

THE GENIUS OF BLACK COLLEGES (HBCUs): WHAT EVERY AMERICAN SHOULD KNOW

UNIVERSITY OF CALIFORNIA, DAVIS

FORUMS ON THE PUBLIC UNIVERSITY AND THE SOCIAL GOOD

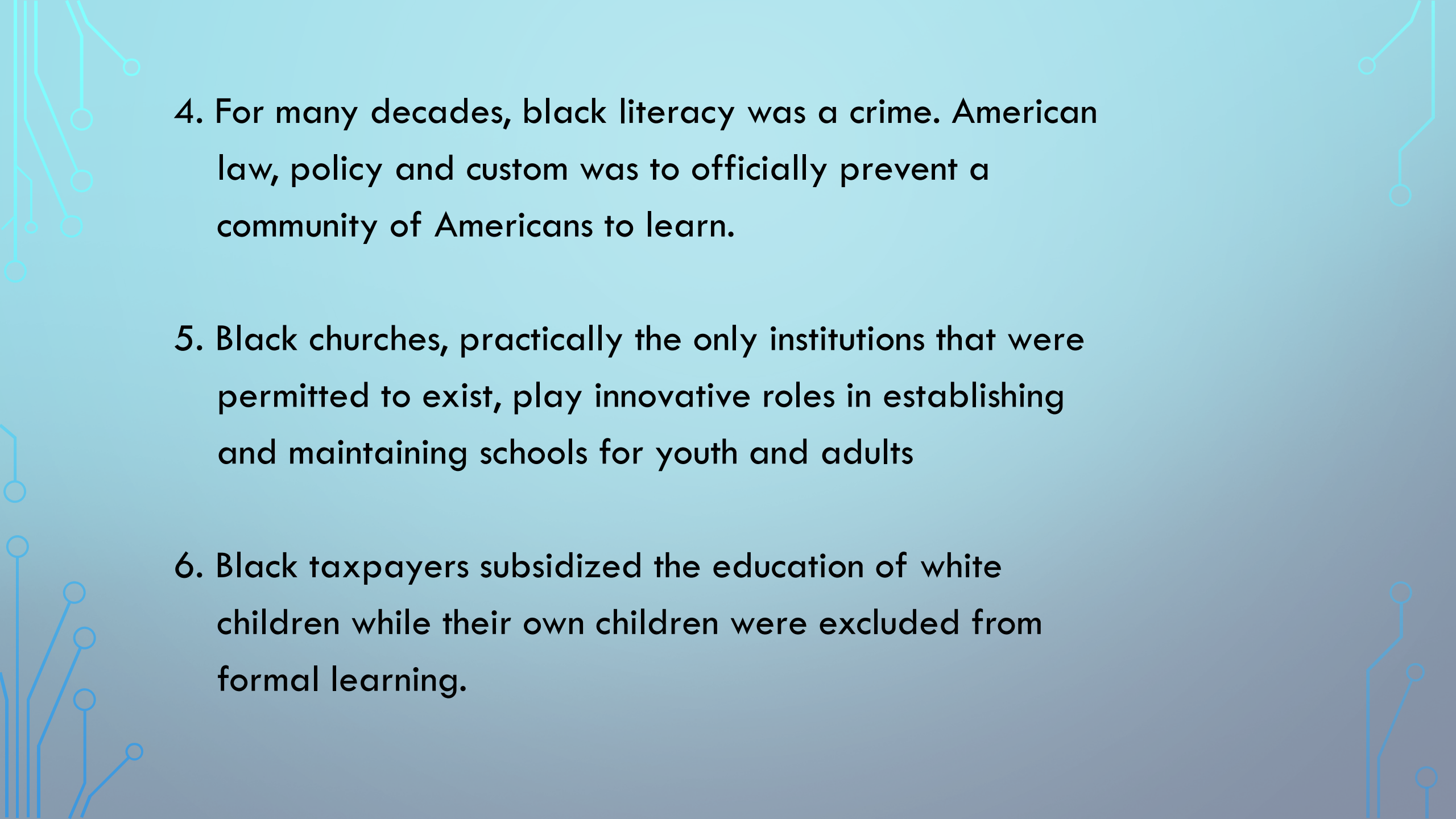
& THE CHANCELLOR'S COLLOQUIUM SERIES

Robert M. Franklin, PhD

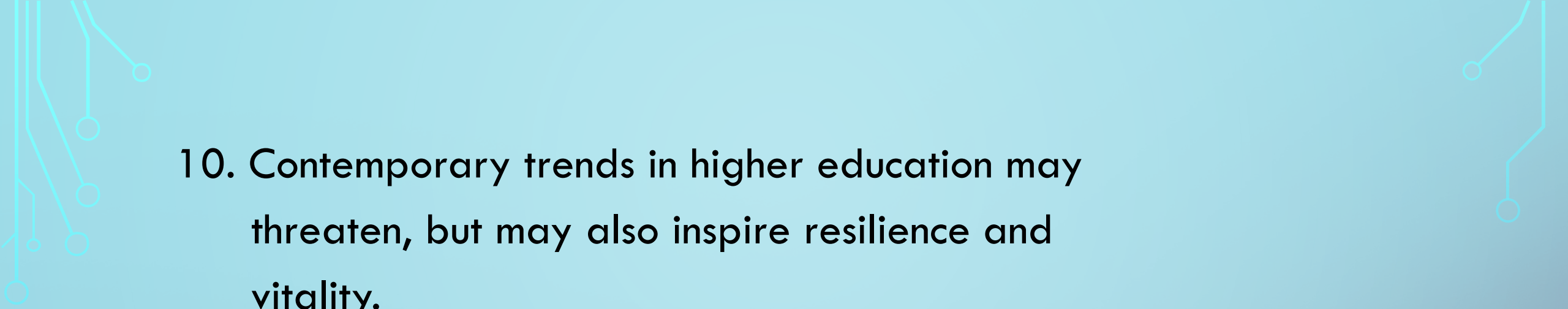
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QUICK FACTS

1. The West African societies from which Africans were taken into slavery were culturally accomplished. (the libraries of Mali).
2. Many of the Africans who were enslaved in North America were literate, educated people, including some of royal ancestry.
3. Africans in America were excluded from formal education despite the fact that they constituted a significant percentage of most southern states' children


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4. For many decades, black literacy was a crime. American law, policy and custom was to officially prevent a community of Americans to learn.
 5. Black churches, practically the only institutions that were permitted to exist, play innovative roles in establishing and maintaining schools for youth and adults
 6. Black taxpayers subsidized the education of white children while their own children were excluded from formal learning.

7. The first HBCUs were founded before the Civil War while slavery was legal. After the war, HBCUs proliferated to over 110 institutions.
8. The marketplace of American higher education was enriched by HBCUs undertaking their distinctive missions of providing access to quality education that the vast majority of majority institutions ignored.
9. Many HBCU graduates have served the common good and enhanced America's global reputation as a nation of inclusivity and opportunity.



10. Contemporary trends in higher education may threaten, but may also inspire resilience and vitality.

11. The average American knows little or nothing of HBCUs. But, their institutional products are known.



White House Initiative on Historically Black Colleges and Universities

U.S. Department of Education

- HBCUs are a source of accomplishment and great pride for the African American community as well as the entire nation. The Higher Education Act of 1965, as amended, defines an HBCU as: “...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.”



I ♥ MY HBCU




HBCUs PUNCHING ABOVE THEIR WEIGHT

Across the 21 states and territories where HBCUs are located, in 2016 they...

- Comprised **9%** of four-year institutions
- Enrolled **24%** of all black undergrads pursuing a bachelor's degree
- Awarded **26%** of all black bachelor's degrees
- Awarded **32%** of STEM bachelor's degrees earned by black students

*2016 data



A State-Level Analysis of Historically Black College and University Enrollment and Graduation*

GEOGRAPHIC DISTRIBUTION OF HBCUs



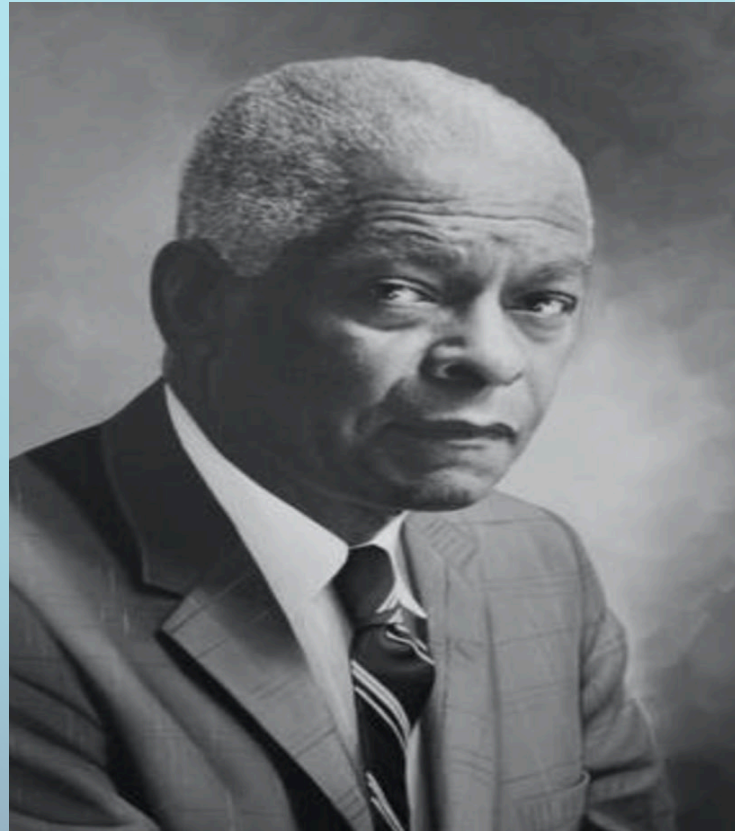
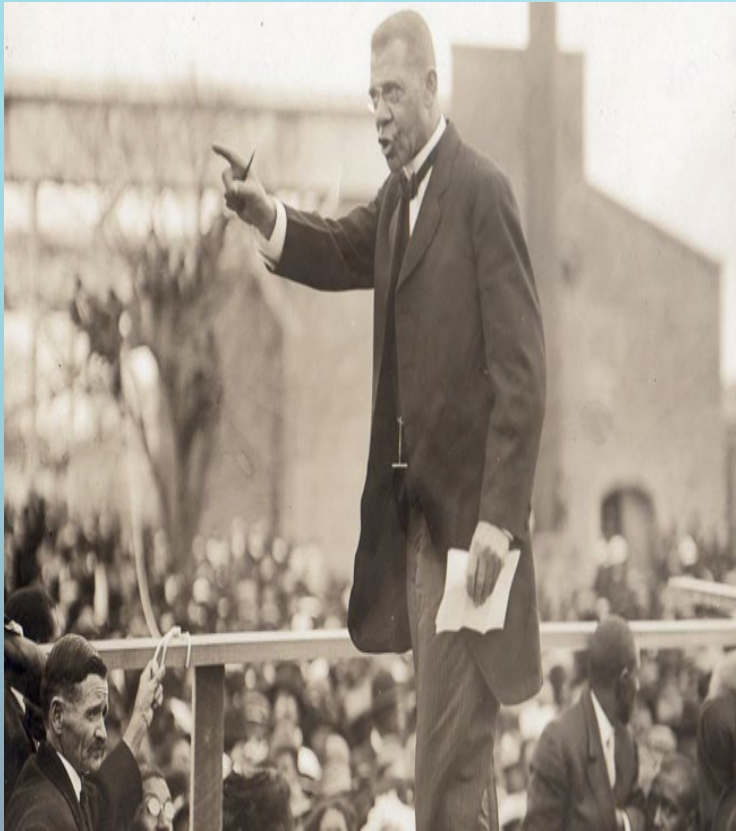
CULTURAL CROSSOVER EXPORTS BECOMING AMERICAN ASSETS



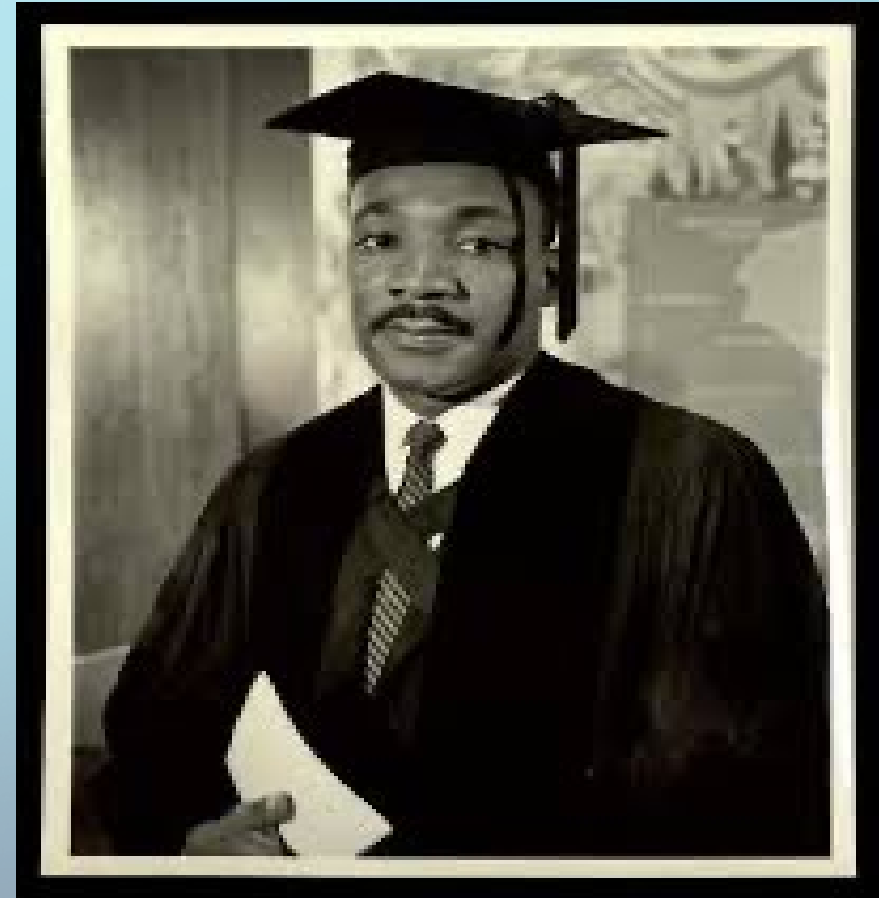
INTELLECTUAL CAPITAL OF FACULTY



PRESIDENTS AS PUBLIC INTELLECTUALS AND AMBASSADORS



HIGH IMPACT ALUMNI



THE LEGACY OF AMERICAN PUBLIC POLICY REGARDING THE EDUCATION OF AFRICAN AMERICANS

“...between 1760 and 1835, most of the southern states enacted legislation making it a crime to teach enslaved children to read or write.”

James D. Anderson

ETHOS AND ETHICAL IMPERATIVE OF EDUCATION

"Few people who were not right in the midst of the scenes can form any exact idea of the intense desire which the people of my race showed for education. It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn."

BISHOP DANIEL ALEXANDER PAYNE

“But of the children take special care. Heaven has entrusted them to you for a special purpose. What is that purpose? Not merely to eat and to drink, still less to gormandize. Not merely to dress finely in broadcloths, silks, satins, jewelry, nor to dance to the sound of the tambourine and fiddle; but to learn them how to live and how to die-to train them for great usefulness on earth-to prepare there for greater glory in heaven.

Keep your children in the schools, even if you have to eat less, drink less and wear coarser raiments; though you eat but two meals a day, purchase but one change of garments during the year, and relinquish all the luxuries of which we are so fond, but which are as injurious to health and long life as they are pleasing to the taste. Let the education of your children penetrate the heart.”

COMPLICATING FORCES IMPACTING HBCUs

- PRO
- Federal government partnerships (federal agencies in STEM, White House Initiatives)
- Corporate sector pipelines and investments
- High profile films, TV shows, visible alumni, and philanthropy

- PARADOXES AND COMPLICATIONS
- Desegregation increased affordable options
- Majority school interest in diversity

ACTIVE THREATS

- Great Recession eroded core financial assets (30% endowment declines)
- Tightening talent pool for college presidents
- Unrealistic expectations and behavior of governing boards
- Isolated location of most HBCUs threatens recruitment (closures to come)
- STEM infrastructures exponentially more costly than humanities and business instruction
- Amenities 'arms race', 'curb appeal'
- Financial and opportunity costs of pursuing global enrollment and investments
- Increasing regulatory and accreditation burdens drain capital

FUTURE OUTLOOK

- Darwinist 'economic selection', survival of the fittest institutions (institutions will close)
- M&A: mergers and acquisitions of fragile institutions (e.g. CAU)
- Sustainability through strategic partnerships, technological agility and unimagined innovations