

10-1-1987

Howard University: Gearing Up for the 21st Century

Harriet Jackson Scarupa

Follow this and additional works at: <https://dh.howard.edu/newdirections>

Recommended Citation

Scarupa, Harriet Jackson (1987) "Howard University: Gearing Up for the 21st Century," *New Directions*: Vol. 14: Iss. 4, Article 3.

Available at: <https://dh.howard.edu/newdirections/vol14/iss4/3>

This Article is brought to you for free and open access by Digital Howard @ Howard University. It has been accepted for inclusion in New Directions by an authorized editor of Digital Howard @ Howard University. For more information, please contact digitalservices@howard.edu.

SPECIAL REPORT



H O W A R D U N I V E R S I T Y:

Gearing Up for the 21st Century

By Harriet Jackson Scarupa

"It is . . . the time for this institution to take a great and bold step forward in preparation for the twenty-first century by daring to expand its mission toward attainment and maintenance of excellence and national distinction as a comprehensive research-oriented university; at the same time Howard must cling to its original purpose of preparing willing young men and women for full participation in society."

— Howard University President James E. Cheek in the executive summary to a resource requirements report for the academic years 1986-87 through 1990-91 submitted to the Board of Trustees.

In recent years Howard University has made significant strides toward crystallizing its stature as a major comprehensive research-oriented university.

Perhaps the most dramatic evidence of this is reflected in the Carnegie Foundation for the Advancement of Teaching's 1987 classification of nearly 3,400 colleges and universities in the nation. The Foundation's classification system, which groups academic institutions into 10 categories, was created in 1970 and last updated in 1976.

As reported in the July 8, 1987, issue of *The Chronicle of Higher Education*, the highest category in the system is "research universities I." Such academic institutions, according to the Foundation, "offer a full range of baccalaureate programs, are committed to graduate education through the doctoral degree and give high priority to research." More specifically, this category includes those institutions which "receive annually at least \$33.5 million in federal support for research and development and award at least 50 Ph.D. degrees each year."

Of the 18 academic institutions listed for the District of Columbia, only Howard University was designated by the Foundation as a "research university I institution."

In this special report, we will highlight some of the major developments that have taken place at Howard in recent years as well as some of those projected for the future. This report will not attempt to cover every area of Howard's life. Instead, it will focus on three key areas — student affairs, academic affairs, health affairs — as well as that which is so crucial to every aspect of the university's life: funding.

The sources for this portrait include the resource requirements report, which was coordinated and written by the university's planning office; past issues of this magazine, which is produced by the publications department; news releases, feature stories and the weekly campus newsletter (*Cap-*

stone), which are the responsibility of the university relations department; miscellaneous reports issued by various other units of the university; President Cheek's remarks on "The Future of Howard University" at an informal press briefing; and interviews with some of the principal players helping to chart the university's destiny.

What emerges is a portrait of accomplishments. Some of these accomplishments are readily apparent to even the most casual observer, symbolized, for instance, in the expansive new School of Divinity campus, massive new School of Business and Public Administration building, state-of-the-art Laser Chemistry Laboratory or comfortably appointed, technically sophisticated new Undergraduate Library.

Other accomplishments are less immediately visible, having to do with such matters as the enhancement of curricula, the improved academic credentials of entering students, the university's renewed commitment to respond to the needs of the larger society — whether combatting infant mortality, increasing the nation's scientific and technological expertise, erasing ignorance about the contributions Afro-Americans have made to American life and culture or improving the educational systems of Third World countries.

But what also emerges from this special report is a portrait of needs that must be met if Howard's stature as a comprehensive research-oriented university attracting the "best and brightest" students and faculty is to be assured in the future. In the words of the resource requirements report, "It is no longer adequate, or even relevant, to be the best among historically black colleges and universities. To be the most comprehensive among such institutions is merely what is expected and assumed for Howard University. To attract 'a share' of the brightest students is essentially meaningless for Howard University. The best and brightest [students and faculty] must all be sufficiently attracted to consider Howard University before all other alternatives."

The case for Howard University to shine as a powerful beacon of academic excellence seems particularly compelling, given what some analysts are calling an endangered Black presence in higher education, as evidenced by statistics showing a decline in the number of Black students enrolled in the nation's colleges and universities.

As documented in a recent report issued by the American Council on Education's Office of Minority Concerns:

"The total undergraduate enrollment





This report will not attempt to cover every area of Howard's life.

increased 2 percent between fall 1980 and fall 1984. Undergraduate enrollments for whites increased 1.1 percent, while black undergraduate enrollments decreased by 3.8 percent from 10.1 percent in the fall of 1980 to 9.5 percent in the fall of 1984. Blacks were the only racial/ethnic group to decline in undergraduate enrollments for this period."

Coupled with this, the Council reported a decline in graduate school enrollments during this same period of 11.9 percent for Blacks, a finding it called "particularly disturbing in light of the long-term underrepresentation of this group on faculties and administrations in higher education."

Among reasons advanced for this troubling trend: cutbacks in financial aid; rising tuitions; the lure of military service as an alternative to college to those from financially hard-pressed families; and the psychological deterrent stemming from reports of a resurgence of racism at many predominantly white schools, including some with impeccable "liberal" reputations.

But perhaps most important overall is what many perceive as a dramatic retreat from earlier efforts to attract, recruit and support Black students on the part of the leadership of many predominantly white educational institutions, which, of course, are the vast majority in the nation. At Howard, of course, there has never been such a retreat.

Observes Michael R. Winston, the university's vice president for academic affairs, a Howard alumnus and a historian: "The education of Black students is part of our permanent commitment, whereas for many other institutions that commitment is episodic. They may be more or less interested in Black students depending on social or political circumstances. The fact that there are these episodic shifts should help many people focus on the importance of Howard over the long term."

In this context, we begin our examination of where the university is today and where it has set its sights for the future with a glimpse at its most obvious constituency: the students.

Student Affairs

According to figures compiled by the university's operations analysis and institutional research office, during the past academic year 12,114 students (8,949 undergraduate, 3,165 graduate and professional) were enrolled in the university, a total that has remained relatively stable in recent years.

These students came from 48 states, 4 U.S. possessions and 108 foreign countries, with their largest concentration in the College of Liberal Arts (3,012), School of Business and Public Administration (2,306) and the Graduate School of Arts and Sciences (1,240).

According to the resource requirements report, overall enrollment at the university may approach 18,000 by the 1990-91 academic year, with much of that growth attributed to the recently established School of Continuing Education.

In a wide ranging interview, Carl E. Anderson, the university's vice president for student affairs, cites several characteristics of the student body in recent years as evidenced by enrollment trends:

□ *Entering students show improved academic qualifications* as measured by such traditional indicators as Scholastic Aptitude Test (SAT) scores, overall high school grade point averages (GPAs) and rank in class.

One signpost of this, according to the National Merit Scholarship Corporation, is that Howard is now the institution of choice for the largest number of National Achievement Scholars in the nation, i.e., those Black high school students deemed the most academically talented as a result of their high test scores and other evidence of superior academic performance. Last year, the university was home to 30 National Achievement Scholars, outranking Harvard-Radcliffe, which for many years held the number one spot.

□ *The number of transfer students has increased, particularly those from predominantly white institutions.* Last year, for instance, Howard attracted 976 transfer students; in 1980-81 it attracted 800.

A computer printout prepared by the admissions and records office for the years 1983-86 shows students transferring to Howard from such schools as Amherst College, Boston University, Brown University, Carnegie-Mellon University, Duke University, Johns Hopkins University, Smith College, Northwestern University, Yale University, the University of California at



Berkeley, as well as a host of other institutions.

When asked if the increase in such transfers might reflect the impact of a "resurgence of racism" on predominantly white campuses, Anderson answers: "I don't think there's any question about it. As the issue of racism on white campuses has gotten more play in the press, many students have looked to Howard as 'the oasis in the desert of oppression,' as President Cheek has said.

"Students," Anderson adds, "know that Howard is a good institution; so they don't have any qualms about the quality of the education they can get here. They know that the cost is reasonable. And they know Howard will be a *hospitable* place for them—just as our international students know Howard to be a hospitable place. We've had international students in the Howard community since its second year of existence, 1868."

□ *The number of international students has stabilized.* While the enrollment of international students has risen following a dip five or six years ago, the boom years for such enrollment appear to be over. "Today, international students make up about 16 or 17 percent of the student body, compared to some 25 percent 15 years ago," Anderson notes. "I don't anticipate we'll get back to that earlier level because many countries from which we drew students [e.g., in Africa and the Caribbean] are developing their own higher education systems so there's a diminished need to go out of the country for higher education."

□ *The number of students who interrupt the flow of their education for one reason or another has increased.*

"One reason is due to cutbacks in financial aid, or if not actual cutbacks, adjustments in the regulations that make it more difficult for students to prove their needs," Anderson explains. "The so-called verification procedure is so cumbersome and time-consuming some students and their parents never bother with it."

Some 80 percent of Howard students receive some form of financial aid, with about 16 percent of the student body coming from families with incomes of \$12,000 or under; 40 percent from families with incomes between \$12,000 and \$30,000 and 44 percent from families with incomes above \$30,000. "The greatest difficulty in obtaining financial aid comes for the student whose family income is at the \$30,000 cutoff or above," Anderson says.

"You can generally qualify for financial aid programs below that income cutoff, assuming you've got the documentation, but when you get above that level, even if you have several children to educate, the government programs are not very sympathetic. \$30,000 a year today is not a whole lot of money in terms of supporting a family, maintaining a home, paying all the regular bills, and then when you add to that trying to put more than one child through college, it becomes very difficult."

Students from such financially-overstretched families sometimes drop out of school in order to earn money for tuition and expenses. The danger is that sometimes they never return, a situation that serves to underline the crying need both for more funds for student financial aid and easier access to such aid. According to the resource requirements report, based on enrollment projections and anticipated increases in cost, by 1990-91, an additional \$41.2 million would be necessary to maintain the university's financial aid program at 1985-86 levels.

In addition to those students who drop out of school temporarily because of financial problems, others do so "because it's in vogue," Anderson contends. "It's not at all unusual for even a student with a scholarship to say, 'I think I'd like to drop out this year and maybe work and gain some experience and kind of get myself together and then come back.' In fact, it's my understanding that — nationally — more students complete the baccalaureate degree in five years today than in four."

□ *There has been a drop in the number of male students,* with men now accounting for only 40 percent of the student body.

When asked if this didn't represent "a problem" requiring some sort of affirmative action remedy to restore the male/female ratio to parity, Anderson answers with caution. "It's a problem in the sense that the Black male is becoming a vanishing species with respect to higher education. In the last four or five years, since the antithesis to affirmative action has become almost a national policy, we have seen a serious decline in the number of Blacks in higher education and this shows up mostly in the category of Black males. Howard, of course, is affected by this, as are other universities.

"When we go out recruiting we have to be careful not to suggest that we are especially looking for males, because that's a form of discrimination. But we do suggest to high schools when they bring groups here to visit to include those students,

particularly males, who might be encouraged to stay in school by getting them interested in higher education. We can do things like that.

"But you have to realize we're talking about a *national* problem. Look at the statistics: Black males in the 18-24 age group make up 47 percent of the prison population, some 27 percent of the military population and *only 6 percent of the collegiate population.* That represents a tragedy which Black America, all America, is going to have to mobilize itself to address."

It's also an issue that provides further evidence that Howard University, or any university for that matter, cannot be immune from the issues of the larger society.

As for the campus itself, recent years have seen an enhancement of facilities to serve the student population. Most notable is the \$10 million 160-square-foot Armour J. Blackburn University Center, now in its eighth year of operation, and the completely refurbished university stadium, now known as the William Henry Greene Memorial Stadium, in honor of a prominent alumnus who was a devoted supporter of Howard's athletic programs.

"The presence of the Blackburn Center has revolutionized the cultural and social life of the university," observes Anderson. "It is a meeting, greeting, eating, recreational space for the entire community and in polls and surveys we have conducted, students give it the highest ratings in terms of satisfaction."

The stadium, now decked out with a new artificial surface, new bleachers, stadium lights and scoreboards, no longer merits its former student appellation, "the dirt bowl." "The improvements have generated a greater sense of pride in athletics and have helped in the recruitment of athletes," Anderson says. "Before, some of the coaches, particularly the football coaches, were embarrassed to show prospective athletes our home field."

Reflecting the renewed spirit in athletics stimulated by the improved facilities, last May Howard won the Talmadge Hill trophy, which is awarded to the institution in the Mid-Eastern Athletic Conference (MEAC) with the best overall performance in all sports sponsored by the conference.

While unabashedly pleased with this achievement, Anderson is quick to add that at Howard academics always come first. Indeed, the experience of the university's athletes stand in stark contrast to that portrayed in the media about student athletes at many other academic institu-

tions, i.e., they're there to play ball and seldom manage to leave with a diploma. "The latest study we did indicates our athletes graduate at a higher rate than the typical student at the university," Anderson says, attributing this to the counseling athletes receive, their own strong motivation to stay at Howard and the athletic department's recognition of the primacy of academics for *all* students.

Less in the public eye than athletics, the stadium or the university center, but essential to the day-to-day well-being of students is, of course, the place where they live. Anderson cites student housing — both improving existing dormitories and constructing new ones — as high on the list of priorities for the division he oversees.

Currently under construction is a 797-unit apartment complex designated primarily for married and graduate-level students. Situated on the east and west sides of 9th Street at Barry Place, the complex will consist of two 10-story towers connected by a passageway. It will include a day care center, computer room and study areas, as well as such amenities as laundry and parking facilities, and will offer panoramic views of Washington landmarks from some units. It will be the first new university housing to be built since Bethune Hall was constructed in the mid '60s.

Still in the planning stage are two new dormitories for the main campus — one opposite Drew Hall on Harvard Street and another at 4th and College Streets. Meanwhile, with housing charges now removed from the deferred payment plan, Anderson anticipates that it will be easier to plan for phased maintenance of existing dorms.

When asked about other anticipated changes designed to better meet student needs, Anderson proffers a long list, including: computerizing financial aid operations to ease the work of the frequently overburdened (and consequently, frequently criticized) financial aid office; instituting a computerized degree audit which will give students a handy record of their complete academic record every semester, thus facilitating their planning to meet degree requirements; developing additional programs to help student leaders hone their leadership skills, and international students adjust to the American environment; launching more aggressive student recruitment efforts; and developing plans to expand the ever-bustling Blackburn Center.

"The overall objective of all such efforts," says Anderson, "is to improve the quality





and effectiveness of services to our students."

What about that more amorphous entity often dubbed "the mood of the campus?"

Recent years have been marked by a relative absence of student turbulence. The one '80s issue that has led to upheaval on many campuses across the nation—divestiture of investments in companies doing business in apartheid South Africa—is a non-issue at Howard. Indeed, the university was a pioneer in the whole divestiture movement. In 1978, the Board of Trustees formally resolved to exclude from the university's investment portfolio securities of any company doing business in South Africa. It did so, in the words of the resolution, because it "recognizes its social responsibilities as a leader in the educational community."

That Howard assert such moral leadership seems only fitting, given the university's special history, mission and constituency, as well as its long-held recognition that social consciousness and intellectual excellence are equally worthy partners in an academic enterprise.

Academic Affairs

The division of academic affairs, the most extensive of the university's seven divisions, includes 12 schools or colleges—Architecture and Planning, Business and Public Administration, Communications, Divinity, Education, Engineering, Fine Arts, Graduate School of Arts and Sciences, Human Ecology, Law, Liberal Arts, Social Work—and a new School of Continuing Education which is in the developmental stage.

Among other components of the division are the 1.8 million-volume University Libraries System, the 190,000-volume Allen Mercer Daniel Law Library, The Howard University Press (an academic publishing house with 76 titles to its credit), and a number of specialized institutes and centers, such as the Institute for Urban Affairs, the Center for the Study of Handicapped Children and Youth, the Center for Academic Reinforcement and the Moorland-Spingarn Research Center, which often is described as the world's largest repository of materials relating to Black history and literature.

According to data provided by the university's operations analysis and research office, the division, as of last year, employed 985 faculty members of whom 705 were full-time and 280 part-time.

¹² “One of the purposes that we serve is to preserve the Black presence in American education — without discriminating against any other racial or ethnic or national group.”

—Howard President
James E. Cheek





According to the National Merit Scholarship Corporation, Howard is now the institution of choice for the largest number of National Achievement Scholars in the nation.

13





The Undergraduate Library

The setting for the university's diverse academic programs has grown to five major sites with the opening of a new 22-acre School of Divinity campus at 14th and Shepherd Streets in northeast Washington.

Purchased in 1984 from Holy Name College of the Friars Minor of the Franciscan Order, the new campus includes classroom, library, office, dormitory and recreational space centered in a handsome, spacious, renovated building. Following dedication ceremonies last April, that building now bears the name—The Benjamin E. Mays Hall; its inside chapel—The Howard Thurman Chapel.

Thus the School of Divinity's new campus joins the 89-acre main campus, bordered by Georgia Avenue, where most of the university's academic programs are based; the 22-acre West campus near

Connecticut Avenue, where the School of Law, Howard University Press and various administrative departments are located; the former headquarters of the School of Divinity on Randolph Street in northeast Washington, which will be used for several new academic programs which are currently in the embryonic stage; and the 108-acre Beltsville campus, given to the university by the federal government in 1971. The Beltsville campus currently houses a telescope and an animal resource facility and serves as a site for botany field trips and a variety of environmentally-related studies.

On September 19, 1983, then Secretary of Education Terrel Bell formally released the government's title to the Beltsville property to Howard, thus paving the way for the university to develop the site to best meet its educational needs. This, of course,

constituted another important milestone in the university's recent history.

Other obvious milestones relating to programs in the academic affairs division would undoubtedly include the addition of two major new buildings on the main campus:

□ *The Undergraduate Library*, dedicated on September 23, 1983. The \$7.5 million structure represents a conscious effort to assemble in one convenient and comfortable building materials on the broad range of subjects studied by undergraduate students and to meet the special research needs of novice scholars. Among the building's features are open stacks interspersed with seats and study carrels, electronic card catalogues, reading lounges, and rooms set aside for group study, examining microfiche, films and slides, typing papers, listen-



ing to records, holding meetings, conferences and lectures.

□ *The School of Business and Public Administration Building*, dedicated on September 28, 1984. The \$13 million five-story structure, which houses the university's fastest growing school, provides its students and faculty with an array of the most up-to-date facilities, including case-method classrooms, a 300-seat auditorium, a computer center, a personal computer laboratory, a well-stocked library and an audiovisual studio with the capability to produce in-house television programs and to project those produced elsewhere directly into classrooms via satellite hook-up.

In addition, the university's academic programs have been enhanced by renovations of several existing structures, among them the *C.B. Powell Building*, the former

Freedmen's Hospital, which now includes the School of Communications as one of its major tenants; and the *Laser Chemistry Laboratory*, once a makeshift warehouse, but now outfitted for advanced research in laser Raman spectroscopy and laser photochemistry. Housed in the laboratory is the nation's only holographic grading triple Raman monochromator, a device used in the study of optical fibers and glasses.

Another notable development in the recent history of the academic affairs division is the School of Continuing Education. Established by action of the Board of Trustees in April 1986, it will be the first new school or college at the university since the founding of the College of Allied Health Sciences and the School of Human Ecology in 1974.

The new school intends to centralize

continuing education programs at the university, providing credit and non-credit courses in cooperation with the university's other 17 schools and colleges. "One of the characteristics of the school will be its heavy use of telecommunications," observes Howard President James E. Cheek.

Involved in this aspect of the school's work is the recently established Office of Satellite Communications, housed in the old Sherman Avenue headquarters of the School of Business and Public Administration. The new unit, which is overseen by Owen D. Nichols, vice president for administration and secretary of the university, was instrumental in the creation of the Black College Satellite Telecommunications Network. That network has the capability to broadcast academic programs two hours a day to its 86 member institu-

tions, as well as to non-member schools.

To date, only conferences and special programs have been telecast via the network, among them a conference on "The Legal Face of Hunger" held at Howard's law school last October. Eventually, formal courses for credit will be offered, according to Mabel Phifer who heads the unit. One of the first Howard-based courses that is likely to be transmitted is an introductory course in African studies which had its genesis in last year's special WHMM-TV series, "The African World."

16 A miscellany of other developments in the academic realm might well include the following:

- The inauguration of a degree program in hotel-motel management in the School of Business and Public Administration, a program designed to help meet the needs of the booming hospitality industry and address the underrepresentation of minorities in management positions within it;
- The growth of nationally recognized research programs in such areas as laser chemistry, large space structures and micro-electronics, with funding for such research coming from a variety of governmental and non-governmental sources;
- The involvement of Howard educators with those of four other educational institutions in a U.S. Agency for International Development (AID)-funded project to improve the efficiency of the educational systems of seven Third World countries: Haiti, Botswana, Liberia, Somalia, North Yemen, Nepal and Indonesia;
- The publication of a comprehensive directory of Black churches in the nation which will be the culmination of a research project on the Black church based at the School of Divinity (with financing from the Lilly Endowment);
- The acquisition by the Moorland-Spangarn Research Center of the papers of Kwame Nkrumah, Ghana's first head of state, an acquisition that provides a goldmine of information for scholars of Pan-Africanism, the early days of African independence and the personality of the influential African leader;
- The design of a clustered housing project for the new School of Divinity campus by faculty and students of the School of Architecture and Planning, and the subsequent proposal drawn up by the architecture school that the university give it the green light to make the project a reality;
- The designation of the School of Law as one of four law schools in the nation

authorized to receive special funds for a Distinguished Professor of Constitutional Law under the provisions of the James Madison Memorial Fellowship Act adopted by Congress and signed into law by President Reagan in 1986.

Perhaps the most intriguing development relating to the university's academic programs, though, stems from a resolution passed by the Board of Trustees in April 1986 requiring *all* undergraduate students to complete at least one course in Afro-American studies as a prerequisite for graduation. The board acted on the recommendation of a student-faculty task force established by President Cheek.

The most obvious question to ask about the requirement is: why would anyone who has chosen to attend an institution so firmly rooted in the history of Black America as Howard University need to take such a course?

At a press briefing on "The Future of Howard," President Cheek spelled out the reason: "One of the things that the task force discovered is that unfortunately too many of our students come to us abysmally ignorant about the role Afro-Americans have played in the life and history of this country. One professor, for instance, had given a quiz and found it absolutely alarming that many students who took it were not even familiar with the names of such personalities in American history as Phillis Wheatley, Paul Laurence Dunbar and Paul Robeson, people we all took for granted everyone knew.

"What I think this reflects is that in a number of ways the so-called integration of the public school system, as well as even the private one, has brought about an erasure of Blacks from the American scene — historically and contemporaneously."

What this means for Howard, he believes, is that "we have an obligation to ensure that no one graduates from this institution as an undergraduate without an understanding and a knowledge and an appreciation of what Black people represent — historically and contemporaneously. We make no apologies for that. I take the position that one of the purposes that we serve is to preserve the Black presence in American higher education — without discriminating against any other racial or ethnic or national group — and that we can preserve that presence through our educational programs as well as our cultural and social programs."

That Howard University has a special responsibility to meet the needs of Black America is a given. That it has a special

responsibility to meet the needs of the nation as a whole should be too.

In this context, consider just three of the challenges facing the university in the academic realm as it looks towards the future: promoting scientific research; boosting the academic uses of the computer; and widening the scope of the liberal arts curriculum. Probably the best person to address these challenges is Michael R. Winston, who has served as the university's vice president of academic affairs since July 1983 and formerly was director of the Moorland-Spangarn Research Center.

Of the first, he says: "One of the important challenges for any major university is to meet the fundamental needs of the country. And in the next 20 years it's very clear that a major need in the United States is for greater effectiveness in the utilization of scientific and technological manpower. So the new initiatives we will undertake in the natural sciences really should be seen as part of a national effort, not purely as an institutional response. Howard is a major institution and in order to position itself among the leading research institutions in the country it will have to develop a new infrastructure for scientific research."

What this means, specifically, is that within the next five years the university will construct a comprehensive science complex to accommodate diverse clusters of researchers. The tentative site for the new complex is a tract of land at 4th and Bryant Streets on the main campus (which is currently used as a parking lot).

"What is contemplated is a facility that will support several major interdisciplinary efforts," Winston explains. "For example, we hope to get greater interaction in cellular and molecular biology between researchers in the health affairs division and those in the academic affairs division. There still will be a number of active laboratories elsewhere on the campus, which will be upgraded and used primarily for undergraduate instruction, but because research equipment and support staff is so expensive it makes sense to have a greater mobilization of faculty and staff in a larger unit than is possible in individual departments."

The proposed science complex, Winston says, "should help to attract a new generation of graduate students and faculty who might not otherwise come to Howard because of facility shortages." At the same time, he views the complex as a visible

Continued on page 20



“Money does not guarantee quality education, but I am a firm believer that quality education cannot be provided without adequate and sufficient resources.”

—Howard President
James E. Cheek

17

School of Business and Public Administration

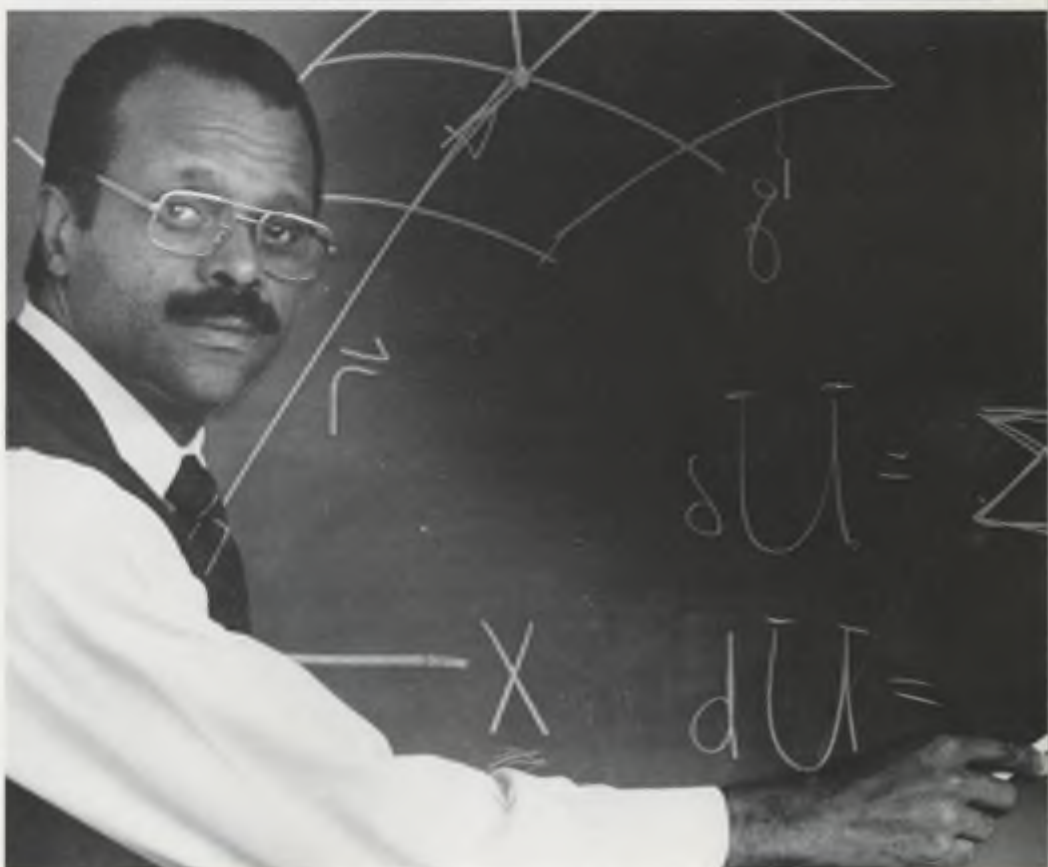
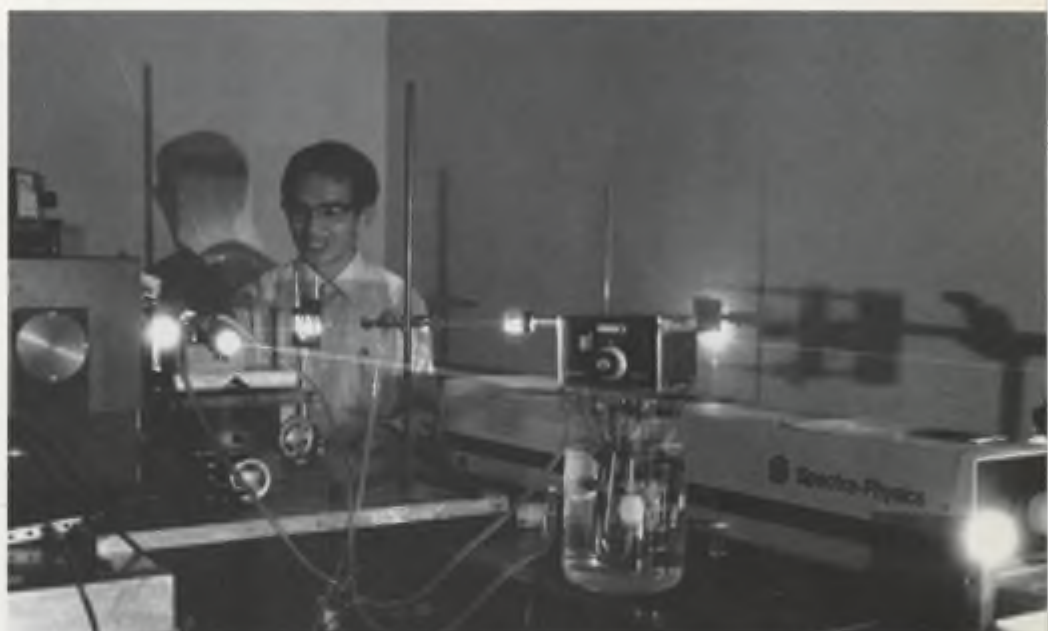
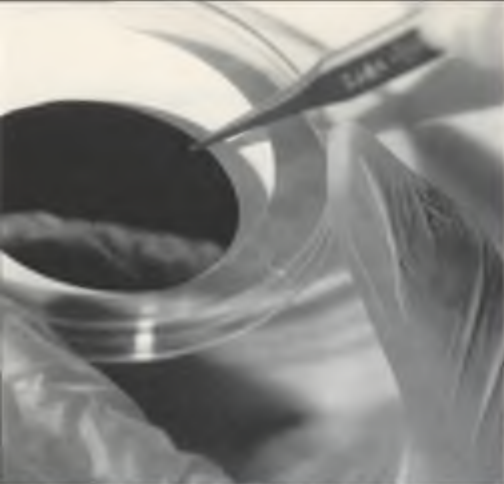


“The university’s future thrust in science represents an area where our racial interest, our institutional interest and the needs of the country all coincide.”

— Vice President for Academic Affairs
Michael R. Winston

18





means to confront certain distorted perceptions some people have about Howard's academic programs.

As he explains it: "Many people think of us as having our greatest strengths in the social sciences, in certain areas in the humanities and in certain professional schools. And I think some of our strengths are certainly there. But I don't think the reality of our science programs has been properly understood by the public at large—our chemistry Ph.D. program, for instance, dates back to 1955—and some of that has to do with a stereotypic association of Blacks with certain fields and a stereotypical disassociation of Blacks from others, such as physics and engineering. So the complex will be important in projecting a more balanced image of what Howard is actually doing."

The university's future thrust in the sciences, he adds, "represents an area where our racial interest, our institutional interest and the needs of the country all coincide. The United States needs more scientists. We as a race need to produce more scientists. Howard is in a very good position to train a broad spectrum of Blacks and other minorities in the scientific disciplines."

The new science complex will include a library and extensive computer facilities. Indeed, increased computerization will, of necessity, be another hallmark of the Howard of the future.

"In terms of administrative applications of the computer, I think we were ahead of a number of institutions," Winston says. "In terms of the academic applications of the computer, we lag behind. So now the focus has to be on this aspect."

To this end, in July 1986 President Cheek established an Office of University Computing Services to oversee all computing activities at the university and to implement an ambitious computer improvement plan which had been approved by the Board of Trustees the previous year. The first phase of that plan is now underway. Among the elements in that phase are upgrading the university's central computing facilities, providing a selected number of faculty members throughout the university with computer work stations and helping them devise ways to introduce computerization into their courses, introducing computer assisted design into the curriculum of the School of Architecture and Planning, expanding computer graphics instruction in the department of art, installing additional

equipment in the School of Engineering's computer graphics laboratory, and developing a software library.

Meanwhile, the academic computing laboratory in the basement of the C.B. Powell Building and a smaller site in the Graduate School of Arts and Sciences headquarters serve as prime sites for teaching students, faculty and staff about how to utilize computers to meet individual research and instructional needs. Most of these needs are in the areas of word processing and spread sheet manipulation, according to Janice Nicholson who oversees the laboratory.

Howard does offer several degree-granting programs in computer-related fields, among them those leading to bachelor's degrees in computer-based information systems (through the School of Business and Public Administration) computer systems engineering (through the School of Engineering), and mathematics with a concentration in computer science (through the College of Liberal Arts). But the aim of the university's future computerization thrust is to ensure the computer literacy of *all* students.

As Joseph D. Collins, director of the Office of University Computing Services sees it, "The computer is being used today as a tool to support every discipline. If a university doesn't have computing resources, it will have an impact on its ability to attract students. A university also has to have these resources so that it can turn out students who are able to compete in the marketplace."

Either way one looks at it, what it boils down to is this, as Nicholson says, "It used to be that knowing how to use a computer gave you an edge. It's no longer an 'edge'. It's becoming a necessity."

Being able to better prepare students for the complexity of the modern world is also the rationale for the future direction envisioned for the liberal arts curriculum.

"One of the things that is clear is that the quality of the liberal arts program and the strength of the arts and sciences faculty are the two areas that are most crucial to an institution's standing among other universities," observes Winston. "You can have some other schools that are really and truly outstanding, but if you don't have an outstanding undergraduate arts and sciences program, you don't move up in the academic pecking order."

"In recent years the career oriented schools at Howard — such as Business,

Communications and Engineering — have made great strides, have been very attractive to students and have been very productive. The College of Liberal Arts shares a problem with other colleges of liberal arts across the country: it must develop a new identity, particularly within the context of a research-oriented university."

The vehicle for the development of this new identity is what the research requirements report calls "A New Program for the College of Liberal Arts." And a crucial element of this new program is the design of a new general education program. In this, Howard is far from unique. Reported a front page article in *The New York Times* last April 12:

"Throughout the New York metropolitan region and across the country, colleges and universities are assessing and changing their curriculums, introducing new requirements built around a more coherent definition of what an educated person should know.

"Researchers for the Carnegie Foundation for the Advancement of Teaching reported earlier this year that two-thirds of the colleges in the United States had revised or were revising their general education programs."

But whereas many such colleges are building curricular reforms around the reintroduction of required reading lists of the "great works" of Western civilization and the like, Howard's approach will be broader, Winston believes. "I would hope that a new general education program at Howard would reflect our international interests, our commitment to a comprehensive view of mankind, and not just a reflection of Western civilization. I think, for instance, that it's very important for Howard students to understand the role of the U.S. in Asia and Africa and Latin America and to understand those societies from their points of view as well as the point of view of our government."

What this will mean, more specifically, is the institution of new requirements which will reflect the importance of students developing a more global outlook. "Already Howard has a number of advantages in this area," Winston says. "We have a very diverse faculty, a very diverse student body and I think there is a sensitivity to Third World issues here that is not found to the same extent at many other campuses.

"But we have not intellectualized this to make it a formal part of the curriculum for everyone. We have political science majors,

Howard is the only university in the District of Columbia to be designated by the Carnegie Foundation for the Advancement of Teaching as a "research university I institution."



history majors, economics majors and others who have a special interest in pursuing this global approach, but I'm thinking now of all the students who go through the College of Liberal Arts coming out with a much more comprehensive view of the world than they now get. It would be my ambition that Howard students would be at home in the world of ideas and the diversity — political, racial and otherwise — that exists in the emerging global society."

Other elements of the "New Program for the College of Liberal Arts," as outlined in the resource requirements report, include expanding the honors program, providing additional space for faculty offices and for seminar classes, and expanding the undergraduate pre-law and pre-professional programs in the health sciences.

The changes on the horizon for the College of Liberal Arts as well as the enhancement of the university's science facilities, increased computerization and other planned changes in the academic affairs division should not be viewed as departures but as part of a continuum, Winston believes. As is his wont as a historian, he links Howard's future with its past:

"I think our tradition has been to aim for the highest quality and be at the competitive edge. And I think that while some aspects of what we're talking about may be new, the spirit in which they're being pursued is consistent with Howard's tradition and is something people who are familiar with Howard know: we have never thought that there were things other institutions are doing that were beyond our reach."

Health Affairs

With five colleges (Allied Health, Dentistry, Medicine, Nursing, and Pharmacy and Pharmacal Sciences), a licensed 500-bed teaching hospital, two major research centers (The Cancer Center and Center for Sickle Cell Disease), a student health center and a variety of outreach programs, research projects and special institutes, the Division of Health Affairs offers the widest range of training in the health professions in the Washington area. This training is provided by a faculty of 930 (484 full-time, 446 part-time).

In terms of physical facilities, recent developments in the division include:

□ The addition of two floors to the Russell A. Dixon Building, the College of Dentistry headquarters, so named for a former dean of the college.



"The addition has enabled the school to enter the age of contemporary dentistry," observes Carlton P. Alexis, vice president for health affairs. "The building was constructed in the mid '50s and obviously the way dentistry was practiced and taught then is different from the way it is practiced and taught in the '70s and '80s. Now we are able to provide the ambience, physical facilities and equipment to deliver dentistry in a very modern way."

□ The beginning of construction on a one-story building adjacent to the hospital to house a new Magnetic Resonance Imaging (MRI) machine.

The supersophisticated diagnostic machine, which uses computer-amplified radio waves and magnetism to produce an image of a biological structure, needs its own building because it has special structural requirements (e.g., it must be in a vibration-free environment).

"Just as the CT [computed tomography] scan revolutionized diagnostic technology in the late '60s, so the MRI is revolutionizing it in the '80s [by imaging tissues that cannot be seen with other radiologic techniques]," Alexis explains. "Because Howard University Hospital is a teaching center, we need the MRI machine for training medical students and residents, as well as providing better service to our patients."

The MRI building actually represents the first stage of a planned expansion project for the hospital. Stage two will consist of a tower which will be built to provide space for the delivery of ambulatory primary care and out-patient surgery and a variety of other activities. In the words of the resource requirements report: "With federal policy placing more emphasis on ambulatory care, this building will become the key to future delivery and training programs." Elaborates Alexis: "The hospital (building), which we occupied in 1975, was planned in the early '60s and while the planners at the time had excellent vision, they could not have foreseen the development and changes in medical education and in patterns of medical practice. We hope the tower will answer some of those needs."

Among other buildings planned "in the foreseeable future," he lists staff quarters connected to the hospital for physicians and residents on duty; a new learning resources center which would replace the cramped current library facilities in the division; and a structure to house a gerontology institute. Of this latter project, he says, "It is time we harnessed all the resources on this campus

to start developing some research in gerontology and some approaches to treating some of the illnesses peculiar to the aged. It goes without saying that we at Howard would especially address the problems of the Black aged."

In recent years, the division also has overseen the opening of two new satellite health centers as part of its community outreach efforts (in addition to a long-established one located on Rhode Island Avenue in the nearby Shaw community). The first of these opened in the Prince George's Plaza shopping center in Hyattsville, Md., in 1984. The second opened in a building at Piney Branch Road and Georgia Avenue north of the main campus last summer.

"Whereas the Rhode Island [Avenue] and Prince George's centers are based in the department of community health and family practice [in the College of Medicine], the newest center cuts across many departments," Alexis says. "But it has been established for the same purpose. We're hoping to be able to bring more patients to our hospital, enhance the hospital census and, therefore, assure the quality of our educational programs. The bottom line is that we need an excellent patient mix so we can provide proper education for our students, not only medical students but those in specialty training." [The hospital has 18 approved residency programs.]

The division's outreach activities have not stopped at the borders of the Washington metropolitan area, or that of the nation, for that matter. While various individual faculty members have traveled to a variety of countries to share their expertise in such fields as kidney transplantation, cancer surgery and radiologic technology, the largest single overseas health project bearing the university's imprint is one currently underway in the African nation of Malawi.

Supported by a \$6.5 million grant from the U.S. Agency for International Development (AID), which represents the largest cooperative agreement AID has ever signed with a historically Black university, it involves assisting Malawi's ministry of health to develop a training program for health care workers. The five-year project began in November 1984.

At present, five experts sent by the College of Medicine's community health and family practice department are in the city of Lilongwe where they are training community health nurses, family nurses, physicians' assistants and health assistants,

and developing a formal curriculum in these specialties.

"The aim is that by the end of the project, ministry of health personnel in Malawi will be able to do all of the curriculum development without outside assistance," explains Thomas Georges, chairman of the College of Medicine's community health and family practice department.

Other recent developments in the health affairs division reflect the impact of a variety of technological advances. In the area of medical practice, what Alexis calls "conventional modalities of treatment" have been augmented by such high-tech inspired treatment methods as micro-neurosurgery and laser surgery. In the administrative realm, the advent of computerization has simplified record-keeping and data collection. In the instructional realm, the installation of state-of-the-art satellite broadcasting equipment and the development of a staff that knows how to use it has enabled students and hospital personnel to receive up-to-the-minute programs on a wide variety of medical subjects.

Meanwhile, the division is continuing to explore the possibility of the hospital's well-known Transplant Center undertaking liver transplants. Since 1974, the center has done some 250 kidney transplants, but the high costs associated with other kinds of transplants have deterred its ambitions in liver transplantation.

As Alexis explains it, the government's End Stage Renal Disease program covers most of the costs associated with kidney transplantation, but no such program exists for other kinds of transplants because they are still considered "experimental." "So the big question, if we begin doing liver transplants, is: 'Who pays?'"

The same question applies, even more so, to heart transplants but in this case the approach of Howard's hospital has been to join with five other hospitals in the Washington area to jointly seek to bring heart transplantation to the nation's capital. As the resource requirements report points out, the hope is that through the Washington Regional Heart Transplant Consortium, each member hospital will be able to gain experience with heart transplantation and the care of heart transplant patients without having to bear the whole financial burden of the procedure.

Finally, any review of recent and future developments in the health affairs division must include its research, treatment and education efforts relating to diseases and



health conditions which have a disproportionate impact on Blacks — cancer, sickle cell anemia, hypertension, infant mortality and, more recently, AIDS:

- In addition to pure research into the causes of cancer and ways to halt its spread, the Cancer Center is now undertaking the first long-term systematic cancer studies in the District of Columbia in an attempt to find why the city has had the highest cancer death rates in the nation for decades.
- Research at the Center for Sickle Cell Disease focuses on determining ways to end or prevent the characteristic sickling of the red blood cells which causes the disease, while the center's other activities include screening for the disease and counseling those suffering from it.
- A team of researchers at the College of

Medicine has been conducting animal experimentation into the long-term effect of hypertension on the heart and blood vessels.

□ Other researchers from the College of Medicine, along with researchers in the School of Human Ecology in the division of academic affairs, are at about the midpoint of a five-year study on the causes of poor pregnancy outcomes among low-income women. Financed by a \$2.5 million grant from the National Institute of Child Health and Human Development, they are assessing the nutritional, sociological, psychological and medical aspects of the infant mortality problem.

□ AIDS research being undertaken by the hospital's infectious diseases unit has involved attempts to characterize the virus and find markers that may give clues to the

development of the deadly disease. But the unit's greater role has been in treating AIDS patients, gathering data, and promoting efforts at public education. In light of national statistics showing that Blacks comprise some 25 percent of victims of AIDS, though they are 12 percent of the population, the unit also has drawn attention to the necessity of targeting AIDS prevention messages at the Black community.

Also underway is what Alexis calls "a good program of AIDS education for the student population of Howard." When asked if the university would follow the lead of some universities by installing condom-stocked vending machines on the campus, he answers with caution. "That's something we would have to approach with a great deal of analysis," he remarks. "There's never any telling what parents

would object to and there's never any telling what the vigor of their response might be."

Overall, the Howard administrator/physician seems wary of blindly following other academic institutions anyway. Consider his response to a question about whether the medical school has any plans to downplay the importance of science in its curriculum in the interest of turning out more "humane," "well-rounded" physicians as a few other medical schools have so-announced: "I don't see how you teach 'humaneness' or structure a course in 'caring.' It seems to me that a faculty, by example, can teach students to be caring. As for the so-called overemphasis on science in medical school training, if you look at the state board exams or national board exams, being pretty good in philosophy or sociology won't do you a damn bit of good. Until these examining boards start changing their exams, we at Howard had better continue to emphasize in our medical training biochemistry and physiology and anatomy and such."

Nor does Alexis pay much attention to talk that the nation may be turning out too many doctors and dentists: "I'd like to quote Jesse Barber [veteran Howard neurosurgeon and medical educator] on this point. Once during a debate at a Board of Trustees meeting on some issues having to do with a professional program, he said, 'There are not too many Black anything.' And I think that's still the correct posture today. When you look at Blacks in the health professions, there's no glut at present and there's no glut predicted in the magical year 2000 when all those 'terrible gluts' are supposed to show their effect."

The resource requirements report includes statistics documenting the instrumental role Howard has played in preparing Blacks for the health professions (e.g., "more than 50 percent of the black dentists in the United States are Howard graduates" . . . "16 percent of all black pharmacy students in the United States are enrolled at Howard"). Given such statistics, it concludes: "The national need for the contribution we must make in health professional education has not diminished and cannot be abandoned."

Speaking in general about possible new ventures in the health affairs area, Alexis says, "Among our faculty, deans and chairmen, there is never any shortage of very brilliant ideas. The one deterrent to implementing these ideas has been the shortage of money."

Financial Support

"Federal funding for Howard University has been, and continues to be, the linchpin that shapes the content of Howard's character and the educational quality of its program," so states the resource requirements report in obvious reference to the special relation Howard University has had with the federal government since the university's inception.

On December 13, 1928, Congress had amended the original March 2, 1867 Act of Incorporation of Howard University to authorize annual appropriations "to aid in the construction, development, improvement and maintenance of the university." Such federal aid was justified, noted a congressional report at the time, "by the national importance of the Negro problem," the phraseology it used to describe the fact that Black Americans were still a long way from being full and equal citizens of these United States of America.

For the 1986-1987 fiscal year, federal appropriations to the university came to \$170,230,000. (For comparison: ten years before the total was \$66.7 million.)

When asked whether the university has fared better financially under Republican or Democratic administrations, Roger D. Estep, the university's vice president for development and university relations, answers with diplomatic aplomb: "The way to characterize Howard's appropriation is that it is apolitical. We present the university's needs as best we can and irrespective of the party in power. Clearly the university cannot favor or seek to favor one party over the other."

In recent years that regular appropriation has been earmarked for five specific items in the university's budget: academic programs, research, endowment, construction, and the Howard University Hospital.

The special provision of funds for endowment results from new legislation introduced in Congress in March 1984 under bipartisan sponsorship [by Senators Thomas Eagleton, D-Mo.; Orrin Hatch, R-Utah; Edward Kennedy, D-Mass.; and Daniel Quayle, R-Ind.] That legislation authorized an initial \$2 million appropriation specifically to help the university build its endowment and stipulated that these funds be matched dollar-for-dollar by non-federal funds.

The initial \$2 million has been matched and the university is now trying to match another \$2 million, reports Estep, adding that the university's present endowment

stands at about \$48 million. By contrast, Yale's endowment is more than \$1.7 billion, Johns Hopkins' more than \$400,000,000 and Cornell's more than \$670,000,000.

In addition to regular federal appropriations, other federal monies are channeled into the university to support specific research and training programs as set forth in proposals developed by individual faculty members. Two examples of such support are that \$6.5 million AID grant to develop a training program for health workers in Malawi and that \$2.5 million grant from the National Institute of Child Health and Human Development to study the causes of poor pregnancy outcomes among low-income women.

Flipping through reports of other federally-funded proposals for the years 1982-86 provided by the university's federal affairs office turns up such items as: \$242,820 from the National Institute of Mental Health to Lawrence E. Gary of the Institute of Urban Affairs and Research to support a study of Predictors of Depressive Symptoms in Urban Black Adults . . . \$172,792 from the Department of Health and Human Services to Eunice J. Greene of the College of Medicine to support predoctoral training in family medicine . . . \$405,000 from the Department of Energy to James A. Momoh of the School of Engineering to support a Laboratory Improvement and Research Program in Power Systems . . . \$248,300 from the National Science Foundation to Lafayette Frederick of the Department of Botany to support Morphogenetic and Biochemical Studies on Plant and Fungal Systems . . .

From July 1986 through June 1987, federal funding agencies supported 111 such proposals to the tune of \$16,694,649. Obviously, then, one of the university's priorities in the funding area is to encourage more faculty members to submit proposals for research and training projects.

As the university seeks to increase the number of grants and contracts from the federal and District of Columbia governments, it also has sought financial support for its educational programs from other nations. "The justification for seeking international friends to support the university—whether they are governments or whether they are individuals—stems from our history and commitment to provide educational opportunities for international students," says Estep.

International fund-raising efforts have often been difficult, he acknowledges, "be-

cause of changes in national priorities in many parts of the world, particularly Africa." Still, there have been some successes to report. Last October, for instance, the Royal Kingdom of Saudi Arabia contributed \$250,000 to the university's endowment fund.

Government support of whatever origin represents just one part of the university's funding base. In recent years, especially, the university has stepped up its campaign to seek support from the private sector. In so doing, it often has found itself having to counteract two popular myths:

26

Myth #1: Howard receives all the money it needs from the federal government.

Fact: Federal funding covers only approximately 60 percent of the university's budget. (That budget, for the current academic year, is \$387 million.)

Myth #2: Howard receives funds through its membership in the United Negro College Fund (UNCF), the main fund-raising organization for private, accredited Black colleges.

Fact: While Howard shares a sense of brotherhood with UNCF institutions, it is not a UNCF member.

Given these myths, Estep says, "We must be sure that every member of the faculty, every member of the staff, every student, every alumnus understands the true nature of the funding of this institution and that we all transmit the same interpretation to others."

The New Direction Fund is the vehicle for all monies channeled into the university from the private sector. As of July 1987, the New Direction Fund campaign, which was publicly announced in 1977, had raised \$81 million toward its \$100 million goal.

Giving a breakdown and countdown on the university's nongovernmental funding, Estep reports: "Between 1982 and 1986 we raised \$28 million in the private sector. From 1986 through 1991 we want to raise \$50 million, almost double that" [which would enable the New Direction Fund campaign to exceed its goal]. Included in such tallies are gifts from alumni, corporations, foundations, organizations and associations and friends.

Major private sector gifts in the first seven months of 1987, for instance, include \$335,000 from AT&T for faculty development and precollege recruitment and curriculum development in the School of Engineering; \$150,000 from the Equitable Foundation for the Center for Insurance Education in the School of Business and



Public Administration; \$750,000 from the Lilly Endowment for faculty development and capital projects in the School of Divinity; \$500,000 from the McDonald's Corporation and its National Black Operators' Association for the endowment fund; and \$145,000 from the Pew Memorial Trust for a precollege science and math research program in the Department of Zoology.

Gifts of more than six figures in the five previous years have included those from the Amoco Foundation, Exxon Educational Foundation, Gulf Oil Foundation, Andrew W. Mellon Foundation, Robert Wood Johnson Foundation, Time, Inc., the Carol J. Herzog Foundation, Coca-Cola Company, Standard Oil Company of Ohio, General Motors Corporation, Joe L. Allbritton Foundation, Danforth Foundation and Sherman Fairchild Foundation, among others.

In addition to corporations or their foundations giving money directly to the university, some have contributed in important non-financial ways, such as loaning personnel, donating equipment or providing cooperative education experiences and internships for Howard students. The vehicle for this kind of assistance to the university is the almost 20-year-old Cluster program developed by the National Alliance of Business. At present, 30 companies are involved in Howard's Cluster, among them

Hewlett-Packard, Kellogg, Monsanto, Honeywell and Southland.

One of Southland's expressions of its Cluster involvement is readily visible to anyone walking or driving along Georgia Avenue north of the School of Business and Public Administration building. It is a 7-Eleven store. But it is not an ordinary 7-Eleven. Opened in February 1986, this one is operated under a special partnership agreement between Southland and the university. Under the agreement, Howard business students gain on-the-job exposure to franchise management and the corporation shares the profits from the store with the university in the form of grants and scholarships.

Recent years also have provided some dramatic examples of the generosity of *individuals* who have been personally inspired by Howard and what it represents and have either given outright gifts to the university during their lives or have ensured that the university benefit from the proceeds of their estates. Three cases:

□ Last year, retired Los Angeles Superior Court Judge Earl C. Broady and his wife, Anna, announced a gift to the university of \$1 million to establish an endowed chair in their names in the School of Law. Broady is not an alumnus of Howard's law school, but of the University of Southern California's



law school. He chose Howard for the gift, he says, because when he was working as a policeman in Los Angeles, Curtis C. Taylor, a 1926 Howard law graduate, had encouraged him to pursue a legal career.

□ With the death last November of Mrs. Lena Powell, the widow of millionaire publisher/physician/business executive C.B. Powell, the university has become the beneficiary of the couple's estate. The investment portion of that estate was valued at \$4.7 million in August of this year, representing the largest single bequest the university has received to date. Also willed to the university was a mansion set on 25

acres in Briarcliff Manor, N.Y., which is to be used for a C.B. and Lena Powell Study Center, and a 32-room summer vacation home on Martha's Vineyard in Massachusetts.

□ More recently, the College of Medicine has been named the beneficiary of the estate of Eleanor Cowles (of the Cowles publishing empire family) which has a dollar value of about \$421,000.

Even as the university seeks to encourage increased levels of such philanthropic support, it also has sought to expand its financial horizons in a new way by aiming to directly generate as well as solicit funds. The prime vehicle for this approach is The Howard University Foundation, which was established in September 1984 by a resolution of the Board of Trustees. Among the foundation's purposes is to oversee a comprehensive study of the development possibilities of the university's land holdings and consider initiating some income-producing real estate ventures.

"The rationale for this is that the profitable development of this land would create a new source of financial revenues for the university's educational mission," explains William A. Davis, Jr., a lawyer and urban planner who serves as the foundation's acting executive vice president and interim executive director.

Construction began last summer on the first project developed by the foundation — that 797-unit apartment complex designated primarily for married and graduate-level students. Explains Davis: "We decided that developing housing made the most sense as a first project because the university already owned the site, the need for housing for graduate students was so acute and there was a source of financing available, a source that has been used by other major universities in this town. That source is the District of Columbia's tax-exempt bond financing."

Funding from such new sources, of course, only can serve to supplement those Howard obtains by tapping its more traditional sources of support.

As Howard seeks to secure its future as a truly comprehensive research-oriented university, those involved in shaping that future are only too cognizant of the crucial link between academic stature and a strong financial base. As President Cheek says, "Money does not guarantee quality education, but I am a firm believer that quality education cannot be provided without adequate and sufficient resources."

Adds Estep, "People say, 'The government's doing well by Howard.' We say, 'Yes. But not enough.' People say, 'The private sector is beginning to respond.' We say, 'Yes. But not fast enough.' The same could be said about support from alumni, friends, the international community . . .

"The problem we're trying to address is inadequate financial support for Howard from *all* sources. As we look to the future, we must broaden the funding base of the university and accelerate the rate at which we reach different milestones in meeting our financial needs. That's the real challenge."

No university can afford to stand still, of course. But certainly not one with the aspirations of Howard University. And certainly not one whose historic purpose is so intimately woven into the very fabric of this nation. In the words of the resource requirements report:

"There is a need for Howard University, and its productivity justifies the investment that has been [and should be] made in it. Too frequently, we are reminded by episodes of callous behavior that Howard University gives hope to large numbers of people. When there is hope, the entire society can benefit; but without hope, the society is at risk." □