PRESIDENTIAL COMMISSION ON ACADEMIC RENEWAL (PCAR)

PLENARY SESSION

A DISCUSSION REGARDING THE UNIQUENESS OF HOWARD UNIVERSITY

February 19, 2010
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A DISCUSSION REGARDING THE UNIQUENESS OF HOWARD UNIVERSITY

Introduction

Alvin Thornton, Ph.D., Chair, PCAR

President Sidney Ribeau appointed the Presidential Commission on Academic Renewal, in consultation with the University’s constituency groups, to review the University’s undergraduate, graduate and professional degree programs and make recommendations for strategic adjustments to improve the alignment of the programs with the University’s mission, vision and resources. The PCAR Plan noted the following about Howard University:

“At this juncture of its fabled history, Howard must be strengthened if it is to continue as one of our nation’s leading universities. The nation needs Howard. No other organization can do what Howard has done and continues to do, producing leaders for our nation and the world. Howard cannot let the nation down. It must prepare now to educate future generations of students, support its dedicated faculty and staff, and serve the nation through its education and research. At its founding and throughout its history, Howard has provided opportunities where none existed and been an irreplaceable portal of hope and opportunity. The need for Howard is as great today as it ever was.”

The PCAR Plan also addressed the unique role for Howard in addressing areas of critical societal and human needs and noted the following:

“Our nation’s need for a diverse and increased cadre of faculty and other professionals, especially in science, technology, engineering and mathematics is urgent. There is a continuing need for new knowledge that informs the public debate about democratic principles and cultural and social values to ensure that we continue to advance the cause of social justice and equality. As our nation turns with a heightened sense of urgency to the need for universal access to high quality health care, cures for diseases, and the removal of related disparities, Howard must continue to make a unique research, teaching and service contribution.”

The initial phase of the Commission’s work during the fall 2009 semester included a review and approval of the Academic Renewal Plan; extensive discussions within programmatic work groups (undergraduate programs; graduate professional programs outside of the health sciences, graduate professional programs in the health sciences,
graduate academic and research programs); a discussion with President Ribeau regarding his vision for the University; presentations on the University’s finances and physical facilities; and the development of an evaluation framework and criteria for assessing academic programs.

A two-day PCAR retreat was held in early January 2010. During the retreat, the Commission addressed major issues, including the necessity for the University to remain true to its mission as it engages in academic renewal; the need to maintain a high quality undergraduate program while significantly enhancing its graduate and professional programs; and the difficulty of measuring intangible aspects of individual academic programs and the university generally.

It quickly became evident that the Commission needed to discuss and reflect on the uniqueness of Howard University and the education it provides to ensure that the University’s uniqueness is not lost during the program review and recommendation phases of the Commission’s work. To achieve this goal, we asked selected members of the Commission to prepare statements regarding the University’s uniqueness and present them at the Commission’s February 19, 2010 plenary meeting. We also invited Dr. Michael Winston, Vice President for Academic Affairs (emeritus) to participate in the discussion about the University’s uniqueness. Dr. Joseph Reidy, Associate Provost, was asked to place the February 19th plenary session in context. President Sidney Ribeau, Dr. Eve Higginbotham, Senior Vice President for Health Sciences and Executive Dean, and Dr. James Wyche, Provost and Chief Academic Officer participated in the discussion and shared their perspectives on the University’s uniqueness, the opportunities before it and the challenges it must address. The presentations are provided below followed by a list of some of the common themes and selected points of interest drawn from the statements.

We hope you will benefit from the statements about the uniqueness of the University, and we invite your comments about them and additional attributes that you think make Howard University unique.
WHAT MAKES HOWARD UNIVERSITY UNIQUE

Context for PCAR Plenary of February 19, 2010

Joseph P. Reidy, Ph.D.
Associate Provost

Not a day has passed since March 2, 1867, when Howard University has not borne the burden of carrying the past into the future. The circumstances of the past have changed in the 143 years since the founding, but the challenges of the future have remained ever present. And although the short-term goals and objectives faced by, for example, the Founders, or President Mordecai Wyatt Johnson, or the Presidential Commission on Academic Renewal (PCAR), differed, the long-term ones also share much in common. These include but are not limited to remediating the effects of institutionalized racism and their current manifestations, improving the lives both of individuals and communities of color, preserving Howard University’s special place among the nation’s and the world’s universities.

The immediate context for the Commission’s work is our institutional need to align resources to meet future needs. This imperative derives from what numerous observers have described as our past attempt to be all things to all people. Although the imperatives that drove this historic need to fill programmatic voids was laudable, it is not sustainable. Most of our current programs lack sufficient resources to achieve true distinction, despite an annual federal appropriation that is the equivalent of the return from a $5 billion dollar endowment. Presentations before the Commission by the Chief Financial Officer and the director of Physical Facilities Management have made clear what commissioners already knew about the effects of this misalignment of resources on such things as physical facilities and the fulfillment of externally funded grants and contracts. The ramifications of this reality have a stifling effect on morale as well as on the way we conduct business. To take just one example, but an important one, the general education curriculum in the College of Arts and Sciences, which serves as the foundation of undergraduate education at the entire university, has not been fundamentally revised in nearly twenty-five years. For better or worse, all this is now part of our institutional past that we must carry into the future.

Taking its lead from the university’s mission statement and from President Sidney A. Ribeau’s vision statement, the Commission is reflecting on the implications of this link between the past and the future. Among other things, there is concern that the research goals may be unachievable or only at an unacceptably high cost. There is concern that the emphasis on research will weaken if not destroy undergraduate programs and affect the diversity of the faculty as we move forward. These concerns are not imaginary.

Comments at prior Commission meetings pressed for a fuller discussion of this link between the past and the future. Last month’s conference on the Moorland-Spingarn Research Center added depth to the dialogue by focusing on one of the university’s
intellectual jewels whose future was rumored to be in jeopardy. The conference also added breadth to the dialogue, giving it a life beyond the Commission. As one of the more beneficial outcomes of this fuller engagement with the university community, Dr. Michael R. Winston, emeritus faculty member and Vice President for Academic Affairs, has entered into the conversation. This afternoon’s plenary session, devoted to the special character of Howard University, will advance the dialogue even further.

Viewing the discussion about the university’s future as part of an intellectual no less than programmatic exercise, which indeed has a rich literature and a vibrant life that long predate the commentaries by Rayford W. Logan, E. Franklin Frazier and even W. E. B. Du Bois, I would like to characterize our current challenge as one of exercising the responsibilities of dual citizenship. I mean this in two senses. First, we must view ourselves as citizens of the past AND the future. And second, we must view ourselves as citizens of a Historically Black University AND a research university. Therefore, we must heed our obligation to provide undergraduate instruction of the highest quality and simultaneously develop and sustain world-class research programs, all the while providing the mentoring and support for our students at every program level that is our hallmark and transforming African American communities and the world through our pedagogy and research.

In maintaining our dual citizenship, we acknowledge both the challenges and the opportunities inherent in multiple loyalties. As to our affinity with the world of research universities, we know that we are a paradoxical research university where, in the 1994 Carnegie classification system we were designated in the highest category (Research I) yet in the 1995 National Research Council rankings nearly all of our doctoral programs ranked in the 4th quartile. We know we can and we must do better. As to our affinity with other Historically Black Colleges and Universities (HBCUs), we must not take our past accomplishments for granted. In terms of mentoring students (if I may use this as a representative measure of our special character), do we help them succeed in our programs and in their lives as a result of atmospheric conditions in the HBCU environment or by more conscious design? In a recent conversation on this topic, a colleague described Howard University’s “family atmosphere” approach to mentoring and contrasted that with the programmatic, or “clinical,” approach offered at majority serving research institutions. Assuming that the distinction is valid, is this what makes Howard University special and, if so, how do best fulfill the role of the elders?

In closing, permit me a brief comment on the statements prepared for the purposes of today’s discussion. At the risk of overgeneralization, they describe the soul of our citizenship in the world of Historically Black Universities more so than the soul of our citizenship in the world of leading research universities. If we were to share the statements with colleagues at Hampton, or North Carolina A&T, or Florida A&M University, they would resonate positively. But if we were to share them with colleagues at George Washington, or College Park, or the University of Maryland, Baltimore County, they would probably not. Our challenge then may boil down to something as simple as: how can we be sure that our research university remains like a family and retains its soul, and that we maintain citizenship in both worlds?
Introduction

Academic Renewal at Howard University evokes the perpetual process of placing intellectual genealogies of Africana in conversation, conflict, convergence and resolution with non-African genealogies, a process exacerbated by the post-integration era of *Brown v. Board*. The PCAR process affords us the challenge and opportunity of resolving this tension for the next era of the university’s existence.

At the recent Moorland-Spingarn Research Center Symposium, Dr. Michael Winston posed three questions related to Howard’s unique status in the American academy and its future purpose relative to that status: Who are we? Where are we? And What Time is it? Too often, these first-order questions are obscured by externally derived indicators that reduce identity to racial markers rather than the cultural genealogies, which mark our uniqueness.

1. Where are we? Answer: We live in a refashioning world system that requires intellectuals to think differently about problem solving.

Louis Menand asks whether the professoriate and students are being trained to teach and collaborate with people outside their specialties in order to connect the subject matter to issues of student and social concern. He notes that while the mission and demographics of the university have changed dramatically over the last century, its institutional, structural, and philosophic makeup continues to re-inscribe a century-old model. James Chandler writes that the array of disciplines settled on in the formative moment of the American research university only made sense for that moment and that, if the university were to take shape today, it would look substantially different, “no doubt registering, most simply, the developments in media technology.”

These observations present Howard with a unique opportunity to restructure in ways that should reveal and institutionalize the cultural concepts that undergird and inform the socio-cultural arrangement which required the Western academy (instead of the church from which it still nevertheless took its structural model) to be the source of the professional thinking class. This commission must, in fact, stand in deliberate opposition to any impulse to reinscribe intellectual and/or institutional sensibilities that

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diminish this thrust\textsuperscript{4}.

An uncritical use of indicators which conflate the efficient deployment of resources with unvoiced aspirations to structural conformity will likely precede a re-inscription of the perpetual retreat to the mean of Western socio-cultural modalities, further obscuring the fact that we live in an increasingly “post-Western” world with “post-Western” power relationships. This reality presents Howard and the international family of Africana universities it symbolizes and connects to opportunities to institutionalize visions of real world relevance in ways not heretofore fully imagined and/or articulated institutionally\textsuperscript{5}.

This reality prompts Michael Winston’s reminder that Howard was never a college and always a university, an institution symbolizing the “radical” idea of preparing the full range of human beings for leveraging the full range of cultural, racial and class-informed experiences to solve human problems on a national and international level. While racially integrated from its inception, the aspiration to this ideal in a race-based society revealed, as DuBois wrote in \textit{Black Reconstruction}, that this aspiration was one embraced fully first—and in some ways, still only fully—by Black people. In fact the presence of African scholars in both the Western academy and the disciplines (with the exception of Africana Studies) it created has revealed, reformed and rehabilitated the racist assumptions attending them. This alone signals the enduring importance of Howard, where the largest collection of Africana scholars in the world leverage the organic modality of that convening to perpetually restructure the academic fields and disciplines in which they were trained.

Given the blinding force of race and the still-tenuous and unresolved relationship of “Black” people—who David Roedegger and Nikhil Singh refer to as a collective “anti-citzenry”—to the U.S state, our founders probably could not have imagined a future that would actualize Howard’s mission in ways that require its integrated internationalism to model true global leadership and not primarily “national” prestige. When DuBois asked what, in a world where “French” or “English” universities have identities, a “Negro” university was in a white-oriented country, he answered by saying that HBCU aspirations to greatness must be based in a long-view genealogy that precedes, informs, transforms and will ultimately outlast and usher in a post-western world, and not a “post racial” one. Post-racialism is actually a marker for the ultimate resolution of “the negro problem” into

\textsuperscript{4} It is this “uniqueness” that also serves as the primary argument for the maintenance (and increase) of Howard’s federal appropriation.

\textsuperscript{5} On the subject of post-Western implications of delinking intellectual work from the rationalization of race, empire and global development in an interdependent world, see T. McCarthy, \textit{Race, Empire, and the Idea of Human Development}, New York, Cambridge, 2010, pp. 230-244. Addressing the role that Howard’s archival and human institutional memory must play in this process, Gerald Horne writes that “a transnational research agenda for African Americans in necessary because [in part] there is no guarantee that the 21\textsuperscript{st} century will be an ‘American century’ in the way that the previous one was; and this nation’s growing dependence on foreign financing, along with the evolution of the internet and supersonic transport, ensures that global interdependence will proliferate in a way that can be of benefit to researchers and African Americans alike.”
a nostalgic domestic U.S. whiteness, in other words, a delusion. Where are we? We are in a country grasping for nation-state primacy in a world that no longer exists, if it ever did, a place struggling to re-invent itself after a fashion that will allow it to retain an ill-gotten dominance that it seems to be unaware has already begin to recede. Howard thinkers must pose different questions that will often reveal diverging and often conflicting answers, both within Howard and between Howard and the nation.

2. **Who are we?**  
**Answer:** We are academic workers who come from and have an often unclear but indelible, sustaining and problematic relationship to the long-genealogy of Africana cultural memory and intellectual work.

“While African and West Indian intellectuals were deeply concerned with the question of human culture and personality and the impact of Western civilization on the traditional culture of Negro peoples…the amazing thing was that American Negro intellectuals who were imbued with an integrationist point of view were not only unconcerned with this question but seemingly were unconscious of the implications of the important question of the relation of culture and personality and human destiny.”

---E. Franklin Frazier

What we have been attempting to name, qualify and quantify and ultimately affirm, improve and leverage that is “unique and irreplaceable” about Howard University are the culturally-grounded, non race-based modalities which inform teaching and learning dedicated to questions of the human condition. There is a Howard “type” of faculty, student and staff which we must identify and replicate in order to give the word “quality” real meaning. Reports generated for PCAR from our archival and human institutional memory must access and interrogate the markers for how this modality of “quality” has been developed and replicated. Africana in cultural origin and expression, it was dedicated, when necessary, to anti-racist, anti-oppression work, but is neither defined by nor correlative with that work.

Resisting definition primarily by race inequality oppression is the challenge Edward Said, in his 1993 *Representations of the Intellectual*, says breeds the half engagements and half-involvements of “exiles” (geographical, cultural, racial) which perpetually threaten to orient us largely and perhaps only for survival-oriented skill development. It is the challenge evoked by Dr. Winston when he observed that, since the era of *Brown*, Howard thinkers, beset by the scarring impact of race-based oppression, have been engaged in a struggle to define the institution in a post-segregation era instead of measuring ourselves against standards of human excellence that reduce external metrics and “peer institutional group measurement” to tools for comparing resources and institutional efficiency.

For each of the 6 PCAR measurement categories, we must “mine the field” of institutional memory for exemplars that become the point of departure for comparison. This review of the forthcoming program reports will require commissioners to translate data using “ontologies of categorization” that mediate between the reports which “re-

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6 Frazier, p. 55.
present” each program, the external indicators which categorize the data in each report, and our sense of the “uniqueness” of modalities of teaching and learning—the “how we do”—that has produced the “what we do.”

Such a deliberative exercise eschews the culturally oriented privileging of theory over experience, implicit modalities over those more readily explicit and the certainty of at-best partial explanatory models over the evidence of results-grounded modalities. “Quality” for Howard means faculty who’s intellectual and cultural DNA produces scholarship inextricably linked to and informed by intergenerational cultivation of “human publications,” broadly-aware students from the full social class spectrum who enter teaching and service alongside or instead of corporate America or the academy. Program review and subsequent improvements in compensation and infrastructure must preserve and grow this. Otherwise, we will attract a “quality type” that mirrors the increasingly depoliticized cultural and political environment that emerged in the post-Civil Rights era and that informs the market-structured and individualist-oriented faculty and students whose footprints in academic journals and standardized test spreadsheets far too often serve as the primary markers for “quality.” While we must reject undue sentimentalism, we ignore deliberate preservation and extension of our intergenerational cultural and praxis-oriented DNA at the risk of institutional suicide.

3. What time is it? It is time to speak our special truths to the world and, in so doing, renew humanity. This requires the application of metrics with particular attention paid to “translation” from one context to another.

The process of leveraging memory to renew and extend humanity often misses the central function of translation, or the language of languages. Ngugi Wa Thiongo notes that translation involves imitation and emulation, first from the past to the present and then between those in the present. First receiving knowledge from Greek and Latin sources and then resolving communities of meaning in cross-translations between French, German, English, Spanish, Portuguese and the panoply of other “European” languages, “The West” formed itself as an idea and a group with a set of common enough purposes.

Similar processes of translation and fitting to contemporary problem solving have continued, unabated, in China. As China seeks to make the contemporary world over in its image, one which leverages a continuous 2,500 year history and cultural grounding to inform political and economy policymaking, how inappropriate is it for the children of Africa to continue to talk about the issues facing humanity in the time coordinates of rapidly diminishing idea of an American “state,” “American,” or even ‘African American” terms?

Can we imagine, then, undertaking the deep intellectual work of translation, of

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7 This point may indeed be the crux of the matter. Iain McGilchrist has written recently that the intellectual genealogy of the West and the privileging of the afore-described orientation have proven increasingly less useful to societal development. See McGilchrist, The Master and His Emissary: The Divided Brain and the Making of the Western World. New Haven, Yale University Press, 2009.
recovering Africana intellectual work, first from the past and then between communities of first African people, then others, thereby renewing knowledge beyond imaginary state boundaries? This is arguably what the evidence in the process of program review will tell us we have been doing all along in some form and now have the opportunity to do in self-conscious, spectacular and increasingly relevant fashion. This is what, in some fashion, previous reviews have attempted to articulate.8

The first opportunity afforded by the aforementioned crisis in the academy is the steady dissolution of the academic disciplines as stand-alone fields. As Janet Donald has written in her text *Learning to Think: Disciplinary Perspectives*, “intellectual development [in academic disciplines] requires linking domain knowledge and processes of inquiry.” This is challenging in contemporary times because of (1) the quantity of knowledge produced in a field threatens to overload search and qualification processes; (2) increased participation in higher education makes for less well-prepared students, less time for personalized instruction and attention and less well-defined learning goals; and (3) specialization and decentralization in response to increased amounts of knowledge lead to possible incoherence and fragmentation.

How does one solve this challenge? By realizing that perhaps the most central cultural element informing Howard standards of excellence is the privileging of social awareness and breadth, across the disciplines. This orientation, emerging from the long-view Africana intellectual genealogy and tempered by the recent experience of race-based oppression, requires evaluators to approach review of programs and the disciplines they attend from this orientation. Howard scholars, informed by the cultural sensibilities of Africana deep thinking and the social experience of using knowledge work to serve social justice, have perpetually blurred the distinctions between disciplines at the analytical level of concepts, logical structures, criteria and processes used to determine validity and methods and modes of inquiry.

In the social sciences, group-oriented inquiry in service of broad social awareness and breadth has channeled intellectual work into areas both within and beyond the gaze of academic analytics. For every piece of scholarship on race-based problems, there are many more instances of scholarship-based instruction linked to social-change work in real-time.

In the natural sciences and engineering, the ability to discern the relationship between disaggregated entities, from cell biology (Ernest Just) to blood plasma (Charles Drew) and the human genome to the training of teachers of mathematics and physics issues in part from a predisposition to seek the full range of socially-relevant and enhancing relationships rather than encounter knowledge production (and the reinscription of elite class structures) as sequential, linear processes of unexpectant revelation, lacking an attempt to apprehend larger and longer rhythms.

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In the humanities, the entirety of “modernity” rests in major part on the Africanization of the West. What it means to be human is not premised on the conflict relationship, whether it is Sterling Brown or Alain Locke on the source of the resolving Blues, Eleanor Traylor’s “Broad Sympathy” or the classicists who searched for transcendent concepts to detach the stain of contemporary enslavement from their alleged home in Greek, Latin or Hebrew sources 9.

In the fine arts, the perpetual quest to perceive reality and express one’s perception has required all who have encountered this steady stream of Africana to re-imagine themselves, from the translation and renewal of deep classical and medieval Africa in the dramatic direction of Howard playwrights and directors and in the dance through the revealing and resolution of deeply human challenges in the techniques and modalities that dissolve the boundaries between composition and improvisation in music and movement.

In the professions, the emphasis has been on resolving social justice issues by using a first principle of Africana cultural logic: that the group serves as the source and rationale for individual security and happiness. In Law, this prompted the birth of class action and social protest grounded litigation and Critical Race Theory; in Divinity and Theology, it incubated Black Liberation Theology; in Medicine, Dentistry and the Health Sciences, it resolved the division between preventative and curative interventions by renewing the centrality of the human element.

Many of the approaches to knowledge that Howard and other Africana spaces so-called “pioneered” were only pioneering to those beyond the spheres of Africana socio-cultural knowledges. In fact, and especially in the field of education, these modalities are now being engaged vigorously by the HWCUs, from “alternative medicines” to “green technology” to “interdisciplinary studies.” How ironic, then, that we might, in our quest to secure external indices, chase after institutional markers that would find us returning to ourselves—if there would be a self to return to after such a process?

In conclusion: Our evaluations must leverage the institutional memory of our genealogies, leveraging the traces left in our archives and living institutional memory, for the technical and practical steps we can and must renew and extend. We must also reach out to our sister institutions for two things: modality and functional norming and resource procurement. The hasty and under-considered conflation of these two categories has been the source of the fault line that does not allow us to define or, better yet, to operationalize definitions of what Howard is. We have, in this moment, a renewed opportunity to actualize our legacy, to free ourselves to apply our sensibilities as an Africana global institution to full consideration and improvement of the human condition.

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The Uniqueness of Howard University

Professional Programs Other than Health Sciences Work Group

*Sandra Edmonds Crewe, Ph.D., ACSW*

The uniqueness of Howard University is perhaps best captured by what many refer to as the “Howard Experience.” The Howard education provides knowledge, skills, and abilities that prepare a diverse group of students for careers ranging from entry level positions to highly specialized careers. The Howard experience is centered by an exceptional education that is permeated by a collective sense of excellence, purpose, advocacy, activism, resilience, and pride.

In looking at the histories of our professional schools (Business, Divinity, Law, Social Work), one can see a string of firsts among African Americans. Their histories are rich with exemplars such as Thurgood Marshall (Law, ’33), Pauline Murray (Law ’44); Inabel Lindsay (Mathematics, ’16), and John Jacob (Social Work, ’63). Former faculty members such as E. Franklin Frazier (Sociology/Social Work), Thurman Howard (Divinity), Benjamin Mays (Divinity), Evans Crawford (Divinity), and Harriet McAdoo (Social Work) are known globally for their contributions to the understanding of the Black experience. These individuals are legends because they were successful in uniting what Dr. Leon Chestang (1976) calls the “dual perspective.” They created a learning atmosphere for students and teachers where the nurturing and sustaining environment was indivisible with the expectation that the Howard graduate excel in two worlds—one that bore their heritage and the other that allowed for expanded opportunities both individually and collectively. Dr. Inabel Lindsay, founding dean of the School of Social Work, described her mission as the creation of a school “second to none” while giving particular attention to the needs of African Americans (Gourdine, Crewe, Brown, 2008). This philosophy embeds a dual agenda and is found in all of the professional schools of Howard University.

In her seminal book, *Black Empowerment*, our HU (1954) alumna, Dr. Barbara Solomon (1976), addresses empowerment as the “kingpin goal” (p. 9). The professional schools at Howard University are clearly connected to this theme of empowerment of the next generation of scholars who excel in any environment because of their exposure to a range of scholars and students who are purposeful in shattering records and making new pathways for themselves and the broader community.

Howard University is unique because of its (1) enduring legacy of providing education to high achieving individuals who demonstrate or show potential for leadership in diverse fields; (2) repository of intellectuals who specialize across many professions and disciplines in the study of African Americans and other oppressed groups; (3) protective and nurturing environment for teaching, research, creativity, and scholarship that unapologetically gives primacy to the strengths of African Americans while negating stereotypic or deficit constructions of the reality of Blacks.
and other historically disenfranchised groups; (4) generational connectivity to the African American campaign for social and economic justice; and (5) premier historical leadership among HBCUs.

1. **Enduring legacy of providing education to high achieving individuals who have demonstrated or evidence potential in leadership in diverse arenas**

   - *Howard is considered the quintessential experience for many African Americans who have followed her history and have become her next generation of leaders. The seed of Howard was planted for many by her oral and written legacy. For these individuals Howard was not only their first choice but their only choice. It was the fulfillment of the dream to make a difference and create new frontiers. It is a brand of excellence. This is evidenced by the myriad of professionals who live the Howard experience.*

   - Academic renewal at Howard must ensure that Howard retains its attractiveness for stellar students. With a growing number of opportunities for this pool of students, academic renewal offers the opportunity for programs to reinvest in uniqueness by creating new and improved educational opportunities that make our students competitive and create a high external demand for them across our programs. To achieve this, programs need to identify barriers to attracting high performing/achieving students and develop strategies and specialized programs to attract or recapture them. Each school can identify a leadership initiative similar to the School of Business’ 21st Century Executive Leadership program.

2. **Repository of intellectuals who specialize across many professions and disciplines in the study of African Americans and other oppressed groups**

   - *Howard faculty is recognized globally and locally for their intellectual talent and scholarship. The faculty brings diversity of experience and backgrounds to create a learning environment that demands critical thinking and reflection on what was, what is, what is not, and what can be.*

   - Academic renewal must develop strategies that create an environment for faculty to excel in research and scholarship. Faculty initiatives that strengthen research that impacts practice should be adequately supported. Also, renewal must create space and added value to faculty authors of instructional materials that are widely used in our academy and others. Additionally, academic renewal has the opportunity to bring intellectuals together. The cross-fertilization will result and promote or support interdisciplinary work. In this way the cross-fertilization can result in publications, scholarship, and creative expressions that cater to unique disciplines around problems requiring collective solutions that rely upon an understanding of the Black experience.
An example of this is the scholarship of Dr. Ivor Livingston’s (2004) *Handbook of Black American Health*. This includes the scholarship of faculty and students from various disciplines (e.g., Sociology, Communications, Social Work). Another example is W. Sherman Rogers’ (2009) recent book on *The African American Entrepreneur: Then and Now* that includes chapters from history, sociology, business and law.

3. **Protective and nurturing environment for teaching, research, creativity, and scholarship that unapologetically gives primacy to the strengths of African Americans while negating stereotypic or deficit constructions of the reality of Blacks and other historically disenfranchised groups**

- *The Howard experience is one that engages its community in scholarship and discovery that challenges the status quo and takes on arenas that many may deem as unimportant, unworthy of exploration, or unachievable. Students and faculty members are encouraged to engage in scholarship without regard to its acceptance and value to others.*

- The reality is that Howard is not the only place where one can specialize in the study of African Americans or persons of color. Yet, Howard has more scholars dedicated to this scholarly inquiry notwithstanding limited resources to maximize the impact. Academic renewal has an opportunity to strengthen our advocacy and support of an agenda of “counter-research” and scholarship that goes beyond the simplistic explanation of the experiences of persons of color. An example of this is the developing Multidisciplinary Center on Disproportionate Minority Contact with the Criminal Justice System that is being spearheaded by the School of Social Work and the Office of the Provost.

4. **Generational connectivity to the African American campaign for social and economic justice**

- *Attending Howard University provides a personal connection with historic and contemporary leaders and civil rights activists. From the names of the buildings to the content in the classroom, the past is inextricably linked with contemporary times. Thus the Howard experience exposes students to a past and present generation of leaders in varied professions and disciplines.*

- The historic role of the Howard University Law School in ending school segregation is well known. Undoubtedly many students apply to Howard and the law school in particular because of this history. The same is true of the legacy of the School of Business. All of the professional schools consciously instill commitment on the part of students to be “social engineers” regardless
of their chosen areas of practice. Academic renewal has the opportunity to ensure that “new history” is made in the campaign for social and economic justice. As new frontiers of inequity emerge, resources must be dedicated to ensuring a Howard presence and positioning for the “first fruits” of funding. For example, the Law School continues its advocacy in South Africa through its summer program and through its Civil Rights Clinic files briefs before the U.S. Supreme Court on important legal issues. Also, they were leaders in assisting incarcerated persons who were victims of the inequities of Hurricane Katrina. The community service offered by Howard is stellar and must be captured in publications, media, etc. Also, there is the opportunity to create interdisciplinary approaches that support centers of excellence.

5. **Premier historical leadership among HBCUs**

- *Historically Black Colleges and Universities recognize Howard’s premiere status in the historical struggle for equality and justice for Blacks. Howard is perceived to be more gifted in resources and talent. Our historical intellectual prowess combined with the current status as a comprehensive university places us on top. Yet, this paramount status creates a target of opportunity and competition from HBCUs and other institutions competing for status or students. This duality of respect and competition makes us unique.*

- Academic renewal can strengthen our outreach to other HBCUs. Through leveraging research and other partnerships such as summer institutes, Howard can reach out to HBCUs with shared interests. Also, this linkage can ensure that we continue to recruit the best and the brightest from this pool of students. Since many HBCUs do not have the range of professional schools that we have, the renewal process can seek new means of collaboration through the professional programs.

**References**


The Professional Health Science Programs have a rich and long history of producing leaders in health sciences for America and the Global Community. Table 1 below shows that as of May 2009, over 25,000 degrees and certificates have been awarded by the University’s health science programs since their establishment.

Table 1. Year of Establishment and Degrees/Certificates Awarded by Health Science Programs*

<table>
<thead>
<tr>
<th>Health Science Program</th>
<th>Year of Establishment</th>
<th>Number of Degrees/Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>1974</td>
<td>4,851</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1881</td>
<td>6,159</td>
</tr>
<tr>
<td>Medicine</td>
<td>1868</td>
<td>7,873</td>
</tr>
<tr>
<td>Nursing</td>
<td>1969</td>
<td>3,567</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1868</td>
<td>2,693</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25,143</strong></td>
</tr>
</tbody>
</table>

*Source: Cecil Franklin, Analyst

The overwhelming majority of these degrees and certificates have been awarded to under-represented minorities. **Why is this important?** In the 2004 report by the Sullivan Commission on Diversity in the Health Care Workforce¹ the under-representation of minorities was discussed in considerable detail. Bureau of Labor Statistics data for 2008 show continuing under-representation of Blacks/African Americans and Latinos/Hispanics, compared with Whites, in selected health professions (with the exception of Black/African American clinical laboratory technologists/technicians, and dietitians/nutritionists) (Table 2). In 2008, Whites, Blacks/African Americans and Hispanics/Latinos made up 65.5, 12.8, and 15.4 percent of the U.S. population respectively².
Table 2. Employment of Whites, Blacks/African Americans and Hispanics/Latinos in Selected Health Professions, 2008 (Percent of Total Workforce for Each Profession)

<table>
<thead>
<tr>
<th>Health Professions</th>
<th>Whites</th>
<th>Blacks/African Americans</th>
<th>Hispanics/Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Technologists/Technicians</td>
<td>74.4</td>
<td>14.6</td>
<td>9.0</td>
</tr>
<tr>
<td>Dentists</td>
<td>82.9</td>
<td>3.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Dietitians/Nutritionists</td>
<td>75.0</td>
<td>20.3</td>
<td>7.1</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>93.1</td>
<td>1.2</td>
<td>5.5</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>76.1</td>
<td>8.7</td>
<td>2.5</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>82.2</td>
<td>3.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>87.9</td>
<td>6.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Physicians/Surgeons</td>
<td>75.8</td>
<td>6.2</td>
<td>5.8</td>
</tr>
<tr>
<td>Radiation Therapists¹</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>80.5</td>
<td>10.0</td>
<td>4.7</td>
</tr>
</tbody>
</table>

¹Percents are not shown where base is less than 50,000.


Why does the under-representation of minorities in the health professions matter?
It is known that minority health professionals provide the majority of health care to the poor and underserved. Therefore, the under-representation of ethnic minorities in the health professions will result in lower availability of health care to the poor and underserved who stand in greater need of health care because of the higher incidence of health problems in these groups. The Sullivan Commission concluded that increasing diversity in the health care professions will improve health care access and quality for minority patients, as well as assure a sound health care system for the entire nation¹. Also, a consensus report of the Institute of Medicine (IOM)³ entitled “In the Nation’s Compelling Interest: Ensuring Diversity in the Health Care Workforce” cited the evidence that diversity is associated with “greater patient choice and satisfaction, and
better educational experiences for health professions students, among many other
benefits.”

Based on the foregoing, it is clear that an important legacy of the University’s Health
Science Programs has been the production of minority health professionals. This has
resulted in Howard University being one the largest contributors to diversity in the health
professions, if not the largest. This fact represents one of the most unique characteristics
of the University’s health science programs. Another unique characteristic of the
University’s health science programs, particularly among historically black colleges and
universities, is the comprehensive nature of the program offerings.

**Should these unique characteristics of the health science academic programs be maintained?** The Sullivan Commission reported that enrollment of minority students in
health professions schools has failed to keep pace with the growth of minority
colleges. Therefore, the University’s health science programs must continue and
build on its legacy of educating health professionals. Some of the challenges in this
regard include enhancing the quality of these programs, expanding their capacity to meet
the continuing need for more minority health professionals, and increasing the ability of
our programs to compete with other health professions schools for the pool of talented
minority students. In view of these challenges, this academic renewal exercise is
extremely timely. The University’s stated commitment to the STEM and Health Science
disciplines is in accordance with meeting these challenges.

Closely related to the importance of increasing the supply of minority health
professionals is a recommendation that the University establish itself as one of the
nation’s leading authorities in addressing health disparities. There is an abundant
literature on racial/ethnic disparities in access to care, quality of care, and health
outcomes. Key among these is the report by the Institute of Medicine. Norris et al. indicated that academic medical centers such as those linked to historically black medical
schools are particularly well positioned to develop clinicians and researchers who have
broad experience and in-depth expertise in racial/ethnic and socio-economic health
disparity issues. By virtue of the wide range of academic offerings at the University (not
only in the Health Sciences), its documented research expertise in and capacity to address
these health disparities, and the University’s commitment to the discovery of solutions to
human problems in the United States and throughout the world, Howard University is
uniquely qualified to address such disparities. Also, the University is uniquely qualified
to address these health disparities by virtue of its location in the District of Columbia. It
has been well documented that Washington, DC ranks high in the nation in mortality
rates from such health problems as HIV/AIDS, poor pregnancy outcomes,
overweight/obesity, and diseases of the heart, cancer, and type 2 diabetes mellitus. Howard University Hospital has a long history of providing health care to DC population
groups most likely to be affected by these health problems. In addition, faculty and staff
in the health sciences enterprise have conducted a large number of research and service
projects among these population groups. Armed with this experience and expertise,
Howard University can serve as a model for the nation in addressing ethnic and racial
disparities in health.
References


The Culture of Howard University

Joan C. Payne, Ph.D., ASHA Fellow
Graduate Professor
Department of Communication Sciences and Disorders
PCAR Graduate Work Group

Howard University is a palette of colors, from white to ebony and everywhere in between. Howard University is a tapestry of beliefs, dogmas, religions, backgrounds, cultures, and experiences from old school Afrocentrists to new age hip-hop, from Detroit to Dubai, from Buddhist to Apostolic. Howard University is a rainbow of interests and talent from Haitian art to stem cell research. Howard University is a history lesson from slavery to the Civil Rights Movement to integration to the first African American President of the United States. Howard University is a cultural phenomenon and an enigma to those who have never set foot on its campus.

What is Howard? Howard is frequently referred to as a Southern place where face time can be more of an efficient means of communicating than emails and memos. Howard is also a place of contradictions, however. Although the past is oft-cited and revered, at the same time, Howard is firmly in the 21st century’s use of highly sophisticated technology.

Culture is defined by some as a shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perception and behavior and systems of knowledge shared by a relatively large group of people. To define the culture at Howard is to grab these constituent parts and attempt to pin them down into a neat package. It simply cannot be done, except to say that Howard has had a profound impact on the global community through its training of students who have become presidents, premières, diplomats, university presidents and scholars, and captains of industries in countries throughout the world.

How did this happen? The University has historically attracted students from around the world who came because they were the best and brightest and because they wanted to study in a hospitable and intellectually stimulating environment. Howard became known as a university where young adults of color could expect to become secure, confident professionals who are equipped to do research well and produce scholarship. Perhaps just as importantly to these students, coming to Howard meant making life-long friends, affirming one’s identity in the world and having freedom of choice about which interests to cultivate. Students selected Howard because the faculties were known as intellectual giants in all areas of study and leaders in their communities who took on the hard causes of their day in behalf of people of African descent here and abroad. Howard is still that place.

What is the unique and irreplaceable culture of Howard? The culture is one of acceptance and tolerance; of appreciation for differences borne out of the history of slavery and disenfranchisement. It is a place of respect for people of color that has been passed down from generation to generation. It is both a national and an international treasure. It is where one learns to work hard, strive for excellence and dream lofty dreams because the history of Howard demands it.
Howard awarded its first Ph.D.s in Chemistry to Drs. Delaney and Mazumer in 1958 and for over 50 years has provided graduate education to hundreds of persons from around the world. The culture that often permeates Howard graduate programs is one of an intense focus on leadership and responsibility, because as one graduate professor said so aptly more than thirty years ago, “What one says and does after taking a Howard doctorate has a profound effect on the lives of others”.

What differentiates graduate education at Howard from that of Harvard or Hofstra? How should the culture at Howard be measured in graduate programs? Given its history, Howard’s commitment to continuing its culture in graduate education can be measured through some of the following ways:

1. number and quality of graduate students of color matriculating in a program each year as measured by the number of students of color admitted, enrolled and graduated; academic standing of those students at time of admissions; number of graduate students who pass national examinations in their discipline, where applicable.

2. advocacy positions on pressing national and international social issues as demonstrated by the number of faculty and graduate student professional and scholarly presentations on these issues at national and international conferences and symposia; recognition and honors for faculty and student research.

3. frequency and creativity of its community outreach to those less fortunate as measured by program activities designed to address such issues as health disparities and health reform, housing, immigration, recidivism, substance abuse, poverty, to name a few.

4. professional, political and social leadership roles of its alumni as measured by the number of alumni who hold leadership positions as, for example, heads of state, presidents of national professional organizations, key government policy positions here and abroad, diplomatic positions, top university administrative positions, senior/graduate professorships at universities, heads of associations and captains of industry.

5. cultural and ethnic diversity of its faculty as measured by the number of faculty who represent diverse communities in ethnic background, primary language, culture, religion, place of origin, sexual orientation, gender and age;

6. instruction and practicum designed to promote cultural competence and cultural sensitivity as demonstrated by evidence of infusion of cultural diversity issues in coursework, program workshops or in-service training in cultural sensitivity and cultural competence, coursework in cultural diversity, to name a few;
7. faculty and student honors and awards for promoting multicultural awareness as evidenced by the number and type of awards specific to multicultural concerns;

8. demonstrated commitment to reaching those who not been considered as traditional students at Howard, as measured by program initiatives to reach through distance learning or other means those who are older adults, adults in need of re-tooling or re-certification, military personnel, prison inmates, college drop-outs, to name a few.

9. demonstrated excellence in teaching and mentoring by its faculty as measured by number of faculty awards for teaching and or mentoring, student and peer evaluations, number of graduate mentees, number of students completing theses or dissertations; and

10. demonstrated faculty commitment to professional development, as measured by faculty certifications in the use of new technologies, continuing education credits, consistent attendance at professional and scholarly meetings, enrollment in graduate programs, participation in teaching effectiveness workshops, post-graduate fellowships experiences, visiting professorships, reported sabbatical leave activities.

In summary, Howard remains the evolution of the hopes of so many who prayed for better opportunities for their future generations. In a time of stern, stark economic realities and academic renewal, Howard should look again to the uniqueness of its history and culture to survive and to surpass its current standing as a university of excellence.

CITATIONS


Refining and Applying the Vision for Howard University
Within the Academic Renewal Process

Eric Walters, Ph.D. Faculty Senate Chair

The mission of Howard University articulates a commitment “to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems.” One of the most pervasive problems existing today is poverty. According to UNICEF, 25,000 children die each day due to poverty. And they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world.” Being meek and weak in life makes these dying multitudes even more invisible in death.”(http://www.globalissues.org/article/26/poverty-facts-and-stats)

Howard boasts of a multietnic and multicultural faculty and student population. While other universities also may make this claim, Howard transcends its peers by providing an historic and multidisciplinary context (Medicine, Law, Divinity, Humanities, Social Sciences, Technology) for an academic mission that embraces justice and equality. As such, the vitality of our academy is deeply rooted in the African American struggle for liberation and freedom. Today, our challenge is to train future leaders who solve complex problems for the liberation of all peoples, with the understanding that liberation does not evolve from a sense of entitlement, but finds significance in service. Howard’s mission should be enacted through the affirmation that, “everyone can be great, because everyone can serve.” (Martin L. King, Jr.) While the essence of service may lie within a heart full of grace, the enactment of service is strengthened and undergirded by the development of intellectual, relational, and ethical practices that are transmitted through the faculty to our students.

The devastating earthquake in Haiti serves as significant bellwether to reorganize our academic landscape with a renewed emphasis upon the plight of disadvantaged persons. As we continue to fulfill the University’s mission, our commitment to Haitian relief should remind us that the Agricultural (farming communities, 1840-1900), Industrial (factory workers, 1900-1960), and Informational (skilled workers 1960 -2010) Ages are not distant relics of the past. Each epoch matured with unparalleled intellectual advancements, thereby flattening the social, linguistic, and geographic barriers between groups. Contrary to common belief, these epochs remain timeless, because they are manifested cyclically throughout the world. Within this present Conceptual Age, we must train creative future leaders who recognize the limitations of orthodoxy and develop alternatives to solve persistent problems of the world with compassion and empathy. In this regard, the legacy of Howard University’s historic past must serve as its prologue for the future.

The Faculty Senate envisions that our process of Academic Renewal must be defined on the basis of shared goals and priorities that originate from the Faculty. To this end, the Faculty Senate has proposed five (5) broad categories of Research Initiatives (5 Pillars) to serve as a guide to train students, our most precious resource, for the future. The Faculty
Senate encourages vigorous debate about these initiatives in an effort to reshape the academic landscape at Howard in fulfillment of its mission.

The rich academic landscape of Howard University obligates us to be intentional in addressing the plight of the human condition as relating to suffering and inequality. Langston Hughes wrote what would be considered the manifesto amongst his contemporaries, published in The Nation in 1926, The Negro Artist and the Racial Mountain:

“The younger Negro artists who create now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it doesn't matter. We know we are beautiful. And ugly, too. The tom-tom cries, and the tom-tom laughs. If colored people are pleased we are glad. If they are not, their displeasure doesn't matter either. We build our temples for tomorrow, strong as we know how, and we stand on top of the mountain free within ourselves.”

The faculty, staff, and students of Howard’s Afro-Intellectual Diaspora are uniquely and unapologetically positioned to stand as the conscience of this nation.

Within ourselves, we are free.
REMARKS TO THE PRESIDENTIAL COMMISSION ON ACADEMIC RENEWAL

Michael R. Winston, Ph.D.
Vice President for Academic Affairs, Howard University (Emeritus)
February 19, 2010

There are two sections to these remarks: one concerns the habitual mislabeling of Howard University, and the second addresses selectively the changing environment of higher education in the United States. These comments are intended to be “considerations” which I believe the Commission ought to take into account as it undertakes its work. Because of the limited time allotted, there is no attempt to provide specific data, historical examples or establish the programmatic implications of some of the points advanced.

Institutions are often characterized by habitual language rather than actual description. As a result they sometimes do the equivalent of trying to see with their ears, hear with their eyes and think with their heart.

In Howard’s case there is a habit of defining it by the constituency it serves rather than by the range and depth of its actual academic programs, the arenas in which it operates institutionally, or by the scope of the enterprise, or its actual results. I refer of course to the rather recent habit, historically speaking, of calling it an HBCU. I maintain that this if far from adequate or meaningful analytically. Over 100 institutions are so labeled, from Bennett and Barber Scotia, to Southern and Morgan, Lincoln and Knoxville. Each however is a distinctive institution, with its own traditions, academic characteristics, source of support (private, public, college or university) and so forth. The label misleads because it is a racial label, of importance racially and socially in a racialized society, but devoid of specific academic content or intellectual rigor.

HOWARD

1. Has always been a university, and is in fact one of the oldest institutions in the United States founded as a university, rather than as a college that evolved into a university. From its founding the corollary of its name was very high academic standards, despite the disadvantages experienced by its students prior to admission.

2. It has always been a national rather than a local institution. When I was vice president it admitted students from 50 states.

3. Its international dimension has been one of its major characteristics. Its first African, Asian and Caribbean students arrived in the 1870’s. For several decades it had the highest percentage of international students of any university in the United States.

4. It has been committed to gender equality since its founding, being one of the few universities to admit women to its graduate and professional programs as well as its undergraduate programs, from its inception.
5. It has been an interracial institution at the same time that it has been committed to providing higher education to former slaves and their descendants,

6. It has had an institutional commitment to the achievement of social justice in the United States, notably in its singular role in the defeat of statutory segregation and white supremacy as public policy.

7. Finally, it has been more intimately involved with the United States government than any other private university. Only West Point, the Naval Academy and the Air Force Academy have had a closer federal connection. Its first buildings were built with War Department funds, and since 1879 it has received an annual, direct appropriation from Congress. This connection, not often mentioned these days in academic discussions, has been determinative administratively and programmatically for nearly all of its history. This consideration also suggests that Howard’s academic programs must have national (not simply racial) significance if it is to continue to justify successfully financial support from the United States government.

It is my view that all of the above considerations must be factored in to the work of PCAR.

WHAT IS THE SIGNIFICANCE OF THE INSISTENCE ON THE CENTRALITY OF UNIVERSITY RATHER THAN A FOCUS ON THE CONSTITUENCY?

1. A University, by its nature is not a one-dimensional institution, with a single focus or even a narrowly defined constituency. For example, if a university has a hospital, it then operates in the arena of university hospitals, regardless of the social or demographic characteristics of its patients or staff, competing for the same resources and meeting the same standards of medical care and treatment outcomes. Its law school competes with other law schools, for students, faculty, judicial clerkships, and placement of its graduates, regardless of its program distinctiveness. The more schools and colleges, institutes and centers, and so forth that a university supports, the greater the number of arenas in which it must compete. During the 1970’s some students, and some powerful foundations, seemed to think that Howard ought to be no more than a big black studies program, while all those issues related to wealth, power, international relations, science, engineering, medicine and other matters should be left to the historically white institutions. A narrow institutional self-definition invites this kind of marginalization. It also makes attraction of broad financial support unlikely to the point of impossibility.

2. The best example that I can give of institutional disaster as a result of constituency driven self definition is in Catholic higher education. Over 250 Catholic colleges closed in recent decades. They closed because they could no longer compete adequately for students and faculty, even though many of them were fine institutions academically. But those that closed were overwhelmingly women’s colleges at a time when co-education was on the rise, and they focused on their Catholic identity at a time when anti-Catholic bias was rapidly declining
and the Church itself was liberalizing as a result of Vatican II. The nostalgia for their historic role did not save them. They failed to adapt to the changes in the society. As you know, Howard bought two such institutions to house the law school and the divinity school during President Cheek’s administration. Georgetown and Catholic University are both Catholic institutions, but quite dissimilar as universities. One has broken out of its former Jesuit shell and become a national and international institution, while the other has been stymied for a generation.

3. I submit that just as it is misleading to call Howard simply an HBCU, it is misleading to attempt to create a single dimension “mission statement.” A university has multiple missions by its nature. Essentially, what must be emphasized is not a manufactured “unique mission” for Howard. It has the same essential mission as all other universities, teaching and research. What needs to be emphasized are the IDEAS to which it is committed as priorities, the focus of its programs, and the social significance of its provision of education and health services to underserved populations, while not marginalizing those programs that are not tightly or obviously aligned with them or a mission statement.

THE CHANGING ENVIRONMENT OF HIGHER EDUCATION

At one time, American higher education was not only stratified rigidly in terms of wealth, access and race, but also by religious denomination and gender. As a result, the single state of Ohio had more institutions of higher education than all of Western Europe combined. Since World War II the system has become increasingly desegregated, diversified, and fluid. In Howard’s case the desegregation of higher education, now a fact rather than a projection, requires a number of major adjustments. An unintended consequence of segregation was that Howard did not need to compete in the larger marketplace for high quality faculty, students or staff. That changed over forty years ago, but I have not observed an institutional adaptation to that reality. The major implication is that the cost to Howard of being academically competitive is exponentially greater than it had been historically.

Because of increased costs, competitive universities have been required to invest far more in sophisticated management at all levels. They have been required to focus more money, expertise, and faculty and library resources on fewer fields rather than more.

For nearly thirty years Howard has been severely underfunded. That resulted from the federal government’s response to the racial crisis of the late 1960’s and early 1970’s. In Dr. Cheek’s second year as president the budget of the university was doubled, and the ten schools and colleges of Howard became seventeen, plus a 500 bed University Hospital after the completion of the transfer of Freedmen’s Hospital to Howard. During the administration of Jimmy Carter, the University began to be level funded, and it has been essentially in that situation ever since, with minor deviations for construction. The original premise of the budget increases, and the dramatic increase in the number of schools and colleges had been that Howard’s enrollment would grow rapidly to over
20,000 students. That never happened, largely I think because of the desegregation of higher education, combined with a relatively stable pool of students qualified for admission, even with generous allowances for potential and remedial education.

The challenge for PCAR, as I see it, is to take into account the realities of the university as a major national institution. Academic Renewal cannot be achieved without resources. Federal funds are not going to increase in the foreseeable future, and the private sector has not embraced Howard, for reasons that can be debated.

Renewal cannot be achieved, I believe, by only looking backward to history or only inward now. We are in serious trouble competitively. We have more academic programs than any other private institution in the region, but far fewer resources. We face a retirement crisis in our faculty and staff ranks. Our physical facilities have not kept pace with contemporary standards for the programs we offer, and many of the existing facilities are in a deplorable, degraded state because of a huge backlog of deferred maintenance. We have lost ground for twenty years in library development and the acquisition of adequate instructional and research technology. Our age and tenure profile is aberrant for a major university, with far too few young and recently trained faculty and staff.

Academic talent is in short supply in this country. If Howard does not use its reputation and resources for a sustained campaign to recruit talent and settles for mediocrity, then it has no real future as a major institution. The rule is, EVERY appointment counts, whether it is for a nuclear scientist or someone who works at the University switchboard.

Academic Renewal can only happen as a result of very hard choices and unprecedented collaboration between faculty and administration.
Common Themes and Selected Points of Interest
In Statements Regarding the Uniqueness of Howard University

February 19, 2010

1. Enduring legacy of providing education to African Americans and other underrepresented individuals

2. Major contributor to reducing the under-representation of groups in the professions

3. Embrace of social justice and equality; intense focus on leadership and responsibility

4. Specialization in many fields/professions affecting African Americans and other disadvantaged and underrepresented groups and diversity of academic offering

5. Unapologetically gives primacy to strengths of African-Americans/Afro-Intellectual Diaspora

6. Commitment to the discovery of solutions to human problems

7. Diverse group of students and faculty; a palette of colors, a tapestry of beliefs, a rainbow of interests and talents, a cultural phenomenon

8. Profound impact on the global community through the training of students

9. Core of faculty members recognized as cutting-edge scholars in their disciplines and leaders in their communities.

10. Enrollment of high achieving international undergraduate, graduate and professional students

11. A university where young adults of color can become secure, confident professionals who are prepared to do research and produce scholarship
12. The HU culture is one of acceptance and tolerance; of appreciation for differences borne out of the history of slavery and disenfranchisement.

13. Howard is a national and international treasure. It is where one learns to work hard, strive for excellence

14. Frequency and creativity of its community outreach to those less fortunate

15. Professional, political and social leadership roles of its alumni

16. Instruction and practicum designed to promote cultural competence and cultural sensitivity

17. Demonstrated commitment to reaching those who have not been considered traditional students. Howard has always been a university, a place where the audacious idea of preparing human beings for full-spectrum preparation to solve human problems on a national and international level. Howard is a university with contradictions.

18. The Howard intellectual culture embraces the idea that we live in a refashioning world system that requires intellectuals to think differently about problem solving.

19. The University’s intellectual culture reflects an appreciation of the fact that we are academic workers who come from and have an often unclear but indelible, sustaining and problematic relationship to the long-genealogy of Africana cultural memory and intellectual work.

20. It is time to speak our special truths to the world and, in so doing, renew humanity.

21. The University should measure itself against a standard of human excellence that reduces external metrics and “peer institutional group measurement” to an exercise in comparison of resources and institutional efficiency.

22. We should review academic disciplines through understanding similarities and differences in levels of analysis.
23. We must scour our genealogies, leveraging the traces left in our archives and living institutional memory, for the technical and practical steps we can and must renew and extend;

24. We must reach out to our sister institutions for two things: modality and "functional norming" and resource procurement.

25. The challenge for PCAR is to take into account the realities of the university as a major national institution. Academic Renewal cannot be achieved without resources.

26. Academic talent is in short supply in this country. If Howard does not use its reputation and resources for a sustained campaign to recruit talent and settles for mediocrity, then it has no real future as a major institution.

27. Renewal cannot be achieved, I believe, by only looking backward to history or only inward now. We are in serious trouble competitively. We have more academic programs than any other private institution in the region, but far fewer resources.