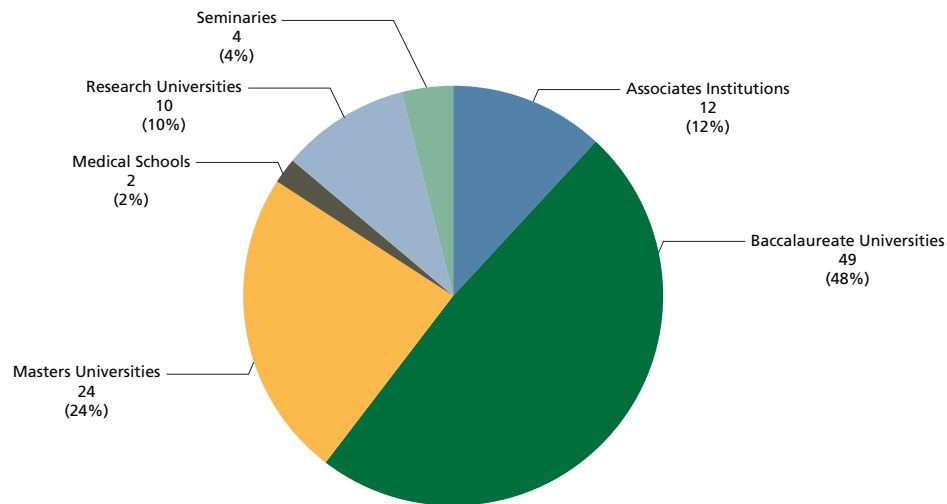
**FIGURE 1: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY LEVEL, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**FIGURE 2: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SECTOR, 2011**

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

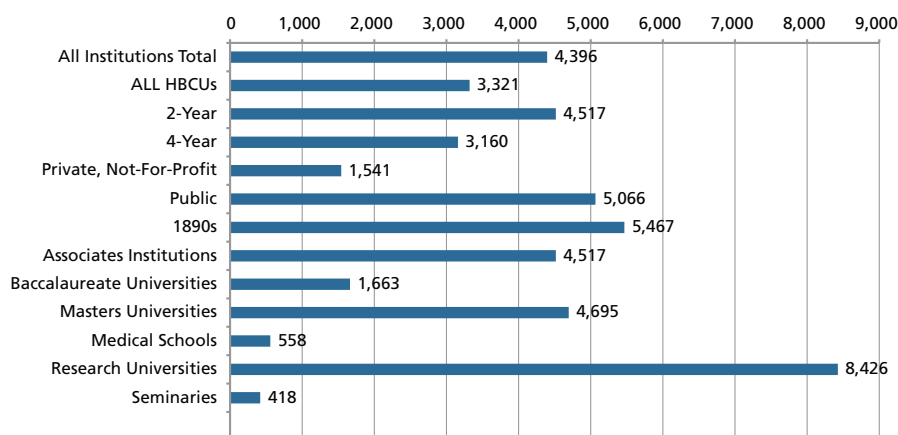
**FIGURE 3: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY BASIC CARNEGIE CLASSIFICATION, 2011**

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities

The HBCUs of today also offer students a range of institutional types, sizes, majors and degrees. While some HBCUs, such as Morehouse College and Spelman College, still offer students a primarily liberal arts education, HBCUs such as Florida A&M University, Jackson State University, and Howard University offer students a comprehensive selection of degrees and majors that include architecture, agriculture, engineering, and pharmacy. HBCUs also vary in the size of their

student bodies, and these institutions have average enrollments of 3,393 students. However, there is great variability in the size of enrollments by level, sector, and Carnegie Classification (fig. 4). Table 1 shows the top 10 HBCUs by number of students enrolled, and half of these institutions are Association of Public and Land-grant Universities members. Florida A&M University is the largest, single-campus HBCU in the nation (13,204 students) while the HBCU with the smallest enrollment is the American Baptist College (103 students).

**FIGURE 4: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY AVERAGE ENROLLMENT, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

Note: All Institutions includes HBCUs and non-HBCUs. All other data is for HBCUs only.

**TABLE 1: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY TOTAL STUDENT ENROLLMENT, 2011**

INSTITUTION NAME	ENROLLMENT
Florida A&M University (FAMU)	13,204
Hinds Community College	12,708
North Carolina A & T State University	10,881
St Philip's College	10,710
Howard University	10,583
Texas Southern University	9,730
Tennessee State University	9,165
Jackson State University	8,903
Prairie View A & M University	8,425
North Carolina Central University	8,359
Morgan State University	8,018
Norfolk State University	7,091
Southern University and A & M College	6,866
Gadsden State Community College	6,731
Winston-Salem State University	6,163
Fayetteville State University	5,930
Virginia State University	5,890



**TABLE 1: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY TOTAL STUDENT ENROLLMENT, 2011 (CONTINUED)**

INSTITUTION NAME	ENROLLMENT
Bowie State University	5,608
Alabama State University	5,425
Shelton State Community College	5,307
Hampton University	5,221
Grambling State University	5,207
Alabama A & M University	4,922
University of the District of Columbia	4,921
Albany State University	4,663
Savannah State University	4,552
University of Maryland Eastern Shore	4,509
South Carolina State University	4,326
Lawson State Community College-Birmingham Campus	4,205
Delaware State University	4,154
Alcorn State University	4,018
Bishop State Community College	3,982
Fort Valley State University	3,896
Clark Atlanta University	3,843
Coppin State University	3,813
Bethune-Cookman University	3,578
Xavier University of Louisiana	3,399
Lincoln University	3,388
Southern University at New Orleans	3,245
Benedict College	3,213
University of Arkansas at Pine Bluff	3,188
Tuskegee University	3,152
Coahoma Community College	2,999
Elizabeth City State University	2,930
Langston University	2,840
Southern University at Shreveport	2,831
West Virginia State University	2,827
Kentucky State University	2,746
University of the Virgin Islands	2,614
Central State University	2,503
Mississippi Valley State University	2,452
Morehouse College	2,438
Shaw University	2,405
Lincoln University of Pennsylvania	2,240
Spelman College	2,170
Oakwood University	2,006
Lane College	2,002
Clafin University	1,961

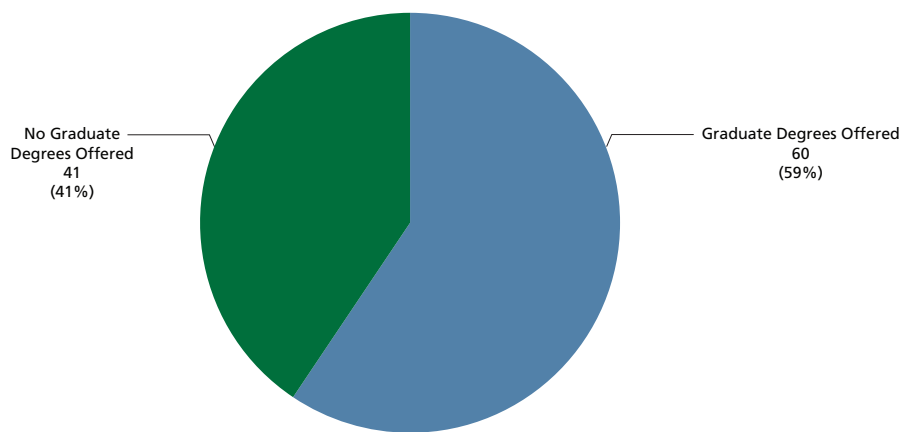


INSTITUTION NAME	ENROLLMENT
Bluefield State College	1,929
Florida Memorial University	1,735
H Councill Trenholm State Technical College	1,721
Virginia Union University	1,678
Miles College	1,634
Denmark Technical College	1,607
Harris-Stowe State University	1,590
Johnson C Smith University	1,543
Saint Augustines College	1,506
Wiley College	1,356
Dillard University	1,249
J F Drake State Technical College	1,223
Cheyney University of Pennsylvania	1,200
Arkansas Baptist College	1,193
Livingstone College	1,140
Le Moyne-Owen College	1,091
Stillman College	1,072
Morris College	979
Tougaloo College	945
Rust College	922
Huston-Tillotson University	904
Paine College	891
Texas College	878
Meharry Medical College	772
Edward Waters College	751
Bennett College for Women	736
Philander Smith College	732
Concordia College Alabama	719
Talladega College	712
Allen University	644
Voorhees College	642
Wilberforce University	608
Virginia University of Lynchburg	597
Selma University	547
Fisk University	533
Jarvis Christian College	511
Interdenominational Theological Center	425
Saint Pauls College	410
Morehouse School of Medicine	344
Southwestern Christian College	216
Paul Quinn College	201
Clinton Junior College	176
American Baptist College	103

Source: National Center for Education Statistics, Integrated Post-Secondary Education Data System, 2011. Data compiled by the Association of Public and Land-grant Universities.

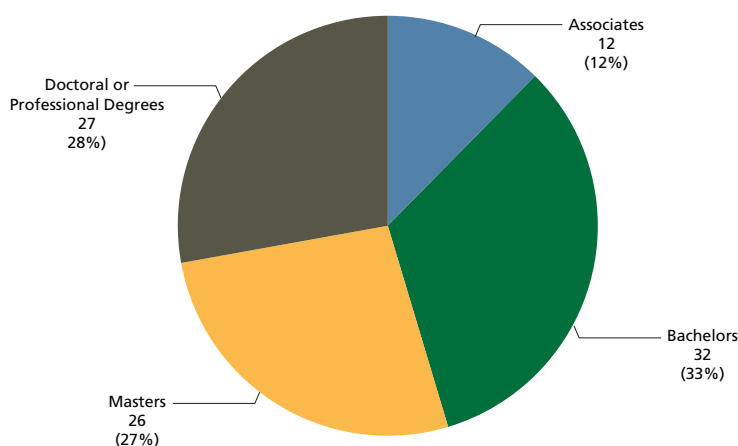
While most HBCUs primarily serve undergraduate students, the majority of HBCUs (60 percent) offer graduate or professional degrees. The highest degrees offered at HBCUs vary greatly and include associate's degrees (13 percent); bachelor's degrees (33 percent); master's degrees (26 percent); and doctoral and professional degrees (28 percent). The highest degree offered at HBCUs is primarily dependent on the institutional type and Carnegie Classification.

**FIGURE 5: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY DEGREE OFFERING STATUS, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**FIGURE 6: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY HIGHEST DEGREE OFFERING, 2011**

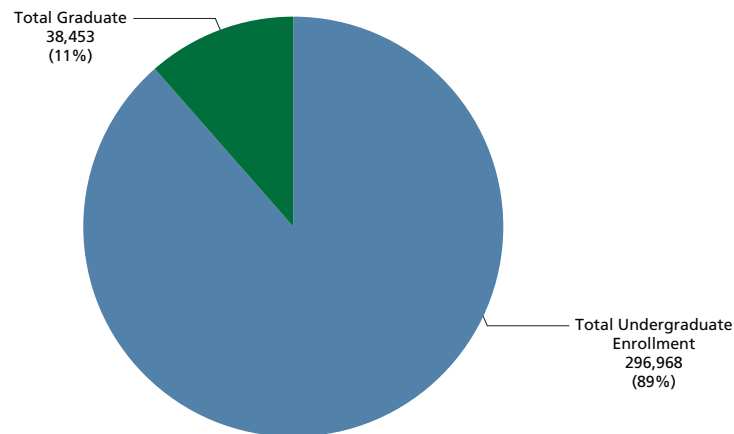


Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

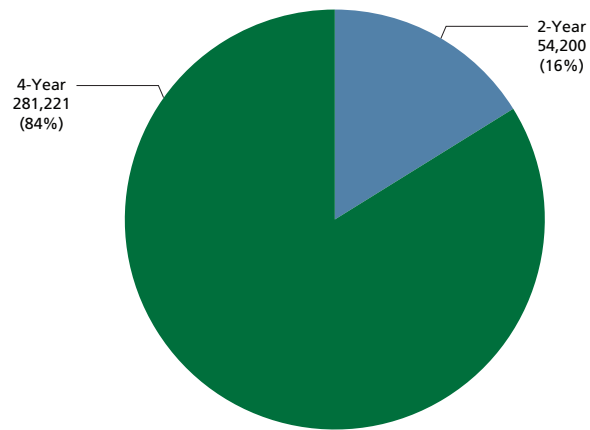
## Providing Access and Opportunity to Diverse Students

HBCUs enroll socioeconomically and racially diverse students as well as significant numbers of African American students. HBCUs enroll 9 percent of all African American students enrolled in higher education (NCES, 2011). There were 335,421 students enrolled in HBCUs in 2011, and 296,968 (89 percent) were undergraduate students (fig. 7). The majority of students at HBCUs (84 percent) attend four-year institutions (fig. 8), and HBCU students are primarily enrolled in public institutions (77 percent) (fig. 9). Land-grant HBCUs enrolled more than 98,397 students (29 percent of all students enrolled in HBCUs). Students at HBCUs are enrolled in a diverse set of institutions based on Carnegie Classification, a reflection of the variety of institutions that make up HBCUs. A large share of students attending HBCUs are at master's universities, but a significant number of students can be found in research universities (25 percent) and baccalaureate universities (24 percent). Sixteen percent of students enrolled at HBCUs are in associate's institutions while a small number of students at HBCUs attend seminaries (1 percent).

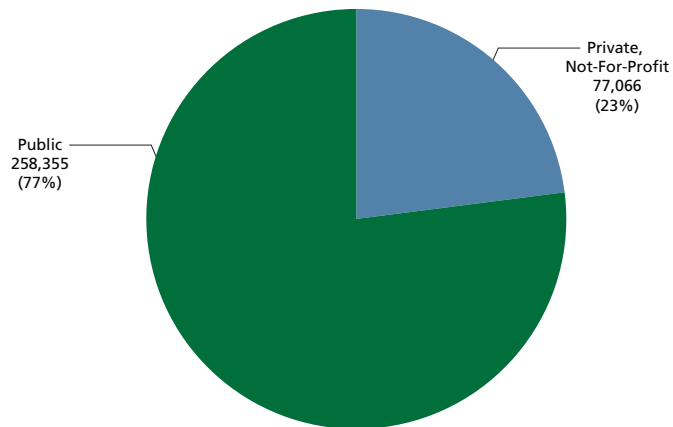
**FIGURE 7: ENROLLMENT AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY CLASSIFICATION, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

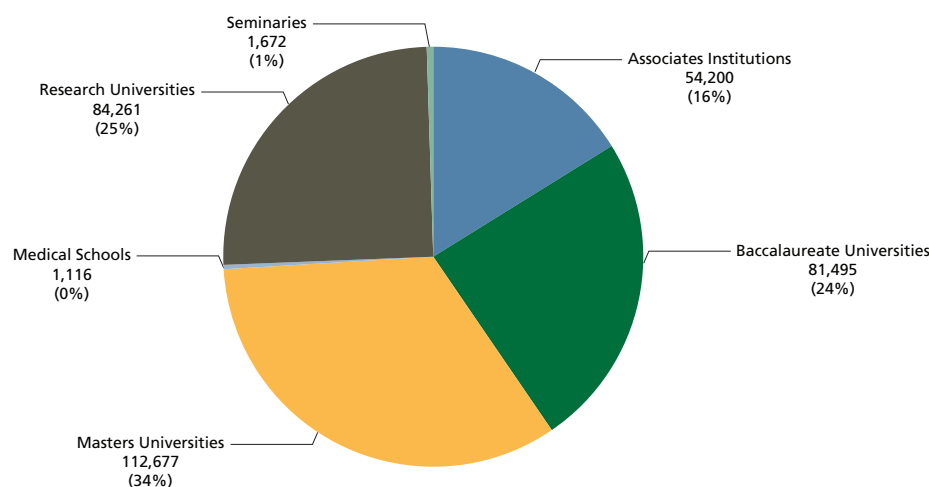
**FIGURE 8: ENROLLMENT AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY LEVEL, 2011**

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**FIGURE 9: ENROLLMENT AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SECTOR, 2011**

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

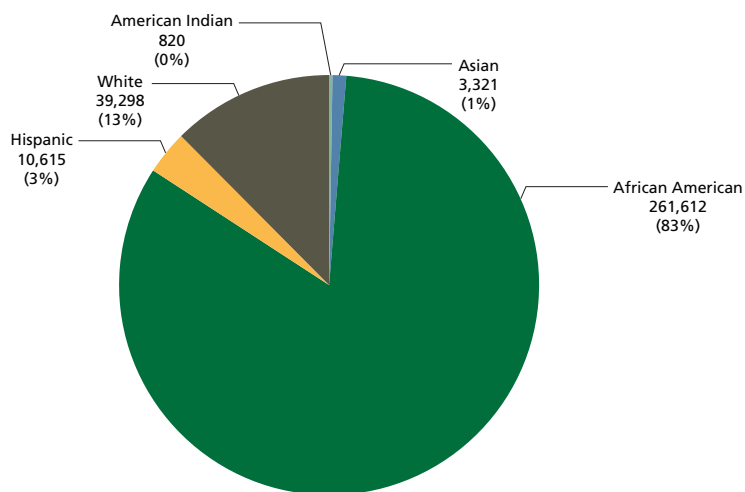
**FIGURE 10: STUDENTS ENROLLED AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY CARNEGIE CLASSIFICATION, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

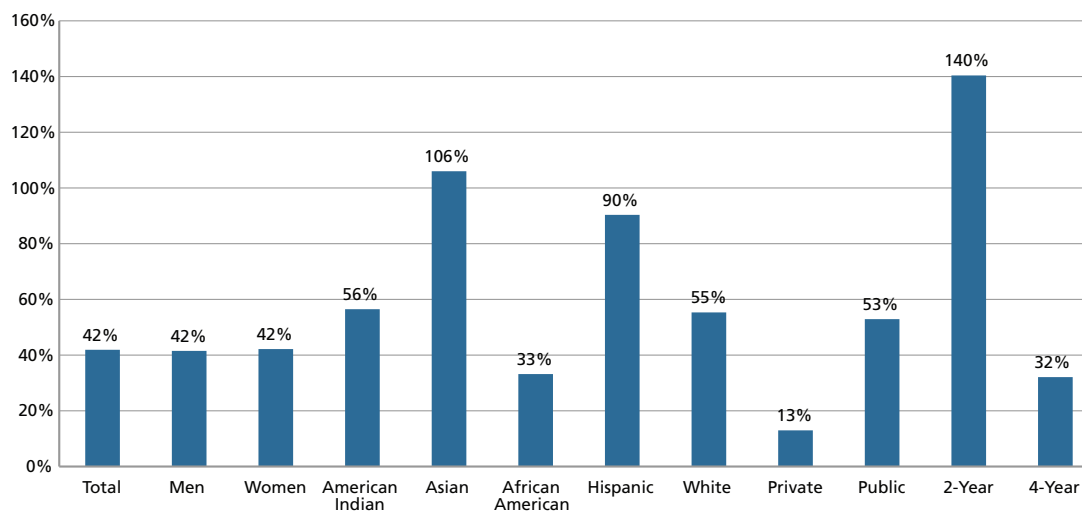
The majority of students served by HBCUs are African American students (83 percent) (fig. 11), yet HBCUs have a diversity of other students, including significant numbers of White students (13 percent), Hispanic students (3 percent), and Asian students (1 percent). Over the last decade, HBCU enrollments grew 42 percent, fueled by public institutions, which saw a 53 percent increase in enrollment from 2000–2010 compared with only 13 percent growth at private institutions (fig. 12). Enrollment growth was larger at two-year HBCUs than four-year HBCUs over the same time period. Since 2000, HBCUs have more than doubled their enrollment of Asian students and have increased Hispanic student enrollment by 90 percent. American Indian and White student enrollment increased 56 percent and 55 percent, respectively, between 2000 and 2010. In 2011, HBCUs saw a 14 percent decline in overall enrollment, erasing much of the progress in enrollment that HBCUs had made in the previous decade (fig. 13).

**FIGURE 11: STUDENTS ENROLLED AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY RACE ETHNICITY, 2011**



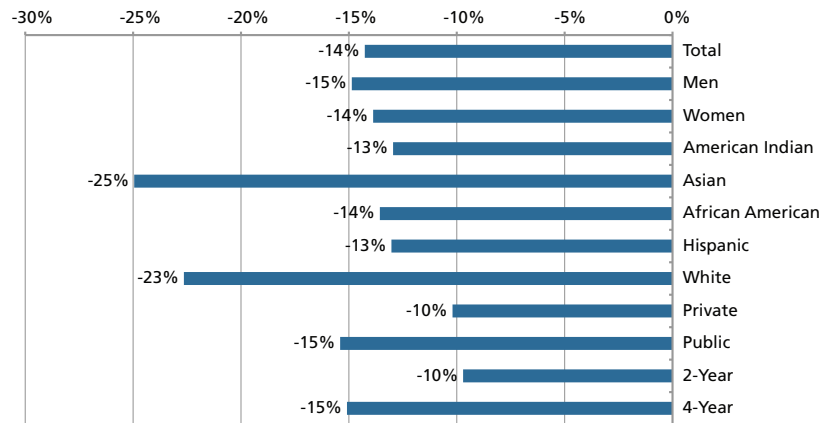
Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**FIGURE 12: CHANGE IN FALL ENROLLMENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SELECTED CHARACTERISTICS, 2000-2010**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

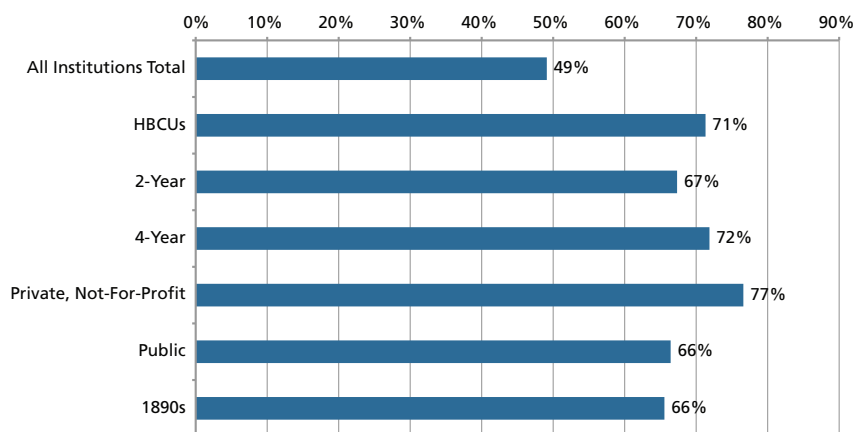
**FIGURE 13: CHANGE IN FALL ENROLLMENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SELECTED CHARACTERISTICS, 2010-2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

The percentage of undergraduate students receiving Pell grants was 49 percent at all institutions but was significantly higher at HBCUs (71 percent). The percentages of students receiving Pell grants were higher at four-year institutions and at private HBCUs (fig. 14). The percentage of undergraduate students receiving federal loans was 54 percent at all institutions, but was significantly higher at HBCUs (71 percent). The percentages of students receiving federal loans were higher at four-year institutions and at private HBCUs (fig. 15).

**FIGURE 14: PERCENTAGE OF STUDENTS RECEIVING PELL AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SELECTED CHARACTERISTICS, 2011**

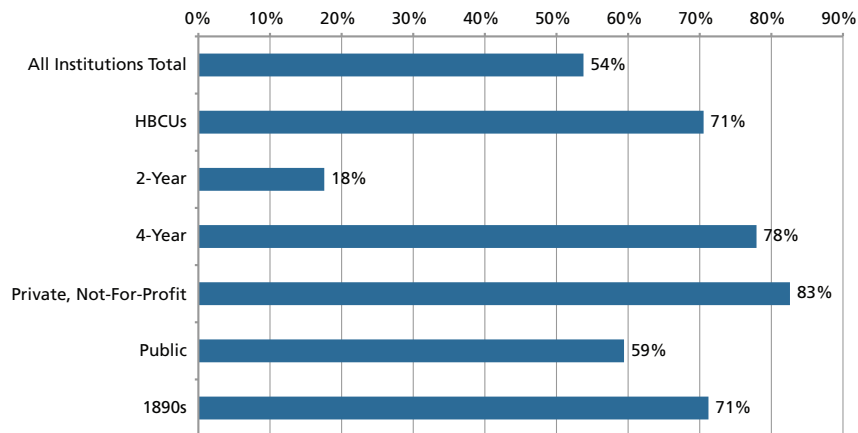


Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

Note: All Institutions includes HBCUs and non-HBCUs. All other data is for HBCUs only.



**FIGURE 15: PERCENTAGE OF STUDENTS RECEIVING FEDERAL LOANS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY SELECTED CHARACTERISTICS, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

Note: All Institutions includes HBCUs and non-HBCUs. All other data is for HBCUs only.

## Providing Student Outcomes with National Impact

On the surface, the educational outcomes at HBCUs may be viewed as not adding value to American higher education, yet the student outcomes at HBCUs have a national impact on the number of minorities who are ready to enter the workforce and contribute to the American economy. Without the significant contributions made by HBCUs in awarding degrees to African American students, America will not reach its goal of having 60 percent of citizens ages 25–64 with a bachelor's degree or higher by 2025. HBCUs produced 4,995 associate's degrees, 32,652 bachelor's degrees, 7,442 master's degrees, 483 doctoral degrees, and 1,717 professional degrees in 2011 (fig. 16). These numbers may seem small when examining the percentage of total degrees awarded by HBCUs to all students in higher education (table 2). However, when the numbers of degrees awarded at HBCUs are examined by degrees awarded to African American students, we see that HBCUs make significant contributions to outcomes. Despite enrolling only 9 percent of African American undergraduate students, HBCUs produce 17 percent of all bachelor's degrees, 25 percent of bachelor's degrees in education, and 22 percent of bachelor's degrees in STEM fields to African American students. This means that HBCUs overproduce bachelor's degrees to African Americans nationally despite only operating in 19 states and the District of Columbia. HBCUs also award a significant percentage of undergraduate degrees in the sciences to African Americans. According to Clay Phillips (2013), less than 9 percent of African American college students attend HBCUs, yet these institutions produce the following percentages of undergraduate degrees earned by African Americans:

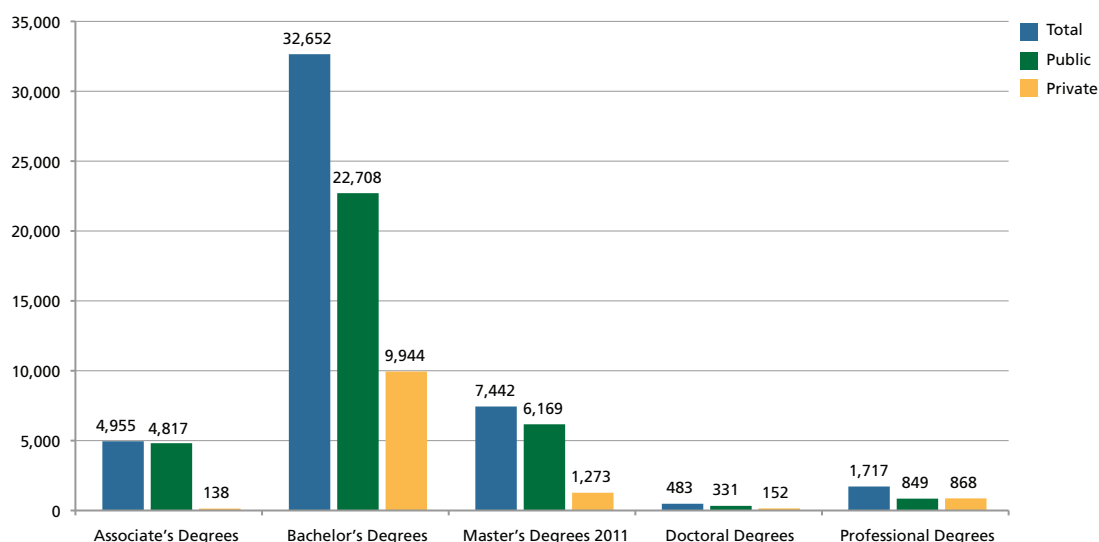
- 18% engineering
- 31% biological science

- 31% mathematics
- 21% business and management
- 42% agricultural science
- 17% health professions

Also, 11 HBCUs are among the top 15 institutions graduating the most African American students earning degrees in the physical sciences (Phillips, 2013).

The National Science Foundation found that a third of all African American science and engineering doctorate recipients nationally completed their undergraduate education at an HBCU. Among known U.S. baccalaureate-origin institutions of 1997–2006 Black science and engineering doctorate recipients, the top eight and 20 of the top 50 were HBCUs (National Science Foundation, 2008). The top five baccalaureate-origin institutions between 1997–2006 Black science and engineering doctorate recipients were Howard University, Spelman College, Hampton University, Florida A&M University, and Morehouse College. These institutions also make significant contributions to state-level outcomes for African American students. If the quality of an HBCU education is measured in outcomes, then the success of African American students who attend HBCUs for their undergraduate degrees and go on to earn master's, doctoral and professional degrees in STEM, law, and medicine from Harvard, Penn, Yale, Berkley, Duke, the University of Georgia, the University of Virginia, Johns Hopkins, and other top-ranked universities illustrates that HBCUs do prepare students to compete on a global scale. In fact, African American students attending HBCUs are more likely to go to graduate or professional schools than African American students from other institutional types.

**FIGURE 16: TOTAL DEGREES AWARDED AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY DEGREE TYPE, 2011**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**TABLE 2: PERCENTAGE OF DEGREES AWARDED AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY DEGREE TYPE AND STUDENT CLASSIFICATION, 2011**

	<b>Associate's Degrees</b>	<b>Bachelor's Degrees</b>	<b>Master's Degrees</b>	<b>Doctoral Degrees</b>	<b>Professional Degrees</b>
All Students	1%	2%	1%	1%	2%
African American Students	2%	17%	8%	8%	17%
Education Degrees to African American Students	3%	25%	9%	8%	N/A
STEM Degrees Awarded to African Americans	1%	22%	10%	11%	N/A

## Producing Research and Innovation for a Stronger Economy

HBCUs are not only access centers and the producers of graduates with quality degrees, but also are centers for research and innovation. HBCUs conduct research in many areas of national and global importance (fig. 17), and HBCU faculty and students are advancing solutions to breast cancer, HIV/AIDS, and Parkinson's disease.

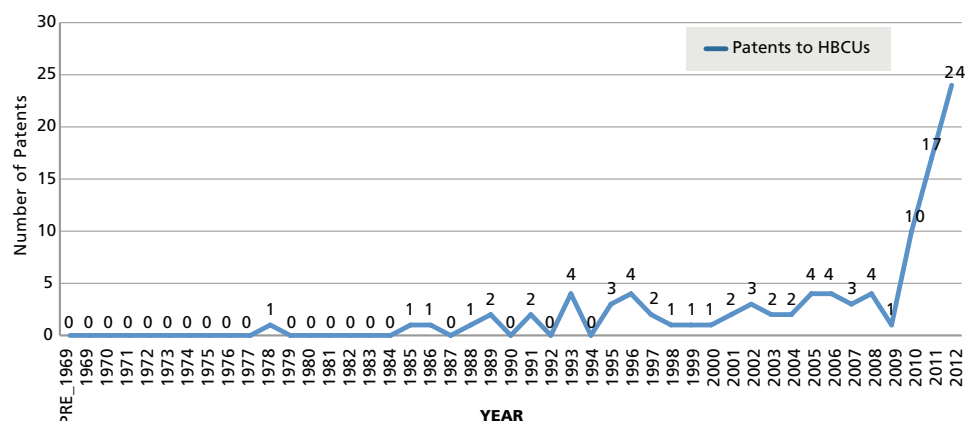
**FIGURE 17: SELECTED RESEARCH FOCUS AREAS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, 2013**

Advanced Manufacturing Technology	Aerospace and Transportation Systems	Agriculture and Forestry	Animal and Poultry Sciences	Behavioral Health and Resiliency Biochemistry	Biology and Molecular Biology
Biomedical Research	Biotechnology and Biosciences	Business, Commerce, and Economic Development	Computer and Computational Sciences	Defense and National Security	Education
Energy	Environment, Climate Change, and Bioenergy	Food and Nutritional Sciences	Geospatial Science	Health and Wellness	Horticultural Crops
International Research and Development	Materials Science and Advanced Materials	Nano-technology	Nuclear Science and Engineering	Neuroscience	Pharmacology
Production Systems	Small Business Development	Social and Behavioral Science	Transportation and Logistics	Veterinary Sciences	Vegetable Genomics

Source: Association of Public and Land-grant Universities, 2013

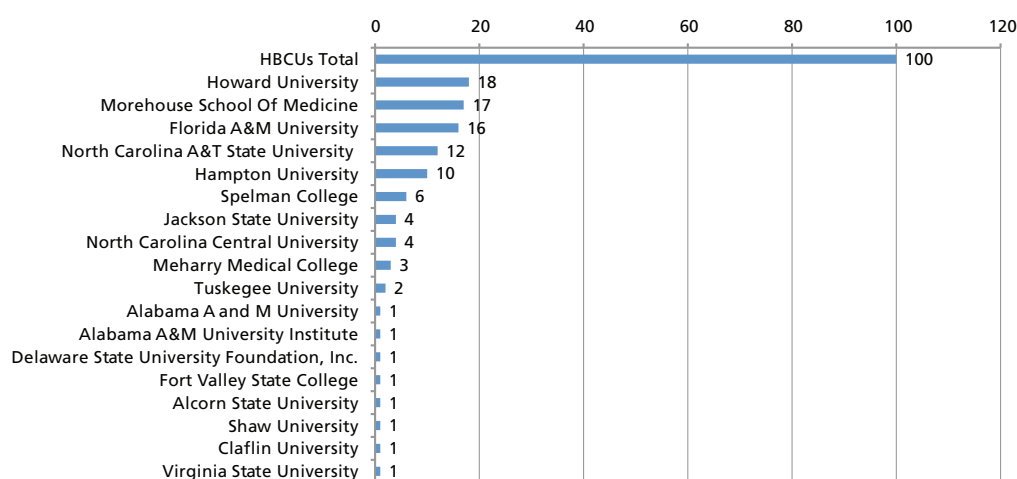
Prior to April 11, 1978, no HBCU had received a patent for an invention. The first HBCU to receive a patent was Shaw University with patent no. 4,083,841 A, received by Abha Pal Ghosh and Kalyan Kumar Ghosh that provided provide novel compounds that had a high level of activity as folic acid antagonists. Since that time, HBCUs have been steadily increasing the number of utility (non-provisional) patent grants awarded (fig. 18), and HBCUs have received 100 utility (non-provisional) patent grants from 1969 until 2012 (fig. 19). It should be noted that institutions can also obtain provisional patents, design patents and plant-patents that are not accounted for in these statistics and institutions where patents are credited to system offices are also not captured for individual institutions. Thus it is important for institutions to ensure the patents are assigned to the correct entity.

**FIGURE 18: UTILITY (NON-PROVISIONAL) PATENT GRANTS AWARDED TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, 1969-2012**



Source: United States Trademark and Patent Office, 2011. Data compiled by the Association of Public and Land-Grant Universities.

**FIGURE 19: TOTAL UTILITY (NON-PROVISIONAL) PATENT GRANTS AWARDED TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY INSTITUTION, 1969-2012**



Source: United States Trademark and Patent Office, 2011. Data compiled by the Association of Public and Land-Grant Universities.

HBCUs are not only conducting groundbreaking research, but some are also finding unique innovations that have led to many patents by HBCU faculty and the transfer of these innovations from the laboratory to the marketplace. For example, Florida A&M University (FAMU) faculty have submitted over 58 applications for patents since 2002, and 29 of these patents have been issued. Approximately 50 percent of FAMU patents are currently in development for mass-market distribution, and the university is planning to launch five spin-off companies to transfer patents to the marketplace. Below are examples of patents awarded to faculty at HBCUs.

■ **PATENT NO. 8,519,061**

**NORTH CAROLINA A&T STATE UNIVERSITY (2013):** Dr. Stephanie Luster-Teasley, as-sociate professor with a joint appointment in the department of civil, architectural and environmental engineering and the department of chemical, biological and bioengineering, was awarded United States Patent No. 8,519,061 for her development of a controlled release chemical oxidation polymer system for the remediation of wastewater.

■ **PATENT NO. 8,288,410**

**FLORIDA A&M UNIVERSITY (2012):** FAMU professor Seth Ablordeppey has received a U.S. patent for his development of the drug cryptolepine. His changes to the drug are projected to make for stronger response to infections commonly brought by HIV/AIDS and chemo-therapy treatment and will cause fewer side effects for patients.

■ **PATENT NO. 8,143,265**

**MEHARRY MEDICAL COLLEGE (2012):** Zhong Mao Guo received a U.S. patent for “Method of treating atherosclerosis,” or a method of treating atherosclerosis in a subject carried out by administering the subject 2-aminopurine or a pharmaceutical salt thereof in a treatment effective amount. Optionally, the subject may be administered an additional hypolipidemic agent. Compositions useful for carrying out the present invention are also described.

■ **PATENT NO. 8,030,442**

**MOREHOUSE SCHOOL OF MEDICINE (2011):** Roger P. Simon and Zhi-Gang Xiong received a patent for “Treatment of injury to the brain by inhibition of acid sensing ion channels,” or methods and compositions that inhibit acid-sensing ion channels provided for the preven-tion and treatment of brain injury, including injury caused by stroke or seizure. The meth-ods and compositions of the invention are additionally effective for the reduction of acidosis in the brain.

■ **PATENT NO. 7,700,587**

**FLORIDA A&M UNIVERSITY (2010):** Seth Y. Ablordeppey, Ph.D., received a patent for “Haloperidol Analogs,” or new drugs derived from haloperidol for the treatment of mental illness, especially schizophrenia. Unlike its predecessor, the new drugs are designed to treat schizophrenia without producing movement disorders similar to Parkinsonism.

■ **PATENT NO. 7,687,486**

**FLORIDA A&M UNIVERSITY (2010):** John Cooperwood, associate professor of basic scienc-es in the College of Pharmacy and Pharmaceutical Sciences, secured a patent for “Selective Estrogen Receptors Modulators,” which is a drug that can assist in the treatment of triple negative breast cancer.

According to the National Science Foundation (2011), HBCUs collectively received over \$547 mil-lion in research and development (R&D) expenditures, representing a 16 percent increase between 2010 and 2011. The top five HBCUs by R&D expenditures are Florida A&M University, Jackson

State University, Howard University, North Carolina A&T State University, and Morehouse School of Medicine (table 3). While HBCUs have increased their funding between 2010 and 2011, the share of federal dollars of the national total is 0.85% (less than 1%) of the total R&D funding in the United States. Table 4 shows that each of the Top 10 US Colleges and Universities by Total R&D Expenditures alone receives more funding than all R&D funding to HBCUs combined.

**TABLE 3: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES BY TOTAL R&D EXPENDITURES, 2011**

NAME	RANK	PERCENTILE	R&D EXPENDITURES (THOUSANDS)
Florida A&M University	195	22	\$53,326
Jackson State University	200	22	\$49,998
Howard University	212	23	\$42,341
North Carolina A&T State University	228	25	\$34,930
Morehouse School of Medicine	231	26	\$33,946
Alabama A&M University	238	26	\$32,063
Delaware State University	276	30	\$19,019
Tuskegee University	295	33	\$15,685
Prairie View A&M University	296	33	\$15,243
Fayetteville State University	297	33	\$14,618
Tennessee State University	302	33	\$13,468
Morgan State University	306	34	\$12,803
Hampton University	307	34	\$12,414
Alabama State University	309	34	\$12,340
Alcorn State University	316	35	\$11,397
Elizabeth City State University	319	35	\$10,455
Xavier University of Louisiana	325	36	\$9,849
North Carolina Central University	330	36	\$9,496
University of Arkansas Pine Bluff	331	36	\$9,415
Dillard University	334	37	\$9,256
University of Maryland Eastern Shore	341	38	\$8,664
Virginia State University	343	38	\$8,562
Clark Atlanta University	348	38	\$8,245
Morehouse College	350	39	\$8,063
South Carolina State University	354	39	\$7,533
Southern University and A&M College, Baton Rouge	360	40	\$7,215
Norfolk State University	364	40	\$7,140
Texas Southern University	372	41	\$6,318
Cheyney University of Pennsylvania	375	41	\$6,157
Claflin University	388	43	\$5,439
Langston University	392	43	\$5,206
Fisk University	400	44	\$4,849



NAME	RANK	PERCENTILE	R&D EXPENDITURES (THOUSANDS)
Kentucky State University	407	45	\$4,562
Fort Valley State University	426	47	\$3,850
Central State University	428	47	\$3,821
Benedict College	460	50	\$3,009
Tougaloo College	474	52	\$2,753
Savannah State University	476	52	\$2,700
Spelman College	499	55	\$2,273
Mills College	501	55	\$2,237
Shaw University	503	55	\$2,193
Grambling State University	508	56	\$2,135
Bowie State University	534	59	\$1,910
Albany State University	592	65	\$1,416
Winston-Salem State University	623	68	\$1,179
Mississippi Valley State University	673	74	\$830
Wilberforce University	690	76	\$763
Paine College	778	85	\$448
Millsaps College	797	87	\$400
Concordia College	815	89	\$330
LeMoyne-Owen College	878	96	\$209
West Virginia State University	n/a	n/a	\$4,176
<b>TOTAL HBCU R&amp;D EXPENDITURES</b>			<b>\$546,647</b>
<b>TOTAL R&amp;D EXPENDITURES (includes all institutions)</b>			<b>\$65,073,411</b>

Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education R&D Survey, 2011

**TABLE 4: TOP 10 US COLLEGES AND UNIVERSITIES BY TOTAL R&D EXPENDITURES, LOBBYING EXPENDITURES AND CAMPAIGN CONTRIBUTIONS, 2011**

INSTITUTION	2011 FEDERAL FUNDING	2013 AND 2012 LOBBYING	2012 CAMPAIGN CONTRIBUTIONS
Johns Hopkins University	\$1,880,000,000	\$800,000	\$502,291
University of Washington	\$949,000,000	\$650,000	\$674,959
University of Michigan	\$820,000,000	\$335,000	\$651,142
University of Pennsylvania	\$707,000,000	\$913,358	\$693,455
University of Pittsburgh	\$662,000,000	\$670,000	\$243,612
Stanford University	\$656,000,000	\$470,000	\$2,369,449
Columbia University	\$645,000,000	\$104,145	\$1,116,537
University of California	\$637,000,000	\$1,000,000	\$3,144,466
University of Wisconsin	\$594,000,000	\$400,000	\$495,984
Duke University	\$585,000,000	\$570,873	\$441,051

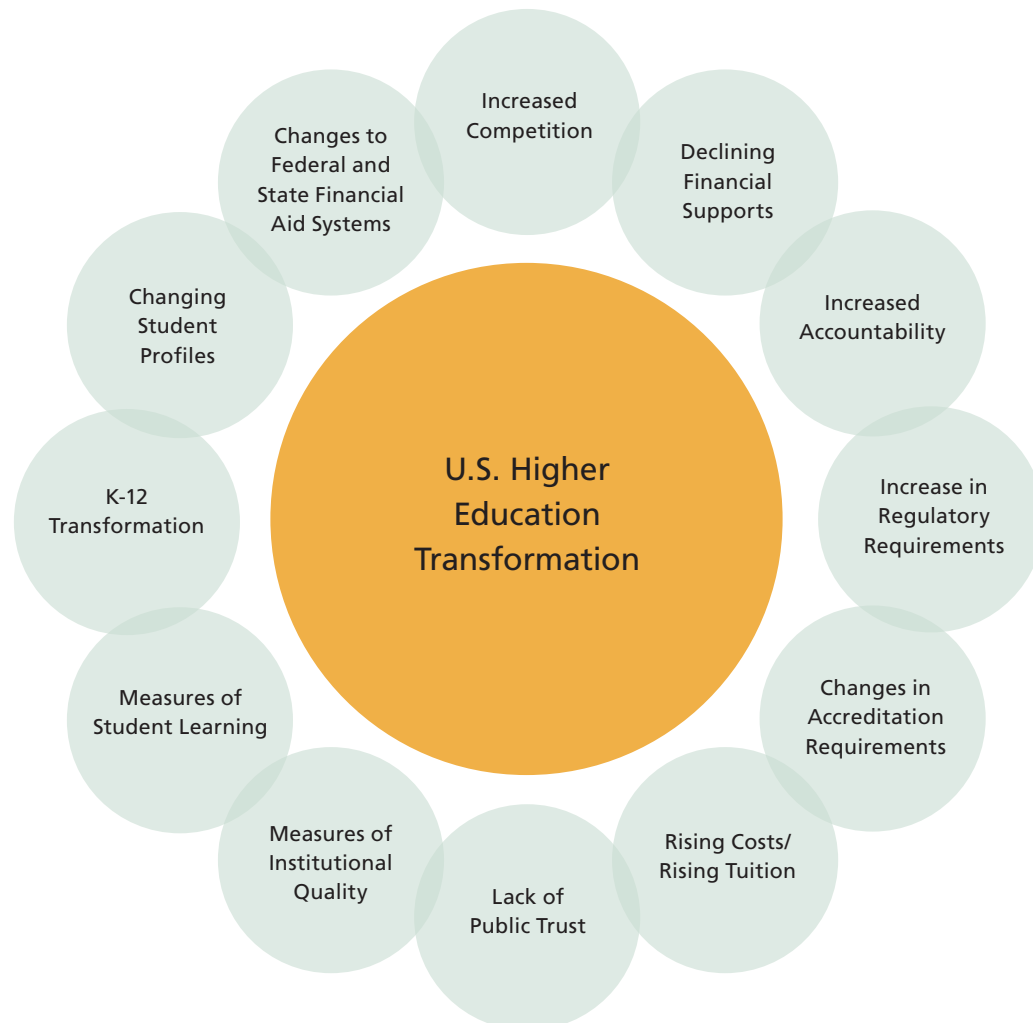
Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education R&D Survey, 2011; Lobbying and Campaign contributions data provided by Opensecrets.org, 2013.

## HBCU Opportunities and Challenges

### Challenges and Opportunities

The HBCUs that will survive in the ever-changing landscape of higher education will be those that develop visionary strategies for their institutions. Some HBCUs, public and private, may not survive the transforming landscape of higher education, but many HBCUs will thrive because they will meet the challenges stimulated by the current developments in higher education depicted in figure 20.

**FIGURE 20: THE CHANGING LANDSCAPE OF HIGHER EDUCATION**



Source: Association of Public and Land-grant Universities, 2013

To reposition HBCUs for the future, institutional leaders must respond to the evolving field of higher education, and this will only happen through strategic changes and investments at HBCUs. Each of the developments above represents challenges to every HBCU in the nation regardless of their differences—public, private, large, small, liberal arts, comprehensive, research, etc. The changing landscape of higher education is affecting every part the nation's higher education system, including research universities, land-grant universities, comprehensive universities, regional universities, Hispanic-Serving Institutions, tribal colleges, etc. No university can ignore these changes, especially those that are low resourced and serve primarily low-income and minority students because they will be disproportionately impacted by these changes. The realities of the present cannot be so imminent to HBCUs that they fail to position their institutions to thrive in the environment of the future. A failure to do both can render monetary gains and successes at HBCUs today meaningless in the future.

The leadership of HBCUs—governing boards, presidents and chancellors, provosts, vice presidents, etc.—must make understanding the changing landscape of higher education a priority and must change and adapt to position themselves for the future.

Many could not have imagined that any HBCU, public or private, would close its doors until the closure of Saint Paul's College was announced in June of 2013. Many proponents of HBCUs may want to deny the inevitable conclusion that some HBCUs will close in the near future without major interventions and changes, yet many HBCU leaders understand the fragile state of these institutions and the levers that could ultimately lead to the closure of these historic institutions. There are currently seven major pitfalls that could possibly lead to the demise of some HBCUs:

1. Declining financial support
2. Failure to compete
3. Declining retention and graduation rates
4. Declining enrollments
5. Changes to the financial aid system
6. Increased regulatory requirements and penalties
7. Lack of collective action

Due to the decreasing and limited resources available to all institutions, the competition among institutions has increased. Diversity has become a major hallmark of higher education, and institutions across the country are competing to attract the best and brightest students to their institutions. What has changed in the last 25 years is that African American students are now in an environment where not only can they go to any institution legally, but also they are being welcomed and recruited to come to these institutions through many incentives. This change has forever altered the environment of American higher education.

The changing landscape of African American student attendance is not a poor reflection on the part of HBCUs. In fact, in many cases African American students are choosing for-profit colleges because of their aggressive recruitment strategies and community colleges because of their low cost. However, the growth of African American enrollments at institutions such as Georgia State University, the University of South Mississippi, Florida State University, University of North Carolina–Greensboro, and similar institutions should not be overlooked. The fact is that the enrollment patterns for African American students have changed exponentially, and HBCUs find themselves in a different environment.

Two decades ago, public and private HBCUs were primarily in competition with each other for students and resources. Private HBCUs (Spelman, Morehouse, Fisk, Tuskegee, Xavier, etc.) competed against each other while public universities (FAMU, North Carolina A&T University, Jackson State University, Tennessee State University, Southern University, etc.) saw their peers as similarly situated public HBCUs. Rankings such as the Black Enterprise rankings of HBCUs and the newly created U.S. News and World Report rankings further emphasized this point. However, the landscape of higher education has changed so that the new competition for these institutions has also changed dramatically. FAMU is no longer competing primarily with Bethune-Cookman University, Albany State University, and Savannah State University for students. Instead, FAMU must also compete with Florida State University, University of South Florida, University of Central Florida, and the University of Florida. Tennessee State University must no longer think of Fisk as its competition. Instead, it must see Middle Tennessee State University, the University of Tennessee–Knoxville, and East Tennessee State University as competitors.

HBCUs must now respond to the demands of a changing higher education environment while navigating challenges and threats that have long existed for these institutions. The competition for students, faculty, and staff has never been more prominent for HBCUs, and these institutions are competing with all higher education institutions for the scarce supply of academically prepared students and extremely talented faculty. HBCUs are searching for new and innovative ways to replace the declining financial supports from federal, state, and local sources and must increasingly find new ways to improve student outcomes that will be tied to state and federal funding for higher education. While many states already tie appropriations for HBCUs to performance on student outcome metrics, President Barack Obama's newly established higher education agenda seeks the establishment of a college rating system that will link federal funding to performance. HBCUs have been highly criticized for their graduation and retention rates that are on average at 30 percent (Gasman, 2013).

HBCUs are also experiencing declining enrollments that stem primarily from changes made by the U.S. Department of Education to add new underwriting standards for the PLUS loan program for parents and graduate students. As a result of these changes, 14,616 students at HBCUs learned that the U.S. Department of Education had rejected applications from the students' par-

ents or guardians for loans to help pay college expenses in the fall 2012. As a result, HBCUs lost an estimated \$168 million as a result of the large number of students who were not able to start or continue their college education. However, with increased regulation of loan default rates and increased concern over student debt levels by the federal government, this could be a long-term problem for HBCUs that serve high numbers of low-income students that are dependent on the availability of Pell grants, federal student loans and other federal and state financial aid to finance their education.

Also a concern for HBCUs is the lack of a cohesive and collective strategy to combat issues that exist in the shared space among HBCUs. Some HBCUs have acquired talented and visionary leaders, and these leaders are leading their individual campuses to success. However, there are challenges that HBCUs face that go beyond the concerns of individual campuses (e.g., Federal Financial Aid Policy, HBCU federal appropriations, etc.), and HBCU presidents must have a strategic focus on issues that exist beyond the campus. Without a cohesive strategy, success by individual institutions will be short lived, and failure by individual HBCU campuses will have negative effects on the entire HBCU community in terms of perception and marketing. The challenges facing HBCUs are extraordinary, but the opportunities that are presented to HBCUs could positively shape the HBCUs of the future.

## Repositioning HBCUs for the Future

The authors propose that the HBCUs of the future will be very different from the institutions that exist today because they will be shaped by the transformative environment of higher education. HBCUs will need to overcome the many internal and external challenges that they are facing. These will be challenges that many institutions will face, but HBCUs, which have historically been underfunded and underresourced, will need to do more to overcome these challenges. However, this creates many opportunities for HBCUs to reposition their institutions for the future and to improve them to educate future generation of students. How can HBCUs individually and collectively assess themselves and develop strategies?

### Enhancing Institutional Organization and Governance

Internally, the HBCUs of the future will need vast improvements to the organizational and governance structures that place them at a distinct disadvantage with other institutions. Recently, several HBCUs have been mired in organizational and governance challenges that have led to national news coverage and have caused changes in leadership and problems with accreditors. HBCU governing boards have struggled with the balance between effective governance by setting the parameters and goals for the success of an institution without becoming involved in the day-to-day operations of the university. Organizational challenges for HBCUs also include improving faculty development, enhancing financial management, strengthening enrollment

management, implementing effective student supports, ensuring internal controls, and providing a quality student experience for the students served by these institutions. There is also a need for HBCUs to develop strategies to increase funding while finding innovative ways to increase efficiencies with current dollars. “This is the way we have always done it” will no longer suffice for the HBCUs of the future. While this does not mean that HBCUs will lose their traditions and heritage, it does mean that HBCUs will need to be more entrepreneurial and innovative in finding ways to address challenges. HBCUs will need to become connected with the best practices in higher education governance and institutional management, and this will force HBCUs to look broadly to find the best administrators and other personnel to drive organizational change while maintaining the HBCU culture and heritage.

Enhancing institutional organization and governance leads directly back to the question of leadership. HBCUs have a history of strong leaders that have guided them through Jim Crow segregation, the civil rights movement, integration, persistent underfunding, and other challenges that have been faced by these unique institutions. Only strong leadership could have guided these institutions through this tough time period. HBCUs still need strong leadership, but they also must have smart, visionary, and knowledgeable leadership at the board, presidential, administrative, and dean levels. How do HBCUs find or engineer the right collection of people to sit on their governing boards? How do HBCU governing boards pick the right president who understands the needs of the institution, the rapidly changing higher education environment, and the institutional contexts, but also has a plan and vision for how to strengthen the institution in the present while simultaneously positioning the institution for the future? How do presidents find competent administrators who are knowledgeable about best practices throughout higher education and who are able to implement the organizational structures needed to ensure a strong foundation for HBCUs? These are all questions that the HBCUs must answer.

## Growing Enrollment and Resources

Two developments in higher education necessitate entrepreneurial and innovative HBCUs: declining state and federal support for higher education and increased competition for existing dollars. HBCUs must compete for scarce resources in a competitive environment. While the mission of HBCUs is indeed important, money is critical to the survival of HBCUs. HBCUs must do more to understand their financial viability and find new sources of revenue. HBCUs will need to develop new enterprises that can help their reach and revenues. Tuition-dependent universities have two primary options to increase revenues: grow enrollment or increase external funding. Unfortunately, HBCUs cannot take one option or the other. Instead, HBCUs must do both to ensure stability in the short and long term. The growth of enrollment for HBCUs can come in several ways, including increasing enrollment targets, increasing transfer student enrollment, and increasing retention of students.

Increasing external funding is also important for HBCUs. HBCUs must increase alumni giving and find ways to engage and reengage alumni to support the institutions. This could have a major impact on the viability of HBCUs. This requires HBCUs to build system to reach their senior alumni while developing strategies to engage younger alumni. For example, if an institution has 20,000 graduates and each graduate gave \$1,000 over a one-year period, that institution could raise \$20 million from alumni. This much needed revenue could be used to fund scholarships for students, provide support for new programs and faculty, etc. Alumni giving must increase in order for HBCUs to remain viable. Yet, how do you get alumni to give whose experiences make them hesitant to invest back into their institutions? How do institutions reengage with alumni in a way that they see the importance of giving at every level? How do you get HBCUs to develop the advancement offices that will develop strategies to effectively engage alumni? Alumni giving is indeed important for HBCUs, yet alumni giving alone will not be enough to fill the historic inequity in funding and resources for HBCUs.

HBCUs must find other major donors (e.g., corporations, foundations, and wealthy benefactors) who are willing to make significant contributions to enhance institutional resources. Institutions that have been underfunded and underresourced for over 100 years do not just wake up overnight and have what they need in facilities, infrastructure, and capital to catch up with institutions that have had a 100-year head start. It would be like running the 100 yard dash with one competitor starting in the locker room while the other starts right at the finish line. Significant investments need to be made in HBCUs that will allow them to reposition themselves for the future. HBCUs need what Boon Pickens did for Oklahoma State University: an investor that changes the field for HBCUs to compete globally. Who is willing to invest in the future of HBCUs in significant ways that will allow these institutions to catch up with other institutions? When will states provide the funding needed for HBCUs to advance? For example, Florida has created a \$60 million fund to aid Florida State University and the University of Florida to become top 25 universities in the future. While this is a noble investment, where is the similar investments for FAMU, which also needs additional funds to enhance its academic quality to catch up with other universities? How can HBCU leaders make the case for states and the federal government to provide additional resources beyond what they are currently receiving? Maybe the case should be made that, in order to compensate for educating so many of a state's low-income students, an institution could receive additional money to support the unique challenges to ensure student outcomes such as retention or graduation.

In the future, we may also need to see the Oprah Winfrey School of Journalism at FAMU, the Michael Jackson College of Music at Jackson State University, or the Microsoft School of Computer Science at Howard University. HBCUs must find creative ways to engage alumni and other benefactors and establish partnerships with corporations and foundations that will enhance the ability of these institutions to accomplish their social justice missions. HBCUs must also engage with federal and state governments to increase the amount of grants, resources, and



research dollars available to HBCUs. Because HBCUs serve high numbers of students from low-income backgrounds, it is critical that the funding is available to ensure access and support for these students.

## Embracing Diversity

The HBCUs of the future may be more diverse than the HBCUs of today. This may become necessary due to the short supply of adequately prepared African American students in the K-20 pipeline and the increased competition for African American students by other university types. The increased competition for African American students by other institutional types that include for-profit institutions, community colleges, urban-serving institutions and traditionally White institutions will require HBCUs to: 1) work with the K-12 system to increase the number of African American students who are eligible and prepared to participate in post-secondary education; 2) Attract African American students who are eligible and prepared to participate in higher education to attend HBCUs. Unless HBCUs can competitively attract African Americans to enroll at HBCUs, attracting students from other growing demographic populations (e.g., Hispanic students, American Indian, Asian, White, foreign, etc.) will become necessary. HBCUs could possibly become centers of access and opportunity for a more diverse set of students and still maintain their mission, focus and culture as HBCUs. This is the power of the proverbial “and” instead of the dichotomous “or.” While HBCU proponents will argue that this would drastically alter the culture of HBCUs, we would argue that not making this change will permanently alter the landscape of HBCUs because it will mean the closure or merger of HBCUs. HBCU enrollments are shrinking among African American students while Predominantly White Institutions, community colleges, and for-profit institutions are seeing record growth in African American student enrollment. HBCU enrollments will not be sustainable if they singularly recruit and enroll African American students. While some HBCUs are positioning themselves to attract and create supportive environments for diverse and foreign students, most HBCUs have not made the changes necessary to prepare for the students of tomorrow.

As HBCUs are responding to the changing demographics and demand of students, many questions must be addressed. How will increased diversity affect the HBCU climate and culture? What infrastructure is needed for HBCUs to welcome diverse students to the campus? What are the best ways for HBCUs to attract diverse students? What are the benefits to HBCUs increasing diversity? Are there any adverse effects for HBCUs? What are the financial and human resource implications of developing diverse student bodies? Will HBCUs need to hire diverse recruiters to recruit diverse students?

## Improving Student Outcomes

While HBCU student outcomes have an impact on attainment for African Americans in key fields of national need, graduation and retention improvements will need to be a priority for the HBCUs

of the future. Providing access without associated outcomes will no longer be an option for any institution in America. HBCUs must develop the strategy and make the investments necessary to recruit, retain, and graduate their students as they prepare them for meaningful careers and opportunities. The average HBCU retention rate is 66 percent, and the average graduation rate is 30 percent (NCES, 2011). However, there is great variability in the graduation rates observed at individual institutions. Clay Phillips (2013) found that 22 percent of HBCUs have graduation rates that exceed the national average for African Americans, which is 42 percent (versus 53 percent for whites). HBCUs must find innovative strategies to increase student success. Increasing student success at HBCUs is critical to this unique set of institutions not only because it will increase enrollment, but also because it will bolster the relevancy of these great institutions that successfully prepare high numbers of low-income students.

Improving student outcomes at HBCUs comes with many questions that must be addressed by HBCUs. Are HBCU students not being retained or graduating because of something the institution is or is not doing? How do HBCUs improve graduation and retention for students that are leaving because of a lack of finances? What is needed to retain and graduate more low-income, first-generation college students? Not only are HBCUs grappling with this question, but so are many universities that serve similar students. Another question for HBCUs is should they provide access to students who are underprepared for colleges or universities, or should these students enter postsecondary education through community colleges that produce poorer outcomes for these students? These questions must be pondered by the HBCU community.

## Strengthening Institutional Foundations

Due to the changing nature of higher education and the increased focus on accountability, there is an increase in regulatory requirements for all institutions. This includes policies on acceptable levels of student loan default rates and increased accreditation requirements that are coming from the federal, regional, and state levels. The federal government is concerned about the large amount of debt that students are taking on and the high default rates at some universities. As a result, the U.S. Department of Education has moved to a three-year student loan default rate that sets an acceptable level of default rates at a cumulative 30 percent over a three-year period. Institutions that are above 30 percent will have to take corrective steps to reduce these rates or risk losing their eligibility for federal financial aid. Many HBCUs have default rates that are above the 30 percent mark and are at risk of losing the ability to offer federal financial aid to their students. Similarly, accrediting agencies are increasing requirements for institutions to receive accreditation, including a focus on continual assessment and improvement. However, many HBCUs have found themselves in trouble with their accrediting body.

In the Southern Association of Colleges and Schools (SACS), where the majority of HBCUs are accredited, 29 HBCUs have been placed on warnings between 1998 and 2013. Twenty HBCUs have

been placed on probation over the same time period, and four institutions have lost their accreditation in SACS. HBCUs make up 13 percent of the SACS membership yet constitute 25 percent of SACS sanctions. A loss of accreditation would mean that students attending these institutions would not be eligible to receive federal financial aid. HBCUs must not only exceed the regulatory requirements of today, but also must build the capacity to surpass the increased and unknown regulatory requirements of the future. HBCUs must continue to build upon their foundations to ensure that they are increasingly building the institutional infrastructure needed to serve future generations of students. As HBCUs strengthen their foundation, how will they meet and exceed the increasing standards for accreditation with limited resources? What changes will institutions need to make?

## Engaging State and Federal Policymakers

HBCUs often find that they are constantly reacting to changes in state and federal policy rather than proactively engaging with state and federal policymakers to develop policies that have potential effects on HBCUs. Because HBCUs serve critical numbers of low-income, first-generation students, they are highly sensitive to changes to federal and state policies that affect higher education institutions, including financial aid, loans, and other policy changes that have direct effects on students' ability to access education or the institutions' ability to provide a quality education to students. HBCU leaders must be on the front lines engaging with state and federal legislators and policymakers and be fully engaged in national and state conversations that involve changes to financial aid, loan default rates, and other important issues. This means that HBCUs must invest the resources to engage state and federal legislators and policymakers by investing in state and federal governmental affairs officers and national advocacy organizations such as APLU or the American Association of State Colleges and Universities (AASCU) and by using established HBCU-specific advocacy organizations such as the United Negro College Fund (UNCF), National Association for Equal Opportunity in Higher Education (NAFEO), and the White House Initiative on HBCUs. However, engagement cannot come without a collective strategy.

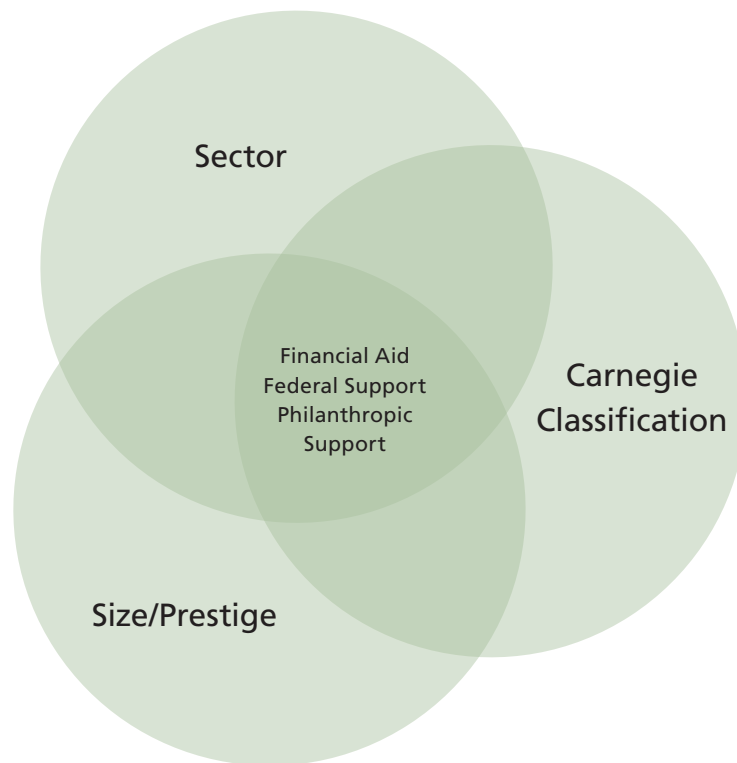
## Increasing Collective Action and Collaboration

One of the critical components for repositioning HBCUs for the future will be leadership. Not only must the leadership of individual campuses be visionary and innovative, but the HBCU leadership community must come together to articulate collective goals for HBCUs. Engagement with legislators and policymakers on the state and federal levels is critical for HBCUs, and HBCUs must develop a national advocacy strategy that will strengthen their access to resources and enhance their capacities to provide quality educational outcomes for students. While many organizations represent HBCUs (e.g., AASCU, APLU, Thurgood Marshall College Fund, NAFEO, United Negro College Fund, White House Initiative on Historically Black Colleges and Universities, etc.), what is missing is a collective strategy. The national strategy for HBCUs should not be mired in in-

stitutional differences by sector, size, and Carnegie Classification. Instead, this national strategy should be focused in the spaces that are shared by institutions where a national HBCU strategy can be developed to coincide with campus-specific initiatives that are aimed at establishing new goals for HBCUs. This collective action should lead to more collaboration among HBCUs in sharing best practices for student success and finding efficiencies that may be leveraged by regional consortia or institutional groupings (e.g., private, public, 1890s, etc.).

Not only must HBCUs develop a cohesive agenda that will allow them to advance an agenda on the federal and state levels, but also HBCUs must find champions and partners among other institutions that serve minority students and disproportionate numbers of low-income students to advance common goals (e.g., urban-serving institutions, rural universities, Hispanic-serving institutions, tribal colleges, etc.). However the way HBCUs will accomplish this is not yet known. How will HBCU leaders come together to develop a national strategy, and how will they communicate this strategy concisely, clearly, and collectively? With whom will HBCUs partner to advance their action plan? How will HBCUs engage with federal and state legislators, foundations, and corporations in the future?

**FIGURE 21: THE CHANGING LANDSCAPE OF HIGHER EDUCATION**



## Final Thoughts and More Questions

HBCUs are a collection of diverse educational institutions that share a common history in their establishment, and these institutions have changed over time. Although African American students can attend all universities in the United States, HBCUs are still important institutions that serve as access centers for a diverse set of low-income, first-generation students. HBCUs overproduce African American graduates in fields important to the economic future of our nation, and these institutions are conducting research and finding solutions to national and global problems. However, the landscape of higher education is constantly changing, and there have never been more pressures being applied to this segment of education. Despite the success currently being experienced at HBCUs, changes are needed in order to reposition these important national resources for the future. HBCUs will need to address many challenges that will strengthen these institutions and position them to attract and serve the students of the future. While the journey ahead for HBCUs will not be an easy one, it will come with many opportunities that HBCUs can leverage for the success of their students of today and tomorrow.

As the discussion continues on how to reposition HBCUs for the future, this discussion must start with a frank discussion of the strengths and weaknesses of these institutions. While there have been several reports that ponder the future of HBCUs, most of these reports are deficit based. They present HBCUs only as places that focus on the education of African Americans due to their founding legacy, and they ignore the student outcomes, research production, and diversity of students at HBCUs. This deficit-based perspective is not effective in engaging the HBCU community in any conversation around the future of HBCUs. However, there are real issues and challenges that HBCUs must consider and address. As HBCUs journey toward repositioning themselves for the future, many questions are still left to be answered, and continuing conversations are needed. We hope that the HBCU community will respond by engaging in collectively repositioning HBCUs for the future. We invite the HBCU community to engage with us as we develop an plan of action on how to position HBCUs for the future.

## REFERENCES

- Allen, W. R., & Jewell, J. O. (2002). A backward glance forward: Past, present, and future perspectives on historically black colleges and universities. *Review of Higher Education*, 25(3), 241–261.
- Clay, Phillip L. (2013). *Historically black colleges and universities facing the future: A Fresh Look at Challenges and Opportunities*. Cambridge, MA: Massachusetts Institute of Technology.
- Gasman, M. (2013). *The changing face of historically black colleges and universities*. Philadelphia, PA: University of Pennsylvania Graduate School of Education.
- Provasnik, S., Shafer, L. L., & Snyder, T. D. (2004). *Historically black colleges and universities, 1976–2001* (No. NCSE 2004 062). Washington, D.C.: Government Printing Office.
- Redd, K. E. (1998). Historically black colleges and universities: Making a comeback. *New Directions for Higher Education*, 26(2), 33–43.
- Roebuck, J., & Murty, K. (1993). *Historically black colleges and universities: Their place in American higher education*. Westport, CT: Praeger Publishers.
- Wolanin, T. R. (1998). The federal investment in minority-serving institutions. *New Directions for Higher Education*, 26(2), 17–32.



## ABOUT APLU

The **ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES (APLU)** is a research, policy, and advocacy organization representing 218 public research universities, land-grant institutions, state university systems, and related organizations. Founded in 1887, APLU is the nation's oldest higher education association with member institutions in all 50 states, the District of Columbia, and four U.S. territories. Annually, member campuses enroll more than 3.8 million undergraduates and 1.2 million graduate students, award over 1 million degrees, employ nearly 1 million faculty and staff, and conduct more than \$37 billion in university-based research.

## ABOUT OAS

APLU's **OFFICE FOR ACCESS AND SUCCESS (OAS)** is dedicated to equity, access, and educational excellence for all Americans with a special focus on underserved students and minority-serving institutions. OAS is primarily responsible for supporting the APLU Council of 1890 Universities; the Commission on Access, Diversity and Excellence (CADE); Hispanic-Serving Institutions; and the OAS Advisory Board. To reach the authors, please email [oas@aplu.org](mailto:oas@aplu.org).



## ABOUT THE AUTHORS

**JOHN MICHAEL LEE, JR.** is vice president for the Office for Access and Success (OAS) and is responsible for advancing Public Black Universities, Hispanic-Serving Institutions, and Tribal Colleges and supporting the APLU Council of 1890 Universities; Commission on Access, Diversity and Excellence; and the OAS Advisory Board. His research interests include student access, participation, and success in higher education; student recruitment, retention, and graduation; student development; minority serving institutions (HBCUs, HSIs, and Tribal Colleges); higher education diversity; and education policy.

He earned a Ph.D. in higher education administration from New York University, an MPA with a concentration in economic development from Georgia State University, and a bachelor of science in computer engineering from Florida A&M University.

**SAMAAD WES KEYS** is the program assistant for the OAS and is responsible for research, managing collaborative partnerships and initiatives to meet the key organizational objectives for advancing college access and success for all students, with particular attention paid to underrepresented groups at the precollege and college levels. His research interests are focused on postsecondary education policy, minority student access and success, and minority-serving institutions. He holds a deep interest in the for-profit sector of higher education and how these institutions are shaping the future direction of higher education.

He is currently a doctoral candidate at the University of Georgia's Institute of Higher Education. He earned a master's degree from Central Michigan University in educational curriculum and instruction and a bachelor of arts degree from Morehouse College in psychology.

### **Suggested Citation:**

Lee, J.M. and Keys, S.W. (2013). *Repositioning HBCUs For the Future: Access, Success, Research & Innovation*. (APLU Office of Access and Success Discussion Paper 2013-01). Washington, DC: Association of Public and Land-grant Universities.

ASSOCIATION OF  
PUBLIC AND  
LAND-GRANT  
UNIVERSITIES

---



1307 New York Avenue, N.W., Suite 400,  
Washington, D.C. 20005-4722  
[www.aplu.org](http://www.aplu.org)