



If You Can Dream It, You Can Achieve It at an HBCU!

**Statement of Dr. Larry Earvin, President
Huston – Tillotson University
Member, UNCF
Member, Board of Directors
National Association for Equal Opportunity in Higher Education
Education and Labor Field Hearing
June 4, 2007
10:00 A.M.
Austin, Texas**

Chairman Miller, Ranking Member McKeon and Members of the Committee, thank you for affording me the opportunity to appear before you today on behalf of Huston – Tillotson University over which I am privileged to preside and UNCF of which Huston – Tillotson is a member along with thirty five (35) private Historically Black Colleges and Universities (HBCUs). I am delighted also to appear before you today as a director of the National Association for Equal Opportunity in Higher Education (NAFEO), the nation's only membership association of all of the two-year, four-year, public and private HBCUs and Predominantly Black Institutions (PBIs), some one hundred twenty (120) institutions, representing almost 800,000 students, nearly 53,000 faculty and more than 5 million alumni. NAFEO's more than 120 member institutions are located in twenty-five states, the District of Columbia and the Virgin Islands.

I am especially grateful to Ruben Hinojosa and Kenny Marchant, House Education Committee members from the great State of Texas, and to Congressman Bobby Scott who is in large measure responsible for my appearing before you today. I also extend my appreciation to attorney Lezli Baskerville, President and CEO of NAFEO, for the assistance she provided in shaping this testimony. I hope that while you are here in Austin, just a short distance from the campus of Huston – Tillotson University, you will come tour our magnificent campus, experience the challenging, yet warm and welcoming environment, and see firsthand what we are doing with private and public dollars; and what we are able to continue doing thanks in large measure to federal Title III dollars.

Your presence here today on the Monday following your Memorial Day recess is a testament to the level of importance you place on getting a better understanding of how Titles III and V work as you continue congressional efforts to reauthorize the

Higher Education Act. I am eager to share with you my experiences, those of Huston – Tillotson and those of others in the HBCU phalanx under Title IIIB, **Strengthening the Historically Black Colleges and Universities**. Title IIIB is of signal importance to the survival and progress of the nation’s 105 historically black colleges and universities.

Before I share with you the abundant successes under and opportunities for improvement of Title III, I share with you a brief overview of Huston – Tillotson University Huston-Tillotson University is a historically black university located in Austin, Texas. It is affiliated with The United Methodist Church and the United Church of Christ. It gained university status in 2005.

The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University’s historic constituents and evolving population, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University awards undergraduates, four year degrees in business, education, the humanities, natural sciences, social sciences, science and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

In 1966 the 23-acre campus contained an administration building, science building, two residence halls, student union-dining hall, gymnasium-auditorium, music hall, lounge, and two other halls. The Downs-Jones Library houses more than 86,000 volumes, subscribes to more than 350 periodicals, and is a member of TexShare, a library resource-sharing program which enables students, faculty, and staff to borrow books from other member libraries. By the early 1970s new buildings included a classroom-administration building, a chapel, an addition of three wings to the women's dormitory, and an addition of two wings to the men's dormitory. In 2004, the first phase of renovation work was completed on the Old Administration Building and it reopened after standing unoccupied for 35 years.

I became the fifth president of the University in 2000.

To provide you with a sense of “how Title III works,” I think it important that you have an understanding of how Title III evolved, why it was important in 1986, why

it remains important today more than two decades after it was initially included in the Higher Education Act.

TITLE III, PART B: STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Title IIIB of the Higher Education Act of 1965 was first enacted by Congress as part of the Higher Education Act Amendments of 1986 (P.L. 99-498) as the Historically Black College and University Act, Title IIIB. It was the official legislative way of recognizing this nation's sorry history of invidious discrimination against the progeny of slaves in higher education; of the lingering impact of years of non-support; and to this day, unequal support by states, funders, corporations and others for the nation's original and premiere mission-based equal educational opportunity higher education institutions that we call HBCUs.

Title IIIB currently provides funding for 97 historically black college and university (HBCU) undergraduate programs that meet the definition in section 322(2) of the Act, as well as for 18 Historically Black Graduate Institutions (HBGIs) specifically named in section 326. These 18 institutions provide graduate and professional education in the physical and natural sciences, medicine, veterinary medicine, dentistry, law, pharmacy and related fields in which African Americans are underrepresented. A three-pronged formula determines the amount of each institution's award under section 323 (undergraduate), while five factors are used to determine the allocation of funds to the historically black graduate programs under section 326.

The “**Strengthening Historically Black Colleges and Universities**” program has been, and continues to be, the principle source of institutional assistance for the HBCUs. Since its inception, the Title IIIB program has been very successful in supporting strategic planning initiatives, academic program enhancements, administrative and fiscal management, student services, physical plant improvements, and general institutional development. Since Congress first funded the Title IIIB program in FY 1987, the HBCUs have received more than \$3 billion in grant awards through FY 2006.

The Title IIIB dollars are transforming HBCUs to meet the challenges of a new century with cutting cutting-edge projects in agriculture, science, technology, and international education. Title IIIB dollars are also enabling HBCUs to provide vital education, health care, human needs, economic and community development, and recreation services for the communities in which they are located. I provide you ten (10) representative examples of how Title III is working. The examples include 2- and 4-year institutions, urban and rural, undergraduate and graduate program beneficiaries. I am attaching to this testimony comments from **Alabama State University, Alcorn State University, Bowie State University, Cheyney University of Pennsylvania, Fort Valley State University, Hampton University, JF Drake**

State Technical College, Kentucky State University, Morehouse School of Medicine, and Norfolk State University. Please take time to review the submissions.

What you will find is that the Title IIIB programs are enabling HBCUs---mission-based, equal educational opportunity institutions—to continue **promoting access and success**, and educating more diverse students which has long been the province of the nation’s historically black colleges and universities. As one author noted, “HBCUs remain the patron saints of universal access.” HBCUs are, in fact, the “patron saints of universal access AND opportunity.”

By patron saints of “access and opportunity” I emphasize that HBCUs are not just opening their doors to opportunity to a broad and diverse group of students, many of whom have been traditionally underserved, but also offering students a college opportunity that is *appropriate* for their aspirations, preparation, and abilities. They are giving traditionally underserved students--the growing majority in America--an opportunity for a successful postsecondary experience.

HBCUs are having many favorable results. They are generally offering a good return on the investment. According to data from **The College Board’s *Trends in College Pricing 2006***, and the **2005 NAFEO Enrollment Survey of HBCUs**, private HBCUs on average cost \$10,000 per year less than their white counterparts, when tuition, fees, room and board are factored in. Public HBCUs on average cost \$1,000 less than their white counterparts. Using Title IIIB programs, over the course of the past 29 years, HBCUs have made remarkable strides. Consider these facts:

- HBCUs represent only three percent (3%) of all colleges and universities, yet they enroll sixteen percent (16%) of all African Americans in 4-year degree granting institutions;
- They graduate thirty percent (30%) of African Americans receiving 4-year degrees, and forty percent (40%) of African Americans receiving 4-year degrees in STEM areas;
- Twenty-four percent (24%) of all PhDs earned each year by African Americans are conferred by twenty four (24) HBCUs;
- Eighteen (18) of the top twenty-three (23) producers of African Americans who go on to receive science related PhDs are HBCUs;
- Four (4) of the top ten (10) producers of successful African American medical school applicants are HBCUs. These HBCUs produce twenty percent (20%) more African American applicants than the other six (6) institutions combined;

- Eight (8) of the top ten (10) producers of African American engineers are HBCUs.

It is expected that Title III programs will be more sorely needed than ever so that HBCUs can continue to evolve to meet the changing characteristics of today's students, today's civic, social, political, ecumenical and labor force needs. As you are aware, in the forty years since the Higher Education Act was passed, the more than twenty years since Title IIIB was enacted, the nation has become more colored, more culturally diverse, more global, more technological, and more virtual. The cost of higher education has escalated to keep pace with the growing scientific, security, and technological demands of the day: demands for information now, information on-the-go, and to expand the reach of the information we have and information we need beyond the borders of campuses, counties, states, regions, and nations. Title III programs are enabling HBCUs to keep pace.

It is projected that an even greater burden will be placed on HBCUs in the coming years as the national demographics change. It is projected that by the year 2050, one-half of the United States will be "minorities". Because HBCUs educate a disproportionate number of racial and ethnic minorities, it can be expected that a greater proportion of those seeking a higher education in and around 2050 will choose to attend an HBCU. Add to the demographics the financial stagnation that is projected for American workers well into the next century, and the retrenchment in student grant-aid programs, and it becomes clear that the demands on HBCUs will be even greater than they are today. Well into the next century, HBCUs will not only be required to "remain at the creative forefront of American education, offering tools and skills necessary to prepare students for today's competitive and technological society,"¹ but they will also be required to increase the role that they play as providers of social services.

Title III programs are needed for one additional reason according to a 2004 report by Thomas G Mortenson, the Senior Scholar at The Pell Institute for the Study of Opportunity in Higher Education. Title IIIB programs are needed so that HBCUs can keep educating diverse students at a time when the nation's flagship institutions are not doing a good job. The Mortenson Report found that at this time when state public higher education institutions should be doing more to enroll and graduate traditionally underrepresented populations, because of their growing

¹ From the address of President Bill Clinton on the occasion of the commencement of HBCUs Week, 1996.

numbers in the population, most of our flagship universities are doing a grossly inadequate job of enrolling African Americans, Hispanics, and American Indians.

Despite some recent progress, among the universities that Dr. Mortenson found to be **least** engaged in enrolling underrepresented minorities present in higher education in their states and most segregated are: the University of Georgia, University of Mississippi at Oxford, Louisiana State University, Baton Rouge, University of Tennessee, Knoxville, University of Delaware, University of Texas, Austin, University of Arkansas, Fayetteville. These are all states with HBCUs. The Mortenson report goes further to conclude as follows:

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

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

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

These public universities have accumulated huge profits but most appear unable or unwilling to enroll their state shares of

underrepresented minority populations. They do not lack resources- they lack will.

The Mortenson Report has public policy implications worthy of our consideration. As we seek to invest more equitably and efficiently in higher education, to prod higher education access and success, and to focus on outcomes-based education, consideration should be given to investing proportionately more in those institutions, like HBCUs, HSIs, and AIHEC institutions that continue to enroll and graduate disproportionate numbers of traditionally underserved students. This approach would foster at least three important higher education goals: (1) **promoting access to postsecondary education;** (2) **containing college costs and prices;** and (3) **fostering standards and accountability.**

To enable Title IIIB to continue strengthening the nation's premiere equal educational opportunity institutions and expanding educational excellence, access and equity, the entire HBCU community is united behind the following amendments to Title IIIB:

- Revise section 324(d) of the Act to limit the award of Title IIIB funds to HBCU s that meet the requirements of section 322(2) *and* satisfy *every* element of the formula in section 326(f)(3).
- Increase the authorization of appropriations in fiscal year 2007 to \$260 million for section 323 and to \$75 million for section 326 and "such sums" in the succeeding four fiscal years.
- Retain the current law HBGI allocation formula for distributing funds to *all* eligible historically black graduate and professional schools and "qualified graduate programs", with a "hold harmless" provision to prevent the reduction in any HBGI's prior year award;
- Add any newly eligible professional schools or "qualified graduate programs." Qualifying programs include:

Albany State University: Nursing

Alcorn State University: Agronomy, Animal Science, Biology, Computer Information Science, Rural Nursing

Bowie State University: Computer Science, Family Nurse Practitioner, Management Information Systems

Grambling State University: Nurse Practitioner

Langston University: Physical Therapy

University of the District of Columbia School of Law

- Revise section 327(b) of the Act to clarify congressional intent that eligible institutions have ten years to obligate Title IIIB grant funds;
- Revise section 322(4) of the Act to clarify that the authority to determine areas in which Blacks are underrepresented resides solely with the Secretary of Education, in consultation with the Commissioner of the National Center for Education Statistics and the Commissioner of the Bureau of Labor Statistics;
- Authorize new activities including the creation or improvement of facilities for Internet or other distance learning; the acquisition of real property adjacent to the campus needed to construct instructional facilities; general faculty support; etc.
- Include a new technical assistance authorization for institutions to use up to two percent of their Part B funds for technical assistance purposes related to grant activities approved by the Secretary of Education.

TITLE III, PART A: PROPOSED NEW PREDOMINANTLY BLACK INSTITUTIONS

In addition to the above recommendations, the HBCU community and the evolving community of predominantly black institutions stand united behind an amendment to the Higher Education Act to include a new Title III, Part A that would authorize a minimum grant of \$250,000 to 2- or 4-year institutions of higher education defined as Predominantly Black Institutions (PBIs). This proposed amendment is an effort to expand educational access to the growing segments of the American workforce. The proposed PBI amendment is aligned with and proposes federal support for PBIs comparable to that which is currently provided to Hispanic-Serving Institutions under Title V Part A, Section 501 of the HEA where funds are authorized to provide grants and related assistance to Hispanic-serving institutions to enable such institutions to improve and expand their capacity to serve Hispanic students. It is also aligned with and would offer support for PBIs comparable to that which is provided under Title III, Section 303, where funds for Indian Tribal Colleges and Universities are authorized to enable such institutions to improve and expand their capacity to serve Indian students.

The PBI amendment would greatly enhance the nation's ability to make higher education available to all who are prepared and desirous of attending college. In so doing, it would expand the nation's ability to prepare more Americans to meet the demands of the labor force for more highly trained, technological workers, and for a more diverse labor force.

PBIs are located in service areas of high distress, high need, and traditionally low-performing PK-12 systems. They are potent educational, economic, social, and political resources for their service areas. They are feeders of diverse students into four-year institutions (in the case of two-year institutions), graduate and professional schools, and into the labor force.

It is in the nation's interest to help ensure that all students who are prepared and desirous of attaining a higher education are afforded an opportunity to do so; and that higher education institutions that are educating disproportionate percentages of low-income, first generation, traditionally underserved students are strengthened.

Despite efforts to close the higher education attainment gap between white students and racial and ethnic minorities, the gap remains manifest. More affordable and more accessible, PBIs help to close the gap between black students and white students enrolling in and graduating from college.

Relative to other institutions of higher education, PBIs are under-funded.

PBIs are different than Historically Black Colleges and Universities (HBCUs) in mission, history and, in some instances, resource challenges. Similar to HBCUs, they are meeting vital higher education needs for traditionally underrepresented students, a disproportionate number of whom are black. Indeed, PBIs are meeting the needs of more than 200,000 students each year. PBIs would be added to HEA without jeopardizing the HBCU program and in a manner that would withstand "strict scrutiny."

The proposed definition of a "PBI" is an institution with:

- 1000 full time students or FTE;
- At least 50% of students are Pell Grant-eligible;
- At least 50% of students are first generation college students;
- At least 40% of enrolled students are Black American;
- At least 25% of graduates enroll in an advanced degree program; and
- At least 25% of students complete degree requirements in a specified time period

The proposed use of race as just one factor among several others suggests that the proposed new category of institutions would meet constitutional muster. In Grutter v. Bollinger, a majority of the Supreme Court Justices upheld the use of race as one of many factors that may be considered in fashioning diversity initiatives in higher

education. The PBI provision would allow for the consideration of race as one of several factors in determining an institution's eligibility for inclusion in the proposed Title IIIA of the Higher Education Act. Race would not be the *only* factor; and the proposed definition would be consistent with the legislative scheme for the inclusion of HSIs and Tribal Colleges and Universities. I am including as an appendix to this testimony, a one-page briefing paper on this important amendment to Title III.

TITLE III, PART C: ENDOWMENT CHALLENGE GRANTS

The purpose of the Endowment Challenge Grant program is to help traditionally under-funded institutions to grow their endowments, which are essential to their survival and enhancement. For these institutions to grow their endowments is increasingly important during this economic downturn. Congress ceased providing direct funding for the program in fiscal year 1995. Many NAFEO member institutions, especially small private and public colleges, which serve large numbers of lower income students, tend to be enrollment driven and have fewer wealthy alumni than their historically white counterparts from which to secure large gifts. The percentage of alumni from these institutions who give to their alma maters is significantly smaller than the percentage of alumni at their competitor institutions. Federal matching grants present an attractive magnet to lure private sector involvement—namely corporate and foundation contributions. Each Endowment Challenge Grant must be matched on a dollar- for-dollar basis.

The Challenge Grant Act Amendments of 1983 authorized matching federal grants for small private and public colleges and universities that qualified for Title III of the Higher Education Act. Subsequent amendments to the law have allowed Historically Black Colleges and Universities (HBCUs), community and junior colleges, Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and other minority-serving institutions to participate in the program.

The united HBCU community recommends establishing a two-tiered match system: a 1:1 or 2:1 dollar match, with a five-year wait out period for institutions in the 2:1 program. Allowing a 2:1 match would allow institutions to pursue more aggressive endowment building campaigns on their campuses.

TITLE III, PART D: HISTORICALLY BLACK COLLEGE AND UNIVERSITY CAPITAL FINANCING

Congress established the Historically Black College and University (HBCU) Capital Financing program to provide HBCUs with resources for the repair, renovation, or in exceptional circumstances, the construction or acquisition of instructional, laboratory, residential campus facilities; instructional equipment,

research instrumentation, or fixtures related to such facilities, and of any real property underlying such facilities. Very few projects have been approved since 1992. As of May, 2007, only 12 financing projects, totaling an estimated \$180 million, had been approved since the program's inception.

The Department of Education's preferred method of financing HBCU Capital projects is to provide loans tied to a Department of Treasury-based benchmark. This practice has resulted in increased costs to the institution, including paperwork burdens and processing delays. To strengthen this sorely needed program, the HBCU community recommends:

- Expanding the purposes for which financing may be used to include the acquisition of property adjacent to the campus;
- Increasing the authorization of appropriations for the HBCU Capital Financing program to \$308,000;
- Eliminating financing tied solely to the Treasury-bill rate;
- Reducing the paperwork burden for institutions and the time between an institution's submission of its application to the time for approval for financing; and
- Eliminating the current requirement for cross collateralization of capital.

TITLE III, PART E: MINORITY SCIENCE AND ENGINEERING IMPROVEMENT PROGRAM

The purpose of the Minority Science and Engineering Improvement Program (MSEIP) is to increase minority representation in science and technology by improving science and engineering programs at minority institutions. Institutions of higher education may use MSEIP funds for projects ranging from faculty development and improvement, curriculum development and research capabilities.

The HBCU united community supports an increase in the authorization of appropriations to \$20 million and the creation of a new authority that encourages consortia that include the Department of Energy's regional laboratories, other federal agencies with science, mathematics, engineering and technology missions or mandates, and private sector companies or foundations related to health and scientific research.

****Proposed New Title III PROVISION** INCLUSION OF HBCU RESEARCH, EDUCATION AND TECHNICAL ASSISTANCE CENTER WITH ENDOWED CHAIRS AT ACCREDITED HBCU LAW SCHOOLS**

The final amendment we propose to Title III is for the establishment of a new section that would create an HBCU Research, Education and Technical Assistance Center with Endowed Chairs at the accredited HBCU law centers. The Center would gather, maintain & disseminate quantifiable, research-based data to sustain

HBCUs, close the achievement, performance, and retention gaps, and improve educational outcomes. The endowed chairs would work with HBCUs in their region to gather and present data necessary under the Program Assessment Rating Tool (PART) to demonstrate to the satisfaction of the Department of Education, state legislatures and other legislative, regulatory, administrative, and judicial bodies, the outcomes from the Title III investments in HBCUs. The Center and HBCU accredited law schools would also gather and maintain data sufficient to support strategic investments in HBCUs, and pilot test and identify best practices in a number of critical areas including student retention at HBCUs, best practices for closing the stark male, female enrollment gap on HBCU campuses and the like.

The above recommendations will go a long ways toward strengthening HBCUs and PBIs, their students, faculty, staff and facilities. To the extent to which we as a nation strengthen HBCUs and PBIs, we will strengthen a growing segment of the American workforce, strengthen our families and communities, and make America strong.

Please give these recommendations your favorable consideration.