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How Do Faculty And Administrators Of Three Historically Black Colleges Perceive The Future Of Their Universities In The Period From 1999-2010

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**HOW DO FACULTY AND ADMINISTRATORS OF THREE HISTORICALLY
BLACK COLLEGES PERCEIVE THE FUTURE OF THEIR UNIVERSITIES IN THE
PERIOD FROM 1999-2010**

BY

JOSEPH HENRY GARDNER III

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**Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Seton Hall University**

2002

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IN MEMORY OF

MY WIFE

Raynette H. Gardner

MY FATHER

Joseph H. Gardner, Sr.

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CHAPTER I

INTRODUCTION AND BACKGROUND

Introduction

The first historically black college and universities (HBCUs) were created in the northern portion of the U.S. before the Civil War. These institutions were created because there were significant restrictions on the education of blacks, free and slave, in the South. Many southern states had statutes forbidding slaves to learn to read or write. These statutes were not present in the North. In addition, black colleges and universities were founded to serve those who had been severely crippled by slavery and poverty and continued through the years to elevate disadvantaged youth to create citizenship (National Association for Equal Opportunity in Higher Education (NAFEO), 1998; Black Issues Staff, 1994).

All but seven of the HBCUs still in existence today are located in southern states, with Missouri, Ohio, Oklahoma and Pennsylvania housing the seven northern HBCUs. Six southern states (Alabama, Georgia, Mississippi, North Carolina, South Carolina and Texas) house more than one-half (48) of today's HBCUs, there are no HBCUs located in the west. (Delaware, Kentucky, Maryland, Virginia and West Virginia were not considered in the north, but southern states). Table 1 shows the distribution of HBCUs by geographical region, as of 2001.

Table 1

Distribution of 88 HBCUs by Geographical Region

Region	Total	<u>Institutional Control</u>	
		Public	Private
Northeast	2	2	---
North Central	5	4	1
South	81	39	42
West	---	---	---

Source: From Thurgood Marshall scholarship fund. (2001, July 16). New York, NY: Thurgood Marshall Scholarship Fund. Retrieved July 16, 2001, from the World Wide Web: <http://www.thurgoodmarshallfund.org/members.htm>; United Negro college fund: Member map. (2001, July 16). United Negro College Fund. Retrieved July 16, 2001, from the World Wide Web: <http://www.unconf.org/member/membermap.asp>

Recognizing the limited educational opportunities for blacks, churches founded colleges exclusively for their education. The Presbyterian Church founded Lincoln University in Pennsylvania in 1854, and the African Methodist Episcopal Church founded Wilberforce University in Ohio in 1856 (Thompson, 1973 & Barton, 1997). Before 1870, the American Missionary Association, a Congregationalist group, founded seven HBCUs and 12 normal schools (schools that prepared teachers). The American

Baptist Home Mission Society founded three colleges, and the Methodist Episcopal Church founded two. By 1890, 200 historically black college and universities had been founded, all dedicated to serving black students in the United States (National Association for Equal Opportunity in Higher Education, NAFEO, 1998).

Forty public colleges for blacks were founded in response to the second Morrill Act of 1890 (National Association for Equal Opportunity in Higher Education, NAFEO, 1998). This act provided federal funding to states to fund land-grant colleges. It stipulated that states would either have to provide blacks with equal access to traditional white institutions or establish separate institutions for black students. Most southern states chose the latter course of action, and between 1890 and 1899, 17 all-black public schools, 16 in the South and one in the Midwest, were founded. Some of these 17 in the South were colleges in name only (Wilson, 1990). The majority began as primary schools and only added upper grades and collegiate divisions as students progressed over the years. For example, as late as 1917, Florida Agriculture and Mechanical College enrolled only 12 students at the collegiate level (Wilson, 1990).

Public HBCUs were vocationally oriented. While some were normal schools that prepared teachers, most prepared skilled industrial and agricultural workers (National Association for Equal Opportunity in Higher Education NAFEO, 1998). Private HBCUs differed significantly, however, in their nature and function. Private HBCUs tended to provide comprehensive liberal arts education. Most of their graduates were prepared to be teachers or preachers (NAFEO, 1998).

It is interesting to note that African-Americans are the only racial minority for

whom a separate system of higher education was established and maintained over the long term. The system began more than 160 years ago. HBCUs have been serving the needs of the black community as well as other communities long before the policy of open admissions began to provide access to traditional white institutions (TWIs). HBCUs generally were the institutions that accepted black students. They were forced to compete in an academic environment with white institutions that had the financial means and assets to provide a quality education for their students. It would be unthinkable to attempt a comparison between HBCUs and TWIs. Ignoring the significant differences in their environments HBCUs are faced with surviving a system of low finances, low student enrollments and racial discrimination.

Of the eighty-eight (88) HBCUs (Appendix D), churches and church-related organizations like the National Baptist Convention, Presbyterian Church, USA and the Methodist churches support 37, or 40 percent of the HBCUs. Table 2 depicts the 36 HBCUs that are supported by a church and the one that is supported by a church-related organization (BCF, 2001). 5.6 percent are supported by the United Church of Christ, 5.6 percent are supported by the American Baptist Church, 5.6 percent are supported by the Presbyterian Church (USA), 5.6 percent are supported by the African Methodist Church, The United Methodist Church, 1.1 percent are supported by the Lutheran Church, 3.3 percent are supported by the Christian Methodist Episcopal Church, 1.1 percent are supported by the Episcopal Church, 1.1 percent are supported by the Seventh-Day Adventist Church, and 1.1 percent are supported by the Interdenominational Center (BCF, 2001).

The national alliance of business in its directory of historical black colleges and universities in the United States gave a breakdown of institutions and their church affiliation as well as the black college fund.

Table 2

Church Supported HBCUs

United Church of Christ	5.6%
<ol style="list-style-type: none"> 1. Dillard University 2. Fisk University 3. Houston-Tillotson College 4. Talladega College 5. Tougaloo College 	
American Baptist Churches	5.6%
<ol style="list-style-type: none"> 1. Benedict College 2. Florida Memorial College 3. Shaw University 4. Virginia Union University 5. Arkansas Baptist College 	
Presbyterian Church (USA)	5.6%
<ol style="list-style-type: none"> 1. Agnes Scott College 2. Barber-Scotia College 3. Johnson C. Smith University 4. Knoxville College 5. Stillman College 	
The United Methodist Church	11.2%
<ol style="list-style-type: none"> 1. Bennett College 2. Claflin College 3. Dillard University 4. Meharry Medical College 5. Philander Smith College 6. Bethune-Cookman 7. Clark University 8. Paine College 9. Rust College 10. Houston-Tillotson College (also under United Church of Christ) 11. Texas College (also under Christian Methodist Episcopal Church) 	

Table 2 (continued)

African Methodist Church	5.6%
<ol style="list-style-type: none"> 1. Wilberforce University 2. Paul Quinn College 3. Allen University 4. Edward Waters College 5. Livingstone College 	
Lutheran	1.1%
<ol style="list-style-type: none"> 1. Concordia College 	
Interdenominational Theological Center	1.1%
Christian Methodist Episcopal Church	3.3%
<ol style="list-style-type: none"> 1. Lane College 2. Miles College 3. Texas College (also under The United Methodist Church) 	
Episcopal Church	1.1%
<ol style="list-style-type: none"> 1. Saint Paul's College 	
Seventh-Day Adventist	1.1%
<ol style="list-style-type: none"> 1. Oakwood College 	

Source: From National Alliance of Business (1984). Directory of historically black colleges and universities in the United States (15th ed.). Washington, D.C.: U.S. Department of Education.

Today, graduates of black colleges play vital parts in many walks of American life. According to the Council of National Black Alumni Associations, a group designed for the mutual improvement of alumni relations among historically black colleges and universities.

Famous graduates of historically black colleges and universities include political figures such as Douglas L. Wilder, Louis Sullivan, Rev. Floyd Flack, and Andrew Young, Jr.; writers Toni Morrison and Alice Walker; opera singers Jesse Norman and Leontyne V. Price; and television personalities Oprah Winfrey and Phylicia Rashad. Other famous graduates include Martin L. King Jr., Jesse L. Jackson, Medgar Evers, Rosa Parks, Gen. Chappie James, Thurgood Marshall, W.E.B. Du Bois, Benjamin Mays, and Booker T. Washington (NAFEO).

Wilson (1990) states that the selection of a college is a serious, major decision that will affect the lives of African-American students for years to come. Historically black colleges and universities can help African-American students fully prepare for and face the challenges to come in the world though increase self-esteem and feelings of self worth, and they must be fully protected from the "slings and arrows" that will be thrown in their direction. Their protective armor, their shield against what lies ahead, is the education they will obtain from a historically black college or university.

Education at an HBCU also enables African-American students to contribute in the fullest sense to their people, community, and the world. It is the tool African-Americans will need to continue the battle their ancestors have fought since their arrival

in the New World. It will be their responsibility to continue the struggle into the twenty-first century.

HBCU education is vitally important to African-American students as their best possible educational choice, because their education at a HBCU four-year institution will affect all areas of their lives. African-Americans must be prepared academically, culturally, and psychologically, and HBCUs can help better prepare these students. An appropriate place to prepare African-Americans for what lies ahead is on the campus of a historically black college because of the strong mentoring programs a large number of role models on campus.

M. Christopher Brown states, "even though African-Americans now have the opportunity to attend TWIs, research suggests that these institutions may not provide the same level of education or social experiences available at HBCUs".

A historically black college offers students a chance to develop to their fullest potential without concern for the additional ingredient of race. Even though since 1954, Brown vs. Board of Education ended separate but equal school systems, technically making it possible for blacks to attend any school, HBCUs still give students a better chance to develop and compete without concern about their race. During their four-year stay, students who look like them and who share similar backgrounds will surround them. Students are able to strive toward the same goal without the burden of the racial factor. In predominantly white institutions of higher learning, African-American students are often just as qualified as the white students, but they often do not receive the same consideration because of their racial identity. At HBCUs, they are able to fully participate

in all aspects of college life, not just in athletics or the choir, as is the case at many predominantly white institutions (PWI) (NAFEO, 1998).

Additionally, at a black college, the atmosphere is nurturing and welcoming. Students will not be the only black in their economics class or the only black student in their wing of the residence hall. For many African-Americans, this will be the first time, perhaps the only time, that their excellence and not their race will measure them. Their responsibility at a historically black college will be to be the best they can be without outside pressure, lowered self-esteem, or lowered expectations (NAFEO, 1998).

At a historically black college or university, black students have a better opportunity to be student government president or even homecoming queen. As students at a historically black college they will make friends that they will have for the rest of their lives. The bonds they make at a historically black college or university will last a lifetime. Blacks at PWIs also make lifelong friends, but, since the percentage of black students is smaller at these colleges, the percentages of black friends would be smaller. If 92 to 98 percent of the student population is black at a HBCU, and three to 12 percent of the students are black at PWI, you could conclude that there are more opportunities to bond with more black students at HBCUs. This type of bonding happens at an HBCU at a higher percentage rate than at other institutions. The bonding relates to a family atmosphere that takes place on as well as off campus. Each HBCU is like an African village or family where the family takes care of its people (students). Black students can make lifelong friends at HWCUs, but they may not feel part of the village or family. This type of bonding at HBCUs crosses or overlaps with other HBCUs. Graduates of

historically black colleges are connected to one another because of the HBCU experience and association. The historically black college bond ties students and alumni together and follows them everywhere (cheek, 1972).

Historically black colleges and universities have produced upwards of 75 percent of all of the black graduates since the inception of this nation (Digest of Education Statistics, 1993, Black Issues Staff, 1994). According to the president of the United States 1999 board of advisors annual report on historically black colleges and universities, the advisors reported that the contribution of HBCUs to the educational attainment of African-Americans is very large in comparison to their size (President of the U.S, 1999). Their disproportionately large contribution to the pool of African- American degree holders translates into a dramatic contribution to the nation's pool of successful African-Americans (President of the U.S., 1999).

The ability of HBCUs to empower, encourage, and enrich the lives of African-American youth by providing an exceptional education at an affordable price is validated by its increase in graduates. Table 3 depicts that the number of bachelor's degrees conferred by HBCUs increased by 43.5 percent from 20,754 to 29,780 between 1976-77 and 1997-98 a record high of African-Americans receiving degrees in 1997-98. This table shows that the number of African-Americans graduating from HBCUs is increasing and that the future looks bright for HBCUs graduating more African-Americans, according to the national center for education statistics (National Center, 2000).

Table 3

Bachelor's Degrees Conferred by HBCUs: 1976 to 2000

	Number of Degrees Conferred By HBCUs	Total Degrees conferred	Degree from HBCUs as a Percent of Total Bachelor's Degrees
1976-77	20,754	58,636	35.4
1978-79	20,308	60,246	33.7
1980-81	19,556	60,673	32.2
1982-83	17,787	----	----
1984-85	16,326	57,473	28.4
1986-87	16,589	56,560	29.3
1988-89	16,162	58,078	27.8
1989-90	16,325	61,063	26.7
1990-91	17,930	65,341	27.4
1991-92	19,693	72,326	27.2
1992-93	22,020	77,872	28.3
1993-94	23,434	83,576	28.0
1994-95	28,327	87,203	28.6
1995-96	29,728	91,166	29.7
1996-97	29,450	94,053	31.3
1997-98	29,780	98,132	30.4
1998-99	29,312	102,106	28.7
1999-00	29,376	107,891	27.2

Source: From National Center for Education Statistics (2001). Digest of Education Statistics 2001. Washington, D.C.: U.S. Department of Education.

Table 4 depicts that the number of bachelor's degrees conferred to African-Americans by other institutions also increased by 35% as a percentage of degrees conferred from 37,882 to 107,891 between 1976-77 and 1999-00 a record high of African-Americans receiving degrees in 1999-00. This table shows that the number of African-Americans graduating from HWCUs has increase, during the same period, but at a slower rate than in table 3 even with a large number of graduates according to the national center for education statistics (National Center, 2001).

Table 3 illustrates they produced 27.2 percent of the blacks who hold undergraduate degrees in 1999-00. The estimated number of African-Americans receiving degrees in 2000-01 and 2001-02 are over the 30,000 mark. The number of graduates at Bowie State University, Lincoln University, and Morgan State University has also increase over the same period of time.

The number of degree graduates from HBCUs is expected to reach 36 percent by the year 2010. That means that one-third of all African-American graduates will be graduating from a HBCU in 2010 from only three percent of all colleges and universities. Table 5 shows that the numbers and percentages of all the degree granting institutions.

Table 4

Bachelor's Degrees Conferred by HWCUs 1976 to 2000

	Number of Degrees Conferred By HWCUs	Degrees Conferred from HWCUs	Degree from HWCUs as a Percent of Total Bachelor's Degrees
1976-77	58,636	37,882	6.5
1978-79	60,246	39,938	6.7
1980-81	60,673	41,117	6.7
1984-85	57,473	41,147	6.1
1986-87	56,560	39,971	5.9
1988-89	58,078	41,916	5.9
1989-90	61,063	44,738	6.0
1990-91	65,341	47,411	6.2
1991-92	72,326	52,633	6.6
1992-93	77,872	55,852	6.9
1993-94	83,576	60,142	7.4
1994-95	87,203	58,876	7.8
1995-96	91,166	61,438	8.1
1996-97	94,053	64,603	8.3
1997-98	98,132	68,352	8.6
1998-99	102,106	72,794	8.8
1999-00	107,891	78,515	9.0

Source: From National Center for Education Statistics (2001). Digest of Education Statistics 2001. Washington, D.C.: U.S. Department of Education.

In the future, HBCUs will likely produce in excess of 300,000 college graduates every 10 years (U.S. Department of Education, 1998). Table 5 illustrates that while HBCUs made up only 3 percent of our nation's colleges and universities, and Table 3 illustrates they produced 30.4 percent of the blacks who hold undergraduate degrees in 1997-98.

Table 5

4-Year Degree-Granting Institutions

All Public Institutions	All Private Institutions	Total Institutions
1226	1730	2956
HBCUs Public	HBCUs Private	Total HBCUs
39 (3%)	49 (2.9%)	88 (3%)

Source: From National Center for Education Statistics (2000). Digest of Education Statistics 1996. Washington, D.C.: U.S. Department of Education.

Table 6 shows that more than 50 percent of the nation's black faculty teaching in traditionally white research institutions and 90 percent of all black elected officials are graduates of HBCUs. Also, 75 percent of black Americans with Ph.D. degrees, 75 percent of black military officers, 80 percent of black federal judges, and 80 percent of black physicians are graduates of HBCUs (Black issues digest, 1993).

Table 6 also shows that all but five of the top universities graduating African-Americans with a BA Degree are HBCUs. Table 7 and Table 8 shows according to the National Merit Scholarship Corporation (Black, 2001), Florida A & M University

(FAMU) had more National Merit Scholars in the year 2000 than any other institution (HBCUs or TWIs) in the country except Harvard University which tied FAMU for the highest ranked university in 2000 (Black issue staff, 2001).

Table 6

Historically Black Colleges and Universities Statistics**Providing Quality Education To The African American Community**

HBCUs awarded 30% of all bachelors' degree earned by blacks nationwide.

All but five of the top 20 universities graduating African Americans with a BA Degree in 1996 were HBCUs.

1- Howard University	2- Hampton University	3- Southern University
4- North Carolina A & T	5- Florida A & M	14- City College, New York
15- Bernard Baruch New York	16- Temple University	17- University of Maryland
20- Rutgers University		

Florida A & M University had more National Merit Scholars than any other institution in the country in 1993 and 1994.

Source: Black Issues Digest of Education Statistics 1993 Black Issues in Higher Education 1994.

HBCUs Provided The Undergraduate Training For:

- 75% of ALL black persons holding a Doctorate Degree
- 75% of ALL black Officers in the Armed Forces
- 80% of ALL black Federal Judges
- 38% of black students in Life and Computer Science (BA)
- 33% in Physical Science (BA)
- 41% in Mathematics (BA)
- 25% in Engineering (BA)
- 90% of ALL black elected Officials
- 50% of black Faculty in traditionally white research institutions
- 80% of all African Americans who received degrees in Medicine and Dentistry were trained at Howard and Meharry Medical College

African American - First Professional Degree (Law)

1- Southern University	2- Texas Southern University	4- Howard University
------------------------	------------------------------	----------------------

Source: Black Issues Digest of Education Statistics 1993 Black Issues in Higher Education 1994.

Table 7

Historically Black Institutions Enrolling National Achievement Scholars, Fall 2000

Institution	No. Of Scholars	No. Of Scholars Whose Awards Were Sponsored By the institution
Florida A&M University	62	33
Howard University	46	36
Morehouse College	12	4
Xavier University of Louisiana	7	2
Spelman College	3	1
North Carolina A&T State University	2	0
Tougaloo College	2	0
Fisk University	1	0
Albany State University	1	0
Morgan State University	1	0
Texas Southern University	1	0
Oakwood College	1	0

Source: From the National Merit Scholarship Corporation. Black Issues Staff. (2001).

Table 8

Five Highest Ranked Universities By Enrollment of National Achievement Scholars, Fall 2000

Institution	No. Of Scholars	No. Of Scholars Whose Awards Were Sponsored By the institution
Florida A&M University	62	33
Harvard University	62	0
Howard University	46	36
Stanford University	35	0
Yale University	29	0
University of Florida	28	17

Source: From the National Merit Scholarship Corporation. Black Issues Staff. (2001).

*Ranking Were Done By BIHE

Forty-one percent of all of the National Achievement Scholars are enrolled in two of the highest ranked universities that are HBCUs. Morgan State University is the only one in this study that enrolled a National Achievement scholar in the fall of 2000.

These assessments of the strengths of HBCUs are supported by enrollment figures. Even though blacks may now more readily enter PWIs, and indeed top Black students are eagerly sought by predominantly white institutions, HBCUs enrollment is rising "rapidly," according to the U.S. Department of Education (U.S. Department of Education, 1998). The major reason African-Americans attended HBCUs in earlier years was because, with some rare exceptions, they had nowhere else to attend. Table 9 depicts that the momentum has now changed in favor of HBCUs even though this is no longer true that African-Americans have nowhere to go. HBCU enrollment increased from 70,000 in 1954 to 200,000 in 1980 to 274,212 in 1999.

Table 9

Fall Enrollment, Degrees Conferred at HBCUs: 1994 – 2000

Enrollment, 1994-95	Degrees Conferred, 1994-95	Percentage of Degrees Conferred to Enrollment
259,409	28,327	10.9
Enrollment, 1995-96	Degrees Conferred, 1995-96	Percentages of Degrees Conferred to Enrollment
253,654	29,728	11.7
Enrollment, 1996-97	Degrees Conferred, 1996-97	Percentages of Degree Conferred to Enrollment
248,861	29,450	11.8
Enrollment, 1999-00	Degrees Conferred, 1999-00	Percentages of Degree Conferred to Enrollment
274,212	32,794	12.0
<hr/>		
Fall enrollment, degrees conferred to African-Americans at HWCUs in 1994 - 2000		
Enrollment, 1994-95	Degrees conferred, 1994-95	Percentage Degree/Enrollment
1,158,788	83,576	7.2
Enrollment, 1995-96	Degrees Conferred, 1995-96	Percentage Degree/Enrollment
1,163,063	87,203	7.5
Enrollment, 1996-97	Degrees Conferred, 1996-97	Percentage Degree/Enrollment
1,168,023	94,053	8.0
Enrollment, 1997-98	Degrees Conferred, 1997-98	Percentage Degree/Enrollment
1,183,033	98,132	8.4
Enrollment, 1999-00	Degrees Conferred, 1999-00	Percentage Degree/Enrollment
T/A	107,891	T/A

Source: From National Center for Education Statistics (1996a). Historically black colleges and universities 1976-1994. Washington, D.C: U.S. Department of Education; National Center for Education Statistics (2001). Digest of Education Statistics 2001. Washington, D.C.: U.S. Department of Education.

In table 9, one can see that historically black colleges and universities are graduating African American students at a higher percentage than HWCUs.

In addition, HBCUs are noting an apparent increase in transfers of black students from predominantly white institutions (U.S. Department of Education, 1999). According to the U.S. Department of Education, the number of African-American students transferring from PWI to HBCUs increased by 28 percent in 1999.

Fall enrollment in historically black colleges and universities from 1976 to 1999 has increased from 206,676 in 1976 to 274,212 in 1999 for all four-year HBCUs (U.S. Department of Education, 2001). This represents a 33 percent increase over that period of time. 1999 saw the largest enrollment, with 274,212 students of African descent.

The U.S. Department of Education characterizes the HBCU tradition in this way: "Today, as in the past, HBCUs still have a major share of the nation's responsibility for providing educational opportunities for African-American students." In this task, HBCUs "serve a large number of the most deprived college-bound population, including many who require remedial training, and expose this group of students to resources they would not otherwise receive" (U.S. Department of Education, 1999).

The HBCUs are a vital national resource and the backbone of black American leadership. These institutions have made tremendous contributions to our nation and continue to be of vital importance. They have championed the cause of equal opportunity and quality education and have provided this opportunity to those who were denied it or could not afford it. HBCUs have assumed leadership in the development of techniques

for overcoming handicaps of the records kept of black Americans. They have served as centers for the study of the rich cultural contributions of blacks to America, and they have developed and expanded programs of educational and occupational retraining for minority adults. The HBCUs, those vital national resources, have fostered meaningful participation of blacks in the mainstream of American life (NAFEO, 1998).

Not all observers support the value of HBCUs. Some maintain that HBCUs should be assimilated into mainstream institutions (Sims, 1994). Walter Williams, an economist at George Mason University, the author of *Fighting to Survive: The History of Survival*, said, "At one time, they served a valuable function, when blacks were denied the chance to go elsewhere." He also said that, in general, black colleges are poorly run, attract poor students, do little to stimulate the good students and harbor unmotivated faculty. In her memoirs, Ann Jones, a white professor who taught for one year in a small, private, unaccredited black college, generalized that many black colleges are in a terrible plight and are crippling black students (O'Bryant, 1982).

A few studies that support HBCUs indicate that the value of the HBCUs is limited. One of the studies was conducted by the National Association for Equal Opportunity in Higher Education, (NAFEO) in 1998 states that policy impediments to black colleges exist, for the Advisory Committee on Black Higher Education and Black Colleges and Universities.

Other scholars (Rafky, 1972 & Williams, 1988) have found that HBCUs confer significant benefits to their students. Another study by Earl McGrath (1965), funded by the Carnegie Corporation of New York, recommended to maintain and strengthen

existing institutions and engages in faculty development (O'Bryant, 1982).

Later, Carlos H. Vernon (1973) showed that black colleges, in spite of their adverse conditions, had contributed to the shaping of the future of America. John V. Monroe (1972) also strongly argued that the phasing out of black colleges would be suicidal and suggested cooperative programs between PWIs and HBCUs. King V. Cheek (1972) and James O.F. Hackshaw (1972b) opposed black colleges merging with white colleges in the name of integration. They argued that the black college, by appropriately interpreting the black experience, could free both black and white Americans from the bondage of psychological misconceptions (O'Bryant, 1982).

Benedict College's president, David Swinton, said, "the fact that HBCUs have been recruiting, retaining, preparing and graduating students in an integrated environment for generations, is why black colleges are probably more important now than they ever were." HBCU faculties play a key role in the success of their institutions. On HBCU campuses, positive black role models are present and readily available on a one on one basis. This unique relationship, some feel, is the chief reason for the HBCUs' success (Roebuck & Murty, 1993).

HBCUs not only can justify their existence but also are planning creatively for the future. By the year 2020, it is estimated that blacks will constitute approximately 14 percent of the population of the United States compared to 10 percent in 1997 (Garibaldi, 1984). These people will need opportunities for an education. In 1971, the Carnegie Commission projected that black enrollment in higher education would reach 1.1 million by 1980 and that enrollment in the historically black colleges would reach 300,000 by the

year 2000. By 1977, national black college enrollment had exceeded the Commission's yearly goal by 3,000 students.

Many HBCUs must chart a different course for the 21st century, to have a clearer future. However, some HBCUs, especially the public ones, lag behind traditional white institutions (TWIs) in academic programs. Only 15 HBCUs out of 88 can award doctorates (Suggs, 1997). Public funding from the state for HBCUs has trailed their PWCUs counterparts (see Table 10). Only three states Delaware, Maryland and North Carolina, out of fourteen where HBCUs received more state grants than PWCUs and one state South Carolina giving equal grants to both. Generally, where states have failed in relative terms to financially support HBCUs, the federal government has compensated (Sav, 1997).

The average tuition revenue for PWCUs is 30 percent of their total revenues. This substantially exceeds the 20 percent average of public HBCUs (Table 10). On an individual basis, only Florida's and Tennessee's PWCUs must rely less on student tuition as a source of revenue than do HBCUs (Sav, 1997). HBCUs in Ohio and Virginia receive both below-average state-appropriated support and federally provided support. Consequently, HBCUs in these two states must rely more heavily on student tuition and other revenue resources.

Maryland's HBCUs receive 18 percent of their revenues from the federal government and PWCUs in Maryland receive only 6 percent. In Pennsylvania HBCUs receive 15 percent and PWCUs receive 7 percent (Table 10). Maryland's HBCUs receive 43 percent of their revenues from the state in grants and appropriations and PWCUs

receive 40 percent. In Pennsylvania, HBCUs receive 46 percent and PWCUs receive 30 percent from the state. Most of these grants are Tuition Assistance Grants (TAG); Educational Opportunity Programs (EOP); and pre-medical, pre-dental and pre-nursing programs . These grants are for low-income families and students with low SAT scores who would not otherwise qualify or be able to afford college.

Some of the federal grants include Student Support Services, Upward Bound and pre-college programs. Generally, where states have failed in relative terms to financially support HBCUs, the federal government has compensated (Journal of Blacks in Higher Education, 1997). Among the seven states (Alabama, Louisiana, Mississippi, Ohio, South Carolina, Tennessee, and Virginia) that provide below-average state-appropriated support, five of them (Alabama, Louisiana, Mississippi, South Carolina, and Tennessee) receive above-average federal support. But HBCUs in two states, Ohio and Virginia, receive both below-average state-appropriated support and federally provided support. Consequently, HBCUs in these two states must and do rely more heavily on student tuition as a revenue source (Journal of Blacks in Higher Education, 1997). HBCUs in Kentucky, West Virginia, Missouri, and Oklahoma were omitted because at the present time blacks do not make up a majority of the student body. These schools, if they were not HBCUs, would be considered PWCUs. Many states have treated public historically black colleges and universities better not necessarily equally only as a result of court rulings that hold states' feet to the fire. However, some feet have been held closer and longer to the fire than others (Journal of Blacks in Higher Education, 1997).

Table 10 shows that other revenue sources and fees from student's tuition also

finance HBCUs. Nevertheless, HBCUs have remained a viable part of American higher education. Consequently, when HBCUs are being discussed, the important question that arises is what would have happened had they never existed? The answer is probably that few African-Americans would have had an opportunity to go to college.

Revenue not produced from student tuition comes primarily from state appropriations and grants. In fact, on average, states provide 40 percent of institutional revenues, the largest single revenue source. But again, significant variations exist among states (Sav, 1997). With the financial struggles come crumbling facilities and buildings, and older library books and magazines, creating an image that HBCUs are second-rate.

Table 10

Intrastate and Interstate Disparities in the Funding of Public HBCUs

	REVENUE SOURCES							
	Tuition		State Grants & Appropriations		Federal Grants & Appropriations		Other Revenue Sources*	
	HBCUs	PWCUs	HBCUs	PWCUs	HBCUs	PWCUs	HBCUs	PWCUs
Alabama	22%	27%	39%	41%	25%	12%	13%	15%
Arkansas	18	22	43	47	26	14	10	15
Delaware	23	38	44	21	17	10	15	22
Florida	21	17	42	53	22	11	9	13
Georgia	17	24	42	49	25	9	16	15
Louisiana	24	31	34	38	24	12	16	16
Maryland	23	30	43	40	18	6	15	21
Mississippi	20	24	28	38	31	15	20	19
N. Carolina	12	13	51	47	8	9	17	26
Ohio	27	40	33	37	15	7	14	14
S. Carolina	19	32	36	36	24	9	21	18
Tennessee	21	20	39	49	27	9	12	15
Texas	18	21	41	51	24	10	14	13
Virginia	27	27	29	32	20	8	24	27
AGGREGATE	20	30	40	41	22	9	16	16

Note. *Other revenue includes room and board, sales of licensed products, private donations, research center income, and grants, among other sources.

Source: G. Thomas Sav. (1997).

Historically black colleges and universities that made it to the 21st century, despite all the slings, arrows, and blows HBCUs have taken in the past, are surviving. HBCUs willing to take risks with sound political support, good leadership, good faculty, well-chosen students who are serious about their education, and strong alumni support should not only survive, but should also get stronger. Those campuses that get bogged down with in-fighting, bickering, and schisms between the faculty and the administration (Black Issues Staff, 1996 & Taylor, 1996), that fail to be visionary and that fail to market their campuses, should not survive (Suggs, 1997 & Henson, 1998).

The following six subsidiary questions was be given to the faculty and administrators of the three schools in this study to understand the future of historically black colleges and universities as well as their potential. The examination of these questions will help HBCUs plan for the future.

1. Has your institution changed its mission statement?

Black colleges have to rewrite their missions, because their environment is changing. Black colleges have to ask, What is our mission and does it meet our needs for the 21st century?

2. Is your state allocation affecting your institutions?

Just about all state institutions believe that they are not getting their fair share of their state's allocation that they should be getting more to do more. HBCUs also feel they are getting less than their fair share, that they must cut programs and staff, and that if they raise tuition, they may lose some students. Tuition and fees at HBCUs has a history of being one of the best buys or less costly than TWIs within the commonwealth of

Pennsylvania and the State of Maryland (see Tables 11 and 12).

Bowie State University, Lincoln University, and Morgan State University tuition and fees from 1988 to 2000 are also below the national tuition and fees average (see Tables 11 and 12).

Table 11

**MARYLAND TUITION AND FEES
WITH
NATIONAL STATE AVERAGES**

Year	<u>Maryland Institutions</u>			Morgan State University
	National State Averages	State Universities	Bowie State University	
2000	\$ 7021.00	\$4460.00	\$3664.00	\$3967.00
1999	6610.00	4310.00	3467.00	3655.00
1998	6232.00	4106.00	3357.00	3411.00
1997	6055.00	3845.00	3103.00	3125.00
1996	5733.00	3587.00	3019.00	2831.00
1995	5287.00	3356.00	2814.00	2633.00
1994	5104.00	3157.00	2736.00	2525.00
1993	4665.00	2880.00	2514.00	2438.00
1992	4368.00	2539.00	2254.00	2277.00
1991	3958.00	2296.00	2125.00	2124.00
1990	3765.00	n/a	1991.00	n/a
1989	3422.00	n/a	n/a	n/a
1988	3168.00	n/a	1683.00	n/a

Source: University System of Maryland: Comprehensive Annual Financial Report, 1997,
University System of Maryland: Comprehensive Annual Financial Report, 2000,
Pennsylvania Department of Education 1997, Education Statistics

Table 12

**PENNSYLVANIA TUITION AND FEES
WITH
NATIONAL STATE AVERAGES**

Year	<u>Pennsylvania Institutions</u>			<u>Lincoln University</u>
	<u>National State Averages</u>	<u>State Universities</u>	<u>State Related University</u>	
2000	\$ 7021.00	\$5400.00	\$6700.00	\$5438.00
1999	6610.00	4500.00	5900.00	4595.00
1998	6232.00	4265.00	5634.00	4392.00
1997	6055.00	4133.00	5375.00	4180.00
1996	5733.00	3945.00	5091.00	3156.00
1995	5287.00	3755.00	4853.00	3020.00
1994	5104.00	3571.00	4594.00	2890.00
1993	4665.00	3236.00	4483.00	2800.00
1992	4368.00	3028.00	4134.00	2550.00
1991	3958.00	2569.00	3807.00	2350.00
1990	3765.00	2437.00	3572.00	2350.00
1989	3422.00	2333.00	3435.00	2299.00
1988	3168.00	n/a	n/a	2299.00

Source: University System of Maryland: Comprehensive Annual Financial Report, 1997,
University System of Maryland: Comprehensive Annual Financial Report, 2000,
Pennsylvania Department of Education 1997, Education Statistics

Bruce Steele of the University Times (the university newspaper) at the University of Pittsburgh, wrote in "State sending mixed signals on funding for higher education", that Ann Dykstra, Pitt's director of Commonwealth Relations, stated that it is a very uncertain picture. They are trying to read tealeaves, to some extent. Dykstra stated that the recipe for predicting how much money Pitt will get from the state next year is to place one tea leaf in a cup of water and reading the tea leaf (Steele, 1996). Predicting the amount of the University's annual state appropriation, and the formula by which Harrisburg will allocate those, "is always an exercise in flying blind." Dykstra also stated that Pennsylvania has ranked among the bottom five states in per capita funding for higher education for at least the last decade (Steele, 1996). Lincoln University has been stating for years that the Commonwealth of Pennsylvania has been sending them mixed signals on funding even though Penn State University, University of Pittsburgh and Temple University has been getting the lion's share of the allocated funds.

The U.S. Department of Education's Goals 2000 report on appropriations stated, that the Commonwealth of Pennsylvania in 1999 would allocated less money than in 1998, about -.0062 percent to its state institutions. Maryland in 1999 allocated more money than 1998, about .00485 percent to its state institutions. Lincoln University in Pennsylvania received less money from the Commonwealth of Pennsylvania in 1999 than it did in 1997 and 1998 and Bowie State University and Morgan State University received more money from the state of Maryland in 1999 than 1998.

Missouri Senate Bill 290 encourages public colleges and universities to enroll

new students with an Enrollment Incentive Fund for higher education. Any increase in the appropriation, compared to fiscal year 1999, to public institutions of higher education, shall be placed in the fund and distributed to each of the public institutions of higher education in Missouri in proportion to the number of newly-enrolled Missouri students at the institution compared to the total number of newly-enrolled Missouri students in all public institutions of higher education in the State (S. 290, 1999).

However, the National Association for Equal opportunity in Higher Education stated that small schools like Lincoln in Missouri would not get their fair share of these funds because their enrollment is small compare to other institutions within the system. If a formula could be derived to make this plan fair to all, then it would be okay. Since appropriations play a major role in the future of HBCUs, this could be a way that HBCUs could increase their appropriations from the states in the future.

Many states are thinking of using that Missouri plan to increase appropriations to their public colleges. Some states like West Virginia, Tennessee, and Kentucky are linking their appropriation programs to the number of white students and in-state students who attend HBCUs.

3. Has your institution set standards in recent years for your freshman students and transfer students?

Many observers wonder how long states will continue to support two separate public higher education systems – HBCUs and historically white colleges and universities and justify the duplication of academic programs. A significant threat to the state-supported black colleges will be philosophical changes in their missions. Black

colleges will face stiffer recruiting and academic competition with white colleges.

HBCUs, which have always recruited marginal students and have taken pride in molding them, will have to upgrade their standards little by little (Suggs, 1997).

The 1990s presented some distinctive challenges for all college and university leaders at HBCUs. Administrators were asked to identify three major challenges facing their institutions in the near future, from 1994 to 1999. 58 percent of all institutions cited enrollment as a key challenge and maintaining and increasing enrollment as concerns (El-Khawas, 1994).

4. Does the state share the responsibility for the restoration and preservation of dormitories and academic buildings on your campus or for not maintaining your institution buildings?

The Association of Physical Plant Administrators of Universities and Colleges (APPA) (1989) took on the role of documenting the problem of deferred maintenance back in 1988 with a study The Decaying American Campus: A Ticking Time Bomb. The study, conducted in cooperation with Coopers & Lybrand and the National Association of College and University Business Officers (NACUBO) was a landmark research effort documenting a growing problem for many of the nation's colleges and universities. A majority of the HBCUs that are over one hundred years old, have building that are in need of repairs and/or replacement. HBCUs practice deferred maintenance due to lack of funds (NACUBO, 2001) . Some of the keys finding in the report were:

- The capital renewal and replacement needs of U.S. colleges and universities were estimated at \$60 billion.
- Urgent need for priority repairs and renovations required an estimated \$20.5 billion of the \$60 billion.
- US higher education institutions would need to invest approximately \$300 billion to reconstruct their facilities today.
- Facility investment was not keeping pace with the need. Colleges and universities were deferring \$4.00 of needed maintenance for every \$1.00 spent in 1988.
- Since 1950 facility space at college and universities had more than quintupled and represents more than 3 billion gross square feet in 1988.

In 1995, APPA partnered with NACUBO and Sallie Mae to examine the climate once again in higher education institutions. The research results were published in A Foundation to Uphold. The estimates show that there is \$26 billion in accumulated deferred maintenance, of which \$5.7 billion are urgent needs. While many campuses have made significant progress in reducing and even eliminating deferred maintenance, the problem continues to plague their campuses.

With the help of the federal government, the U.S. Department of the Interior announced on January 19, 1999, more than \$4.9-million in grants, under the National Historic Preservation Act, to preserve campus buildings at 13 historically black colleges and universities (Ganley, 1999). Most of the buildings on the campuses of historically black colleges and universities are aging and fall under the National Historic Preservation

Act, so they can receive funds for maintenance and restoration of these buildings.

The HBCUs Historic Building Restoration and Preservation Act of 1996, were to ensure the preservation of buildings eligible for funding under the Historic Preservation Act. A total of \$29 million was authorized, of which \$22.9 million was earmarked in various amounts for grants to 12 additional institutions (Guernsey, 1996).

The Congressional Black Caucus asked the General Accounting Office to estimate the cost of restoring and preserving black college and university campuses. The resulting 1998 survey estimated that \$755 million would be required for 712 historic properties crumbling into decay on HBCU campuses. Many of the black college's historic buildings are on the National Register of Historic Places, or are eligible for inclusion, while almost a third of the HBCUs had been named eligible by state historic preservation officers. Now, nearly four years later, many of the buildings that hold invaluable black history still have yet to be restored. HBCUs officials say it's hard to raise the necessary money and perhaps more difficult to raise awareness of why efforts should be placed into restoring old buildings in the first place (Conciatore, 2000). Many of the schools had funds set aside to restore the buildings, but their total reserves-\$60 million-amounted to only a tiny fraction of the estimate. Dr. Marguerite Archie-Hudson, President of Talladega College, stated that they could use \$25 million easily to restore and preserve the buildings on her campus (Conciatore, 2000).

Table 13 shows the cost of restoration of HBCUs buildings by dollars and percentages.

Table 13

The Cost of Restoration of HBCUs buildings

Range of Restoration Cost per school	Number of schools	Percentage of schools*	Total cost to restore these properties* (in millions)	Percentage of total cost to restore these properties
\$20 million & over	12	11.7	\$317.9	42.1
\$5 million to \$19,999,999	32	31.1	363.3	48.1
\$1 million to \$4,999,999	27	26.2	68.1	9.0
\$1 to \$999,999	14	13.6	5.8	.8
\$0	18	17.5	0.0	.0
Total	103	100.0	\$755.0	100.0

Note. *The numbers in this column do not add to the total because of rounding

Source: Black issues in Higher Education (2001)

Reginald Wilson, of the Office of Minorities in Higher Education at the Council on Education, said northern states such as Maryland and Pennsylvania, where the first black colleges were founded, tend to be more liberal when dealing with their public black colleges (Wilson, 1990). The worst state is Mississippi, which had tried to close or to merge some of its HBCUs (Hebel, 2001). A lawsuit was filed in 1975, by Jake Ayers Sr. on behalf of his son, who attended Jackson State. He and other black citizens demanded that the state provide equal education at historically black colleges by increasing their state resources and improving their academic quality. Mr. Ayers won his case against Mississippi for discrimination against Mississippi's three HBCUs. The decision said that

states have to do more to help HBCUs survive and they have to be more supportive to HBCUs for them to survive (Hebel, 2001).

If it were not for the federal government, most of these 25 HBCUs buildings and residence halls would have to close these buildings due to needed repairs and maintenance.

5. Is your institution filling a niche?

It is the beliefs of the faculty members said that Bowie State is filling a niche.

A niche is an especially suitable place or position that HBCUs fill very well. For example, they provide direct teacher and student contact; a family atmosphere on campus; and remedial programs in math, English and writing. There must always be colleges to accept students who need added academic development as well as personal growth development. That is what separates HBCUs from traditional white institutions. For HBCUs to succeed, they have to stay focused, be risk oriented, involve the faculty and staff, and know the students. Overall, HBCUs will have to get their houses in order.

6. Does your institution have a marketing plan?

Many college presidents and alumni believe that marketing is the key to future success. Schools tend to spend more time showcasing or giving accolades to their famous graduates than they do in showcasing themselves and their (NAFEO, 1998). HBCUs have to use the same media—radio, television, newspapers, magazines and the Internet—to get their stories out to the general public. Getting the schools' names out to the general public will help increase enrollment, increase the number of students with high SAT scores, increase private funds, and increase the number of major corporations and graduate

schools who come to the campus to recruit.

Dispelling negative perceptions through aggressive marketing is key to the marketing plan's success, university officials agree (Selingo, 1999). John W. Bardo, chancellor of Western Carolina, in Cullowhee, NC, stated that the university has raised its admissions standards, has created an honors college, and has aired radio spots promoting its location in a popular vacation destination. They expected enrollment up two percent the fall 1998 (Selingo, 1999).

Research Problem

Now 165 years after the Institute for Colored Youth (a.k.a. Cheyney University) was founded to train black teachers. Many states, politicians, funding sources and even some blacks are asking the question: "Do we still need historically black colleges and universities?"

This study will seek to identify alternatives affecting historically black colleges and universities in general through the year 2010. Implications for the future of HBCUs will be examined.

Purpose of the Study

First, no formal study on the perception of faculty and administrators on the future of HBCUs were conducted.

The purpose of this study was to obtain opinions from faculty and administrators from three historically black universities regarding their perceptions of the future of their universities or HBCUs in general in the period from 1999-2010. The prominent features

of this study also lies in the fact that higher education is going through rapid changes, and historically black colleges and universities are affected, perhaps more than any other kind of higher education, by these changes. Historically black colleges and universities have come under attack for more than twenty years and their future stability as well as their existence are frequently called into question. From these findings and literature reviews, recommendation of relevant courses of action or possible planning considerations will be directed to those interested in the future of historically black colleges and universities.

This researcher also will encourage awareness in the minds of administrators and faculty that HBCUs future prosperity depends, like all higher education institutions on quality leadership that devotes continuous and dedicated attention to faculty, students, programs and facilities. They must also be able to handle the increasing amounts of technology.

Definition of Terms

For the purpose of this study, the following definitions will be used:

HBCUs: Historically Black Colleges and Universities. Accredited institutions of higher education established before 1964 with the principle mission of educating Black Americans *

AAUs: African American Universities*

HWCUs: Historically White Colleges and Universities**

TWIs: Traditionally White Institutions**

PWIs: Predominantly White Institutions**

PWCUs: Predominantly White Colleges and Universities**

Normal School: A normal school was an institution that was engaged primarily in the preparation of teachers for positions in elementary and secondary schools. Before 1900, normal schools were often secondary schools with teacher training programs. During the early 20th century, normal schools gradually developed into higher education institutions.

Private Institution: An institution which is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is supported primarily by other than public funds. The operation of programs within these institutions rests with other than publicly elected or appointed officials.

Public Institution: A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

FTE: Full-Time Enrollment. The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Land-Grant Colleges: The first Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The second Morrill Act in 1890 provided for money grants and for the establishment of black land-grant colleges and universities in those states with dual systems of higher education.

Government Appropriation: An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

PBCUs: Predominantly Black Colleges and Universities Institutions where more than 50 percent of the student population is African American. *

Minority Institutions: MIS are institutions defined by 10 U.S.C. Section 2323(a)(1)(c) and

the Higher Education Act of 1965, whose enrollment of a single minority exceeds 50 percent of the student body.

Twenty-First Century: In this study, the years 1999 through 2010, used interchangeably with 21st century and the first decade of the 21st century.

Critical Factors: The specific and distinct pressures that will have a profound influence on the administration of and planning for, higher education. Used interchangeably with factors, trends, items, issues, pressures, and challenges.

Planning: The formal activities that planners undertake to determine the basic character and future courses of action for higher education.

Video University: Universities that used videotapes to record information, movies and events, to playback at a later date. These were the days before virtual technology.

Exploratory: Being exploration – Act of or an instance of exploring.

Normative: Prescribing norms or standards

Egalitarian: A social philosophy advocating the removal of inequalities among people

State-related school: Public independent institutions in Pennsylvania that receive about 20 percent of their operational state support through line-item, general fund appropriations to the University. The state system of higher education gives each school a percent of the budget from a formula made up by the state. The other 80 percent comes from tuition, required fees, alumni giving, room and board, endowment income and other sources (e.g. Lincoln, Penn State, Temple, Univ. of Pittsburgh). The state-related universities lobby the state legislature separately (Commonwealth of Pa. Dept. of Education, 1999 & Sabloff, 1997).

HSIs: Hispanic-Serving Institutions

Autonomy: The right of self-government. A self-directing freedom and especially moral independence.

Administrators Institutional: staff members with administrative responsibilities who teach no more than one class per term and who have titles such as dean of instruction, academic dean, dean of faculty, dean of students, librarian, registrar, coach, and so on.

Niche: An especially suitable place or position that HBCUs fill very well. An activity for which a person or place is best fitted.

PWCU: Predominantly White Colleges and Universities Institutions where more than 50 percent of the student population is white. **

Aggregate: Sum total : The whole sum or amount

SREB: Southern Regional Education Board

NAFEO: National Association for Equal Opportunity in Higher Education

***Note.** These two definitions are similar and are used by different authors and schools interchangeably, to explain those institutions that have more than fifty percent of their student body that are black. Historically black colleges and universities (HBCUs) are the same as AAUs.

****Note.** These four definitions are similar and are used by different authors and schools interchangeably, to explain those institutions that have more than fifty percent of their student body that are white. Historically white colleges and universities (HWCUs) are the same as TWT's, PWCU and PWIs and they all have a history of segregation.

Limitations of the Study

This researcher has reviewed the literature on the future of black colleges, including Antoine Garibaldi, *Black College and Universities: Challenges for the Future* as well as James Mingle, *Black and Hispanic enrollment in higher education: Trends in the Nation and in the South* and David Rafky, *The Attitudes of Black Scholars Toward the Black College*. The above literatures has helped this researcher to see how other factors have influenced HBCUs in term of trends in enrollment in the nation as well as in the south where the majority of HBCUs are. The perceptions and works of African-American scholars toward the future of HBCUs will also be examined.

The study is limited to the personal knowledge, judgement, and expertise of the participants. It is limited to the instrument issues used in collection of the data. The study is also limited to the institutions in the state of Maryland and the Commonwealth of Pennsylvania. This study will examine the future roles of Bowie State University, Lincoln University, and Morgan State University and the relevance of these institutions in the future.

This researcher has limited the research to three four-year public historically black colleges and universities in the north, Bowie State, Lincoln University, and Morgan State. The research focus on the perceptions of the faculty and administrators from these institutions, and thus, the generalization of this research will be limited by difficulties inherent with perceptions espoused by HBCUs in the north and may not be representative of HBCUs in other parts of the country.

Although the case study, in-depth interview, and analysis of existing data methods are advantageous for particular type of research projects, they do, as also with other designs, have their disadvantages. It is very difficult, for instance, to generalize about the entire HBCU population from studies based on intensive interviewing. Generalizations can be made; however, the problem is that researchers usually have no way to access their accuracy. Also, when conducting in-depth interviews or collecting available data, one must also be aware of the possibility of distorted facts, whether given orally or written. This problem can be overcome, at least partially, by obtaining additional objective information from more than one source (Wiseman and Aron, 1970).

Another difficulty is to know when sufficient information has been collected. There can be a temptation to dilute information, or, on the other hand, to elaborate on details while in the process of refining the results of the research. However, a carefully planned theoretical sampling or framework to guide and maximize similarities and differences among the collection and organization of data can help guard against these limitations.

Strauss and Corbin (1994) indicated that the way a grounded theory is applied in practice varies with the "specifics of the area under study, the purpose and focus of the research, the contingencies faced during the project, and perhaps also the temperament and particular gifts or weaknesses of the researcher".

Grounded researchers start with broad research questions that provide the freedom and flexibility to explore a phenomenon in depth. The theory is "grounded" in that it is developed from the data, as opposed to being suggested by the literature; that is, theory is

an expected outcome from, rather than a starting point for, the study. Grounded researchers try to find answers to questions that are important but not yet answered. This is this researchers planned theoretical sampling and framework.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of the literature showed the need to explore the perceptions of faculty and administrators related to the future of three historically black colleges and universities, as little has been written about such institutions. The perceptions of faculty and administrators rate little or no mention in the many works on HBCUs and specific volumes or monographs related to the future are extremely limited.

There is a paucity of research regarding the future of historically black colleges and universities. Most data available looks at HBCUs as a group, which includes general information and articles and books pertaining to the subject contain essays, narratives, or only one person's opinion or perception of what the future of historically black colleges and universities will be. The researcher reviewed peripheral research because there is little literature with a direct bearing on one or more aspects of this research.

Because of the void in the literature, neither researchers, educators, policy makers, nor judicial officials have been able to cite current academic thinking regarding the practices, successes, and/or challenges of urban and/or predominantly black colleges (Brown, 2001).

In this review of the literature, the writer first attempted to depict a brief history of HBCUs. This will be followed by a general description of trends of appropriations in higher education. Last, the researcher report on parallel studies and how other ethnic institutions perceive the future of their own colleges and how they compare to HBCUs.

Reviews of literature pertinent to the topic of how do faculty and administrators of three historically black colleges perceive the future of their universities in the period from 1999 to 2010 was conducted utilizing a DIALOG/ERIC computerized search, a review of the Educational Index, Dissertation Abstracts, Resources in Education, traditional searches, as well as an examination of numerous journals and books, among them Higher Education Management, Journal of Education Finance, Journal for a Just and Caring Education, Black Issues in Higher Education, Journal of Blacks in Higher Education, New directions in Higher Education, Academe, Journal of Higher Education, Journal of the American Academy of Arts and Sciences (Daedalus), Current Issues in Higher Education, Higher Education Abstracts, Digest of Educational Statistics, Higher Education Review and others. The literature review is divided into several major components. They include History of HBCUs, Future Trends in Higher Education, Future Economic Trends, Future State Policy Trends, and Parallel Studies.

Considering the educational justification of HBCUs involves identifying educational benefits HBCUs offer and those that do not exist at TWIs. Some of these benefits include a professors who are aware of the problems of African-American students, the opportunity to study in a positive cultural atmosphere, the fact that students have a chance to identify and associate with positive role models to network, and that students develop personal pride and self esteem and a stronger sense of belonging. The current debate over the existence of black colleges and universities is not new but is a product of an old and continuing controversy that dates back at least to the close of the Civil War.

Considering the magnitude of the topic and the many other issues it affects, the review of the literature on the future of historically black colleges and universities illustrates the need for an updated study on this topic and provides credence to the direction of the researcher's study. This review is limited to the literature that specifically addresses the perceptions of faculty and administrators and the future of the three institutions in this study as well as HBCUs in general. There is a limited amount of literature on the future of historically black colleges and universities and the question, "How do faculty and administrators perceive the future for historically black colleges and universities from the period 1999-2010?" is taking on even more importance today.

This research study will attempt to add to the literature base by providing an update study on the future of the three institutions in this study and HBCUs in general. The study will also provide detail information on the future of Bowie State University, Lincoln University, and Morgan State University.

Many historically black colleges face what is, at best, an uncertain future in the increasingly competitive higher education market. The extant literature confirms the view of advocates only in the area of a student educational and occupational aspiration and not the future of historically black colleges and universities.

S. Colum Gilfillan was the first person to define exploratory and normative (exploring and prescribing norms or standards) higher education forecasting in 1907 (Joseph, cited in Hencley & Yates, 1974). In 1971, Vivian W. Henderson wrote in *Negro Colleges Face the Future* that:

Negro colleges are part of the problem of American education.

We could easily be talking about Catholic colleges or the Jewish Institutions, all the same, we must accept this difference. Negro Colleges have faced in the past, they face at present, and no doubt will face in the future problems conditioned by a societal process entrenched with racial practices and racial overtones that go beyond education in general.

History of HBCUs

This study will rely on the primary sources and the literature already cited; the researcher will study the literature on the history of historically black colleges and universities including Albert O'Bryant's dissertation, "The Historically Black Colleges: Its relevance as an Urban Educational Institution", and Sharon L. Johnson's dissertation, "Perceptions of Alternative Future in Higher Education, With Implications for Student Affairs, Through The Year 2000", as well as other literature on the history of American Colleges and Universities, including such works as Paul Barton, *Students at Historically Black Colleges and Universities: Their Aspirations and Accomplishments*.

Albert O'Bryant, in his dissertation, "The Historically Black College: Its relevance as an Urban Educational Institution," found in his study on historically black urban colleges that much of what will determine HBCUs' future depends on developments in the larger society and upon social and political forces which affect, to some extent all, higher education institutions. HBCUs are holding their ground; however, forces emanating from several directions will influence the future of HBCUs in white America.

The critics of historically black colleges and universities, such as Walter Williams of George Mason University talk, of dictatorial control, incompetence, and a credibility gap, concepts derived from society in general (Suggs, 1997). Despite these perceptions, the literature reviewed for this study indicated that HBCUs have produced upwards of 75 percent (National Center for Education Statistics, 1996) of all the black college graduates since the inception of this nation.

This review of literature also indicates that the relevance of black colleges and universities continues to be a topic of concern within the area of higher education. Paul M. DuBois pointed out in "The Nation's Black Colleges: A Noble Past, a Troubled Present, a Questionable Future", That is required is active and vigorous debate regarding the future of our black colleges and our national educational priorities. The Educational Testing Services, 1997 Policy Information Report (Barton, 1997), consists of three analyses that contain some justification for the continued existence of HBCUs, threatened At that time by court decisions in Mississippi, West Virginia, Tennessee, and Kentucky, that question their role in equal educational systems. It shows that opinions on the HBCUs range from feelings that they are inferior to more than adequate. There are those who applaud the efforts and progress HBCUs have made under limiting conditions and still others who oppose that they are "crippling" the students who attend these institutions.

Reginald Wilson, of the Office of Minorities in Higher Education at the American Council on Education, states that: "the schools will survive, but not in their present state. Some small, marginal schools will have a hard time making it but strong private schools,

such as Spelman, Morehouse and Hampton, will thrive (Suggs, 1997)."

Many other experts, such as William H. Gray III, president of the United Negro College Fund, Walter Massey, president of Morehouse College, and Fayetteville State University Chancellor Willis McLeod believe private black colleges stand a better chance of surviving than their public black college counterparts (Suggs, 1997). But of the black colleges that have closed in the last 10 years, all have been small and private." Privates have to be treated differently, because they are formed by the philosophy of their board of trustees, not the state," Wilson said "I don't see them going away" (Suggs, 1997).

In terms of programs and curricula, again, there are a variety of predictions for the future. Mayhew (1980) clearly sees graduate work as more significant in the total higher education picture. He predicts that as the bachelor's degree becomes more common, some other educational criterion for the purpose of ranking and sorting people will be required. He contends that doctoral work will clearly expand and many more institutions will offer the doctorate degree. Kerr (cited in Hostrop, 1975), on the other hand, does not believe we will need new Ph.D.-granting universities.

Ziegler (1975) is concerned about faculty members throughout all of higher education who have been teaching for five, ten, or fifteen years. He expresses a need for some mechanism niches for renewal of faculty members. Ziegler also believes it is time for senior universities to take serious responsibility to create a program, a curriculum, an institute or something for the training of prospective college teachers. The effect on the whole college or university community from such innovations would be beneficial and illuminating, for they would provide models of the teaching-learning enterprise which all

too many young students miss, and they would result, one would expect, in the pronounced improvement of classroom instruction. The training of prospective college teachers and the renewal of those who have been teaching for some years are needed throughout higher education and require serious institutional attention.

This study will be concerned mostly with possibilities for the "medium-run" future, defined as the period during which substantial numbers of the current faculty will, in decreasing degree, still be active and influencing developments, and that is the period 1990-2010 (Kerr, 1994). Most of the parallel literature talks about "tomorrow universities" and the future of higher education. Some of the items that are discussed are the video university, cassette catalog, accreditation, grades, type of student body and curriculum. The main threat to the state-supported colleges would be philosophical changes in their missions. Many observers wonder how long states will continue to support two separate public school systems (historically black colleges and all others) and justify the duplication of programs. HBCUs could face stiffer recruiting and academic competition with HWCUs. In the end, Kerr believes that HBCUs will survive, but on a different playing field and with a different mission plan.

In 2000, Dr. Leonard L. Haynes, who served as U.S. Assistant Secretary for Postsecondary Education from 1989-1991, wrote in *Black Issues in Higher Education* that more must be done for minority education:

Today, HBCUs remain the undisputed champions of advancement for African-Americans and minorities in general. These institutions have been at the forefront of generating students who have advanced

the common good for more than 100 years. Public policy must require that HBCUs be strengthened and enhanced.

Other studies (U.S. Department of Education, 1997; B.Betts, 1995), which show that black colleges have the capacity to positively influence cognitive development, certainly argue for their continued existence and their importance to the development of their students. Other extensive parallel studies (such as J. Duffey, 1992) confirm the assumptions that black students are expected to compete academically with white students.

Future Trends in Higher Education

This researcher relied on the primary sources listed in the procedure section of this proposal and the literature already cited. This researcher also studied the literature on the trends in higher education including M. Marien and W. Ziegler, *The Potential of Educational Futures*, and Kent Halstead (1996), *Higher Education Report Card: 1995 Comparison of State public Higher Education Systems and National Trends*.

Recent data available from the U.S. Department of Education's National Center for Educational Statistics (NCES) only compares information on total enrollments in each college and university, both historically black colleges and universities and traditional white colleges and universities, including international colleges and universities. It also includes the number of students by race, major, ethnic composition and the area of the country they came from. They have no data or information on the research question, *What do faculty and administrators perceive the future of historically black colleges and universities will be from 1999-2010?*

Francis Bacon once wrote that man tends to begin with certainties and to end with doubts (Kerr, 1994). So it has been in this effort to indicate HBCUs future possibilities for higher education in the United States in the medium run. Clark Kerr in 1994 stated that among the future possibilities for higher education, particularly to be considered are these: (1) what is happening in the realm of new knowledge and in the related area of labor markets? (2) What is happening in the visible racial/ethnic composition and attitudes of student bodies and faculties, and in the less visible underworld of community attachments, of citizenship responsibilities, and of orienting mentalities? (3) What is the trend in the availability of resources to higher education? (4) Is the heightened battle over merit versus equality, in one form or another, to go on forever?

Each of the above considerations will have differing implications for each of the major segments of higher education and for individual institutions within each segment. Clark Kerr (1994) also stated that the period ahead (roughly defined as the academic faculty generation of 1990 to 2010) poses some new challenges to higher education decision-makers and some old challenges in new forms.

The American Council on Education published the result of its survey of administrators on the important challenges in the next five years with the percentage of administrators citing each challenge (see Table 14) (El-Khawas, 1994).

Table 14

Important Challenges in the Next Five Years (Percentage of Administrators Citing Each Challenge)

	Public					Independent		
	All Institutions	All	Two-Year	Comprehensive	Research/Doctoral	All Colleges	Research/Doctoral	
Financial Issues	100	100	100	100	100	92	92	93
Enrollment	58	59	58	60	62	58	58	53
Program Quality	54	46	43	55	46	66	67	50
Faculty Issues	32	28	25	34	36	39	37	58
Facilities/Tech.	34	35	39	28	19	33	34	26
All Others	20	25	31	13	20	12	12	20

Note. Weighted survey data (80 percent response) received from 406 institutions (including 1214 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions).

Source: El-Khawas, E. (1994). Campus Trends, (Higher Education Panel reports No. 84), Washington, DC: American Council on Education. Campus Trends last publication was in 1996 and a follow-up of important challenges was not included in that publication.

Administrators of the three historically black colleges and universities in this survey were asked by this researcher, What are some of the important challenges facing their institutions over the next three to five years? The top four answers were financial (money), facilities, programs (doctors degrees & quality) and enrollment. Financial

(money) was still the number one issue eight years after the survey.

Higher education in the United States has some well-established patterns of behavior that are likely to continue:

1. The existing trend in attendance rates as a percentage of the 18-21 age cohort, as follows: three percent in 1890, 16 percent in 1940, 30 percent in 1950, and 40 percent in 1990 (50 percent attend at some point in their lives). In order to meet the estimated needs of the labor force for new entrants this trend will need to be about 50 percent in 2000 and 60 percent in 2013. This trend will continue for the foreseeable future but almost certainly at a falling rate of progression.

2. Shifts in racial and ethnic composition of the population. Minority Americans are expected to be a certain percentage of the total population as follows, 20 percent in 1990, 30 percent in 2000, and 45 percent in 2050 (Edgerton, 1991).

Some consequences for higher education are that the expansion of functions will continue and will include some of the following: more remedial work, more research into the social problems of society, more cultural training and more public cultural programs for an older, better educated, and richer population, and more organized thought about the great problems of the present and the future.

This all means that both public and private institutions will need to look more actively, as they are already doing, at nonpublic sources of support (Kerr et.al, 1994). Many colleges and universities are plagued by budget shortfalls, constrictions, finances, increased competition for students, changes in the demographics and values of the student body, issues between overflowing and half-full degree programs, and increased

public uncertainties about the worth of a college education (Simsek & Heydinger, 1993; Morrison, Renfro & Boucher, 1994). Historically black colleges and universities are struggling with the 21st century problem of identifying their futures and positioning themselves to respond to these identified futures.

Marien and Ziegler (1972) describe high-quality futures work as holistic and integrative. It should present alternatives and suggest the most probable and / or desirable path. They see a need to concentrate on short-term (10-20 years) future planning.

As colleges and universities continue trimming their costs and budgets by replacing live teachers with computer programs or with videotapes of lectures that can be replayed semester after semester, adjunct professors are also increasing at colleges and universities at a high percentage rate, which is a fear of many in the professoriate today. Distance learning is growing and becoming very popular among colleges and universities today and is also a way to keep down costs and increase student enrollment. The challenge facing the professoriate of the next century, therefore, is to become knowledgeable about the new technologies and their possibilities in order to adapt them both for enhanced on-campus instruction and for increased outreach to students not currently on campus. The challenge to our educational institutions is to provide incentives and continuous support to faculty willing to push the technology envelope (Kolodny, 1998).

Funding

Funding for historically black colleges and universities has been increasing over the past 20 years, but at a rate lower than the rate of inflation. The cost for maintaining the buildings, grounds and utilities has been increasing at a higher rate and has drained the funds at these schools (U.S. Department of Education, 1997). Trends in revenue and expenditures at HBCUs provide valuable information on the financial vitality of these institutions. One of the best ways to examine funding resources available at different types of institutions is to compare funding per full-time-equivalent student. Increases in expenditures (see Tables 15 and 16) per student at both public and private HBCUs lagged behind increases in expenditures per students at all public and private institutions between 1976-77 and 1993-94 (U.S. Department of Education, 1997). Expenditures at public HBCUs are lower than those at other public institutions (see table 15). In 1993-94, education and general expenditures per student at HBCUs were \$9,782, or about 88 percent of the average for all public colleges and universities.

The percentage of distribution of the educational and general expenditures per FTE students show that 33.3 percent of public HBCUs money goes toward instruction and 12.9 percent to institutional support. For all other public colleges and universities, 32.6 percent went toward instruction and 10.2 percent to research (National Center for Education Statistics 1996a).

The importance of tables 15 and 16 show that HBCUs have to keep their expensive per student down in order to stay healthy and to survive the 21st century. If their expenses are high they would have to take more money around and away from

instruction. These two tables show how close they are with all other public and private HWCUs with educational and general expenditures per FTE students. HBCUs future depends on keeping their expenses down and appropriations up.

Appropriations

Federal grants, contracts, and appropriations, including Pell grants, account for the second largest source of revenues, averaging 22 percent for all public HBCUs. Yet these federally allocated monies vary significantly from state to state (see Table 10) and, therefore, among individual institutions (Chenoweth, 1997). In the aggregate, interstate comparisons of HBCU financing and funding reveal significantly wide variations. Particularly troublesome financially are the large discrepancies existing with regard to state-appropriated support. Different states do employ different funding models for all of higher education, including PWCUs. Some states are more educationally supportive and friendly than others are. Thus, while significant interstate variations exist in the financing and support of HBCUs, the same variations may prevail with regard to PWCUs.

Table 15

Educational and General Expenditures at HBCUs Compared to All Public Colleges and Universities: 1976-77 to 1993-94.

	<u>Educational and General Expenditures per FTE Students</u>	
	<u>Public HBCUs</u>	<u>All Public Colleges & Universities</u>
1976-77	\$3,372	\$3,622
1977-78	3,702	3,932
1978-79	4,436	4,378
1979-80	4,866	4,791
1980-81	5,250	5,145
1981-82	5,611	5,481
1982-83	6,088	5,796
1983-84	6,370	6,190
1984-85	7,260	7,012
1985-86	7,491	7,630
1986-87	8,048	8,020
1987-88	8,372	8,452
1988-89	8,666	8,940
1989-90	8,747	9,383
1990-91	9,220	9,843
1991-92	9,019	9,991
1992-93	9,205	10,517
1993-94	9,782	11,154
1994-95	*	*
1995-96	*	*
1996-97	*	*

Source: National Center for Education Statistics (1996a). Historically black colleges and universities 1976-1994. Washington, D.C: U.S. Department of Education.

* Information is not available for the years 1994-1997 as of 6/3/02.

Table 16

Educational and General Expenditures at HBCUs Compared to All Private Colleges and Universities: 1976-77 to 1993-94

<u>Educational and General Expenditures Per FTE Students</u>		
	<u>Private HBCUs</u>	<u>All Private colleges & Universities</u>
1976-77	\$5,446	\$5,174
1977-78	5,594	5,502
1978-79	6,466	5,965
1979-80	7,391	6,643
1980-81	7,670	7,305
1981-82	8,441	7,916
1982-83	9,215	8,577
1983-84	9,601	9,225
1984-85	10,311	10,228
1985-86	10,977	11,098
1986-87	11,757	12,509
1987-88	12,008	13,315
1988-89	12,607	14,091
1989-90	13,683	15,117
1990-91	14,219	16,386
1991-92	14,952	17,220
1992-93	15,446	17,575
1993-94	16,593	19,254
1994-95	*	*
1995-96	*	*
1996-97	*	*

Source: National Center for Education Statistics (1996a). Historically black colleges and universities 1976-1994. Washington, D.C: U.S. Department of Education.

* Information is not available for the years 1994-1997 as of 6/3/02.

Faculty

Faculty salaries at HBCUs have increased, but not at the same pace as other colleges; salaries for percent between 1984-85 and 1994-95, after adjusting for inflation. This increase was a little less than the 10 percent increase in average salaries for faculty at all institutions. As a result, the gap between average salaries at HBCUs and other institutions did not narrow between 1976-77 and 1994-95; in 1994-95, faculty at HBCUs were paid about 80 percent of the average salary of faculty at all higher education institutions, and this was roughly the same in 1976-77 (National Center for Education Statistics, 1996).

The financial and faculty salary picture at the HBCUs generally looks less robust than at other institutions, especially at private HBCUs. Some private HBCUs show difficulty in maintaining enrollments, funding, and staff resources that are comparable to other private institutions.

When looking at the highest paying black colleges and universities for faculty during the 1999-2000 academic years (see Table 17), we see that Lincoln University is below the national average in all four areas from full professor to instructors, Bowie State University was below the national average in two of the four areas with one over the national average and the associate professor did not make the top twelve list and Morgan State University did not furnish any data.

Table 17

The Highest Paying 4-year Black Colleges and Universities
(Means Salary and Benefits, 1999-2000 Academic Year)

<u>Full professor</u>	<u>Associate professor</u>
Cheyney University \$101,500	Cheyney University \$82,100
National Average* 94,728	Florida A&M Univ. 69,900
Howard University 93,300	National Average* 69,597
N.C. Central Univ. 87,100	Howard University 69,200
Florida A&M Univ. 83,500	University of Md. E.S. 68,600
Coppin State Univ. 82,500	N.C A&T St. Univ. 67,000
Bowie State Univ. 82,300	Coppin State Univ. 67,500
Delaware State Univ. 80,100	N.C. Central Univ. 67,100
Fayetteville St. Univ. 79,700	Winston-Salem State 65,600
N.C A&T St. Univ. 76,100	Norfolk State Univ. 65,000
University of Md. E.S. 74,700	Delaware State Univ. 64,300
Winston-Salem State 74,700	Fayetteville St. Univ. 64,200
Lincoln University 73,100	Lincoln University 60,300
<u>Assistant professor</u>	<u>Instructor</u>
Cheyney University \$62,800	Howard University \$57,500
Howard University 61,900	Langston University 48,600
Florida A&M Univ. 60,600	Bowie State Univ. 48,200
Coppin State Univ. 60,400	Coppin State Univ. 48,000
N.C A&T St. Univ. 59,400	University of Md. E.S. 47,300
Fayetteville St. Univ. 58,000	Delaware State Univ. 46,800
National Average* 57,621	Norfolk State Univ. 46,500
Bowie State Univ. 57,600	Winston-Salem State 46,100
N.C. Central Univ. 57,000	N.C A&T St. Univ. 45,700
Winston-Salem State 55,500	Florida A&M Univ. 45,600
Alcorn State Univ. 55,400	Cheyney University 45,100
University of Md. E.S. 55,300	National Average* 43,783
Delaware State Univ. 54,800	Shaw University 39,900
Lincoln University 51,500	Lincoln University 38,500

Note. *For all predominantly white as well as predominantly black 4-year institutions

nationwide. Morgan State University did not furnish its information.

Source: The Journal of Blacks in Higher Education, Summer 2000

Future State Financing Trends

This study will rely on the primary sources listed in the procedure section of this proposal and the literature already cited, and the researcher will study literature on state financing trends, including by Kent Caruther's and Joseph Marks, "A summary of State Funding of Higher Education for Quality Improvement: SREB- State Trends and Actions", and by Kent Halstead, "State Tax Capacity and Funding of Public Higher Education", as well as Elaine El-Khawas in Campus Trends.

State financing trends covering higher education, which make the financing environment so precarious, can roughly be placed into one or two categories: economic trends and public policy trends (Hossler, 1994).

Reorganization and redirection was the defining themes of the 1990s for American higher education. Two-thirds of colleges and universities have taken action recently to reorganize their administrative operations; most have also cut back on their expenses, usually by making strategic judgments rather than by imposing across-the-board cuts. Almost all have tightened their monitoring of expenditures (El-Khawas, 1994). American higher education faced serious problems during the years 1991 to 1994. A weakened financial condition was one direct consequence; only one-third of the American Council on Education study in 1994 respondents gave strong ratings to their institutions' financial condition. While the near future seems to be one requiring harsh decisions and tough-minded cost/benefit calculations, some of the survey responses seem unrealistic and unduly confident (El-Khawas, 1994).

The financial constraints of the early 1990s have had wide repercussions on

institutional life. Substantial redirection and change is underway, with uncertain long-term consequences for the nature of higher education in the United States.

Elaine El-Khawas of the American Council on Education stated in her report that the general picture suggests that the mid-1990s were a time of strategic choices and redirection of activity for many American colleges and universities. Higher education was taking many steps to make its operations more efficient and to improve programs. New programs are still being developed to attract and respond to new student and community needs. Yet, financial pressures are likely to remain intense, forcing the close scrutiny of all operations (El-Khawas, 1994).

Future Economic Trends

Again, regarding economic trends, this researcher will rely on the primary sources listed in the procedure section of this proposal and the literature already cited. The literature on economic trends includes: L. Leslie and P. Brinkman, *The Economic Value of Higher Education*, and Don Hossler, *State Funding for Higher Education: The Sisyphean*, as well as S. Gold, *In financial planning under economic uncertainty*. Major economic trends will dramatically affect the way education is conducted in the future and it remains to be seen if Bowie State, Morgan State, and Lincoln University will meet or be ready to meet this trend.

One of the most serious trends faced by states is the simple fact that revenues have failed to keep up with budget projections (see Figure 1). The drastic shortfalls of the early 1990s have moderated as national and state economies have improved, but given the recent unpredictable nature of the economy and state spending, many structural, long-

term problems still exist. This makes state appropriations to higher education and other state programs unpredictable and uncertain. The burden of financing higher education has increasingly fallen on students and their families. Even thus,so, Leslie and Brinkman (1988) concluded that going to college pays off (monetarily and non monetarily) for both individuals and society.

From year to year, the performance of the nation's economy seems quite unpredictable. At any given time, there is constant speculation over whether the nation is on the verge of

recession or economic "overheating," that is, rapid but unsustainable growth.

Over the long run, economic growth is more predictable. Projections assume that each year of a forecast period will be characterized by about the same rate of economic growth (Healy, 1999). Since September 11, 2001, states budget surpluses have been going down.

Future State Policy Trends

This researcher will rely on the primary sources listed in the procedure section of this proposal and the literature already cited, and this researcher will study the literature on state policy trends including T. Mortenson, *Restructuring Higher Education Finance: Shifting Financial Responsibility from Taxpayers to Students*, and S. Choe. *The Fund-a-Mentality Difference between Prison and Schools*, as well as D. Hossler and others, *State Funding for Higher education: The Sisyphean and State policy Report*. Birmingham, AL.

Economic trends are not the only factors that affect higher education financing. As a result of lean budgets, state policymakers have been forced to make difficult spending decisions and, in the process, clear policy choices (Hossler, 1994).

Most higher education funding formulas and background materials rely on interstate comparisons to justify funding levels and to help insure that adequate levels of funding are being provided. Generally speaking, higher education leaders in those Southern Regional Education Board (SREB) states below the average seek to move their states toward the average. In those SREB states that are above average the aim is either to

remain at that higher plateau, or to reach a new, higher level (Caruthers, & Marks, 1988).

States have also redirected state funds to other needs; appropriations have been increasingly diverted away from higher education to spending priorities such as K-12 education, Medicaid, transportation, and corrections (see Tables 18 and 19). Over the last five years, for example, Medicaid and Corrections spending have been assigned higher budget priorities than other state programs (Mortenson, 1994). In addition, either by choice or because of mandatory spending requirements, many states have failed to exempt higher education from budget cuts to the same extent as other programs.

It is understandably difficult for people oriented to a particular government-financed activity or department, such as higher education, health and welfare, K-12 Education, Corrections or Law Enforcement, to see beyond the needs for financial support of that department or activity. Table 18 depicts that over the past several decades, state budgets for higher education has been declining and other departments or activities has been increasing or remaining the same.

When state finances are strong, appropriations for higher education have rose disproportionately to appropriations for other departments or activities. When state finances are weak, appropriations for higher education have decline disproportionately.

Higher Education, in a normal growth economy, will continuously be on the defense against other state departments seeking deeper cuts in order to finance their departments or new initiatives.

Table 18

By Fiscal Year 2005, Cupboard is Bare for the Rest of state GovernmentShare of General Funds (%)

<u>Budget Category</u>	<u>Fiscal Year</u>			
	FY70	FY81	FY95	FY05
Health & Welfare	30	33	34	33
Corrections	4	3	9	21
K- 12 Education	37	40	39	39
Higher Education	14	10	10	*
Other	15	13	8	*

Note. * There will be a growing squeeze on public services, particularly higher education.

Corrections cost will grow rapidly and the demand for state support will grow faster than revenues.

Source: Black Issues in Higher Education (2001).

Table 19

Largest General Fund Appropriations-Pennsylvania

(Appropriations Over \$100 Million)				
(Dollar Amounts in Thousands)				
		<u>1997-98</u>	<u>%</u>	<u>%</u>
<u>Appropriation</u>	<u>Department</u>	<u>Budget</u>	<u>Total</u>	<u>Cum.</u>
Basic Education Funding	Education	\$3,449,457	20.11%	20.11%
Medical Assistance - Capitation	Public Welfare	994,150	5.79%	25.90%
State Correctional Institutions	Corrections	808,192	4.71%	30.61%
Long-Term Care Facilities	Public Welfare	661,275	3.85%	34.46%
Special Education	Education	631,715	3.68%	38.15%
General Obligation Debt Services	Treasury	617,333	3.60%	41.74%
Medical Health - Outpatient	Public Welfare	570,974	3.33%	45.07%
Mental Health Services	Public Welfare	550,445	3.21%	48.28%
Community mental Retardation Service	Public Welfare	464,633	2.71%	50.99%
State Universities	Education	404,828	2.36%	53.35%
County Child Welfare	Public Welfare	398,740	2.32%	55.67%
School Employees' Retirement	Education	391,718	2.28%	57.96%
Cash Grants	Public Welfare	354,343	2.07%	60.02%
Pupil Transportation	Education	344,748	2.01%	62.03%
School Employees' Social Security	Education	328,100	1.91%	63.94%
Medical Assistance-Inpatient	Public Welfare	306,906	1.79%	65.73%
* The Pennsylvania State University	Education	289,716	1.69%	67.42%
Mass Transportation Assistance	Transportation	254,663	1.48%	68.90%

Table 19 (continued)

Grants to Students	Higher Education Assistance Agency	249,407	1.45%	70.36%
Authority Rentals and Sinking Fund Requirements	Education	239,906	1.40%	71.76%
County Assistance offices	Public welfare	238,334	1.39%	73.14%
Distribution of Public Utility Realty Tax	Revenue	161,574	0.94%	74.09%
Community Colleges	Education	155,192	0.90%	74.99%
* Temple University	Education	153,232	0.89%	75.88%
* University of Pittsburgh	Education	153,182	0.89%	76.78%
State Centers for the Mentally Retarded	Public Welfare	136,541	0.80%	77.57%
Medical Care	Corrections	124,800	0.73%	78.30%
General Government Operations	State Police	120,113	0.70%	79.00%
Supplemental Grants- Aged, Blind and Disabled	Public Welfare	118,864	0.69%	79.69%
Intermediate Care Facilities-Mentally Retarded	Public Welfare	113,693	0.66%	80.36%
General Government Operations	Revenue	108,186	0.63%	80.99%
Subtotal		\$13,894,960		80.99%
All Other		3,262,175	19.01%	100.00%
TOTAL		7,157,135	100.00%	100.00%

Note. * The sum of all appropriations to this institution.

Source: Pennsylvania Executive Budget 1997-1998

Table 20

General Fund Appropriations-Maryland

	(Dollar Amounts in Thousands)	
	<u>2000</u>	<u>2001</u>
Judicial	222,973	255,520
Office of Children, Youth and Families	2,859	4,925
Department of Aging	34,795	36,163
Maryland Stadium Authority	44,091	51,629
Military Department	23,201	23,342
Maryland Insurance Administration	17,403	19,674
Comptroller of the Treasury	72,385	77,281
Department of Budget and Management	89,956	110,496
Maryland State Retirement and Pension System	25,306	21,817
Department of General Services	42,321	48,273
Department of Transportation	2,427,017	2,749,836
Department of Natural Resources	216,206	236,064
Department of Agriculture	66,304	73,996
Department of Health and Mental Hygiene	3,727,577	4,228,896
Department of Human Resources	1,388,550	1,443,545
Department of Labor, Licensing, and Regulation	186,378	181,551
Department of Public Safety and Corr. Services	781,266	815,513
State Department of Education	3,410,941	3,539,812

Table 20 (continued)

Morgan State University	118,238	129,570
St. Mary's College of Maryland	37,988	37,534
University of Maryland System	2,325,923	2,438,477
Maryland Higher Education Commission	248,814	294,265
Baltimore City Community College	50,520	53,382
Department of Housing and Community Dev.	117,240	125,883
Department of Business and Economic Dev.	124,039	133,945
Department of the Environment	256,647	167,015
Department of Juvenile Justice	135,819	159,863
Department of State Police	250,049	270,050
Sub Total	16,446,806	17,730,321
All Other	1,241,623	1,893,903
TOTAL	\$17,688,429	\$19,624,224

Source: Maryland Budget Priorities FY 2001

One effect of recent state financial problems is a drop in the share of campus operation budgets that are covered by state funds. State funds now account for just 50.5 percent of the operation budget of public institutions of higher education across the United States, down from 56.6 percent just five years ago. Vincent Schiraldi, Director of the Justice Policy Institute (JPI), a policy development and body in New York, released a report titled, *New York State of Mind? Higher Education Funding vs. Prison Funding in the Empire State, 1988-1998* (Schiraldi, 1998). The report found that New York state has increased its funding for prisons and cut its support of higher education over the past 10 years by almost a 1-to-1 ratio (Choe, 1999). The state funding trends from 1977-1995 in the U.S. as a percentage of growth in prison funding vs. Education funding is 2.20-1. In Maryland it is 1.97-1 and in Pennsylvania it is 1.34-1 (Choe, 1999).

In a state, that ranks fifth in the country in per capita wealth, Maryland's expenditures on higher education are not even in the top half of American states (Schiraldi, 1998b). In fact, in 1997, Maryland ranked 33rd in university funding, barely above the bottom third of all states (Schiraldi, 1998b). Maryland ranked dead last amongst Southern states in percentages of state tax revenues appropriated to higher education in 1997. The Maryland Higher Education Commission has predicted that, from 1994 to 2008, there will be a 43% increase in high school graduates in Maryland, well in excess of the national average. They anticipate that, over the next eight years, there will be a 21% increase in the number of full time students attempting to enroll in Maryland's public colleges (Maryland, 1997).

From 1990 to 1997 higher education funding dropped by \$29 million, from \$609

million to \$580 million and with the expected rise in enrollment until the year 2008, schools like Bowie State University and Morgan State University had to find other ways to raise needed funds to offset the drop in funding (Maryland, 1997).

Peter Schmidt wrote about "Earning Appropriations: States link spending on colleges to progress in meeting specific goals", in South Carolina, every dime given to public colleges may soon be tied to how well they perform. The colleges are to be judged in such areas as the achievements of their graduates, administrative efficiency, and the quality of their professors and classrooms (Schmidt, 1996). Several other states, including Colorado, Florida, Ohio, Minnesota, and Missouri, are putting in place similar methods for distributing portions of their higher-education budgets (Schmidt, 1996).

Parallel Studies

This study will use parallel studies to see how other types of ethnic institutions perceive the future of their own colleges and universities. Institutions such as religiously affiliated colleges, ethnic and cultural colleges, women's and men's colleges, military colleges, privately owned and historically black colleges and universities all provide different kinds of access to higher education. This study will examine the strategic plans these types of ethnic institutions have for the future and compare their plans with the three institutions in this study. The literature on ethnic institutions including Kit Lively (1996), "U.S. Bishops Endorse the Vatican's Policy Statement on Catholic Colleges", and J. Langan's (1993), *Future of Catholic Higher Education The Catholic Universities in Church and Society: A Dialogue on Ex Corde Ecclesiae* will be studied.

Catholic higher education poses unique problems. To survive, each institution must have the freedom to follow its own destiny as an institution of higher education not identical with the teaching authority of the church. Every Catholic college or university must, however, be an institution where Catholicism is perceptibly present and effectively operative (Shaw & Hurley, 1969).

Pamela Schaeffer (1996), "in Identity Crisis Creates Strategies, Stress: Higher Education Future Catholicism," wrote that Pope John Paul II's apostolic constitution on Catholic higher education has certainly brought the question of Catholic identity out of the closet at Catholic colleges in the US. Many Catholic educators, while still concerned about possible interference from church authorities, see the debate as key to the future of Catholic colleges and universities.

Catholic universities are called to continuous renewal, both as universities and as Catholic, the Pope wrote in *Ex Corde Ecclesiae*, the constitution that was promulgated in 1990 and that has been generating controversy and discussion ever since (Zukowski, 1997).

Catholic universities will survive in the 21st century, but they must wear two hats. One hat is as a United States university, which must follow the rules and policies of the federal, state and local governments. The other hat is as a Catholic university following the *Ex Corde Ecclesiae* or Catholic constitution for higher education. Catholic universities in the United States that follow the Vatican model face several difficulties in the areas of governance structures and standards of conduct for the American universities and colleges that wish to be officially Catholic.

Historically black colleges and universities must also wear two hats. One hat, like that of the Catholic Universities, is being an American university, and the other hat is being responsible as the black college to the African-American community to solve the greater problems facing African-Americans as a whole.

John F. Hunt and Paul C. Saunders (1993) wrote in their book, *The future of Catholic higher education-Catholic universities in church and society: a dialogue on Ex corde ecclesiae*, that the *Ex Corde Ecclesiae* poses several difficulties in the areas of governance structures and standards of conduct for those American universities and colleges (which are included in the use of the term "university") that wish to be "officially" Catholic (assuming that is what is meant by the phrase in the church). Its promulgation compels, at least in the United States, consideration of the problems and consequences of conforming American universities and colleges now considered or assumed to be Catholic to this Vatican model.

Angela Ann Zukowski (1997) wrote in the journal *Catholic Education of inquiry and practice on New Learning Paradigms for Catholic higher education*, that a paradigm shift is needed in Catholic higher education for the 21st century. Catholic higher education is going through rapid changes just as historically black colleges and universities are affected. Some supporters of Catholic higher education believe that only those Catholic schools that make the necessary changes (regarding computers, media education, faculty development, and so on) will survive past 2015.

One factor that directly relates to the financial condition of Catholic Colleges and universities is their enrollment trends. Just like HBCUs, increasing and

declining enrollments put pressure on many areas of the institution. Milko (1995), recommended that Catholic institutions, through enrollment management, establish clear goals and strategies toward influencing the size, shape and characteristics of their student body through their efforts in marketing, recruitment, admissions, and retention.

HBCUs also have to establish clear goals and strategies toward influencing the size, shape and characteristics of their student body through their efforts in marketing, recruitment, admissions, and retention. When enrollment goes down, the revenue also goes down

Unlike Catholic schools, Public HBCUs can not just raise tuition with approval from the state and the rate is dictated also by the state. HBCUs also have to be concern with not pricing themselves out of the student market.

It is also recommended by Milko (1995) that Catholic institutions strive for increased funds from their alumni and that they seek state, federal, and foundation monies. HBCUs also need to strive for increased funds from their alumni and that they seek additional state, federal, and foundation monies. HBCUs and Catholic institutions have similar problems as far as financial and enrollment.

Tribal colleges are decisively changing the future of American Indian higher education. Most of the colleges now enroll not only tribal members but also American Indian students from as many as 40 different tribes and significant numbers of non-Indian students. Since the late 1970s, several states with sizeable American Indian populations, including South Dakota, North Dakota, and Montana, have seen increasing proportions of American Indian students attend tribal colleges as compared with mainstream public

institutions (Tierney, 1992). These trends reaffirm that the tribal college movement cannot be ignored.

This study will rely on the primary sources listed in the procedure section of this proposal and the literature already cited, as well as works by Jamie Merisotis and Colleen O'Brien (1998), *Minority-Serving Institutions: Distinct purposes, Common Goals*, as well as W. Tierney, *Official Encouragement, Institutional Discouragement: Minorities in Academe- The Native American Experience*.

The future funding trends for HSIs presents both challenges and opportunities for Hispanic-serving institutions (HSIs). The challenges include limited funding, competition with other minority-serving institutions, particularly HBCUs for federal funding, and a diverse student population. The direction in which HSIs will go may ultimately depend on a combination of greater financial resources and political commitment toward meeting the educational needs of the nation's Hispanic population (Benitez, 1998).

Hispanic-serving institutions are competing with HBCUs for funds on the federal as well as the state level. HBCUs in those states that have both HBCUs and HSIs such as Florida, Texas, and Oklahoma, are finding that their allocations are being cut or reduced by the state government. They are also finding it difficult to obtain greater financial resources from the state just as HBCUs have experienced in the past (Benitez, 1998; Devarics, 1997).

Dr. Marshall Grigsby, senior aid to Rep. William Clay (D-MO.), state that, "If congress endorses a new Title III plan by giving HSIs, HBCUS and Native American institutions all have the same history" (Devarics, 1997). Historically, black colleges and

universities and Hispanic-serving institutions are all vying for the same federal funds (Devarics, 1997).

Conclusion

To survive, historically black colleges and universities must have freedom to follow their own destiny as an institutions of higher education and they now must enroll not only African-Americans but also a significant number of non-African-American students. Securing resources and using them wisely has always been an issue for historically black colleges and universities and also for institutions such as religious-affiliated colleges, ethnic and cultural colleges, women's and men's colleges, and military colleges and privately owned.

It appears that administrators at religious-affiliated colleges, ethnic and cultural colleges, women's and men's colleges, military colleges, historically black colleges and universities, and other privately owned colleges all need to evaluate the future availability of resources in terms of funding, of facilities, and of personnel.

The concerns of higher education administrators about the future of American higher education will be allayed with answers to the following questions

- Securing resources is whose responsibility?
- Who is responsible for funding higher education?
- How can public colleges and universities rebuild public trust?
- Can American higher education continue to be viable when it is resistant to changes in a changing world?
- Will alternative teaching methods, largely based on technology, help to

provide education to traditional and non-traditional students?

- How does American higher education balance increased educational demands from students at a time when resources are declining?
- Have HBCU mission statements changed to meet the new challenges?

These are some of the questions and problems that face institutions such as religious-affiliated colleges, ethnic and cultural colleges, women's and men's colleges, military colleges, privately owned, and historically black colleges and universities in the 21st century. They are all facing the same challenges and problems as historically black colleges and universities with some of the same results. One way to look at the future of American colleges and universities is to take advantage of Internet for communication and information as well as focusing on quality teaching with a high level of interaction between students and faculty. Historically black colleges and universities like many of these institutions must customize their programs to meet student's needs or niches.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the methods of inquiry employed in this study: specifically, the conceptual framework in use, the interview procedure, and the interview protocol. The conceptual framework used by this researcher includes an understanding of the qualitative method and of the case study.

Conceptual Framework

The overall purpose of this study is to investigate the perceptions of faculty and administrators who work, teach, and administer at one of these three HBCUs. In this study, the term perception refers to the process of becoming aware of something (e.g., the environment and stimuli) through the senses (i.e., seeing, hearing, feeling, and so on.) and to understand these sensations through the human mind (Prethus, 1978; Random House College Dictionary, 1986). Although there have been a few dissertations on the topic of historically black colleges and universities, these studies were primarily concerned with students, student affairs, faculty, or with the environment in which urban educational institutions are located (Johnson, 1981; Jenkins, 2000; Okolo, 1993; Marshall, 1988; and Seagears, 1988. To date, no one yet appears to have assessed faculty and administrator's attitudes toward or perceptions of the future of historically black colleges and universities; this study should affect by way of new ideas, most of the HBCUs.

To document the perception of the faculty and administrators the researcher used

the multiple methods of interview, observation, and the examination of documents and literature. The interviews were an integral part of the research, supporting the perceptions of the participants, and the historical analysis to provide supplemental information on the future of the three institutions in this study. The research can therefore be classified as qualitative rather than quantitative because the answers to the research question and the subsidiary questions in this chapter was sought primarily by open-ended interviews, direct observation, and the examination of written documents.

The qualitative approach may use some tools associated with quantitative inquiry such as survey instruments, instruments, but a qualitative, based mainly on fieldwork, is oriented toward exploration, discovery and induction. Direct contact with the program: going into the field Patton (1990) contends that Fieldwork is the central activity of qualitative evaluation methods. "Going into the field" means having direct and personal contact with people in the program in their own environments. The researcher got close to the participants in the study through physical proximity for a period of time as well as through development of closeness in the social sense of shared experience and confidentiality.

Depth interviewing involves asking open-ended questions, listening to and recording the answers, and then following up with additional relevant questions. The purpose of interviewing is to allow the researcher to enter the participants' perspective. It is the responsibility of the researcher to provide a framework within the participant can respond comfortably, accurately, and honestly to open-ended questions.

Research Question

How do faculty and administrators at Bowie State University, Lincoln University and Morgan State University, perceive the future of their institutions in the period from 1999-2010?

Subsidiary Questions

In conjunction with the purpose and objection herein stated, this study will be guided by the following questions:

1. Has your institution changed its mission?
2. Are state allocations affecting your institution?
3. Does your institution have standards for incoming freshman and transfer students?
4. Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution buildings?
5. Is your institution filling a niche?
6. Does your institution have a marketing plan?

Analytical Technique

Patton (1990) said that there is typically not a precise point at which data collection ends and analysis begins. Nor, in practice, are analysis and interpretation neatly separated. In the course of gathering data, ideas about analysis and interpretation will occur. Those ideas constitute the beginning of analysis. The mechanics of organizing

data will vary for different people. So will the intellectual process. The analysis of qualitative data is a creative process. There is no formulas, as in statistics.

According to the National Center for Education Statistics, there were 88 HBCUs with an average enrollment of 2,879 in 1998. Three of these institutions, Bowie State University, Morgan State University in Maryland, and Lincoln University of Pennsylvania, are the final working population for this study, they had a combined average enrollment of 4,416 in 1998.

This researcher wrote to the office of the president at each institution (appendix G) in order to request the name, title, telephone number, and mailing address of the chief academic officer and academic and administrative deans and to get permission to do research on their campus.

Informative small sample interviews of faculty and administrators from these three historically black colleges and universities from two states, Pennsylvania and Maryland, were used to gather data to complete this study. The process used for the study was an in-person interview using questions from an interview protocol. All interviews lasted approximately thirty-five minutes (see appendixes B and C).

Case Study

The case study method approach, undertaken to gain an understanding of the critical factors impinging upon the three subjects institutions' survival in the 21st century. Furthermore, to provide a basis for understanding the impact of these factors and the implications for HBCUs' planning, a very extensive review of pertinent literature was performed. According to Collins and Noblit (1978), the case study is particularly useful

for studying educational innovation, evaluating programs, and informing policy. The case study approach permits an understanding of how a specific issue or practice, such as affirmative action or funding, affects the institution. An institution's historical, cultural, political, fiscal, and social climates all affect policies and programs within the institution.

Case data consist of all the information one has about a case, including all the interview data, the observational data, records, impressions and statements of others about the case - in effect, all the information one has accumulated about the particular case in question (Patton, 1990).

Using a variety of data collection procedures during a sustained period of time, the case study design is effective because it can explore a single entity, three institutions and HBCUs in general. Case studies are conducted to shed light on a phenomenon, HBCUs, which is of interest to this researcher and other advocates of HBCUs.

The schools to be studied represent public HBCUs in the United States. Two of the schools, Bowie State University and Lincoln University, represent two of the oldest HBCUs, one public (state supported, 75 percent state funding) and the other state related (32 percent state funding) and both are part of a state higher education system. The third, Morgan State University, is a public urban institution with steady but increasing student population and program growth over the last ten years. Lincoln University is a public institution that is under the Commonwealth System of Higher Education (Commonwealth of Pa. Dept. of Education, 1999). Bowie State University is under the University of Maryland Higher Education system.

The three institutions, Bowie State University, Morgan State University, and

Lincoln University, were chosen primarily because of the researcher's approachability to these schools, which aided me in obtaining and constructing the necessary data and resources needed to complete this study. The three schools are also very comparable in the total fees (room & board, tuition & fees) charged to their students (see Figure 2). This study has also tried to depict similarities and differences in the perceptions of faculty and administrators at Bowie State, Morgan State, and Lincoln University. The objective is to seek a comprehensive understanding of historically black colleges and universities, based on these examples and the broad implications that these institutions perceive to have at the present and in the future.

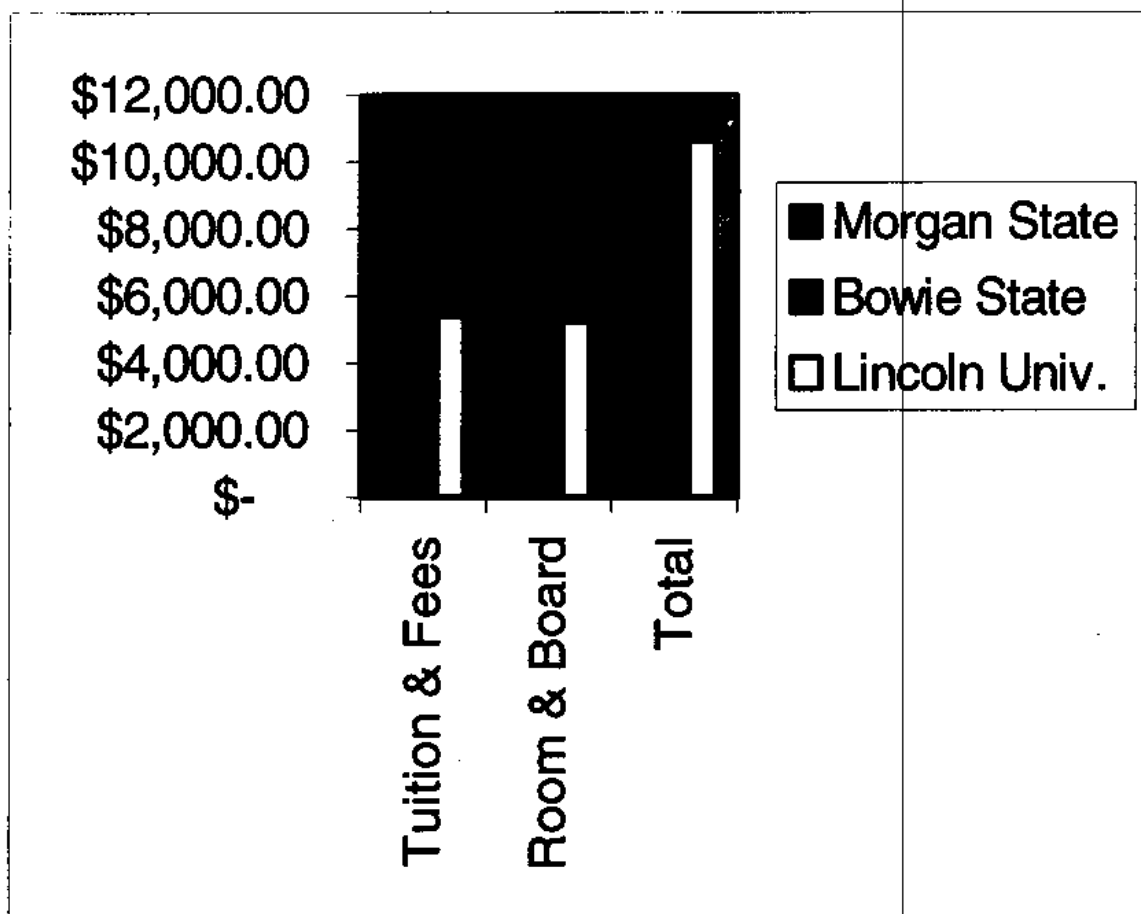


Figure 2. Tuition and fees, room and board comparison at Bowie State University, Lincoln University, and Morgan State University.

Source: Digest of Education Statistics 2000. Washington, D.C.: U.S. Department of Education.

The research took a week at each school throughout the months of February 2000, and March 2000. The interviews were tape-recorded and translated with the permission of the interviewees. This was necessary in order to do an inductive analysis and an in-depth study on the faculty and top and middle administrators. Faculty and administrators selected for an interview had at least four years of service at these institutions; this experience provided them with a better understanding of the direction the university is heading. They also would be expected to have a broad perspective on important higher education issues for their institution.

Twelve to twenty faculty members and five administrators at each university chosen by a random sample were interviewed. The table of random numbers was used to generate a more adequate and true random sample. The random samplings enabled the researcher to make inference about characteristics of a population. From these population pools, this researcher selected those faculty members and administrators with at least four year's experience and assigned a random number to this new population.

All interviewees were assured that their responses would be held in confidence. In addition, their quotes are not attributed to the office they hold or to the institution at which they are located. Each interviewee was asked if there are other topic areas not mentioned in the interview, which he/she believed are important to the future of HBCUs and their own institutions.

Pilot Study

On November 12, 1998, this researcher began a pilot test with questions for my interviews with the administrators and faculty members from Delaware State University.

To find out with certainty the face validity of my questions, six (6) faculty members and three (3) administrators were all selected using a random sample from a pool of employees at their institutions. The researcher used the table of random numbers to generate a true random sample. The survey was in two parts (1) administrators with 37 questions (see Appendix B), (2) faculty with 37 questions (see Appendix C).

Krathwohl (1997) advocates the use of a pilot study for interviews to ensure that the questions are understandable and evoke the intended responses. A pilot study was conducted to achieve these purposes and to refine the interview protocol by eliminating confusing wording and vague questions.

The purpose of this pilot study was to ensure the questions are understandable and to call forth the intended responses. The sample sizes for the pilot study at Delaware State University was (3) administrators and (6) faculty, all randomly selected from a pool of employees at Delaware State University. The questionnaire was made up of two parts: (1) administrators with 37 questions and (2) faculty with 37 questions (See Appendix B & C). After interviewing the faculty and administrators, several questions were reworded for clarity, two questions for the faculty were eliminated and three questions for the administrators were eliminated because they did not elicit the normal responses. Three questions for the faculty were added and two questions for the administrators were added to get the desired responses.

Delaware State University was selected as the pilot site for the interviews because (1) my current contacts at Delaware State and (2) Delaware State is a four-year HBCU institution.

This pilot study also helped define the dimensions of the problem, the sample of people and sites to be used, the instruments besides the observer to be involved, the sources and availability of records or other data and the likely ethical and moral problems to be encountered. When the pilot study was completed, writing the results of the research was markedly simplified.

Sources of Data

The study utilizes both qualitative and quantitative elements, which will be made up of three (3) major sources of evidence in completing this study. The first source, although scarce, was the literature already available on the future of historically black colleges and universities. The second source was any and all parallel studies on the future of higher education which both were previously discussed under the section entitled "Review of Related Literature." The third source was the researcher in-depth interviews.

The in-person interviews employ questions from a variety of sources. Some of the questions were derived from Albert O'Bryant (1982), and his dissertation on the topic of urban HBCUs. As O'Bryant interviewed administrators and faculty, a number of questions he asked of these individuals were pertinent to this study's final working population as well as to this study's research and subsidiary questions.

After the interviewer, asked each interviewee for feedback regarding (1) clarity, (2) bias, and (3) the topic (see Appendix D). This researcher handed them the information fact sheet and collected them before they left the interview room. This information

enabled me to compare the three institutions regarding population at each institution, by comparing factors such as the average number of years each interviewee had completed as a faculty member or as an administrator as well as the types of degrees earned by each interviewee.

The questions posed to the faculty and administrators at Delaware State University were organized around specific areas, which were perceived to be pertinent to this study. The questions were aimed at getting a wide perspective from Delaware States faculty and administrators.

Data Collection

Participation in this pilot study was voluntary and each of the participants was interviewed for a period of approximately 45 minutes during the month of November 1999. Although the interviewees determined the site and time of the interview, all of the interviews were done in private. All the interviews were done during or after their office hours, and some interviews were rescheduled from their original dates and times.

The qualitative approach was used to collect and analyze the data based on unknown variables, flexible guidelines, and context-bound, and personal views. The qualitative approach is typically used to ask questions about HBCUs, for the purpose of describing and understanding the perception from the participants' point of view. Because reality is socially constructed, complex, and ever changing, this is one reason why this researcher had to operate under these assumptions. The method of collecting data was interviews

and observations (building, people, and so on). The interview questions were exploratory and interpretive due to limited and that none existent literature. This researcher will communicate the findings by words, in a narrative style, tables and charts.

The findings and recommendations of this study are summarized in four categories. The first concern is the perceptions of faculty, and administrators about the future of their institutions from 1999-2010. The second concern is what trends do faculty and administrators see for future funding of their institutions. The third concern is how faculty and administrators perceive the missions of their institutions in the period from 1999-2010, and the fourth is how faculty and administrators perceive the social backgrounds of students at their institutions. Have the social backgrounds of students changed?

Graphs, tables and charts have been integrated into the text of this dissertation when appropriate and factual information has been kept separate from interpretation and has tied together findings in relation to theory or literature review.

Analysis of the Data

The first faculty interviewee was used as part of the pilot and those responses do not appear in this study. He understood all of the questions but needed clarification on affirmative action. This question was eliminated as a question as was the question about the number of faculty members being a reflection of the ethnic make up of the student body? This was because they did not elicit the desired responses or no responses at all. One question was reworded for clarity. He also stated that the normal were clear and precise and the answers should provide interesting and valuable information. The

interview lasted 50 minutes.

The second faculty interviewee, like the first faculty interviewee, understood all but one of the questions and thought the questions were clear and to the point. Again one question was reworded and two questions were eliminated. This interview took approximately 45 minutes.

The third faculty interviewee, like the first two faculty interviewees, understood the questions and stated that the questions were clear with no biases. Again one question was reworded and two questions were eliminated. This interview took approximately 40 minutes.

The fourth faculty interviewee, unlike the first three faculty interviewees, did not understand the questions. This faculty member had only been teaching four years at Delaware State University, but he had spent over thirty years teaching at HBCUs. He did not have enough years at Delaware State to answer the majority of the questions. I learned that my interviewees must have at least 5 years at the case study institution to give me the desired response. This interview took approximately 40 minutes.

The fifth faculty interviewee was like the first three faculty interviewees; the interviewee understood the questions and thought they were excellent. Again one question was reworded and two questions were eliminated to better answer the research questions. This interview took approximately 35 minutes.

The first administrator interviewee was used as part of the pilot and those responses do not appear in this study. He understood all of the questions and he thought the questions were clear and related to the topic under research. He also stated that he

believes this will be an informative dissertation. This interview took approximately 45 minutes.

The second administrator interviewee was used as part of the pilot and those responses do not appear in this study. He understood all of the questions and he thought the questions were excellent and required direct answers. The insight that was evidence in terms of historically black colleges and universities made him more aware of the total picture. He stated he felt at ease answering the questions posed by me. This interview took approximately 45 minutes.

The third administrator interviewee was used as part of the pilot and those responses do not appear in this study. He understood all of the questions and needed no clarification on any of the questions. He also stated that the topic is interesting and should provide valuable information. This interview took approximately 45 minutes.

The results of the pilot study showed that the interviewees must have at least four years at the institution to give the researcher the desired information and that some questions were reworded or eliminated because the questions did not give the desired information or for clarity. The flow of the questions and answers improved with each question and answer and the interview time was decreased. The pilot study also showed that the six subsidiary questions were relevant to this study and that the researcher develops the ability to communicate effectively. However, according to the study, the message has been relayed that the faculty and administrators see their institution as a viable and relevant institution that has some fundamental problems that primarily are attributed to their racial identification.

The purpose of this pilot was to identify some critical factors and trends that will influence the planning of questions for Bowie State University, Lincoln University and Morgan State University. The objective was to obtain the opinions and reactions of the faculty and administrators of these HBCUs as to critical factors and their perceptions, and to recommend viable responses toward planning considerations for the institutions future needs.

Selected faculty and administrators' perceptions of the future of Delaware State University through the year 2010 were consolidated into summary paragraph form by question area. Each question is followed by the faculty members or administrators perceptions of future implications for their institution, and then the specific implication for HBCUs. The implications suggested by the faculty or administrators of Delaware State University are a consolidation by this researcher of their responses to the future of their institution.

Summary

By gathering all of the data together, and due to the use of the personal interview as a tool for gathering findings, it was not practical to include approximately 80 pages of transcribed taped interviews in this dissertation. Therefore, the following chapter provides a brief description of the faculty and administrators, interviewed and in this dissertation presentation of the selected interviewees' perceptions of the future of HBCUs. The pilot study showed the researcher that all of the participants were very comfortable in their own office or location and once the researcher and participants formed a relationship, the interviews went very smoothly. The participants wanted to

keep talking about their institution and HBCUs in general.

Taking the data and organizing what was there into categories, patterns, and looking for relationships and basic descriptive units, the researcher took the interpretation that emerged during data collection and use it in the case study by keeping it relevant to the case study.

CHAPTER IV

PRESENTATION OF THE DATA

Case Study – Bowie State University

History

Bowie State University is an outgrowth of the first school opened in Baltimore, Maryland, on January 9, 1865, by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864, to engage in its self-appointed mission on a statewide basis. Bowie State University is one of the oldest historically black colleges and universities in America, originally founded as a teacher's college to train African-American Marylanders. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church, located on the corner of Calvert and Saratoga streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga streets for the relocation of its normal school until 1883, when it reorganized solely as a normal school to train Negro teachers (Bowie State University, 1998).

The Baltimore Normal School received occasional financial support from the city of Baltimore beginning in 1870 and from the state starting in 1872. In 1871, it received a legacy from the Nelson Wells Fund. This fund, established before Wells' death in February 1843, provided for the education of freed Negro children in the state of Maryland. On April 8, 1908, at the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro

teachers, the state legislature authorized its board of education to assume control of the school. The same law redesignated the institution as Normal School No. 3. Subsequently, it was relocated to a 187-acre tract in Prince Georges County, and by 1914 it was known as the Maryland Normal and Industrial School at Bowie. A two-year professional curriculum in teacher education, which started in 1925, was expanded to a three-year program, and in 1935, a four-year program was established for the training of elementary school teachers for junior high schools. Ten years later, permission was granted to institute a teacher-training program for secondary education. In 1963, a liberal arts program was started and the name was changed to Bowie State College. In the succeeding years, a graduate school and a number of innovative programs were established "to prepare students to fill a productive role in a changing society and economy" (Bowie State University, 1998).

On July 1, 1988, Bowie State College officially became Bowie State University, a change that reflected the significant growth in the institution's programs, enrollment, and service to the area. On that same day, the university also became one of 11 constituent institutions of the newly formed University System of Maryland.

In Fall 1993, Bowie State University took a distinctive step into the international market by becoming the first historically black university in the nation to expand its satellite and continuing education programs overseas (Bowie State University, 1998).

Bowie State University now serves a student population that has grown more than 50 percent from 2,122 students in 1998 to 3,545 students in 2000. Students are technologically sophisticated, culturally diverse, and internationally sensitive. In 1995,

Bowie State University won an 11-year, \$27 million award from the National Aeronautics and Space Administration/National Science Foundation to become one of only six national Model Institutions for Excellence in science, engineering, and mathematics (Bowie State University, 1998) .

Today, it is a regional, comprehensive university offering over 27 undergraduate majors and 16 graduate programs ranging from computer science to human resource development. Bowie State University supports a broad range of community-oriented centers and programs. It is small enough to provide individual attention but large enough to play an important role in regional economic development.

Curriculum Offerings

Bowie State University is a regional university that offers selected master's level programs and a comprehensive array of baccalaureate programs including business, education, social work, nursing, and computer sciences. At the undergraduate level, liberal arts and sciences form the foundation on which the professionally oriented courses are constructed. At the master's level, the focus is on increasing the knowledge and skills of professionals, with programs in health and pastoral counseling and nursing, including the bachelors in Technology, Master of Arts in Teaching, Master of Arts in English, and dual-degree programs in both engineering and dentistry.

Bowie State University also offers a Bachelor of Arts degree, a Bachelor of Science degree, a Master of Arts degree, a Master of Science degree and certifications in Education. Bowie State University is accredited by Middle States Association for Colleges and Secondary Schools. The current Carnegie Classification for Bowie State

University is Master's Comprehensive Universities and Colleges I.

Mission

In spring 1994, the Maryland Higher Education Commission approved a new mission for Bowie State University, reaffirming its heritage and special commitment to the African-American community and identifying a special focus on computer and technology application, as well as an enhanced role as a teaching institution.

Bowie State University aspires to produce graduates who are leaders among their peers in a global community, graduates who think critically, value diversity, and are committed to the higher moral and ethical good; to serve a regionally, globally, and culturally diverse student population, to expand educational opportunities that empower individuals to be effective citizens; and to become a model of creative leadership for institutions of higher learning that seek to improve the quality of life in their communities (Bowie State University, 1998). According to the University System of Maryland, Bowie State has been ranked first in the nation in awarding master's degrees to African-Americans in computer science and information technology (Bowie State University, 1998).

Bowie State fosters a supportive, academically rigorous and collaborative environment that nurtures quality in academics and in interpersonal and cross-cultural relationships. Bowie intends to meet the educational needs of south central Maryland and its increasingly diverse population.

As a constituent institution of the University System of Maryland, Bowie State University practices affirmative action; cooperates with other education segments in

Maryland; collaborates with other University System of Maryland institutions to provide citizens access to high-quality educational services; and serves the educational, economic, and cultural needs of Maryland.

Presentation of Interview Findings

Introduction

The future of Bowie State University has a different meaning to different people and is a concern of the higher education community. To understand the future of Bowie State University, this researcher found it necessary to interview faculty and administrators to get their perception of the future of their institution.

The researcher conducted qualitative interviews with 19 faculty respondents and 7 administrator respondents from Bowie State University. The interviews were conducted during the month of February 1999.

Interview respondents

Summary of Questions

The interview respondents were asked to describe their current positions, who they report to, how long have they taught at Bowie State University, their major responsibilities, and whether they attended a historically black college and university.

The respondents were also asked if they believed that their institution was relevant and should it exist today. Next the respondents were asked is there anything unique about their institution that makes it different from other state-supported or related institution in their state.

The respondents were then asked where they see their institution in one to five years, and, finally, the respondents were asked whether there is perceived need for faculty development by the faculty.

Perceptions of faculty

The participants were asked for their perceptions of the future of Bowie State University. The participants were asked, "Has your institution changed its mission?" and if they are involved with the changes on the mission statement.

Of the nineteen faculty members interviewed, twelve stated that the mission statement of Bowie State University has changed, five were not sure and two faculty members stated that it has not changed. The faculty all had different views about the mission statement.

These Bowie faculty members feels that the mission statement of Bowie State University has changed to fit the times and conditions as well as the policy of the president. One respondent said that Bowie's mission statement had not changed and six participants had no answer. Participant 1A stated that the faculty is well involved in the updating of the mission statement, and that the faculty also wants to put back or maintain its historical commitment to African-American students as well as to the community in which Bowie State University serves. Ten of the faculty know the overall mission of the university and believe that Bowie State University should also be faithful to its historical commitment. Three faculties members believe that the mission statement is not as important as the action steps for accomplishing the mission statement.

Participant 1A who has twelve years of teaching, stated that the mission statement

changed in 1993 to fit the conditions at that time as well. Participant 2B, who has fifteen years of teaching, said she believed that the faculty should be and is involved with the updating of the mission statement. She also said that the mission statement changes when there is a new president installed. Participant 2B also stated that most faculty know the overall mission of the university, and this respondent believed that it should be faithful to its historical commitment.

Participant 3A, who has eighteen years of teaching, stated that the faculty does not have, in her perception a lot of confidence in the mission statement, because it is a developed by a select few. There is always a lot of talk about including everybody, but you get on these committees and unless you are part of a preferred group, your opinion is not rated and your input is not used. Agents of the president usually get their ideas in the statement. To her, the mission statement is not as important as the action steps for accomplishing the mission statement. Without action to accomplish the mission statement steps, the mission statement is no good.

Participant 3B who has thirteen years of teaching, stated that the mission statement does not address student problems and Participant 4A who has twelve years of teaching, stated that the mission statement parallels the accrediting agency statement. The mission statement is fine; Participant 4A, has no problem with the statement. Unfortunately Participant 3B said, it was beginning to leave some people, students, out, and what happens to these people?

Participant 4B, who has eight years of teaching, said that the faculty is represented on the committee and the mission has changed but the basic remains the

same. Participants 5A and 7A who have twelve and fifteen years respectively of teaching, stated that the mission statement changes every other year because of new technologies, and sometimes it leaves the liberal arts out of the mission statement. Participant 4B does not think that the faculty is in on the initial stage of the mission statement. Participant 5B who has five years of teaching, said that the mission statement has also changed toward more student-oriented goals and objectives. Participant 5B also stated that there is a faculty counsel that works on the mission statement and that the mission statement embraces the new technology and teaching methods of the twenty-first century, and it also kept its historical commitment.

Participant 5C, who has ten years of teaching, believed that there are two-mission statements. The first mission statement, the new president or the University System of Maryland causes it to change. The baseline mission statement that changes every three years and not every ten years. The second mission statements, tends to transcend in time the language that new administrators put on paper and pretend that it is the real mission statement. Faculty is involved in the upkeep of the mission statement if you are inclined to change the mission statement. Participant 6A, who has five years of teaching, stated that the faculty ideas are taken very seriously with the mission statement. The older, tenured faculty are more academic conservatives, and they want to keep the mission statement exactly the way it has always been, whereas the younger faculty want to make it more modern and up-to-date.

Participant 6B, who has twenty-one years of teaching, stated that she has the mission statement in her office, but she really has not looked at it. She does not know the

mission statement.

Participant 7A, who have fifteen years of teaching, believed that the mission statement changed with the expansion of the university. To expand on his statement, Bowie State University has a responsibility and duty to better prepare its students for graduate and professional schools and to engage in research to upgrade or better the quality of life for its urban communities.

Bowie State University faculty members elaborated on the question of whether Bowie State University should exist and whether it is relevant. There is no question that the Bowie State University faculty believed that their institution is as relevant today as it was over one hundred years ago and that it should exist. They also believed that students have the opportunity to see African-American administrators as well as the opportunity to get involved in programs, projects, campus, and community activities peculiar to their social economic backgrounds and special social problems.

The next question was, "Is your state allocation affecting your institution?"

Ten participants said yes, one could not answer, one said no, and seven had no answer.

Ten of the Bowie participants believed that the budget has an effect on salaries and the maintenance of its facilities. Bowie State University's specific needs are physical improvement, special equipment such as laboratory equipment, and space for its commuter students. The Bowie State University budget is determined by the same formula used for the University of Maryland at College Park and by other University of Maryland campuses. Participant 4A felt that Bowie State University, Coppin State

University, and the University of Maryland-Eastern Shore are on the bottom of the list for state funds and that there is not enough money to hire full-time faculty; instead they have to hire adjuncts. Participants 4A and 4B also believe that Bowie State University gets what is left over, if anything, after the University of Maryland at College Park.

Participant 4B believed that Bowie State University should have stayed outside the University of Maryland system, because he felt that the University of Maryland system controls the amount of money that Bowie gets. The University of Maryland system also controls where they can raise their funds. Participant 4B also believed Bowie would have more control of itself if they were outside the University of Maryland system, and participant 5B stated that if Bowie had more money, it could do more for example, More research, more release time for faculty, and better equipment. Participant 5C stated that Bowie State University's event and process planning has suffered due to the lack of funding. There are a lot of needs and projects that need funding.

Participant 5A said that funding at Bowie depends on who the president on where the money goes. Funding at Bowie is still not where it should be, but it has come a long way. Participant 1A said that they had a freeze for three years across the state, and they had a small increase in pay. Participant 2B stated that state allocation has affected Bowie's salaries (Table 17) and maintenance of its facilities (Table 13).

Participant 3A stated that the question on funding is a question for the president or the provost to answer. Participant 3B said that there is not enough money to hire full-time faculty and they have to hire adjuncts. Participant 6A said funding it is not an issue with her because she has a grant to offset a few things that the lack of funding leaves off.

Participant 7A believed that more money should go to update the buildings and into faculty salaries.

The next question was, "Does your institution have standards for incoming freshman and transfer students?"

Nine participants said yes, seven could not answer, two said no, and one said the same

Seven of the Bowie State University faculty interviewed believed that even with the standards, they (the faculty) saw little or no difference in their grades in the classroom. Participant 3A stated that with the higher entrance GPAs and higher tuition (see Figure 3), enrollment has decreased and he was not sure if there is any correlation between the two factors. Participant 3A also sensed that the students are not as motivated to learn.

Participants 4A and 4B stated that Bowie State students are about the same from year to year as to the standards of incoming freshmen. They saw no great improvement in the students' grades, spelling, and writing styles. Participant 5A said that the students are better rounded and more focused than in years past. There has been a steady improvement in the students at Bowie.

Participants 1A and 1B who has twelve years of teaching, stated that when Bowie State University raised its standards, it did loss some students, but the next year, it did recoup that lost and then some, and Bowie State is going after the better students with some success.

Participants 5B and 5C stated that SAT scores are not a good measure for ranking

or judging students. They asked, "Does the SAT test capacity or perceptiveness learning?" The freshmen and transfer students' examinations in the classroom have not changed as per participants 1A and 3B. Participant 6A stated that he believes that Bowie State is not on the same level as College Park academically and that Bowie is getting a larger percentage of freshmen and transfer students also.

Participant 6B stated that there is no increase in the students' test scores or a difference in the type of student entering Bowie State. Participant 7A said that it varies from semester to semester on the type of student entering Bowie State. One semester he sees a better-prepared student or better test score in the class. It is not consistent, and test scores are not consistent, either.

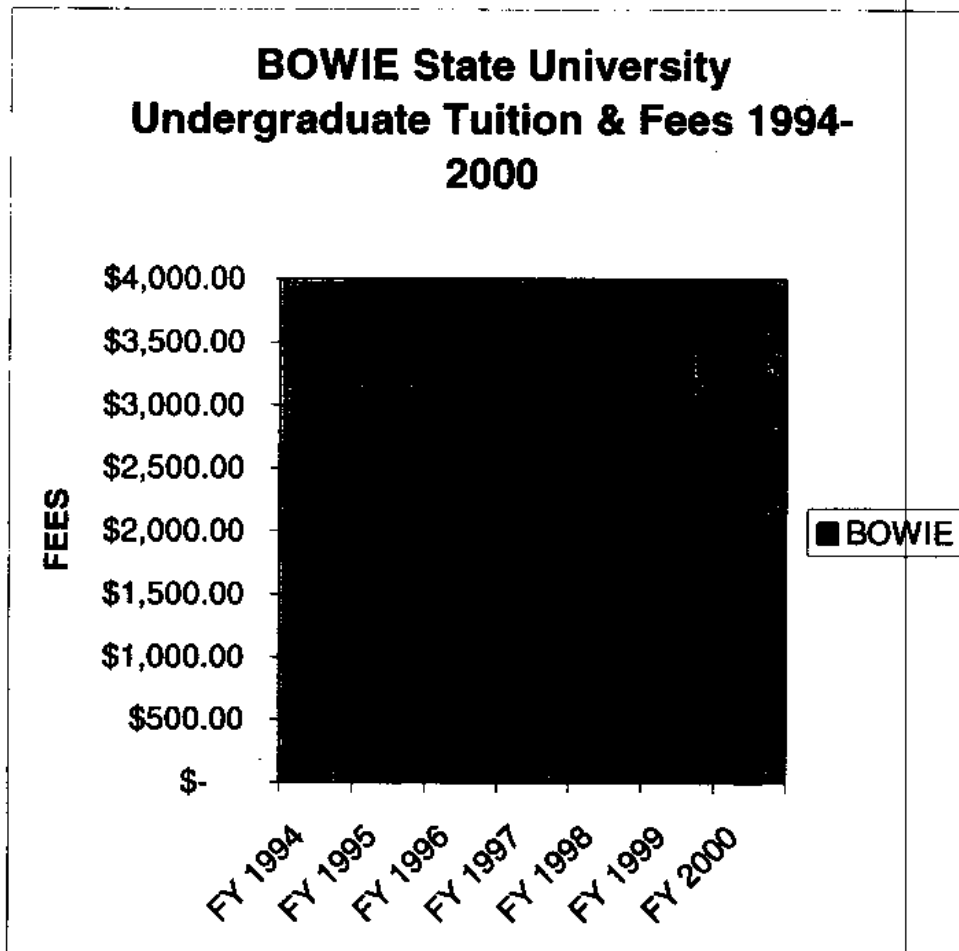


Figure 3. Bowie State University undergraduate tuition and fees for 1994-2000.

Source: National center for Education Statistics (2000). Digest of Education Statistics 2000. Washington, D.C.: U.S. Department of Education.

The participants were also asked, "Does the state share the responsibility for the restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution?"

Ten of the participants interviewed believed that the state does not take or accept responsibility for the restoration or preservation of any academic buildings or resident halls on their campus. Two participants stated yes, the state does accept responsibility and seven participants had no answer.

Participants 1A and 2B said that the state does not take or accept responsibility for the restoration or preservation of any academic buildings or resident halls on their campus. Some of the buildings on campus need major repairs, and Bowie is on a waiting list for funds to repair some of the buildings. Participant 1B stated that Bowie does get some money from the state, but it is not enough to completely do the job of maintaining the buildings on campus. Participant 3B said that the buildings are not satisfactory for teaching, they are not wired for computers, the air and heating either does not work or does not exist, and the room sizes are too small. Participant 3B also stated that all the buildings are not wired, but the buildings are either being wired or will be wired in the near future.

Participant 4A stated that the classrooms are falling apart as per the ceiling tiles, floors, and the air conditioners and heating all need repairs. Participant 4A also stated, if you compare Bowie State with College Park, there is no comparison. "If you keep repairing the old buildings, and you never build new ones or you take a long time to build

new ones, the cost to repair and to build new ones will keep rising. Participant 4B said that even though the state does not share the responsibility for not preserving academic buildings on Bowie campus, Bowie State should be thankful for what monies they get to maintain its buildings.

Participants 5B and 6A stated that the condition of the classrooms and facilities are okay and Participant 6A had no complaints about the facilities. Participant 6B that in her building, the desks are bolted to the floor and she can not move the desk around. This is an older building and it is not conducive for teaching in the 21st century.

There is general agreement among the faculty that Bowie State University is in for some hard times financially. Severe restraints on funding for higher education are predicted. It is expected that competition for funding will be keener. One reason for this is that there are other outside agencies and departments, for example, state correctional institutions, special education and long-term care facilities that are receiving more funds.

The opinion of five faculty members also seemed to be that higher education will be totally governmentally supported. In the future, higher education will be expected to go out and generate funds on its own. Bowie State University has to be careful not to compete for funds from outside sources that generate funds to the University of Maryland system institutions. The system also goes out to generate funds for all the schools in the system and they do not want institutions within the system competing with them.

There is a disagreement among the faculty as to whether the students will be paying more for the upkeep and maintenance of the academic buildings and their resident halls. Three faculty members believed that the state will direct aid to students and not

Bowie State University. Some of the classrooms and labs have water coming into the room, and the roof needs repairs. When it rains, Bowie cannot bring any equipment into the building.

Participant 5C said that the state should take a more active role and not a reactive role with the renovations on the Bowie campus. The facilities are not the issue; they are deeply inadequate and clearly need an upgrade, and this is possible. The issue is the state not sharing in the responsibility for the upkeep and maintenance of the facilities.

Participant 7A stated that the Martin Luther King building, which was opened twelve years ago, was not built to handle the large numbers or traffic pattern, so the facility is not adequate. The noise level is high throughout the building as well as in the classroom. The offices are also inadequate.

The participants were also asked, "Is your institution filling a niche?" Ten participants said yes and nine participants had no answer.

It is the belief of ten of the faculty members that Bowie State is filling a niche. Participant 6B stated that, "The biggest niche is having the students leave and come back to Bowie with greater knowledge and experience."

Participant 4A commented that, "Bowie State University caters to minorities and other students with low GPAs and low SAT scores that could not enter TWIs like the University of Maryland at College Park."

Participant 5B agreed that a variety of programs at Bowie State University are excellent in helping its students and the faculty to become tutors and mentors and also in preparing its students for graduate schools, research, and internships.

Participants 5C and 6A said that Bowie State University is filling a niche of in that it gets more international students than most HBCU in the area. There are four other HBCUs (Howard University, Morgan State University, Coppin State University, and the University of D C) in the area, and Bowie State is educating African-Americans and graduating them in larger numbers than the other four institutions.

Six of the faculty believed that Bowie State University has played a major role in education related to values, ethics and morals. The anchors of life at Bowie State University for students are family, friends, and peers, and these are some of the niches that Bowie State University in particular and HBCUs in general are filling. Participant 4B stated that, "Bowie's niche is having students not being intimidated by the faculty and Bowie's faculty has more patience-teaching students with more learning disabilities."

Participant 5A stated that, "Bowie niche has a very good chorus." Participant 3B stated that Bowie State University is in the top five percent in graduating students with master's, computer science, and business administration degrees over the last few years in the University of Maryland System. Bowie State University has a reputation of graduating large number of students in the area.

Participant 1A and 1B stated that small classes, remedial programs in math, writing, and English, and the faculty do more than teach on the campus. Bowie also nourishes and mentors its students with one-on-one contact. There is a supportive atmosphere at Bowie for the students.

The participants were also asked, "Does your institution have a marketing plan?" Three participants said yes, three participants said no, two participants said that they were

not sure, one participant said that it is not working, and ten participants had no answer.

Participants 3A, 4A, and 5C said that they did not believe that there was a marketing plan, and Participant 5C said that:

Bowie State University does not really have a marketing plan to sell Bowie State University to new students, contributors, alumni, local and state government. I would give Bowie States' marketing plan a D grade, so they can go back and do it again and do it correctly.

Participant 4A stated that, "The best marketing plan is students telling other students, old and new, about the programs and the school." Participant 2B said that there is a marketing plan, but her program is not part of the plan. Participants 4B and 6B stated that she does not know if there is a marketing plan or not. Participant 5B believes that Bowie has one, but she does not know what it is.

The marketing plan should include all departments with more fact sheets and booklets, but Participant 5A does not believe that the marketing plan includes all departments. Faculty input will continue to be important in the development and the updating of the marketing plan. Participant 6A believed that the marketing plan was not working as far as getting the word out about Bowie State.

Perception of administrators

The participants were asked for their perception of the future of Bowie State University. The participants were asked, "Has your institution changed its mission?" and if they are involved with the

changes with the mission statement.

Of the 7 participants interviewed, 4 participants stated that the mission statement of Bowie State University has changed, and three participants had no answer.

It is agreed by the administrators that the mission statement has changed, because (1) the University of Maryland system requires Bowie State University to look at its mission statement every other year because of the new technologies, and (2) it is up for review by the Middle States Association of Colleges and Schools. Participant 3B who has fifteen years of teaching, stated that Bowie State University needs a strong president to take Bowie State University where it needs to go with a strong mission statement and with a strong commitment to the future. She does not want Bowie to go backward. With the vision of the president folded into the mission statement, Bowie State University can move forward. As of the year 2000, Bowie State University does have a permanent president.

On the question of whether Bowie State University is relevant and should exist, all of the administrators agreed that not only is Bowie State University relevant, but it is needed now more than ever. Bowie State University is economical to attend and it has a true understanding of the nurturing of its environment. Participants 1A, 4A, and 5A who have five, ten and twelve years of who have ten years of administrative experience respectfully, believe that Bowie State has a historical perspective and that it has not forgotten its historical roots. This is also part of Bowie States' mission statement as well as Bowie's policy of taking students from the lower end of the SAT spectrum and working with them and shaping their lives. Bowie State University has reached back into

the community to help its students and to nourish them.

Participant 1A said that Bowie is moving in the right direction and he sees a satellite campus as well as courses in other countries. Participant 4A stated that there is a committee for updating the mission statement.

The participants were asked, "Is your state allocation affecting your institution?"

According to one administrator, the impact of the state funding formula has not been kind to Bowie State University. Bowie State University has not been funded at the same FTE rate as other institutions. Participant 1A said that the governor is committed to higher education by putting more money into higher education but, he not sure if Bowie State University is getting its fair share. Participant 2B stated that Bowie State needs more money to hire more staff people with special skills and talent to teach Bowie State University students. African-Americans are under-represented in the sciences and public health.

Participant 3B said that the governor's task force came to Bowie State University in 1998 to see if there were any advantages or disadvantages to Bowie State University being in the University of Maryland system. The task force stated that Bowie State University was underfunded, and it could not be in competition with the system to get funds from outside sources. It needs money to move ahead with certain programs and to be more self-supporting.

Participant 4A said that over the last ten years, Bowie has not received its fair share of funding and it has not been funded at the same FTE rate as the other institutions. Because of the funding, Bowie is not getting the best professors. The level of funding is

unequal and it is a political issue. Politics play a big part on where the funds go and how much goes to whom.

All administrators believe that without a president to fight for Bowie State University and get the needed funds, it will be difficult for Bowie State University to move forward.

The participants were asked, "Does your institution have standards for incoming freshman and transfer students?"

Under the past president, Bowie State University had raised the standards for incoming students to be more competitive and to move the University toward excellence. Being perceived as an institution of excellence is Bowie State's goal and not just taking the castoffs (students no other institution wants) from other institutions. Bowie State University is and has been recruiting the better students. Retention is going up and the students are getting Bowie State University's full commitment for retention.

Participant 1A said that Bowie has set higher standards for their freshman and transfer students with little or no difference in their grades in the classroom. Participant 4A said that Bowie State University has raised its average SAT score from 700 to 900, and it is trying to get or attract the 1300 to 1400 SAT students. They still have students who have scored 900 on their SATs who have some learning deficiencies. Participant 1B stated that he does not believe Bowie State University is attracting a higher quality of students along with the students who need more help. The skill level of these students is not as high as it was two years ago. The students' test scores are about the same or maybe a little higher.

Participant 2B who have five years of administration said that today's students are called the McDonald-generation kids because they are not going through a lot or working hard to get what they want and not having to struggle or sacrifice a lot to get what they want. Participant 3B believed that to enrich campus life, it must bring more residential, out-of-state students to remain a residential campus seven days a week.

Bowie State University also is attracting more non-traditional students than two years ago.

The participants were asked, "Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution?"

Participant 1A stated that during the fall of 1999 Bowie State opened the first new building on the campus in twelve years. Bowie does get money from the state, but it is not enough to completely do the job of maintaining the buildings on campus. He stated that it should be the responsibility of the state to maintain its buildings. Participant 1B who have ten years of administrative experience said that Bowie State University is far behind in new construction compared with other institutions in the University of Maryland System. There are not enough funds to maintain or keep up with the needed repairs. The deferred maintenance is at an all-time high. The state should share the responsibility for the maintenance of the academic buildings and residence halls on campus.

Participant 2B said yes, the state should do more and share the responsibility. The

computer labs are adequate and the classrooms are okay, but they are in need of improvement. She believes that in the University of Maryland system, Bowie would fare better if it were not an HBCU, because the funding for new buildings and repairs would change for the better. If Bowie's name would change to the University of Maryland at Bowie, funding for new buildings and repairs would increase.

Participant 3B said that at the present time, there are no places for commuter students, who make up fifty percent of the student population, to go to hold meetings, to chat, to use the internet, to eat, or to relax on campus. There is no cool out place for commuters on campus other than the library. The University of Maryland at College Park has places for commuters to eat, lockers to store their books, PC labs, and so on, and fewer than twenty percent of its student population are commuters. Money at the University of Maryland at College Park is allocated for capital improvement, but Bowie has to advocate for those funds.

Participant 3B also said that the state does not share any responsibility for reinforcing Bowie States restoration programs. The computer labs and some of the classrooms are adequate, but they, too, need some improvement. None of the classrooms are computer connected. Bowie State does have plans to make some of these computer-smart classrooms. But Bowie State University's deferred maintenance is at an all-time high.

Participant 4A believed that the state should share the responsibility for the maintenance of the academic buildings and the residence halls on campus. All of the administrators interviewed believe that the state should do more to maintain the buildings

on the campus. When a building is cold in the winter, wet when it rains, and so on, it has an effect on the teaching and learning process. He also stated that students do not ask about the funding, they simply complain about what's wrong with Bowie.

The participants were asked, "Is your institution filling a niche?"

Participant 1A said yes. This Bowie State University's administrator stated that it is filling its niche for students by having small classes and remedial programs in English, math, and writing, and by offering Bowie students nourishing and mentoring programs. Participant 1B said the administrators and faculty make the students feel a part of the Bowie State University family, and they are filling niches with its disadvantaged students through a lot of programs designed to help students succeed in college and in life. Faculty and administrators give students their home telephone numbers as well as invite them over to their houses, and there is increasing one-on-one contact with the students.

Participant 2B said that she is not sure, but people on campus get along very well and she believes that there should be more collaboration between the HBCUs in the area (Howard, Morgan State, Coppin State, and Univ. of D.C and Bowie State). Participant 3B said that Bowie State University is only one of eleven institutions in the country with a MIE (Minority Institute for Excellence Program). This program is unique because it develops students that are high achievers. Bowie is only one of two HBCUs within the University of Maryland system.

Participant 3B said that Bowie State University also fills its niche of producing teachers who pass the National Teacher's Exam and are certified when they graduate from Bowie. Bowie State University boasts that it has the highest percentage of students

passing the NTE than any other institution in the University of Maryland system.

Participant 4A said yes, by graduating more African-Americans in computer science than any other HBCU and most TWI's.

The participants were also asked, "Does your institution have a marketing plan?"

Participant 1A believes that Bowie State University has a marketing plan, but that it should include all departments with more fact sheets, catalogs, and booklets.

Participant 2B stated that she does not know if Bowi's has a marketing plan or not. She has not seen any such plan. Participant 3B stated that Bowie's marketing plan is fragmented and that the university needs a comprehensive marketing plan with a central clearinghouse along with the marketing committee to approve all information going out of Bowie.

Participant 4A stated that Bowie has not done all that it could do as far as advertising and providing literature and other materials. Bowie must seriously market its programs and put dollars into the marketing process.

Participants 1A, 3B, and 4A predicted that a change in Bowie State University's marketing plan will come very slowly, partly because of the lack of funds and partly because of the fact that Bowie State University did not have a president as of the winter of 1999, As of the year 2000, Bowie State University has a president.

It was also pointed by participant 4A out that Bowie State University needs funding and expertise to develop a marketing plan to tell the Bowie State University story.

Summary

This chapter of the study has presented the perceptions and opinions of faculty and administrators who taught or worked at their institution and believe in the future of HBCUs and their institution. Chapter V presents the summary of the interview findings, addresses the research question with the conclusions drawn from the research presented and the significance of the historical analysis and interviews, and recommends topics for further research.

Case Study – Morgan State University

History

Founded in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church, the institution's original mission was to train young men for the ministry. It subsequently broadened its mission to educate both men and women as teachers. It was renamed Morgan College in 1890 in honor of the reverend Lyttleton Morgan, the first chairman of its board of trustees, who donated land to the college (Morgan 1998).

Morgan awarded its first baccalaureate degree to George F. McMechen in 1895. McMechen subsequently obtained a law degree from Yale and eventually returned to Baltimore, where he became an important civic leader and a strong financial supporter of the College (Morgan 1998).

Morgan remained a private institution until 1939. In that year, the state of Maryland purchased the institution in response to a study by a state commission that found that Maryland needed to provide more opportunities for its black citizens. By this time the College had become a relatively comprehensive institution. Until the mid-1960s, when the state's teachers colleges began their transition to liberal arts campuses, Morgan and the University of Maryland College Park were the only two public campuses in the state with comprehensive missions (Morgan 1998).

As Maryland's teachers colleges began to broaden their missions, they were placed into a state college system governed by a board of trustees. Morgan was included in this system. However, in 1975, the state legislature designated Morgan as a university,

gave it the authority to offer doctorates, and provided for it to once again have its own governing board.

In 1988, Maryland reorganized its higher education structure. It strengthened its coordinating board, the Higher Education Commission, and abolished the state college system. The campuses in that system became part of the University of Maryland System. Morgan and St. Mary's College of Maryland were the only public baccalaureate-granting institutions authorized to have their own governing boards. The 1988 legislation also strengthened Morgan's authority to offer advanced programs and designated the campus as Maryland-only Public Urban University. Morgan is located in Baltimore and it is accessible to downtown Baltimore, Maryland, as well as the neighboring states of New Jersey, Pennsylvania, Virginia, Delaware and New York.

Curriculum Offerings

Morgan State University has a comprehensive undergraduate curriculum with more specialized offerings at the master's and doctoral levels. Morgan traditionally has placed strong emphasis on the arts and sciences at the undergraduate level and on the preparation of students for advanced study. In addition it offers a variety of programs in professional fields, including engineering, business, teacher education, architecture, hospitality management and social work (Morgan 1998).

Morgan State University awards more bachelor's degrees to African-American students than any other campus in Maryland. In many fields, but particularly in engineering and the sciences, Morgan accounts for large percentages of the degrees received by African-Americans from Maryland institutions. An above-average

percentage of Morgan graduates enter graduate and professional schools. Historically, the University has ranked among the top public campuses nationally in the number of black graduates subsequently receiving doctorates from U.S. universities (Morgan 1998).

At Morgan, there are five undergraduate schools (Education & Urban Studies; Liberal Arts; Engineering; Business; and Computer, Mathematics & Natural Sciences). These schools offer thirty-four bachelor degree programs. There is also a graduate school with a masters program leading to 19 master's degrees and four programs leading to the doctorate degree.

Morgan State University has an office of continuing studies/distance learning whose primary focus is the delivery of services to nontraditional students. This system of services includes programs that culminate with the acquisition of a degree as well as those programs (on-and-off campus) that are designed to meet the personal and career development needs of students. The programs provided through Continuing studies afford students the opportunity to explore experiences in a variety of formats such as Weekend University, Summer School, Independent Study, and off-campus extension programs.

Morgan State University is considered by the state of Maryland as an Urban University with strong ties to the city of Baltimore where it is located. During its first 125 years, Morgan State College established itself as an excellent liberal arts college, providing a quality education for a diverse population of students. Morgan's legacy of producing leaders is well documented. During the "Morgan Renaissance" of the past decade, Morgan transformed into a leading urban university. Morgan's 1998

accreditation report described it as a "model institution" that has reinvented itself.

Today, Morgan's priorities are to enhance its comprehensive undergraduate programs, increase financial aid to its students, and become a Doctoral II University, awarding a minimum of 20 doctorates annually. To accomplish its goals, a fourth priority of increasing its fundraising capacity is required, as current resources are not expected to be adequate in the foreseeable future.

Mission

Morgan is a teaching-oriented institution that is actively working to improve its research capacity, its ability to apply its expertise to urban issues, and its ability to provide programs of public service.

Morgan is designated by both statute and through its mission, approved by the state, as Maryland's public urban university. This designation obligates the university to give emphasis to meeting the needs of urban areas and to develop a model by which urban issues throughout the country can be addressed by institutions of higher education.

Morgan's mission requires it to bring its resources to bear on the needs of urban residents, governmental organizations, businesses, industry, and public schools. The university will utilize the city of Baltimore as a site for enriching student learning, carrying out research relevant to urban issues, and developing programs of service that address urban concerns.

Morgan addresses a need to increase the pool of educated individuals so that greater numbers of people can enter the economic and social mainstream and make substantive contributions to the economy, which increasingly places a premium on

education. The crucial elements of Morgan's mission are to:

- Educate a diverse student body, including those best prepared as well as those needing extra financial and academic support.
- Offer comprehensive academic programs through the doctorate, with emphasis on engineering, the sciences, business and education, and other fields that have traditionally had an underrepresentation of minorities.
- Recognize the interrelationship between quality teaching, research, community service, and policy development.
- Give special emphasis to addressing the concerns of urban areas, such as public schools, community and family development, business and economic development, transportation and public health, by creating research programs and models through cooperative relationships with the people and institutions of Baltimore City (Morgan 1998).
- Morgan in the year 2000 addressed the changing needs of the students and communities it serves by maintaining a critical intellectual mass of programs through the doctorate. This will give the university the capacity to develop and expand its vital urban mission.

Morgan's comprehensive plan establishes the following priorities for carrying out its mission

- Continue improvement in the quality of academic programs and professional accreditation for major program offerings;
- Reduce the overall student-faculty ratio and the percentage of faculty

- teaching on a contractual basis;
- Develop new academic programs, primarily at the graduate level, in fields that would add rigor to the undergraduate curriculum, meet critical regional needs, and/or help increase the representation of African-Americans;
- Acquire state support for student financial aid;
- Improve basic campus services;
- Increase faculty research activity; and
- Increase and improve public service programs.

Morgan has two additional plans that support its comprehensive plan and, hence, the implementation of its mission. First, the university 10 year Facilities Plan provides for construction and renovation of facilities as well as for other changes to the physical environment that are required to carry out its Comprehensive Plan and to address other issues. The current plan was adopted in November 1997.

Morgan also has developed a comprehensive five-year Financing Plan that is adequate for implementing its most important priorities. The plan calls for a 5% annual increase in state funding, continued strong growth in external support, and moderation of the increases in tuition and fees charged to students.

Morgan plans to offer 9 or 10 additional doctoral programs that will fit with its undergraduate programs in a synergistic way. The university strives to be a magnet for faculty, funding, and expertise and a catalyst for change in urban areas. Morgan expects to have a major impact on the challenges affecting urban areas.

Morgan State University, with its distinctive mission and 137 years of service is, today, an institution ready to lead the way in higher education.

Constituencies Served

The majority of Morgan's enrollments are at the undergraduate level, and approximately 35% of its full-time undergraduate students reside on campus. It enrolls a student body that is diverse in its academic and socioeconomic characteristics. A major goal of the University is to enroll a representative racial and ethnic mix of students.

Freshman admission to Morgan is based on a combination of test scores and high school grade point average for students recently graduated from high school. Morgan generally will enroll students who are at the 60th percentile rank and higher of their high school graduating classes. While the University's freshman class as a whole is considerably better prepared academically than the norm for the markets from which it draws students, the institution is committed to enrolling an academically diverse student body and educating a number of students who might not otherwise attend a baccalaureate institution.

Presentation of Interview Findings

Introduction

The future of Morgan State University means different things to different people and is a concern of the higher education community. To understand the future of Morgan State University, this researcher found it necessary to interview faculty and administrators to get their perception of the future of their institution.

The researcher conducted qualitative interviews with 18 faculty respondents and 9 administrators respondents from Morgan State University. The interviews were conducted during February 1999.

Interview respondents

Summary of Questions

The interview respondents were asked to describe their current position, who do they report to, how long have they work at Morgan State University, their major responsibilities, and whether they attended a historically black college and university.

The respondents were also asked if they believed that their institution was relevant and whether should exist today. Next the respondents were asked where there is anything unique about their institution that makes it different from other state-supported or related institutions in the state.

The respondents were then asked where they see their institution in one to five years, and, finally, the respondents were asked where there is a perceived need for faculty development by the faculty.

Perceptions of faculty.

I spoke to 18 faculty members, and their answers varied on each of the six research questions.

The participants were asked for their perceptions of the future of Morgan State University. The

participants were also asked, "Has your institution changed its mission statement?" and whether they are involved with the changes with the mission statement.

Four faculty members stated that the mission statement had not changed, eight faculty members were not sure, and six faculty members stated that it has changed. The faculty all had different views about the mission statement. All of the participants agreed that when you have a new president, you would have a new mission statement to reflect the new president's plan.

The six faculty members elaborated on their answer of the changing mission statement by stating that it changes with the adding of new programs, courses, and goals.

Participant 1A, who has fifteen years of teaching, did not think the mission statement had changed. She believes that the approach has changed but not the mission statement itself. Participant 3B who have nine years of teaching, said that Morgan State University has a responsibility to better prepare its students for graduate and professional schools. Participants 7B and 5A who have seven and twenty-five years respectfully of teaching, did not think the mission statement has changed and that people are interested. The mission statement has kept its commitment to its historical statement of educating African-American students and the urban community. Participant 8B, who have thirty-five years of teaching, said that he is not the right person to ask about the mission

statement. He is not sure if it has changed or not.

The older, tenured faculty believed that the mission statement should always support the historical commitment to educate minority students. Participant 1B who have twenty-five years of teaching, believed that the specific mission statement may or may not have changed, but the expectation has changed as per the direction in which Morgan State is heading more toward a research institution. He believes that students are served better if faculty are engaged in research, but Morgan State does not provide the infrastructure of a research university. Participants 2A and 3A who have twenty-one and fifteen years respectfully of teaching, said that the faculty is involved with the changes in the mission statement. The mission statement of the university is kind of general in some areas.

Participant 4A, who have six years of teaching, did not think the mission statement changed and faculty are sometimes involved with the change. Participant 10A, who have ten years of teaching, stated that Morgan State had been designated by the state of Maryland as an urban institution, which means it has a commitment to the community at large and that it conducts programs in the community such as workshops, seminars and consulting in finance, marketing and accounting. The naming of Morgan State as the urban institution is part of the mission statement. Participant 4B, who have ten years of teaching, also believed that the mission statement had not changed. He said that the university is evolving. He did not really know what the mission statement stated but he believed it was working.

Participant 7A, who have seven years of teaching, stated that Morgan's faculty

institute goes over the mission statement at the beginning of each school year and the mission statement still addresses the education of African-American students.

The participants were asked, "Is your state allocation affecting your institution?"

Ten participants interviewed said that the allocation is affecting Morgan State University, while three participants said the allocation is not having an effect on Morgan State, and three participants stated that they thought the allocation was fair.

Participant 1A said that money does not prevent Morgan State University from doing little things; money instead prevents it from doing big things. Participant 1B said that when the state does not provide the necessary funds, Morgan State University has to use other funds like grants to provide the funds that are needed.

Morgan State University is doing better being outside of the University of Maryland system, because some of its alumni are Maryland legislators. The state treasurer of Maryland is a Morgan State University graduate, as are some other members of the government.

Participant 3A stated that the lack of funds has changed the style of teaching for some faculty members, some are still using chalk and some are going on the web. This has also caused new problems like servers going down and computers needing fixing. The business approach to problem-solving does not exist within HBCUs, this participant said. Participant 3B said that Morgan State can always use money to update its equipment, but, according to faculty Morgan is doing okay. Participant 3A also stated that Morgan State University suffers somewhat when it comes to budget allocation. Allocation of funds from the state is always a problem; that is, there is not enough of it.

Participant 4B said that Morgan State under the present leadership has done a good job in getting funds for capital improvement. Without funds, it is difficult to complete administratively. Participant 4A said that the lack of funds and low salaries has caused a shortage in faculty. Participant 4A also said that Morgan State University's budget allocation is determined by the same formula used for the institutions under the University of Maryland system.

Participant 5A stated that, "The lack of funds has not stopped or altered my teaching style and I do not think that the lack of funds has hampered hiring new faculty."

Participant 7A said that state support to schools like Morgan State has been on the decline, that Morgan State University can use more funding from the state, and that state funding is inadequate. The gap between state allocation to Morgan and its budget has to be filled by tuition (see Figure 6) and contributions, and many faculty members do not see funds increasing. When taking inflation into account, then the allocations from the state are decreasing.

Participant 8B said she has grant money to help offset the lack of funds by the state. Over the past four or five years, the economy has been good, so funds from the state have been increasing.

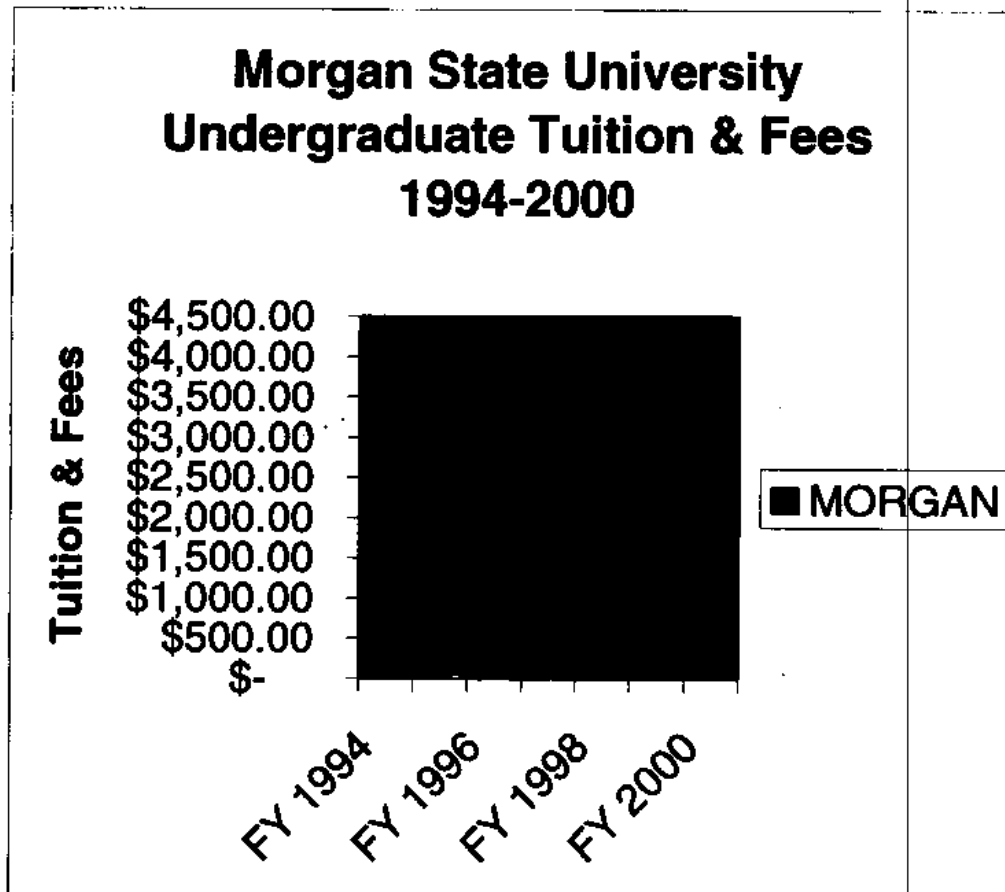


Figure 4. Morgan State University tuition and fees for 1994-2000.

Source: National center for Education Statistics (2000). Digest of Education Statistics 2000. Washington, D.C.: U.S. Department of Education.

The participants were asked, "Does your institution have standards for incoming freshman and transfer students?"

Participant 3B said that Morgan State University has raised its minimum GPA and its SAT scores, but it always enrolled better students than the previous years. Students' test scores are about the same over the past two years of 1997 and 1998. Students come to Morgan State with the proper attitude, which is sometimes better than high SAT scores or high GPA's. Participant 1B did not see these higher standard students in his classes, but he hears talk about these students, and the faculty have not seen any improved grades in their classes. There is a clear focus and interest on recruiting the best and the brightest students with SAT scores of 1100 and above. The current trend in the United States among colleges and universities is to recruit and enroll a higher quality of students. Today's high schools are teaching math and science, and students are coming to Morgan State with a better understanding of math and science.

Faculty sometimes goes out to help recruit National Scholars. Participant 2A stated that she sees higher test scores in her class now than a few years ago and the SAT scores are higher now, but that, by itself, is not the only factor. How do students react with other students? And how did they do in class? are important issues, she said.

Participant 3B said that Morgan State University is not doing anything different to recruit better students, but it has raised its GPA and its SAT scores, but the respondent noted that when students come to Morgan State with proper attitudes, that can be better than a high SAT score or GPA.

Participant 4A stated that Morgan State University does not have a higher

standard of student coming to Morgan State. Morgan State are looking or basing their answer on the students' math preparation, because there are a large number of students with poor math skills. The number of students is low for students with strong algebra and pre-calculus preparation.

Participant 4B stated that he has a feeling that the average GPA and SAT scores are not coming up, and he believed that Morgan State can do a better job educating students with deficiencies, because of the experience, sensitivity, awareness, and understanding that TWIs can not give or will not give.

Participant 5A stated that GPAs have increased over the years along with higher SAT scores. For the most part, faculty said they should do more recruiting of scholars, but they are not really involved. Participant 5B also believed that the caliber of work being produced is not improving. Participant 7B said that some of the new resources available to transfers, and first-year students are bringing up the GPAs along with higher standards for Morgan State University.

Participant 5A said that Morgan State University has tutoring programs and academic support systems as well as the six-week summer bridge program to help students coming to Morgan State in the fall semester. Morgan State has limited resources to help those students with deficiencies. Participant 8B stated that he does not see these students; he sees good students, not-so-good students, and students who do not apply themselves.

One participant stated that in the School of Business, the SAT scores are higher and the types of students it is receiving are better prepared. Students SAT scores in the

school of Business are higher than the rest of Morgan State.

The participants were asked, "Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution?"

Six of the faculty members interviewed were working in a new or renovated building and their answers reflected that. Most of participants felt that there are not enough classrooms to go around, and they all agreed that Morgan State University needs more classrooms and the state needs to give more money for repairs, for maintenance, and to restore some of the buildings. Some of the buildings are supposed to be technology-smart, wired for computers; and they are not.

Participant 3A stated that his building is new and it does not have major problems, but the new building needs a study area for the students. Other buildings on campus need repairs and general upkeep and that calls for money from the state. Participant 1B said that if you compare Morgan State University facilities to the University of Maryland at College Park facilities, then Morgan State University facilities are not adequate. Other buildings on campus need repairs and general maintenance.

Participant 5B who has seventeen years of teaching, stated that his building and other facilities on campus need a lot of repairs, and some buildings are going to be remodeled by the year 2002-2003. He believes that the low-bidder contractors are doing a poor job in building new buildings and remodeling old ones. He continued by saying that the workmanship is very bad, but they have to go with the low bidder because Morgan

State University is a state-supported institution.

Participant 6B stated that the buildings are adequate for now, but they could use more money or help from the state for maintenance. Participant 7B stated if Morgan got more money from the state, he would like to see a room just for labs; also, he said, there are not enough classrooms, and climate control is bad.

Participant 8B stated that he believed that Morgan State's physical plant and plans are great. He had no problem with the facilities (his building is new, with the latest equipment and features). Three of the faculty stated that their building is the state-of-the-art in terms of technology, because the building was recently renovated, and other buildings on campus that are below par are on the board for renovation. The state has not to date given any money to start this renovation and it is usually one building at a time that is renovated over a long period of time.

The School of Business building is adequate now, because they do have labs, smart classrooms, and seminar rooms, but if the school continues to grow from 1,000 students in 1999 to over 1,600 students in 2001, they will outgrow their building by the year 2002.

According to Participant 8B, the state of Maryland is not doing appropriately what they should do. TWIs get better funding (percentile wise) than Morgan State University, and TWIs can do more with their facilities than Morgan State University.

Morgan State University does have some buildings that are the state-of-the-art in terms of technology with the latest equipment and features. What is missing is the long-term warranty that goes with the new equipment.

The participants were asked, "Is your institution filling a niche?"

Participants 1B and 4B stated that the state of Maryland has recognized Morgan State University as the Urban University in Baltimore, Maryland being concerned with issues in the minority community. Participant 1B also believed that it's filling its niche with the community as well as with the students and alumni by providing a service to all of them. Participant 4B also said that Morgan State should be and is addressing some of the valid and important issues related to urban settings in Maryland, the United States, and the world.

Participant 2A said that Morgan State University gives the student a home away from home and a place that cares; if the students have a sense of themselves, they can do whatever extremely well. Participant 1B said the number of African-American faculty members-to-student ratio or percentage is high, with about 93% of the faculty being African-American; St. Mary's College (TWI) has about 15% of its' faculty being African-American ratio. Participant 1B also stated that some students come with of backgrounds that are compatible with that of many faculty. This kind of proportion and compatibility of faculty and students is conducive to understanding the needs of the students, and the faculty goes above and beyond the call of duty.

Participant 3B said that Morgan State University also helps students with special programs to build up on some, if not all, of the students' weaknesses. Students may not know so much coming to Morgan, but what they know upon leaving Morgan is superior. Participant 4B said that Morgan State University is filling a niche for its students by finding employment for them and getting its students to graduate and professional

schools. Participant 5A believed so, as they have special programs for future teachers and they find jobs for them. Participant 5A also stated that 10 percent of the education department is male.

Participant 5B stated that she did not know what Morgan State did that was special, but students are excited to come to Morgan State. Participant 8B felt that one of the defining factors is small faculty-student ratio, and that is Morgan's niche. Participant 4A said the number of minority students enrolled at Morgan State University and the academic background of these students make it unique, and it comes down to what they know and what they can know.

The entire faculty interviewed said that Morgan State University is filling a niche for its students. Participant 5A said Morgan State University has built a reputation based on the success of its graduates and on the students feeling part of the Morgan State University family.

Participant 10A believed that training business and engineering students is Morgan States' niche. Participant 10A also stated that the president of Morgan believes that everyone can learn if you provide the time and coaching. Morgan States' programs and teaching methods is not base around theory and what's in the textbook. They try to give them real-life experience.

The participants were asked, "Does your institution have a marketing plan?"

Participant 1A said that there are some things that you don't have to market, and, on the other hand, some things you do have to market. She believed that Morgan State did have a marketing plan, but she does not know about it. Participant 1B does not know

the university marketing plan or even if they have a marketing plan. Of the 18 faculty who were interviewed, six of them did not know or were not sure if Morgan State University had a marketing plan. Morgan State University has to market itself to compete with other institutions in the state of Maryland as well as with other HBCUs within the Washington DC, Delaware, and Pennsylvania areas. Within the city of Baltimore alone, there are eight higher education institutions with which Morgan State University must compete.

Twelve of the eighteen faculty members stated that Morgan State University has a marketing plan and all the departments are or should be included. Morgan State has booklets and catalogs that includes all the departments, but its best marketing tool is the students. Morgan State University reaps the benefits from a close relationship with the Baltimore community, but its still has to compete with other colleges and universities for students, funding, and faculty.

Morgan States' engineering department has its own marketing plan as does the school of business and the natural sciences.

Perception of administrators.

I spoke to eight participants and their answers varied on each of the six research questions.

The participants were asked for their perception of the future of Morgan State University. The

participants were asked, "Has your institution changed its mission statement?" and if they are involved with the changes with the mission statement.

Morgan State University has changed its mission statement to reflect its urban

institution status. Participant 8A who have five years of administrators experience, who have fifteen years of teaching, stated that the mission changed over the last five years by adding Ph.D. programs and other programs such as the engineering department.

Participant 8A also stated that the faculty is involved with the updating of the mission statement. Participant 10B who have ten years of administrators experience, said that Morgan State University started as a teaching college and the mission served a purpose to educate the underserved population. The mission statement hasn't really changed over the last five years.

Morgan State University has a responsibility to better prepare its students for graduate-level as well as professional education, rendering service to the Baltimore community while still maintaining its historical commitment to African-American students. The Morgan State University mission statement also addresses its open-door policy to other races as well.

Participant 2B who have five years of administrative experience, does see it changing, but expanding like its doctoral program in mental health. She did not know if faculty are involved in the updating of the mission statement.

Participant 11B, who have twenty-seven years of administrative experience, said that the faculty is involved in the updating of the mission statement at the beginning of each school year. The mission statement has changed very little. Participant 6A, who have five years of administrative experience, said that Morgan State University is right on stride with its mission statement, which, again, is to provide a quality education in an urban environment and to provide a nurturing environment necessary to take care of

those students with low economic status and average academic talent.

Morgan State University's mission statement provides opportunities to persons with diverse backgrounds as well as socioeconomic backgrounds, but no significant changes in the mission statement were made over the last five years. Participant 11A who have nine years of administrative experience, was not sure what the mission statement is or if it has changed. Participant 6B who have sixteen years of administrative experience, stated that the mission statement has remained the same for the last 15 years, and it has kept its historical mission. The faculty is involved and everything is faculty driven.

Participant 12A, who have twenty-four years of administrative experience, said that Bowie have a running look at the mission statement. Bowie State has a retreat to re-examine the mission statement. The mission statement might have changed five years ago, and faculty is involved with the mission statement. Participant 12B, who have eleven years of administrative experience, did not think it changed over the last five years. Participant 13A, who has seven years of administrative experience, said that it changed seven or eight years ago and the faculty are involved in the changes.

Finally, it is the consensus of all eight administrators, that the mission statement gives them direction and plays a very special role in the future of Morgan State University.

The participants were then asked "Is your state allocation affecting your institution?"

A reduction in state allocation could have a substantial impact on Morgan State University's recruitment activity as well as the upgrading of the facilities and

programs. The state funding or allocation is inadequate, according to some of the Morgan State University administrators. Participant 2B stated that the funding is low and slow coming in to address certain needs of Morgan State and its departments. Her department is trying to add adjuncts, not to save money, but to fill certain needs.

The state of Maryland allocates about \$66 million to Morgan State University \$100 million plus budgets, said participant 11A. The gap has to be filled by tuition, contributions, and so on. It was the belief of two participants, 6A and 6B, that under the current president's leadership, the allocation is fair, and Morgan State University benefits being outside the University of Maryland System. Participant 6A also said by being outside of the system, Morgan State University can defend itself against the University of Maryland at College Park getting the most funds. The market determines how much to raise Morgan State's tuition. The state of Maryland will not put any more money into Morgan State without a wake-up call. Table 19 shows the tuition and fees of nine colleges and Universities in Maryland, with Morgan State University having the 5th highest for the 2000-2001 academic year.

Participant 6A also believed that, "The state of Maryland board of higher education has taken a position that too much money is already being spent on higher education."

During interviews with participants 6B and 10B, they each stated that the lack of funding is causing some of Morgan State's plans to be on hold. Participant 6B administrator believed that the allocation had not really hampered hiring faculty or adjuncts. Participant 8A believed that the state should do more to help Morgan State pay

for some salaries and to be more competitive in hiring quality people.

The state is planning to give more money over the next five years to the graduate program. Participant 13A said that there has been progress in state funding due to Morgan State University graduates being in state government as well as Morgan State University's president. He believes that most politicians in the state system don't understand higher education, and they want to get something for nothing. Their job, according to participant 13A, is to spend as little as they possible can and get as much out of it as they can.

Participant 11B said that the state should give more, but there are private funds to off set the lack of funds by the state. The sources of federal and state funding are few and far between. Over the last four or five years, the economy has been good, so funds have been increasing. The inconsistent level of state funding is not adequate and there is a gap between state funding and college budgets, according to participant 12A. Participant 12B said that the state is giving more money to Morgan State University's graduate program and under Title III; monies are also coming into the graduate program.

The participants were then asked, "Does your institution have standards for incoming freshman and transfer students?"

Participant 2B said that there is a clear focus and interest on recruiting the best and the brightest students with SAT scores of 1100 and above. Participant 13A said that the retention rate for these better students is lower than that for the regularly admitted student population. Twenty percent of the regularly admitted students are doing better in retention than the higher standard students.

Only one participant, 6A, stated that he did not know or he is not sure about these students and higher standards. Participant 6B stated that Morgan State University has increased its SAT scores, and the number of first year students has increased over the year. Participant 11A said the School of Business SAT scores are higher than the rest of the first-year, non-business students, and the types of student they are receiving are better prepared. Students' SAT scores in the School of Business are also higher than the rest of Morgan State University's student population. The incoming African-American students have also increased a little, but not that high.

Participant 8A said that SAT scores have been increasing over the years for incoming students, but some administrators have not seen a big difference over the years in the students. Participant 11B said that Morgan State University has seen a better mix of students over the last two to three years. Participant 11B also stated that Morgan State University is also proud of its efforts to focus its attention on individual student needs by providing assistance to students with deficiencies and helping honors students or faster learners move even faster.

Participant 12A said that the SAT is not a predictor pass the freshman years. Morgan State University has set a higher standard for its incoming students, and there has been an increase in the quality of students, but Morgan State University has not forgotten the students with deficiencies. Participant 10B declined to answer the question, saying that he is not the right one to answer this question.

Participants were then asked "Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus?"

Please explain. If so, does the state share the responsibility for not maintaining your institution?"

It is the general feeling of the administrators that the state of Maryland should do more or take responsibility for the restoration of Morgan State University's academic buildings and its residence halls. Participant 2B said that Morgan State University has been on a real mission to update and renovate older buildings and to beautify the campus as well as build new buildings. He did not think that the state shares the responsibility with Morgan State as it does with College Park. Morgan State University's specific needs, again, are along the lines of physical improvement.

One of the drawbacks or problems for Morgan State University is that its particular needs, like residence halls and academic buildings, are not addressed under Maryland's distribution formula for funds. It is also the general feeling that the state is slow in giving money to Morgan State University to upgrade its buildings. By the time the state gets around to all its buildings, the costs will be higher to renovate and to maintain. Participant 12B said that they have a problem with space, it is not available.

One participant, 13A, stated that it normally takes about 10 years to plan for new buildings or for remodeling, and that with all the old buildings on campus, by the time these buildings are renovated, the other buildings that were renovated will need to be re-renovated or torn down and a new building built.

Participant 13A also stated that there are plenty of small, inadequate offices and labs and as Morgan State University keeps growing, it will need additional classroom space. The University has already outgrown a lot of buildings.

The general feeling among the administrators is that they would like to see a room just for labs, that there is not enough classroom space, and that the climate control is bad in some buildings. They would like to see the state give Morgan State University more money to upgrade the academic buildings on campus. Participant 8A and 6B stated that Morgan State University's physical plant and plans are great, and that building is very adequate now because they have labs, smart classrooms, and seminar rooms.

Participant 11A said that the state, along with corporate donations, made it possible to renovate their building. This building is the state-of-the-art in terms of technology. It was recently renovated, and other buildings on campus that are below par are on the board for renovation. But the state has to share the responsibility for the lack of space on campus as well as renovations. Finally, Participants 6A and 10B had no comment on the question.

Participants were then asked, "Is your institution filling a niche?"

Six of the eight of the administrators said yes because of the family environment that exists on the Morgan State University campus and the faculty and the administrators take a vested interest in their students. The other two had no comments.

Participants 6A and 8A said that Morgan State University is filling a niche for the students as well as the community by having programs to aid students and the community that provide free services like tax help, small business consulting, and so on. Participants 2B and 6B agreed that Morgan State University did meet the needs of its African-American students by getting the students involved and that it reaches out to the students and cares about students. For example, if a student misses two classes, some faculty are

on the telephone to that student to find out why he or she missed class.

Participant 13A believed that the nourishing environment that Morgan State University provides is different than that niche at John Hopkins. Morgan State University has a large number of African-American role models that is missing from John Hopkins or other TWIs. It also meets the needs of its African-American students by getting students involved on and off campus.

Participant 10B stated that most undergraduate programs do not have a niche, but the graduate program does. This administrator works in the graduate program. Only two participants, 11B and 12A had no response.

Participants were then asked, "Does your institution have a marketing plan?"

Participants 2B and 6A said that Morgan State University has a pretty good marketing plan in regards to printed materials and other materials that reach students in New York, New Jersey, and Pennsylvania, where most of the out-of-state students come from. But the lack of funding is causing some of the marketing plans to be put on hold. Participant 2B said that her own department is doing its own booklets and marketing plan.

Participant 8A said that the School of Business has a person whose responsibility it is to market the School of Business as well as getting internships and jobs for their students. It also has formed a partnership with local and national businesses, and the placement of 75% of its graduates is a true measure of its success.

Participant 10B stated that Morgan State University has a marketing plan that displays on buses, taxis billboards, and so on. Funding is causing some of its plans to be

put on hold.

Participant 11A said that the School of Business has a marketing plan that reaches the alumni, corporations, foundations, and students. Participant 11B stated that the marketing plan is Morgan State University's weak point. He does not think that Morgan State has a marketing plan; because he has not seen one, and that the different departments each has its own marketing plan. It is also the belief of Participant 11B that Morgan State University can do a better job marketing the university and getting the departments to work on all cylinders; there is no Morgan State theme. Participant 13A said that Morgan State University's marketing plan does include the College of liberal arts, but the trend in the United States is to highlight math, science, and engineering.

Summary

This chapter of the study has presented the perceptions and opinions of faculty and administrators who taught or worked at their institution and believe in the future of HBCUs and their institution. Chapter V presents the summary of the interview findings, addresses the research question with the conclusions drawn from the research presented and the significance of the historical analysis and interviews, and recommends topics for further research.

Case Study – Lincoln University

History

The story of Lincoln University goes back to the early years of the 19th century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson. The maternal grandfather of John Miller Dickey was a marble merchant in Philadelphia who made contributions to the education of blacks in that city as early as 1794, and his father was a minister of the Oxford Presbyterian Church (Lincoln 1998).

John Miller Dickey was active in the American Colonization Society, and in 1851 took an active part in the court actions to free a young Black girl who had been abducted from southern Chester County by slave raiders from Maryland. At the same time, having been unsuccessful in his efforts to gain college admission to even the most liberal of schools for a young freedman named John Amos, Dickey himself undertook to prepare the man for the ministry (Lincoln 1998).

In October 1853, the Presbytery of New Castle approved Dickey's plan for the establishment of "an institution to be called Ashmun Institute, for the scientific, classical and theological education of colored youth of the male sex." On April 29, 1854, the new school received its charter from the Commonwealth of Pennsylvania.

In 1866, when the Institute was renamed Lincoln University in honor of recently slain President Abraham Lincoln, Dickey proposed to expand the college into a full-fledged university and to enroll students of "every clime and complexion." Law, medical, pedagogical, and theological schools were planned, in addition to the College of liberal arts. White students were encouraged to enroll, and two graduated in the first

baccalaureate class of six men in 1868. The enrollment has continued to be both international and interracial. The University celebrated its 100th anniversary by amending its charter in 1953 to permit the granting of degrees to women. Founded as a private college, Lincoln has been affiliated with the Commonwealth of Pennsylvania as a state-related institution. The first woman to serve as president of the University, Niara Sudarkasa, entered office on February 1, 1987 (Lincoln 1998).

Curriculum Offerings

Providing an academic experience of the highest quality, Lincoln University offers a challenging curriculum that allows students to develop real specialties without giving up broad knowledge of several fields. Intensive study is offered in courses that encourage inquiry, test ideas, challenge abilities, and stimulate learning (Lincoln 1998).

Lincoln prides itself on promoting academic excellence in the liberal arts tradition, a tradition that encompasses the disciplines that touch every aspect of human life.

Lincoln University offers forty-nine four-year programs leading to the undergraduate degrees of baccalaureate degree in the arts and baccalaureate degree in the sciences. Pre-professional programs in dentistry, engineering, law, medicine, nursing and veterinary science are also offered. Lincoln offers a 3-3 program in engineering in cooperation with Drexel University, and a 3-2 program in engineering in cooperation with Pennsylvania State University, Lafayette College, the New Jersey Institute of Technology, The University of Delaware, Howard University, and Renssalaer Polytechnic Institute. These programs lead to a B.A. from Lincoln University and a B.S.

degree from one of the engineering schools (Lincoln 1998).

Lincoln University also offers five master's degree programs in Human Services, Reading, and Administration with concentrations in Educational Administration, Human Resource Management, and Budget, and Financial Management. Certification programs are available in Reading, Teacher Certification, and Gerontology.

Through a study-abroad program, students are offered the opportunity to visit other countries, including the People's Republic of China, the Commonwealth of Independent States, Taiwan, and several African and European countries (Lincoln 1998). Lincoln University also offers several special programs. The Lincoln Advanced Science and Engineering Reinforcement program (LASER) is one of the most successful engineering and science training programs in the nation. The Minority Access to Research Careers (MARC) program is open to transfer students and students entering their junior year who are pursuing careers in biomedical research. The Talent Improvement and Motivational Experience (TIME) program, funded by the Commonwealth of Pennsylvania, provides counseling and tutorial support in mathematics, reading, writing, and content courses (Lincoln 1998).

Mission

Lincoln University embraces the classic concept of a university in that its faculty, students, administration, and trustees recognize the primacy of the Institution's three historic purposes: (1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; (2) to preserve this knowledge for the future; (3) to add to this store of knowledge.

Since 1854, Lincoln has provided education of the highest possible quality to students with promise, potential, and the determination to succeed. Today, as it endeavors to continue this tradition, the University maintains a challenging curriculum and a first-rate faculty. It is alert to technological innovations and their usefulness in the educational process. It seeks to attract bright and eager students whose curiosity, creativity, and strength of character will impel them to strive always to achieve their personal best (Lincoln 1998).

The Lincoln students of today prepare for the demands of the 21st century through study in the liberal arts balanced with concentrated study in a specialized field. They develop high adaptability to change; they have high levels of achievement motivation; and through the exploration of values, they learn how to apply their skills for the benefit of society. The hallmark of the Lincoln experience is its ability to develop in students the skills and attributes they need to excel in an increasingly complex yet unitary world. From this promise, and from the aims of the several divisions of study, the University endeavors to qualify the student for successful graduate or professional study as well as to nourish sensitivity to the artistic and philosophical values of the humanities (Lincoln 1998).

Presentation of Interview Findings

Introduction

The future of Lincoln University means different things to different people and is a concern of the higher education community. To understand the future of Lincoln

University, this researcher found it necessary to interview faculty and administrators to get their perceptions of the future of their institution.

The researcher conducted qualitative interviews with 19 faculty respondents and 8 administrators respondents from Lincoln University. The interviews were conducted during February 1999.

Interview respondents

Summary of Questions

The interview respondents were asked to describe their current positions, who do they report to, how long have they taught at Lincoln University, their major responsibilities, and whether they attended a historically black college and university.

The respondents were also asked if they believed that their institution was relevant and should exist today. Next the respondents were asked where there is anything unique about their institution that makes it different from other state-supported or related institutions in their state.

The respondents were then asked where do they see their institution in one to five years, and finally, the respondents were asked whether there is a perceived need for faculty development by the faculty.

Perceptions of faculty.

The participants were asked for their perceptions of the future of Lincoln University. The participants were asked, "Has your institution changed its mission?" and

if they are involved with the changes with the mission statement.

Ten participants stated that the mission statement has changed, seven participants were not sure and two participant members stated that it has not changed. The participants all had different views about the mission statement.

It is the general opinion of the faculty members that the mission statement is being redefined now and that the faculty is involved in the changes in the Lincoln University mission statement. Participant 4A who have forty-six years of administrative experience believed that Lincoln University will play a major role in educating young people of color and also giving them the best education they can get.

He stressed that Lincoln University also trained their students to be competitive in all areas under the mission statement. Participant 2A who have five years of administrative experience said that the mission statement is being redefined now and that faculty is involved in the changes. Participant 2A also stated that the mission statement does address the areas of its historical commitment to teaching all students.

With suggestions for changes in Lincoln University's mission statement to include the incorporation of values, ethics, and faithfulness to the mission statement, participant 3A who have five years of administrative experience said that it is being revisited now. Participant 3B who have eighteen years of administrative experience said that faculty is also involved, and the whole Lincoln University family was asked to get involved with the mission statement. There is an attempt to include technology into the mission statement.

Participant 4A said even though Lincoln University is in the process of reviewing its mission statement, this does not mean that the mission statement will change after the revision. Programs like the graduate program will be included in the mission statement.

Some faculty members stated that the mission statement has changed because the president is making some changes. Participant 9B, who have twenty-five years of administrative experience, believed that the faculty should be and is involved with updating the mission statement. She also said that the mission statement changes when there is a new president installed, and she also believed that most faculty know the overall mission of the university and that it should be faithful to its historical mission and commitment. Participant 7B who have twenty years of administrative experience said that it does address the students' and the student's educational needs. The president developed the mission statement, and the faculty was asked to give some input into the mission statement. Participant 4A also said that Lincoln University also has an urban campus in Philadelphia that will be included in the mission statement. Lincoln University is still about one year away from developing distance education and including it into its mission statement.

The participants were asked "Is your state allocation affecting your institution?"

There is general agreement among the faculty members that the state should do more by increasing Lincoln University's allocation. Participant 2A said that the allocation of funds to Lincoln University is small and participant 3A reported that the last two years have been bad. Money has been tight and faculty salaries are low (Table 13). Participant 3B said that Lincoln University has always tried to find alternative ways to raise or get

more funds. It is not getting enough money from the state. Participant 4A stated that Lincoln University needs additional funds to hire faculty members and to raise or be more competitive in salaries for their faculty.

Participant 6B who have twenty-five years of administrative experience said that at one time in the 1980s, Lincoln University's outside grants were equal to what they were getting from the state, but because of the previous president, people were turned off and some of the money dried up.

One participant, 4A, believed that the state wants to keep the gap between TWIs and HBCUs by giving TWIs more money. The state can and should do more to help, and the opinion of participant 7B also seemed to be that the lack of funds has affected the way he teaches with limited resources students don't have their own computers, and the computers in the labs break down. Participant 9B agreed that Lincoln University is not getting its fair share of the state allocation. It has had an effect on Lincoln's budget, which affects salaries and that maintenance of its facilities (Lincoln, 1998).

Lincoln University cannot spend the needed funds on technology, and it also needs funding to develop technologically. With the increase use of technology by the general population, it will force Lincoln University to respond to the general public as well as to its students. Lincoln University may not have the luxury of slowly accommodating the new technology (Lincoln, 1998).

The participants were asked "Does your institution have standards for incoming freshman and transfer students?"

Participants 3B and 4A said that Lincoln University is getting a better student

today than two years ago, but its test scores are about the same as 1998, and it is competing with other institutions for these students. Only one participant, 2A, did not agree. He said that he did not see any increase in these higher admission standard students, and Lincoln University is still receiving a high number of low-to-middle-SAT-score students. Participant 4A stated that Lincoln University takes good students and makes them better and the not-so-good students and makes them better also. The faculty has to teach to make these students better.

Participant 7B believed that he did see a better or higher standard of student, and their test scores have gone up, but their writing skills remain the same. Lincoln University repackaged its financial aid system four years ago so it could compete with other institutions like Florida A & M University, which has the highest number of Merit Scholars on its campus. Lincoln University has been able to get some National Merit Scholars, but Lincoln will need to develop more advanced courses to attract and retain these students.

Lincoln University's location plays a large role in why the enrollment of higher standard of students does not increase. Lincoln is so far away from a major city and there is no off-campus activity or other real outlet for the students. Participants 8A, 8B and 9A stated that they could not find a difference between today's students and students of five years ago. They really believe that the quality of students is not better than 30 years ago. Participant 9B said that the University had set a higher admission standard for its freshman and transfer students with little or no difference in their grades in the classroom.

The faculty at Lincoln University believed that students are demanding higher and more challenging courses, that Lincoln University has to deliver these courses, and that there is no subject that they cannot teach as long as they have the professors to teach those subjects.

The participants were asked, "Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution?"

Participant 2A and 7B believes that the facilities on their campus are not adequate. The buildings are poorly heated and air-conditioned, have low maintenance, and need general repairs. Some classrooms are okay, said participant 3B, but others need improvement, and the state should take care of the older buildings on Lincoln University campus. The state is always receptive, but reality is another question.

Participant 4A believe that the state should do more for Lincoln, as it does for other state institutions. They have needs that the state is not totally addressing. The buildings need repairs. They believe that you cannot put a bandage on something that needs major surgery. The state should do much more than it is doing now.

Participant 6B said that Lincoln University does not receive the funds needed to do a complete makeover, only small repairs. The state should share in the responsibility for the restoration and upkeep of the buildings on their campus. Lincoln needs more money to repair and upkeep its buildings. Participant 6B said in simple terms, "the labs suck." They are in deplorable condition and they need to be refurbished.

Participant 9B stated that in the fall of 1999, a new building opened for the first time in 12 years. Participant 9B also stated said that Lincoln does get money from the state, but it is not enough to completely do the job of upkeep and maintenance of the buildings on campus. Participant 3A said that the labs are not adequate and need a lot of repairs and upgrading. When it rains, some of the labs leak and are made unusable. Lincoln University has a lot of old buildings and the state needs to take care of these buildings.

The entire faculty believes that the state can and should do more for Lincoln University as it does for other state institutions.

The participants were asked, "Is your institution filling a niche?"

The family atmosphere at Lincoln University feels better than at most schools, according to most of the Lincoln University faculty members interviewed. Most agreed that Lincoln University's niche is its student-mentoring programs with the faculty, administrators, and staff. The entire campus has bought into the mentoring program, and it is working. Participant 2A said that Lincoln University is filling the niche or needs of its students by giving its students a fine education and because most faculty do care about the students.

Lincoln University's campus activities, its Act 101 study program, music, theater, religious activities, and reading labs are all niches of which Lincoln University is proud, they all focus on its students' individual needs.

Lincoln University's Act 101 Program helps students with its remedial program in English, math, and writing. Participant 3B also believed that Lincoln University can do a

better job educating students with deficiencies as well as students in advanced courses. Participant 9B said that small classes as well as nourishing and mentoring programs on campus is their niche.

The participants were asked, "Does your institution have a marketing plan?"

Participant 2A contended that there is a marketing plan, but it is almost invisible. The lack of money prevents Lincoln University from sending out catalogs and booklets. Participant 3A said there is a dollar amount associated with a marketing plan, and the funds are limited at Lincoln. Lincoln University has to be "sold," and that requires some contact in Pennsylvania and outside Pennsylvania. A marketing plan can improve Lincoln's image and also sell quality. Participant 3B was sure that Lincoln University has a marketing plan and it includes the different departments. Participant 4A believed that Lincoln University has a marketing plan, but he was not sure what it covers. He also stated that admission or enrollment services would know more about it. Lincoln University is attracting some very high-quality students based on students spreading the word about Lincoln University.

Participant 7B said, yes, there is a marketing plan and all departments at Lincoln University are included in the marketing plan as well as highlighting the university. Participant 9B said yes, but her program is not part of the plan.

Perception of administrators.

The participants were asked for their perception of the future of Lincoln University. The participants were asked, "Has your institution changed its mission?" and if they are involved with the

changes with the mission statement.

Participant 1A who have thirty-nine years of administrative experience stated that Lincoln University historically was to train African-American professionals in science, education, law and theory. It has changed and the faculty is actively involved in the updating of the mission statement. Participant 1B who have five years of administrative experience did not know whether the mission statement had changed, but Lincoln is revisiting the mission statement and checking its goals and objectives.

One participant, 8A, who have sixteen years of administrative experience contended that in 1999, an academic standing committee started handling any changes in the mission statement and the mission statement had changed over the last five years. One participant, 9A, who have ten years of administrative experience agreed that the mission statement does address its historical commitment to teaching all students.

Participant 2B who have ten years of administrative experience said yes, and Lincoln University is revisiting the mission statement and all the departments are included in the mission statement. Participant 4B who have twenty-eight years of administrative experience said that there are some areas that the mission statement does not address, like the Upward Bound program, but it does address most of the programs at Lincoln University.

Participant 6A who have five years of administrative experience said that the mission statement is all inclusive. Lincoln University cannot do without a mission statement, and the mission statement cannot function without the staff of Lincoln. The mission statement guides the university and gives Lincoln University something to focus

on and to follow. Without Lincoln University believing in and following the mission statement, it would not work or function. Lincoln University is in the process of rewriting the mission statement and it will still be faithful to its historically roots.

Participant 7A who have eighteen years of administrative experience said yes, the mission statement has changed in terms of being a primary university to a more global university. It has become more dynamic in nature, and, yes, the faculty is involved with updating the mission statement.

The participants were asked, "Is your state allocation affecting your institution?"

Seven of the nine administrators believed that the lack of funds for Lincoln University has had a negative effect on the university. Participant 8A said that it also has had an effect on admissions as well as Lincoln University's outreach programs.

Participant 9A who have ten years of administrative experience said that it has also hampered hiring new professors, but it has not had a major effect on teaching, still he said, morale has been affected because of the lack of funds, low salaries, and poor teaching conditions.

Participant 1A stated that the state provides one-third of Lincoln's funding; however, it has a \$35 million budget, and Lincoln University has to make up the other two-thirds with tuition and outside sources (Table 21). Participant 1B said that the state has an obligation to the university because of the students, and he believed that the state will get more involved. He also believed that Lincoln University should try to be more self-sufficient, but big business should contribute more. Six of the administrators believe that HBCUs suffer because money is not allocated at a high enough level for

black institutions.

Participant 2B had no response to the question. She said Lincoln University and HBCUs need to have modern equipment, which is expensive, and the lack of funds to purchase this equipment is dooming Lincoln University and HBCUs for failure.

Participant 7A stated that he is not going to blame the state because Lincoln University is not in order.

Lincoln University was a private institution at one time, and now the state has some part in it. It still has the marking of a private institution as well as a state-assisted institution (Lincoln, 1998). Participant 4B briefly stated that the state's allocation is not adequate and that Lincoln University needs more money to run more programs. However, over the last 23 years, Lincoln has learned to adapt.

Participant 6A said that higher education in this country is not a high priority. If we look at the reality of it, we would say that funds would be cut.

Table 21

Sources of Current-Fund Revenue for Institutions of Higher Education by Sector: 1996-97

Source	Public	Private
Total	100.0	100.00
Tuition and fees	18.8	43.0
Federal Government	11.1	13.8
State Government	35.8	1.9
Local government	4.1	0.7
Private gifts, grants and contracts	4.1	9.1
Endowment income	0.2	5.2
Sales and Services	22.2	21.0
Educational activities	2.9	2.7
Auxiliary enterprises	9.4	9.8
Hospitals	9.9	8.5
Other sources	3.3	5.3

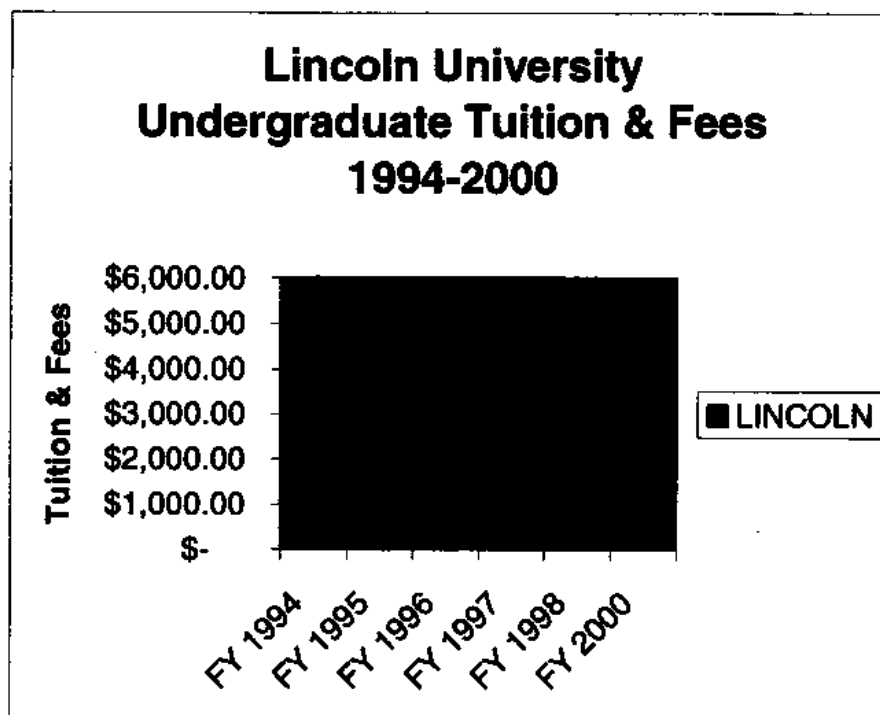


Figure 5. Lincoln University undergraduate tuition and Fees for 1994-2000

Source: National center for Education Statistics (2000). Digest of Education Statistics 2000. Washington, D.C.: U.S. Department of Education.

The participants were asked, "Does your institution have standards for incoming freshman and transfer students?"

Participant 1A stated that Lincoln University has raised its standards for first-year students, but not for transfer students. Lincoln's academic standing committee takes a look at the admission standards and it wants to raise the bar a little more. The percentage of non-African-American has not changed for the undergraduate population due to the increased standards and since it is a residential campus away from a major city or community. The graduate population is one-third white.

Participant 1B said that the enrollment has not changed because of the standards being raised. The location of Lincoln University is one reason that more non-African-Americans did not increase and being a residential campus is another. Lincoln University is located well away from a major urban setting. Participant 2B had no response to this question.

One of the administrator stated that he could not find a difference between today's students and students five-plus years ago. The standards have not really changed the student population over the years. The intelligence level is about the same, and technology has made today's students more advanced but not more intelligent. The quality of student is not better today than thirty years ago. Participant 6A believed that the number of black students admitted would go down with the higher standards such as higher SAT scores and GPAs. Lincoln University raised the bar and this always eliminates some students.

Participant 7A suggested that it is too early to tell or see that, and they have not

seen any improvement yet. They still see students who need help. Participant 8A said that it has not really changed the student population over the years. The student population remains steady even with a higher GPA over the years. Participant 9A said that he does not see a higher standard of students coming to Lincoln and grades are improving but not as a large percentage. Faculty members are not involved with recruiting scholars, and Lincoln University has ACT 101 that helps students with deficiencies such as writing, reading, and math so they can graduate.

The participants were asked, "Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Please explain. If so, does the state share the responsibility for not maintaining your institution?"

Participant 1A said the condition of the buildings on the Lincoln University campus varies. The older buildings need a lot of work, but they are adequate. Lincoln University does not have a standing budget for deferred maintenance, and the state does not share or plan to share in the preservations of the buildings on campus. They must keep going to Harrisburg (the state capital) to get the money for restoration of the buildings. Lincoln University never gets what they ask for to do one hundred percent of the job, only enough for small repairs.

Participant 1B said the classrooms need improvement and the state is always receptive, but reality is another question. Participant 2B said that the infrastructure is in bad need of repairs. They have 1,400-plus rooms on campus and Lincoln University has about 1,200- plus students living on campus.

Lincoln University has 16 residence halls and some houses that need some repairs but the state does not share in the preservation of the residence halls. The residence halls are the most used facilities on campus with continuous use seven days a week, twenty-four hours a day.

There are not enough office spaces on campus said Participants 4B and 5A, and the buildings need a lot of repairs, the state knows that the buildings on campus need repairs and that the classrooms are just below adequate. An example of the lack of space is the admission department, which is housed on the second floor of a building, and they share space with another department. There is not enough space for them on the first floor, and they need to be on the first floor for appearance and acceptability. This is part of Lincoln University's space problem as well as the lack of buildings on the campus.

Participant 9A said that his building is eight years old, and it is just okay. The state should put more money into Lincoln's buildings, but Lincoln University is hampered by the fact that Lincoln is still a "quasi state," and it has paid the price for that. Only about 30 percent of its budget comes from the state. Finally, Participant 6A declined to answer the question, saying that lack of money is dooming HBCUs for failure.

The participants were asked, "Is your institution filling a niche?"

Participant 1A said Lincoln University cannot do everything, but it does a very good job with educational programs like science, language training, and so on.

All six of the Participants interviewed believed that Lincoln University is filling a niche for its students and students from the third world countries. Participant 5A stated that Lincoln University is sensitive to minority students' needs, and it knows some of the

minority students' problems and how to solve or fix these problems.

Participant 5A said that Lincoln University is there for all students, and African-American students know what it feels like to be in the majority. Another niche that Lincoln University fills is the mentoring program with faculty and students and from student to student according to Participant 7A.

The family atmosphere at Lincoln University, Participant 1B felt, is better than at most schools, and the quality of some of their programs makes Lincoln fill its niche. Campus activities, study atmosphere (the Act 101 program), music, theater, religious activities, and reading labs are all niches. Its international study program also trains leaders, and its language program is second to none at any college. Lincoln University is filling its niche by students getting to know their professors, administrators, and other students in a way that you cannot do at TWIs. Participant 9A said the size of Lincoln University has put faculty, administrators, and students closer together, and students feel or become part of the Lincoln University family.

One participant stated that Lincoln is filling its niche by the rate of students graduating in four years; at Lincoln University there is something for everyone.

The participants were finally asked, "Does your institution have a marketing plan?"

One participant, 9A, did not believe Lincoln University has a marketing plan, or if it did, that it is not in place. Participant 1A said that the Commonwealth of Pennsylvania requires the majority of Lincoln's student population to come from Pennsylvania. It needs a marketing plan to reach these students and to tell the Lincoln University story.

Participants 1B and 2B said that the name "Lincoln University" is one of the best marketing plans on the East Coast. Participant 2B said the admission department does the job of the marketing of the different departments and the university as far as booklets, catalogs, and other information.

Participants 5A and 7A believed that Lincoln University has a marketing plan that includes the different departments as well as highlighting the university. Participant 7A said that the marketing plan does pervade the community. Only two participants, 4B and 6A, did not know if they have one.

Of the 1,454 undergraduate students at Lincoln University, six hundred ninety four out of state students, this represents 47.7 percent of the student population in the fall of 1999. Five hundred twenty one of these students, or 75 percent, come from New Jersey, New York, and Delaware, and its marketing plan must get out to those states. Participant 8A said that Lincoln University's marketing plan outlines who and where it wants to recruit. Marketing is the key to Lincoln's success.

Summary

This chapter of the study has presented the perceptions and opinions of faculty and administrators who taught or worked at their institution and believe in the future of HBCUs and their institution. Chapter V presents the summary of the interview findings, addresses the research question with the conclusions drawn from the research presented and the significance of the historical analysis and interviews, and recommends topics for further research.

CHAPTER V

Conclusions and Recommendations

Introduction

This chapter presents a summary, a discussion of the significance of the findings of the study, a conclusion, and recommendations possible for future research. The summary is a brief abridgment of the perceptions of the interview participants. The conclusion and importance of the findings present an interpretation of the study's results, and the recommendations for future research address the questions raised by the study and propose potential subject areas for future study.

Summary

This study, in a sense, is a futures study, in that it is concerned with factors or events that are expected to occur in the future, and yet the future is really never known completely or even knowable. As such, attempts to draw conclusions about all of the findings of such a study become necessarily limited by the corresponding difficulties associated with making and implementing decisions under conditions of uncertainty. Certainly a variety of conclusions could be drawn from the findings of this particular study.

Although the interview participants offered different ideas and opinions, seven main topics appeared from their comments. First, the respondents generally agreed that their institutions will exist and that HBCUs in general have a future beyond 2010.

Respondents' perceptions of HBCUs and their institutions depended largely on where the respondents worked and how long they worked there. Not all the respondents were enthusiastic. Respondents who graduated from a HBCU praised HBCUs and had a deep commitment and loyalty to their own HBCU as well as a strong commitment to the institution that they worked for. However, respondents who did not graduate from a HBCU also had a strong commitment to the institution that they worked for.

Second, respondents stated that the state or commonwealth should do more and give more to their institutions. They felt very strongly that their state or commonwealth treated each university differently, some interview participants have viewed that differentiated treatment as unfair or racist. According to the respondents, the University of Maryland at College Park, Pennsylvania State and Temple University enjoyed relative independence, compared to the other state or state-related universities. These three institutions had closer relationships with their respective state governments and operated with a measure of independence than other state or state assisted institutions.

Third respondents at Bowie State University, Lincoln University and Morgan State University believed their institutions are as relevant today as they were in the 1940s, 1950s, and 1960s. HBCUs may even be more relevant today than at their historical beginnings. These institutions fulfill special needs or niches for their African-American students that TWIs currently do not satisfy, do not know how to satisfy or do not even recognize, in some cases. The respondents of the three institutions stated that their institutions provide students with an opportunity to be in an educational environment that is conducive for their academic progress toward graduation.

The respondents felt that the students also know that their institutions will help nourish them as well as being part of their extended families. The respondents also stated that minority students have a particular way of communicating, not only by speech, but also by action, and body language as well as temperament with the faculty and administrators. One respondent at Morgan State stated that the mission statement is relevant because it gives the foundation for students to succeed. A respondent stated that the mission statement fills a niche in higher education that is critical for African-American students at HBCUs.

Most of the respondents stated that today's HBCUs remove the notion that their institution is inferior, or that their institution cannot teach certain courses, thus making it impossible for their students to get the best education or an advanced degree. Another administrator indicated that the question, "Why do we need black colleges?" is invalid; his answer is always "Why do we need white colleges?" There is a need for colleges and universities and it does not matter if they are black or white. A variety of colleges add strength all to colleges and universities. Black colleges should not be an issue or a debate, because HBCUs serve a purpose to urban communities and to students of color.

Some respondents stated that Morgan State and other HBCUs should exist because there are particular students out there, in particular, female students for HBCU female schools and black students for HBCUs, who have a future in this kind of environment, which a lot of students can not get at TWIs. These students feel more at home at these institutions than enrolling in TWIs where they do not feel comfortable. A faculty member at Bowie stated that Bowie should exist because Bowie has a diverse

student body with both black and white students as well as students from all over. The interactions in the classroom and on campus regarding race couldn't happen on a campus like Georgetown or James Madison. People get to know each other on a personal level and that will translate into a better campus.

Participants at Lincoln University stated that Lincoln was the first HBCU in the country, but that it should exist not only for African-Americans, but also for other people who want to study at an HBCU. Faculty members at Lincoln stated that not only is Lincoln relevant, but it is essential and should exist because it educates more than American students and it serves a major purpose among all institutions. This faculty member also stated that students can come to Lincoln like other HBCUs, and they don't have to worry about looking like or behaving like other students; they can be themselves. HBCUs play a very important role.

Participants at Bowie State University said that Bowie is relevant and that there is a need for historically black colleges and universities for African-Americans as well as other students who could not get into other colleges. Faculty members at Bowie State University said that historically black colleges and universities are relevant and they should exist but that they should not be like traditional white institutions, because black colleges have clearly demonstrated that they remain an important solution to society's problems. A faculty member at Bowie said that you can feel the family atmosphere at historically black colleges and universities and that HBCUs can provide a whole new approach to education. Not all HBCUs are Afro-centric.

Another faculty member at Bowie State said that Bowie State and historically

black colleges and universities should exist because they are economical, they have a historical perspective, and they have a true understanding of the nurturing nature of their environments.

Fourth, the three institutions in this study have changed and will always change their mission statements to keep up with (1) recent technology changes, (2) program and curriculum changes, and (3) leadership changes at the top. Bowie State University, Lincoln University, and Morgan State University have done all of the above and they have written future items into their mission statements without losing their ties to the past. They have also been able to always include all students in their mission statements as well as local the communities in which they serve.

Fifth, state allocations play a key role in the future of all HBCUs and certainly with the three institutions in this study. With other state agencies, such as corrections, seeking and receiving more money (Tables 19 & 20), the three institutions have been feeling and will continue to feel the squeeze on funds. The percentage of funds was smaller when they received their allocations and it is getting harder to predict the amount of the state allocation each institution will receive from year to year. Better lobbying of funds for each of these schools is a must. Only Morgan State has a better-than-average chance of getting a larger portion of the monies from the state of Maryland, because it is not in a system, and the state treasurer is a Morgan State University graduate. In addition, members of the state legislature are Morgan State University graduates.

Sixth, each respondent of the three institutions in this study has raised its standards for incoming freshman and transfer students. What is more important is that

they have not forgotten or given up on those students who fall short of the new standards. They have programs in reading, writing and math, which help these students succeed in college. They also have pre-college programs during the summer to help students before they enter college in the fall.

Raising the standards helps bring in a higher caliber of student to campuses, and the HBCUs undergraduate programs are also facing stiffer recruiting and academic competition with TWIs and HBCUs. Enrollment is a key part of the future of these as well as other HBCUs. In order for these institutions to grow, they must maintain and increase their student populations.

They must recruit not only higher quality students but also marginal students and take pride in molding these marginal students. They must continue to offer programs that challenge the better students as well as programs to help the marginal students graduate in four to six years.

For the most part, faculty and administrators were not optimistic concerning the fiscal outlook for HBCUs both now and in the next three to five years. The clear majority of participants felt that funding would either decrease or remain in a steady-state, which in light of inflation is also considered a decrease in funding. The majority of the participants said that the current level of funding would force their institutions to become more like private institutions to find alternative funds, increased tuition, and increased selectivity of students.

Seventh and finally, most respondents agreed that the states have to do more and be more supportive to HBCUs in terms of maintenance and upkeep of the academic

buildings as well as other facilities on their campuses. For many years, HBCUs including Bowie State University, Lincoln University, and Morgan State University have used patches to repair facilities where major maintenance was needed. The federal government has given some HBCUs only twenty out of eighty-nine schools, monies for the preservation, restoration, and maintenance of their buildings. Some states like Mississippi, and Ohio, have tried to close or stop giving their public institutions funds for maintenance and operational funds.

All academic buildings as well as all non-academic buildings should be wired for technology and communication, and each building should be brought up to the 21st century and beyond. The three institutions in this study are having their buildings wired and certain classrooms turned into smart classrooms. Morgan State is the only one of the three that is on or ahead of its schedule as per the number of buildings being wired. It also has the most computers per office compared with Bowie State University or Lincoln University. This might have a lot to do with Morgan State University not being in the University of Maryland System, where Bowie State University and Lincoln University are under a state system of higher education.

The federal government has a program by which it guarantees loans to HBCUs for facilities restoration and expansion. As interest rates on the open market have dropped, the program as currently structured has its advantages. This program should be permanently restructured to offer loans at rates below prevailing market rates in order to make it advantageous for HBCUs to utilize it, or it should be converted to a grant program (U.S. President Board of Advisors, 1999).

One of the major provisions of Executive Order 12876 is to encourage federal agencies to support HBCUs through grants and contracts. A responsibility of the Advisory Board is to monitor this provision (U.S. President Board of Advisors, 1999).

HBCUs have a long tradition and record of service to a wide-ranging group within the African-American community. They provide support to students who need the most help as well as the high-achieving students, regardless of race or financial circumstance. HBCUs have taken students with low-test scores and aspirations and helped shape them within a highly supportive environment. Small classes, high student-faculty contact, high student-administrator contact, mentoring and tutoring programs, and a strong counseling program, has helped and with all students try's to succeed in college and to graduate.

In addition, there are specific federal government initiatives that, while not as long-term or predictable, are natural ones for close involvement with HBCUs. With HBCU objectives or missions to assist disadvantaged or minority populations, one new initiative is the distance-education opportunity. This program extends federal financial aid to needy and disadvantaged students who will attend colleges or universities through distance-education programs and supports partnerships to deliver high-quality distance education. Those HBCUs that do not have or that have just started distance education should get on board to take advantage of this federal program.

Bowie State University, Lincoln University and Morgan State University historically have done a remarkable job in making sure that their academic programs are programs of quality, particularly with a limited resource base from which to work. They

face the same issues and challenges that other colleges and universities have: their programs are up-to-date and demanding, but they operate at a disadvantage due to their history of budgetary constraints. These institutions have very special needs, making sure that they can recruit and retain faculty with strong academic credentials and that their operating budget is adequate to support their academic programs and student services. They must keep pace with changes in technology because it is an essential part of virtually all programs and services.

The three institutions are also providing direct teacher/ student contact as well as family atmospheres on their campuses. Do Bowie State University, Lincoln University, and Morgan State University fill niches for their students as well as their local communities? Ninety-seven percent of the faculty and 98.4 percent of the administrators at all three institutions said yes, their institutions are filling a niche for their students as well as the community. Some of the ways they are filling these niches are by finding employment for their students, getting their students to graduate schools, and offering mentoring and other special programs. They also believe that they can do a better job educating their students who need additional help by nurturing them and by being a historically black college. Knowing what African-American students need and how they act, talk and walk makes a world of difference.

Knowing a student's socio-economic background also puts historically black colleges and universities at an advantage over TWIs. It was surprising that about 38 % of all faculty did not know whether their institutions had marketing plans or what was included in the marketing plans. Most of the faculty and many of the administrators

stated that getting the school name out to the general public would increase enrollment, increase private funds, and attract corporations and graduate schools to their campus to recruit their students.

When this researcher asked if their institutions are relevant and should they exist, 100 percent of the faculty and administrators said yes to both. A majority of the tenured faculty stated that their institutions need to be historically black institutions and recapture the values under which historically black colleges and universities were initiated. Historically black colleges and universities need to somehow help those staff members who have lost touch with those values become socialized, so they can instill those values in our African-American students and some white students also. Some white students have benefited from the historically black college and university experience, and, in the long run, everybody benefits.

Historically black colleges and universities are not only relevant but essential, because students can come to Bowie State University, Lincoln University, and Morgan State University, and they don't have to worry about looking like or behaving like other students; they can be themselves. Historically black colleges and universities have a future in creating environments that a lot of students cannot get at TWIs. HBCUs provide the nourishment that a lot of African-American students need.

An undeniably unique aspect of an education at a historically black college and university is the sense of family and community among students, faculty, and administrators. There is also competition between students, as there should be, since the professions demand these ability to function clearly, capably, and ethically in a

competitive environment but the competitive spirit that is fostered at historically black colleges and universities is dynamic, not divisive.

The faculty and administrators at Bowie State University, Lincoln University, and Morgan State University said that they believe that students who attend historically black colleges and universities like theirs, can also expect to be welcomed and encouraged and to develop a sense of belonging. Once students build this foundation of family and community, they can further anticipate being supported for life by historically black colleges' and universities' alumni, faculty, staff, and administrators.

Historically black colleges and universities have a strong tradition of mentoring, from the janitorial staff to the office of the president. Alumni also have bought into the mentoring concept and come back to campus to mentor students as well as mentoring students in co-ops and internships at the workplaces where the alumni are employed.

Thanks to HBCUs' small classes, where they are in the majority, students will not feel lost in the crowd the way they would at large impersonal TWIs. Bowie State University, Lincoln University, and Morgan State University give students a head start on success by offering ample opportunities to develop their leadership abilities and to put their energies into activities that will benefit the entire community.

Bowie State University, Lincoln University, and Morgan State University are very good examples of public black colleges that stress very strongly the importance of keeping their historical identities in their mission statements. The names of their buildings as well as the names of the campus streets are named after African-Americans who made significant contributions to their particular institutions, society, and the world.

Pride in their institutions runs very high among faculty and administrators.

The faculty and administrators are committed to the idea that their institutions exist to serve all students and the community, and therefore, they give special care to provide whatever assistance and support is necessary for students to succeed. The special nurturing and mentoring from HBCUs' distinguished faculty have inspired generations of students to learn, grow, mature, and excel. Students will meet, socialize, and learn together with many new friends. Their education is hands-on and exciting. Historically black colleges and universities are designed to nurture the students' biggest dreams, and the students will get the individual care and attention they need to fulfill their dreams.

Experience has taught historically black colleges and universities that the above values will carry their students successfully into their futures to face the challenges posed by the new century. Students at Bowie State University, Lincoln University, and Morgan State University spend a lot of time on campus, though, enjoying the family-like camaraderie, atmosphere and a full schedule of student activities all year long.

Faculty and administrators at Bowie State University, Lincoln University, and Morgan State University have all emphasized their objective is to provide an atmosphere that is conducive to learning as well as inspiring and academically challenging.

Conclusion

It is difficult to sum up years of intensive study and a voluminous amount of material in a few short pages in an effort to give a concise, yet meaningful comparison of Bowie State University, Lincoln University, and Morgan State University, which were examined in depth in this paper. Indeed, is impossible to immerse oneself in a study of

this magnitude for a prolonged period of time without drawing some personal conclusions along the way. A preliminary question that this researcher asked was, is there a need for historically black colleges and universities? Is it necessary that we identify the needs of HBCUs or compare HBCUs with TWIs to explain their place in higher education?

The second question, that this researcher asked was, assuming a positive answer to the first is there a future for historically black colleges and universities? This answer was based on the perception of faculty and administrators. It is this researcher's conclusion, after considerable research and interviews, that there is a need for HBCUs and that there is a future for HBCUs.

The future of HBCUs will relate more directly to the needs of the general public, the needs of urban communities, the professional needs of business and industry as well as the needs of public and private secondary schools. Higher education and more specifically HBCUs will have to show the urban community and the general public that they are credible and worthy of financial support. Bowie State University, Lincoln University, and Morgan State University are in need of funds for instructional, maintenance, and capital improvement purposes.

Data from the National Center for Education Statistics, (2000) shows that HBCUs represented less than 3 percent of the nation's 2956 institutions of higher education, While 1.6 million African-Americans were enrolled in college in 1999, 16.4 percent were enrolled at HBCUs and produced 35 percent of all African-American graduates. Bowie State University, Lincoln University, and Morgan State University are four-year

residential institutions that have very strong supportive programs to assist students with deficiencies in reading, math, and English. They also have strong mentoring programs to help students develop and mature and to build their self-confidence. African-American students as well as non-African-Americans may have found that HBCUs offer a more supportive atmosphere in which to grow and mature. Another explanation of this large percentage of graduates from HBCUs is the rebirth of the black experience and the development of African-American students self-image.

HBCUs may offer a more supportive educational setting for students encountering some difficulty in realizing their full academic potential. Bowie State University, Lincoln University, and Morgan State University offer a broad range of effective remedial programs for students. They have established developmental centers, reading laboratories, and expanded tutorial and counseling services to accommodate the special needs of educationally disadvantaged students. A strong commitment by Bowie State University, Lincoln University, Morgan State University and many other HBCUs to serve all students has resulted in these high rates of graduation.

According to Antoine Garibaldi, (p.19), black colleges have done a good job in the past at training black leaders, but the competition for black students is greater today (1999, p.19). Predominantly white colleges and universities no longer exclude blacks; more than 40 percent of black students attend two-year colleges; black colleges enrolled less than 20 percent of the total number of black students enrolled in postsecondary institutions.

Although white colleges enroll over 75 percent of the black college students, the 88 historically black colleges and universities still award almost half the baccalaureate degrees black earn nationally.

William H. Gray III has said that throughout history, historically black colleges and universities have prepared leaders for America through a quality education at an affordable cost of nurturing environment. Every year about one-third of all African-Americans who get a college degree graduate from a HBCU, even though HBCUs enroll only 16 percent of all African-American college students.

Garibaldi, "said. "One of the advantages black colleges seem to have over the predominantly white schools is that they do more than simply educate their students; a spirit of leadership responsibility pervades the black campus" (1984, p.19).

On February 13, 2002, the Committee on Education and the Workplace, under John Boehner, Chairman, of the house education and workforce committee met with presidents of HBCUs and members of a subcommittee chaired by Pete Hoekstra (R-MI) and Howard P. "Buck" McKeon (R-CA). The committee held a joint hearing on "Responding to the Needs of Historically Black Colleges and Universities in the 21st Century." Hoekstra stated that "in many instances they do not have access to the resources or endowment income that other institutions can draw on," Hoekstra "Despite this, they tend to keep their tuition affordable in comparison with other institutions of higher education." Hoekstra also stated "the contributions made by HBCUs are undeniable."

According to Reginald Wilson, HBCUs will survive, but not in their present state. All the participants in this study agreed that their institutions would survive with changes in the mission statements as well as the curricula offered by their respective institutions. The need for on going mission statement reviews and/or revisions is important for the reliability of the institution. The mission statements of Bowie State University, Lincoln University, and Morgan State University symbolize what they stand for; they are the keys to the identity and uniqueness of each institution. The mission statement expresses the purpose and the reason the institution exist.

Faculty and administrators participated in implementing the mission through the curriculum and the day-to-day activities on their campuses. Each of the institutions in this study shares a similar history in their founding and their relationship with the surrounding communities. The participants believe that communication of their institutions' self-studies, other reports, and information related to the mission statement needs to be shared with all the departments on campus. A consistent effort to communicate aspects of the mission statement to the faculty and administrators will result in a better awareness of the mission statement to these participants.

Recent years have witnessed a recurrence in the financial difficulties of historically black colleges and universities. G. Thomas Sav (1997), stated that "Many states have treated public historically black colleges and universities better, not necessarily equally, only as a result of court rulings that hold states' feet to the fire. However, some feet have been held closer and longer to the fire than others."

Sav also stated that federal grants, contacts, and appropriations, including Pell grants, account for the second largest source of revenues, averaging 22 percent of all public HBCUs. Yet these federally allocated monies vary significantly from state to state and, therefore, among individual institutions. Lincoln University in Pennsylvania receives 15 percent and Bowie State University and Morgan State University receives 18 percent of their revenues from the federal government.

Travis Reindi, state policy director, for the American Association of State Colleges and Universities, said that "in a surprising number of states, midyear or mid-legislative session, higher education was put on notice: 'What you wanted and even what we promised you are not going to happen this year.'" Furthermore, according to Joseph Marks, the Southern Regional Education Board's director of educational services. When funds get tight, states are accused of taking it out of higher education's hide," In Maryland, appropriations as a percentage of the total current-fund revenues for public degree-granting institutions went down from 40.7 percent in 1990 to 30.3 percent in 1997. In Pennsylvania, appropriations as a percentage of the total current-fund revenues for public degree-granting institutions went down from 26.1 percent in 1990 to 21.6 percent in 1997.

Most black colleges and universities have been supported by church-related organizations. Of the eighty-eight (88) HBCUs, churches and church-related organizations like the National Baptist Convention, Presbyterian Church (USA), and the Methodist churches support 37, or 40 percent of the HBCUs. Table 2 (p.5) depicts the 36 HBCUs that are supported by a church and the one that is supported by a church-related

organization (BCF, 2001). 5.6 percent are supported by the United Church of Christ, 5.6 percent are supported by the American Baptist Church, 5.6 percent are supported by the Presbyterian Church (USA), 5.6 percent are supported by the African Methodist Church, The United Methodist Church, 1.1 percent are supported by the Lutheran Church, 3.3 percent are supported by the Christian Methodist Episcopal Church, 1.1 percent are supported by the Episcopal Church, 1.1 percent are supported by the Seventh-Day Adventist Church, and 1.1 percent are supported by the Interdenominational Center.

The church still plays an important role today as it did in the 1800s. Overall, the church-related schools have been able to survive with the help of their respected church-related organizations.

A President's Advisory Board on Historically Black Colleges and Universities (HBCUs) was initially formed under President George Bush through Executive Order 12677. Prior to that, Presidents Carter and Reagan had supported HBCUs through Executive Orders 12232 and 12320, respectively.

The Board is responsible for being informed regarding the most pressing issues facing HBCUs and for communicating these to the President and the Secretary of Education. It also carries out analysis and makes recommendations as to how HBCUs can contribute to the solution of important national problems.

The Advisory Board as currently structured is broadly representative of constituencies having an affiliation with or an interest in HBCUs. As such it services as an umbrella organization representing all HBCUs, regardless of their source of support or mission. President Clinton also formed an Advisory Board under Executive Order 12876.

In addition to charging the board to provide advise concerning the status of these campuses and means by which the Federal Government can support their efforts it committed federal agencies to providing support to HBCUs through grants, contracts, and cooperative arrangements.

Dr. John A. Cole the dean of the school of professional programs at Benedict College in South Carolina said, "The future is clearly a bright one for HBCUs. The work is challenging, but the potential payoff for the African-American community, and the nation as a whole, seems large". The focused, futuristic HBCUs are needed now more than ever.

Bowie State University, Lincoln University, and Morgan State University must continually re-examine themselves and make a case for their existence and value to the higher education system. They have a very unique history as well as all HBCUs and they must continue to meet the challenges of the 21st century.

What are the perceptions of faculty and administrators concerning the future of three historical black colleges and universities from 1999-2010?

The perception of faculty and administrators is that the future is hard to define, and because it is hard to define, it is even harder to predict or measure.

The main research question of this study attempts to contribute to an understanding of HBCUs, the three institutions in this study and their future from 1999 to 2010. The researcher chose to approach this question by using the insights gained from an analysis of six subsidiary research questions: Has your institution changed its mission. Is your state allocation affecting your institution, Does your institution have standards for

incoming freshman and transfer students? Does the state share the responsibility for restoration and preservation of dormitories and academic buildings on your campus? Is your institution filling a niche? And does your institution have a marketing plan. The conclusions of this study are drawn from a combination of interviews, articles, campus literature and historical research.

First, participants were asked has your institution changed its mission.

The participants agreed that the impact of technology and social change in the last few years has affected their institutions mission statements. These technological, economical, and social factors are external to campus environments, yet they influence expectations regarding the value of a college degree. The mission statement is the most common form of communication to express the university purpose, vision, and values.

The participants believe that the mission statements are thought to be an essential component of forward-looking universities. While university purpose, vision, and values may be articulated in other internal documentation, the mission statement according to the participants appears to offer the most concise summary of the university mission statement and their future.

Mission statements were not just concepts and words, they are well thought out ideas that had helped their universities meet and exceed their financial ideas, how they treat their employees, students, and the community. The three universities have functional mission statements that their planning is directly linked to. They all believe that the lack of a mission statement may indicate the universities ineffectiveness to perform. Most participants said that believe that the mission statement changes when (1) a new president

is hired, (2) new programs, degrees, and the environment changes, and (3) accreditation committee comes to their school.

The mission statement makes a difference, whether the mission focused on local, regional, or national issues greatly affected the role these institutions played in improving the economic conditions of their home communities of Bowie, Md., Baltimore, Md., and Lincoln, Pa.

One participant stated that the faculty at her institution does not have, in her opinion a lot of confidence in the mission statement, because it is developed by a select few. This researcher found that at all three institutions the participants wanted to make sure that the mission statement kept its commitment to its historical statement of African-American students and the urban community in which they serve.

Other participants stated that the mission statement should include the incorporation of values, ethic and faithfulness to the mission statement. Most participants know the overall mission of the university and that it may or may not change with every review. Janet L. Nazeri, Ed.D from Southwest Missouri State University wrote about historically black university's successful mission refinement. She stated that comprehensive discussions of HBCUs illustrates their common missions and give some analysis of the growth taking place in mission statements. A more specific discussions concerning mission statements focus on the need for a broader vision among administrators and recommitment among faculty to historic missions. Second, respondent were asked is your state allocation affecting your institution?

Like other states in the nation, Maryland and Pennsylvania face stiff competition for state's funds by other interest such as health-care and corrections. In regards to planning for the future, these concerns will intensify the need to develop a more focused coordinated effort to alleviate perceived endemic problem that negatively affect the delivery of educational services, including duplication and competition among similar programs, and the politicization of the budgetary process. The key among these, being the efficient funding of Bowie State University, Lincoln University, and Morgan State University.

Significance of The Findings

The findings of this study suggest that politics has an essential role in the future of HBCUs, especially in the case of Bowie State University, Lincoln University and Morgan State University, and that the governor's position on HBCUs is vital to the implementation of allocation of funds to these schools. The understanding of the states higher education systems and their relationship to HBCUs may prompt state legislators and state-level administrators to propose initiatives to strengthen HBCUs.

The findings of this study, in a sense are concerned with factors or events that are expected to occur in the future, and yet the future is really never known completely or even knowable. As such, attempts to draw conclusions about all of the findings of such a study becomes necessarily limited by corresponding difficulties associated with making and implementing decisions under conditions of uncertainty. Still certainly, a variety of conclusions could be drawn from the findings of this particular study.

Notwithstanding these limitations, however, it remains apparent that the data

adduced from this study, supported by the literature and the background information, produces a set of distinct factors that appear most critical for the future of HBCUs in the twenty-first century.

For Bowie State University, Lincoln University and Morgan State University, the future is bright as long as they continue to:

- Keep striving to satisfy the needs of all students regardless of their academic abilities.
- Ensure that their faculty and administrators stay committed to the mission of their institutions to serve all students and to keep their historical missions.
- Provide special programs to assist their students.
- Preserve and restore their academic buildings and residence halls and to make them computer ready.
- Make sure that all employees know the marketing plans of their university and that all departments are included in the marketing plan.
- Find new ways of getting funds for their schools as well as trying to increase their allocations from the state or commonwealth (see Table 21).
- Involve the alumni, faculty, and administrators totally in the schools' mentoring programs.

This study identified the critical factors facing and influencing three historically black colleges and universities in the first decade of the 21st century. The researcher has attempted to explain in this study that Bowie State University, Lincoln University, and Morgan State University are viable, relevant and that they should exist. The critics place

their emphasis on dictatorial control, incompetence and credibility.

The future of Bowie State University, Lincoln University, and Morgan State University depends on the developments of social and political forces that affect, to some extent, all institutions. Some factors deemed extremely critical by a majority of the respondents were:

1. Funding and resource levels from the state legislatures.
2. Deteriorating physical plant, facility infrastructure, deferred maintenance, and teaching equipment.
3. Balanced and equitable funding formulae, which accurately depict the cost of instruction and general on budget items.
4. Continued commitment of the governor to higher education.
5. Competition for the state's funds by other interests, such as health care, corrections and K-12 education.
6. Rapid advances in technology, telecommunications, distance learning, and computerization.
7. Funding and resource levels from external sources, including private gifts, alumni and fundraising efforts (see Table 21).

The literature review presented in Chapter II and the case studies on the three HBCUs certainly back these majority-respondent conclusions. Regarding state allocations for higher education, Halstead (1992) and Marcus (1995) reported that state and local government support for public higher education has been consistently declining in constant dollars throughout the country since 1988. The literature on the funding issues

also compels public institutions to develop new models that take away from total dependency for funding on the legislature, on community involvement, and on external (governors, state and federal legislatures, alumni and other sources) funding.

Recommendation for Future Research

The researcher undertook this study with a narrow focus on the educational future of three historically black universities as seen by faculty and administrators of those institutions. A thorough treatment of this subject required a strong context of these three institutions' history as well as the history of HBCUs, and this study contended that HBCUs history has been strongly influenced by state government and the attitude of those who control the funds and make the decisions for and about HBCUs.

This observation has raised questions in three main areas of inquiry that merit further investigation. First, there should be additional research on how trustees perceive the future of historically black colleges and universities as well as what has to be done to assist and strengthen historically black colleges and universities. More emphasis should be placed on the positives of these universities and highlight each institution's contribution and strengths.

The second area should be new research on how historically black colleges and universities can obtain more funding from state and federal governments, the private sector, as well as from its alumni. We should not have to ask should these institutions exist, but rather how can we make them more relevant in the 21st century and beyond.

The final area that should be studied is private historically black colleges and universities that were not included in this study. It would be valuable to conduct a similar

study of three private historically black colleges and universities to see how the faculty and administrators perceive the future of their institutions and to compare their results to the three public historically black colleges and universities.

This study utilized faculty and administrators' perceptions only. Future researchers should consider including trustees and students perceptions as well. This study was strictly a qualitative study. While it produced a wealth of information, it is subjective information rather than objective. Future studies should consider utilizing both quantitative and qualitative studies simultaneously. This would allow the researcher to be able to draw conclusions between both types of studies and may help with the interpretation of the qualitative information.

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Appendix A
Interview Protocol

Interview Protocol

Persons being interviewed: At least fifteen interviews were conducted at each case study institution. Each interview took no more than half-hour to forty-five minutes.

Bowie State has a faculty pool of 141, and this researcher took a random sample of faculty with at least five years experience and came up with 16 names from this pool. **Morgan State University** has a faculty pool of 233, and this researcher took a random sample faculty with at least five years experience and came up with 17 names from this pool. **Lincoln University** has a faculty pool of 102, and this researcher took a random sample of faculty with at least five years experience and came up with 15 names from this pool.

Bowie State has an administrator's pool of 53, and this researcher took a random sample from this pool and came up with 5 names. **Morgan State University** has an administrator's pool of 50, and this researcher took a random sample from this pool and came up with 8 names. **Lincoln University** has an administrator's pool of 38, and this researcher took a random sample from this pool and came up with 9 names.

Appendix B
Administrator Instrument

Introductory remarks to administrator interviewee: "The purpose of this study is to investigate and to identify some critical factors and trends according to the perceptions of faculty, and administrators affiliated with the three case-study schools (Bowie State, Morgan State and Lincoln University). In this study, the term "perception" refers to the awareness of something, through the senses (e.g., seeing, hearing, feeling, and so on) and the understanding of these sensations through the human mind. This study will add significantly to the body of knowledge about the position of HBCUs and of these three institutions and their effectiveness as well as their future. I would like to talk with you for thirty-five minutes about your experiences, opinions, and feelings regarding the future of your institution from now to the year 2010. For your information, this study will be guided by a series of six subsidiary questions.

I would like to tape record the interview. At all times during and after this research project, your identity will remain anonymous. In all tapes and written materials, you will be referred as a specific letter of the alphabet (e.g., participant A, B, C, D, etc.). I will be the only person who will know the identity of the participant's alphabetized letter. Do you have any questions before we begin? Let's begin the interview".

After describing my purpose and plans in conducting this research, individuals at the three case study institutions who agreed to an interview were asked the following questions.

General Questions:

1. Who do you report to? Describe how it fits into the organizational structure of your campus.
2. Please describe your major responsibilities as (title).
3. How many people do you supervise?
4. Is your institution relevant? Should it exist today? Why?
5. How would you describe where your institution is currently with regards to its mission?
6. Where do you to see your institution in 1 to 5 years?
7. How would you describe the effect that state funding or the lack of state funding has had on your institution with regards to the following: learning; undergraduate education; faculty; teaching; administrative structures; autonomy; institutional and internal governance.
8. Do you think that HBCUs can likely help improve public education in your state?
9. Is there anything unique about your institution that makes it different from other state-supported or-related institutions in your state?
10. Is the number of faculty members a reflection of the ethnic makeup of the students body?
11. Is there a perceived need for faculty development by the faculty? If yes, why?

Administrator Questions:**Mission Questions**

1. Has the mission statement for your institution changed over the last 5 years? If so, how? If not, do you see a change in the next 10 years?
2. What is the overall mission of your institution?
3. How often do you update your mission statement?
4. Under what condition do you update your mission statement?

State budget Questions

1. Is the current level of funding from the state sufficient for your institution? If not, why not? If yes, please explain.
2. What trends do you see for future state and federal funding for your institution? Do you see it increasing or decreasing?
3. How do you perceive the funding and resources level from the state legislature to be from 1999-2010?
4. What is the maximum percentage you can raise your tuition to offset the state's appropriations?
5. With less money going to higher education, is your institution forced to lay off staff?

Give smaller or no salary increases?

Standards Questions

1. Does your institution have standards for enrollment? If so, do you see enrollment going up or down over the next 5 years?
2. Has your institution set standards for your incoming freshmen students? Do you perceive standards for future enrollment and upper classmen?
3. Has the number of non-African-American students increased over the last five years? If so, was it due to your institutions standards?
4. Has the admission behaviors at your institution changed because of your standards?
5. Is there a state mandate to improve your standards for all students?

Does the state share the responsibility for the restoration and preservation of dormitories and academic buildings on your campus or for not maintaining your institution?

1. How do you perceive the commitment of the legislature to maintaining the upkeeps of your dormitories and other buildings on your campus?
2. Are your dormitories and other buildings in need of repairs? And is the state responding to these needs?
3. If you make a profit in your resident halls, does this money go back into the resident halls or to a general fund?

Niches Questions

1. Does your institution meet the educational needs of your undergraduate African-American students?
2. Is your institution filling a niche for your students?
3. Is your institution filling a niche for your local community?
4. Is your institution filling a niche for your alumni?
5. Can you name some of these niches and how they affect your students?
6. Where and how do you market your institution?

Marketing Questions

1. Is marketing a key to your institution's success?
2. How far away from your institution do you market your school?
3. How do you measure your success from your marketing of your institution?

Appendix C
Faculty Instrument

Introductory remarks to faculty interviewee: "The purpose of this study is to investigate and to identify some critical factors and trends according to the perceptions of faculty, and administrators affiliated with three case-study schools (Bowie State, Morgan State, and Lincoln University). In this study, the term "perception" refers to the awareness of something, through the senses (e.g., seeing, hearing, feeling, and so on) and the understanding of these sensations through the human mind. This study will add significantly to the body of knowledge about the position of HBCUs and of these three institutions and their effectiveness as well as their future.

I would like to talk with you for thirty-five minutes about your experiences, opinions, and feelings regarding the future of your institution from now to the year 2010. For your information, this study will be guided by a series of six subsidiary questions.

I would like to tape record the interview. At all times during and after this research project, your identity will remain anonymous. In all tapes and written materials, you will be referred as a specific letter of the alphabet (e.g., participant A, B, C, D, etc.). I will be the only person who will know the identity of the participant's alphabetized letter. Do you have any questions before we begin? Let's begin the interview".

After describing my purpose and plans in conducting this research, participants at the three case study institutions who agreed to an interview were asked the following

questions.

General Questions:

1. Who do you report to? And describe how it fits into the organizational structure of your campus.
2. Please describe your major responsibilities as (title).
3. How many people do you supervise?
4. Is your institution relevant? Should it exist? Why?
5. How would you describe where your institution is currently with regards to its mission?
6. Where do you see your institution in 1 to 5 years?
7. How would you describe the effect that state funding or the lack of state funding has had on your institution with regards to the following: learning; undergraduate education; faculty; teaching; administrative structures; autonomy; institutional and internal governance.
8. Do you think that HBCUs can likely help improve public education in your state?
9. Is there anything unique about your institution that makes it different from other state-supported or related institutions in your state?
10. Is the number of faculty members a reflection of the ethnic makeup of the students body?
11. Is there a perceived need for faculty development by the faculty? If yes, why?

B. Faculty Questions:

Mission Questions

- 1. Has the mission statement for your institution changed over the last 10 years? If so, how? If not, do you see a change in the next 10 years?**
- 2. In your opinion, should faculty be involved in the development of the mission policy? If yes, why? If no, why not?**
- 3. Do you know the overall mission of your institution?**
- 4. Does the mission statement strengthen programs to prepare prospective students for the college experience?**
- 5. Does the mission statement enhance the quality of instruction and learning through a combination of traditional classroom teaching and application of telecommunication technologies?**
- 6. Does your mission statement continue to be faithful to its historical commitment to educating students whose academic development has been limited by economic, social, or educational opportunity?**

State budget Questions

- 1. Has the state budget allocation had an affect on faculty members at your institution being satisfied teaching here?**
- 2. With shrinking budgets and increasing enrollments, is your institution trying to find innovative and cost-effective ways to teach today's students? If so, what are some of these ways?**
- 3. Is your faculty involved in distance education programs to offset shrinking budgets at your institution?**

4. Do you believe that a shrinking budget at your institution will have an impact on new faculty hiring and retirement/resignations?

Standards Questions

1. Are you receiving a standard of students today?
2. Are you teaching more honors students today than two years ago?
3. Are faculty members involved in recruiting these honors students? If so, how? If not, should they be involved?

Does the state share the responsibility for the restoration and preservation of dormitories and academic buildings on your campus or for not maintaining your institution?

1. What is your perception about teaching and conditions (physical plant, resident halls, and cafeteria) at your institution?
2. How are the conditions of the academic buildings on campus? Are they up to state standards? Do they need repairs?
3. Do you believe that a shrinking budget at your institution will have an impact on repairs and the general upkeep on educational buildings and labs?
4. Do you believe that the state should do more to ensure the preservation and the restoration of educational buildings?

Niches Questions

1. With the growing number of college students in remedial studies, can your institution do a better job in educating these students, specifically with your institutions higher

standards?

2. What can your institution do for students that other state-supported colleges, specifically TWIs, cannot do?
3. Is your institution filling a niche for your students? For the local community?
4. Does your institution qualify students for successful graduate or professional study?
Are faculty members included in this process?
5. Does your institution have special programs to fill the niche of your students and the local community? What are some of these programs?

Marketing Questions

1. Do you know if your institution has a marketing plan?
2. Is your institution's marketing plan successful at recruiting a higher standard of student? If no, why not?
3. Does your institution address the need to better incorporate emerging information technologies into the teaching and learning process?
4. Does the marketing plan address faculty development?

Appendix D
Information Sheet- Administrators

**The Strategically Planning of an Institutional Culture:
A Case Study of Three Colleges**

Please complete the following information:

Name:

Employment Title:

1. <<< Check Here If Administrator
2. **Number of Years as a college administrator:**
3. **Number of Years employed at current college:**
4. **Highest degree attained:**
5. **Institution bachelor degree was attained:**
6. **Any comments about the topic, clarity, bias, and length of time of the interview-**
(Please attach additional sheets if more space if needed):

.....
.....
.....
.....

Please return to Joseph H. Gardner, III

Appendix E
Information Sheet- Faculty

**The Strategically Planning of an Institutional Culture:
A Case Study of Three Colleges**

Please complete the following information:

Name:

Employment Title:

1. <<< Check Here If Faculty
Your Faculty Rank: Tenured?YesNo
2. Number of Years as a college faculty member:
3. Number of Years employed at current college:
4. Highest degree attained:
5. Institution bachelor degree was attained:
6. Any comments about the topic, clarity, bias, and length of time of the interview-
(Please attach additional sheets if more space if needed):

.....
.....
.....
.....

Please return to Joseph H. Gardner, III

Appendix F
Information Sheet-Consent Form

I am in the process of conducting research on the subject of the future of historically black colleges and universities. I am interested in the perceptions of the faculty and administrators to pertinent issues related to the future of HBCUs and criteria by which they can be measured. Your participation with this research will be greatly appreciated and please understand your individual responses to this research will be kept completely confidential as well as the anonymity of the interviewees. Only numerical totals from the data analysis will be used as well as code names for each institution. Your participation is completely voluntary and you may discontinue your participation in this research at any time. The interview will take about 35 minutes and will be recorded for accuracy and reference. The tapes will not identify your institution and will be destroyed after the research has been completed. At no time will names be used.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Subject or Authorized representative

Date

Appendix G
Letters of Correspondence

Pilot Cover Letter

Date

Name of respondent

Title

Institution

Address

City, State Zip

Dear _____:

I am in the process of conducting a pilot study on the subject of how faculty, administrators and trustees perceive the future of historically black colleges and universities in the period from 1999-2010. This pilot study will be used to help me form questions for my dissertation and for the completion of my Doctorate in Administration of Higher Education at Seton Hall University.

I am interested in the perceptions of a few of your faculty and administrators (about three of each) to pertinent issues related to the future of HBCUs and criteria by which they can be measured. Your assistance with this pilot research will be greatly appreciated.

Please understand that individual responses to this pilot research will be kept completely confidential as well as the anonymity of the interviewees. Only numerical totals from the data analysis will be used as well as code names for each institution. Only numerical totals from the data analysis will be used.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

Your school's participation is very valuable to the reliability of this research. Should you have questions or desire additional information regarding your participation in this research, you may contact me at 587 Hamilton Road, South Orange, NJ 07079 or 973-763-1563 or at 973-353-5800x16. My facsimile number is 973-353-1284.

Sincerely,

Joseph H. Gardner III
Doctoral Candidate
Ph.D. in Higher Education Administration

February 13, 2000

Dr. Cecil W. Payton
Executive Vice President to the President
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251

Dear Dr. Payton:

I am in the process of conducting research on the subject of the future of historically black colleges and universities at three HBCUs in Pennsylvania and Maryland. This study will be presented in the form of a dissertation for the completion of a doctorate in Administration of Higher Education at Seton Hall University.

I am interested in the perceptions of your faculty and administrators to pertinent issues related to the future of HBCUs and criteria by which they can be measured. I would like to visit your campus the week of February 21st to conduct my research, by interviewing 20 faculty, and 5 administrators for about 35 minutes each. Your assistance with this research will be greatly appreciated.

Please understand that individual responses to this research will be kept completely confidential. Also your university name will not be associated with the interviewees at any time, only numerical totals from the data analysis will be used. If you are interested in receiving the results of this research, a summary report will be sent to you upon completion of this study.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

Your school's participation is very valuable to the reliability of this research. Should you have questions or desire additional information regarding your participation in this research, you may contact me at 587 Hamilton Road, South Orange, NJ 07079 or 973-763-1563 or at 973-353-5800x16. My facsimile number is 973-353-1284.

Sincerely,

Joseph H. Gardner III
Doctoral Candidate
Ph.D. in Higher Education Administration

November 2, 1999

Dr. Nathaniel Pollard Jr.
President
Bowie State University
1400 Jericho Park Road
Bowie, MD 20715-9465

Dear Dr. Pollard, Jr:

I am in the process of conducting research on the subject of the future of historically black colleges and universities at three HBCUs in Pennsylvania and Maryland. This study will be presented in the form of a dissertation for the completion of a doctorate in Administration of Higher Education at Seton Hall University.

I am interested in the perceptions of your faculty and administrators to pertinent issues related to the future of HBCUs and criteria by which they can be measured. I would like to visit your campus between November and January to conduct my research. I would also like to get a mailing list of your faculty, and administrators, for a random sample. Your assistance with this research will be greatly appreciated.

Please understand that individual responses to this research will be kept completely confidential. Only numerical totals from the data analysis will be used. If you are interested in receiving the results of this research, a summary report will be sent to you upon completion of this study.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

Your school's participation is very valuable to the reliability of this research. Should you have questions or desire additional information regarding your institution participation in this research, you may contact me at 587 Hamilton Road, South Orange, NJ 07079 or 973-763-1563 or at 973-353-5800x16. My facsimile number is 973-353-1284.

Sincerely,

Joseph H. Gardner III
Doctoral Candidate
Ph.D. in Higher Education Administration

November 26, 1999

Mr. Drexel Ball
Executive Assistant to the President
Delaware State University
1200 North Dupont Highway
Dover, DE 19901

Dear Mr. Ball:

This letter is to confirm our telephone conversation and the appointment which was arranged for me to meet with three faculty and three administrators on Friday, December 3, 1999, to conduct my pilot project.

As I mentioned to you, I am presently a doctoral student at Seton Hall University in South Orange, New Jersey. I am beginning to conduct the research for my dissertation, which is entitled "How do faculty, administrators and trustees of three historically black colleges perceive the future of their universities in the period from 1999-2000." I will call you on Thursday, December 2, 1999 to find out where to meet you in the morning. If you have any questions, please feel free to call me at (973) 353-5800x16 from 10:00 a.m. to 3:00 p.m.

Thank you for your assistance, and I look forward to my visit to Delaware State.

Respectfully,

Joseph H. Gardner III

Appendix H
Data From the Information Sheets

	Bowie State	Lincoln University	Morgan State
Average number of years as faculty	14.125	22.125	11.125
Average number of years as administrator	15.2	9.66	14.33
BS/BA at a HBCU	8	11	15

Bowie State had 8 out of 21 interviewees who attended a HBCU 32%

Lincoln University had 11 out of 22 interviewees who attended a HBCU 50%

Morgan State had 15 out of 25 interviewees who attended a HBCU 60%

Morgan State had the highest average of interviewees that attended a HBCU.

Lincoln University had the highest average years as a faculty member.

Bowie State had the highest average years as an administrator.

Appendix I
Historical Black Colleges and Universities

Historically Black Colleges and Universities

Listing of the 88-4year public and Private Institutions

<u>4-YEAR PUBLIC INSTITUTIONS (39)</u>	<u>STATE</u>
Alabama A & M University	Alabama
Alabama State University	Alabama
University of Arkansas at Pine Bluff	Arkansas
University of the District of Columbia	District of Columbia
Delaware State University	Delaware
Florida A&M University	Florida
Albany State University	Georgia
Fort Valley State University	Georgia
Savannah State University	Georgia
Kentucky State University	Kentucky
Grambling State University	Louisiana
Southern University A&M College	Louisiana
Southern University at New Orleans	Louisiana
Bowie State University	Maryland
Coppin State University	Maryland
Morgan State University	Maryland
University of Maryland Eastern Shore	Maryland
Alcorn State University	Mississippi
Jackson State University	Mississippi
Mississippi Valley State University	Mississippi
Harris-Stowe State College	Missouri
Lincoln University	Missouri
Elizabeth City State University	North Carolina
Fayetteville State University	North Carolina
North Carolina A&T State University	North Carolina
North Carolina Central University	North Carolina
Winston-Salem State University	North Carolina
Central State University	Ohio
Langston University	Oklahoma
Cheyney State University	Pennsylvania
Lincoln University	Pennsylvania
South Carolina State University	South Carolina
Tennessee State University	Tennessee
Prairie View A&M University	Texas
Texas Southern University	Texas
Norfolk State University	Virginia
Virginia State University	Virginia
Bluefield State College	West Virginia
West Virginia State University	West Virginia

4-YEAR PRIVATE INSTITUTIONS (49)

	<u>STATE</u>
Miles College	Alabama
Oakwood College	Alabama
Selma University	Alabama
Stillman College	Alabama
Talladega College	Alabama
Tuskegee College	Alabama
Arkansas Baptist College	Arkansas
Philander Smith College	Arkansas
Howard University	District of Columbia
Bethune-Cookman College	Florida
Edward Waters College	Florida
Florida Memorial College	Florida
Clark Atlanta University	Georgia
Interdenominational Theological Center	Georgia
Morehouse College	Georgia
Morehouse School of Medicine	Georgia
Morris Brown College	Georgia
Paine College	Georgia
Spelman College	Georgia
Dillard University	Louisiana
Xavier University	Louisiana
Rust College	Mississippi
Tougaloo College	Mississippi
Barber-Scotia College	North Carolina
Bennett College	North Carolina
Johnson C. Smith University	North Carolina
Livingstone College	North Carolina
St. Augustine's College	North Carolina
Wilberforce University	Ohio
Allen University	South Carolina
Benedict College	South Carolina
Claflin College	South Carolina
Morris College	South Carolina
Voorhees College	South Carolina
Fisk University	Tennessee
Knoxville College	Tennessee
Lane College	Tennessee
Lemoyne-Owen College	Tennessee
Meharry Medical College	Tennessee
Houston-Tillotson College	Texas
Jarvis Christian College	Texas
Paul Quinn College	Texas
Southwestern Christian College	Texas
Texas College	Texas
Wiley College	Texas
Hampton University	Virginia
Saint Paul's	Virginia
Virginia Union University	Virginia