

# Erasing the Scratch Line:

Sustaining a Culture of Academic  
Readiness in Colleges, Departments and  
Schools of Education in Historically Black  
Colleges and Universities



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**RUTGERS**  
Graduate School of Education

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# Erasing the Scratch Line:

## Sustaining a Culture of Academic Readiness in Colleges, Departments, and Schools of Education in HBCUs

### A Report from the 1<sup>st</sup> Annual HBCU Deans' Think Tank at Rutgers University

*We don't all start at the same scratch line although there is one original position...we were born here...some start below and above the scratch line. Those of us that have inherited benefits that we did not earn or deserve must turnaround and help those who inherited deficits so they can rise up to the scratch line. —Samuel DeWitt Proctor*

## Background

In July 2012, Dr. Fred A. Bonner II, the Samuel DeWitt Proctor Chair in Education, hosted the First Annual *Historically Black Colleges and Universities (HBCUs) Deans' Think Tank* in the **Graduate School of Education (GSE)** at **Rutgers University**. The primary purpose of this event was to assemble a cadre of leaders (Deans) of Colleges, Departments, and Schools of Education from a number of highly respected HBCUs across the nation to discuss the status of Black education in the United States. Additionally, a major focus of this gathering was to explore the range of potential solutions that should be considered for various stakeholders including, but not limited to, the scholarly and practitioner-based communities across both P-12 and post-secondary contexts who are invested in elevating the status of Black education in the country. More specifically, a key vision for this gathering was also to investigate the challenges as well as the opportunities that HBCUs should explore in their efforts to create a counter narrative to address the dominant narrative that too often speaks of deficits as opposed to the many assets



that are critical components found to exist across the Black P-20 educational diaspora. Further, an overarching goal of the Think Tank was to elicit dialogue about Black education in the coun-



try from the population of individuals who were training the most significant numbers of Black educators joining the ranks of the US teaching force. *Diverse Issues in Higher Education* and the popular edition *Top Producers* has consistently listed HBCUs as the top producers of Blacks who join the country's teaching workforce. Given this often overlooked fact, we found it prudent ask ourselves the question "If we are to improve the status of Black education in the United States, where do we start?" In very short order, we determined that those best equipped to guide us in this journey toward discovery were those who were not only training but also generating the most significant numbers of these teachers entering the education workforce community. Several authors have spoken about the lessons that all of higher education can

learn from the HBCU (Bonner, Alfred, Nave, Lewis, & Frizell, 2009; Bonner, Nave, Frizell, Villa, & Cook, 2009; Fleming, 1984; Redd, 1998; Roebuck & Murty, 1993).

*At this inaugural gathering, CDSE Deans from the following universities were in attendance:*

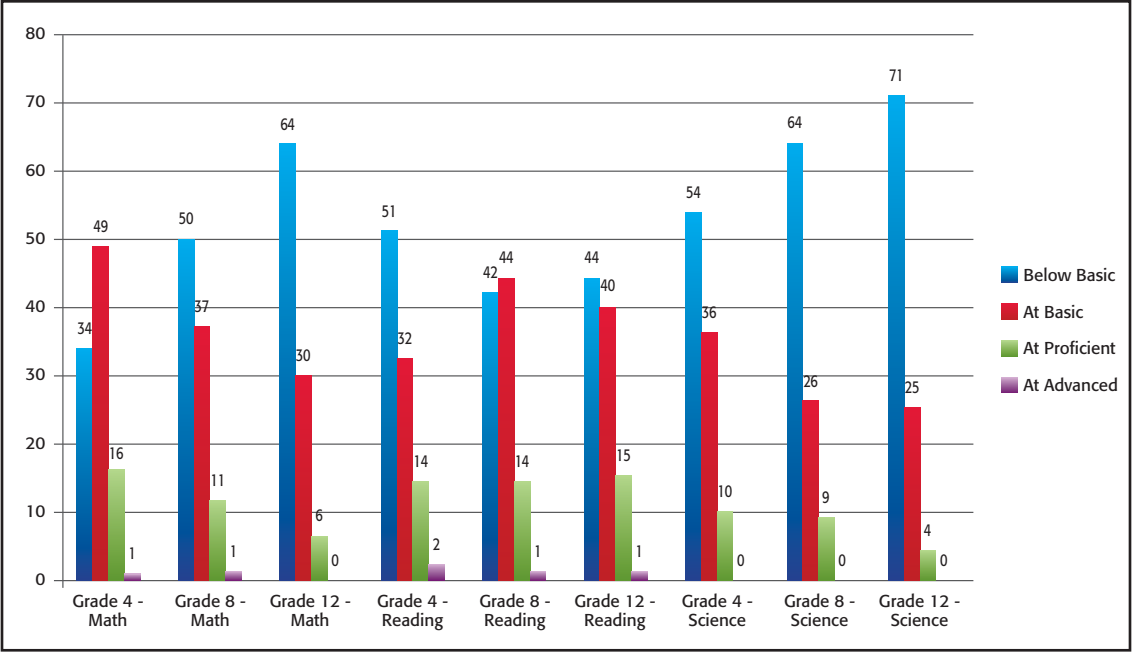
- *Clark Atlanta University*
- *Texas Southern University*
- *Howard University*
- *Fayetteville State University*
- *Virginia Union University*
- *Virginia State University*
- *Jackson State University*
- *Alabama State University*
- *Alabama A&M University*
- *Albany State University.*

## The Status of Black Education in the United States

Facilitators (Drs. Chance W. Lewis, University of North Carolina at Charlotte; Cynthia Tyson, The Ohio State University; and James Davis, Temple University) invited to lead this gathering are all national experts in the area of Black education. This team assisted the CDSE cohort by providing the context and a national snapshot of the current status of Black education in the nation,

particularly in elementary and secondary settings in U.S. schools. They presented extant research, their own as well as scholarship from several other key scholars that illuminated pressing educational issues found to impact the Black community, especially in schooling contexts. A number of challenges related to environmental, familial, and social factors that resulted in various academic challenges were explored. Adding to the authenticity of the conversations were the emic experiences that many of these Deans had with the very communities in which their colleges, departments, and schools were located. As a starting point, data from the U.S. Department of Education’s National Assessment of Educational Progress (2012) was used as a baseline and a conversation starter to highlight the achievement levels of Black P-12 students in U.S. public schools. Figure 1 highlights data at three critical stages (Grades 4, 8 and 12) in the K-12 educational pipeline for this cohort.

Figure 1: Status of Black Students in Grades 4, 8 and 12 in Core Content Areas (In Percent)



Source: U.S. Department of Education, National Assessment of Educational Progress (2012)

Figure 1 above highlights the sense of urgency that was established among the group specifically related to the improvement of academic outcomes for Black students. Figure 1 highlighted across grade levels (4, 8 and 12) and content areas (math, reading and science) that

more than 80% percent of Black students fall below the ‘at proficient’ category in each grade level and content area. The data from Figure 1 and this report not only served as the organizing center for the Think Tank discussion, but also the major impetus for this convening group.

### Key Issues

HBCU CDSE Deans were concerned about the long-term impact of these achievement level disparities that are highlighted in Figure 1. A main concern they articulated concerned the long-term sustainability of the Black community given the widespread disparities found to exist across these core content areas. The participating Deans also highlighted two (2) key issues that they perceived warranted further exploration: (1) the Black male dropout rate and (2) the number of Black teachers in U.S. schools.

### Black Male Dropout Rate

The extant literature highlights the decline of Black male high school drop outs over the last decade; however, when viewed from an aggregate perspective, this phenomenon constitutes a major problem. This reduction in drop out rates is counter to conventional wisdom and societal stereotypes that the problem is continuing to worsen. Counter to this narrative, Black males have enrolled over the last several years in colleges and universities at higher levels than any other time in U.S. history (Toldson & Lewis, 2012). According to the National Center for Education Statistics (2012), 24% of Black males ages 16-24 in the U.S. enrolled in and completed college and eleven percent (11%) dropped out of high school (which is down from 20% in 2000). Additional details on the status of Black males are found in Table 2 and Table 3:

Table 1: Key Indicators for Black Males over the Last Decade

	2000	2010
HS Graduation Rate	76.6%	81.7%
<b>Dropout Rate</b>	<b>15.3%</b>	<b>11.0%</b>
College Enrollment	5.2%	6.9%
Incarcerated (18-24 yrs. Old)	8.3%	6.2%
College by Numbers	815,000	1,444,979

Source: Toldson & Morton, 2012

Another particularly troubling challenge affecting the Black Male Dropout rate is the overall academic experience for these students in US schools. As the literature shows (Bonner, 2010), one of the most controversial issues affecting minority students, and especially Black males, is their disproportionate representation in special education, including gifted and talented education. As the Deans also highlighted, these concerns affect many educators and are considered to be part of the complex and interlocking set of factors that affect the Black male dropout rate.

### Shortage of Black Teachers

The participating HBCU CDSE Deans were also concerned that the shortage of Black teachers in our nation’s teaching force were the result of a plethora of factors that have systematically reduced their presence in urban schools. These participants noted strong feelings that this shortage was another prominent issue that impacted the education of Black students and students from other races as well. Table 2 highlights the demographic composition of the U.S. teaching force in comparison to the representation of the student population by race. These data reveal that Black teachers, particularly Black male teachers are substantially underrepresented among the teaching ranks. HBCU CDSE Deans hypothesized that the mismatch between the teaching and student population could be one of the primary reasons that the field of education has witnessed a decline in the academic outcomes of Black students.



Table 2: Student and Teacher Demographic Percentages in U.S. Public Schools

Race and Gender	Student %	Teacher %
Asian Males	2.17%	0.46%
Asian Females	2.09%	1.89%
Latino Males	10.19%	1.57%
Latino Females	10.32%	5.81%
Black Males	7.39%	1.81%
Black Females	7.04%	7.74%
White Males	29.15%	16.40%
White Females	27.38%	63.02%

Source: U.S. Teacher Workforce in Comparison to U.S. Student Population by race.  
U.S. Census, American Community Survey (2009) as cited in Toldson & Lewis (2012)

## Production of Teachers

One of the primary objectives of the participants in the HBCU Think Tank was to strategize on how CDSEs across these participating HBCUs can maintain their historical legacies as the top producers of Black teachers for the nation's K-12 public schools. While HBCUs have done more than a stellar job in producing Black teachers, Figure 5 highlights that predominately White institutions (PWI) institutions are becoming serious contenders among the nation's top producers of Black teachers from their teacher preparation programs. While PWIs have made gains at the undergraduate level in the production of Black teachers, HBCUs still hold 10 of the top 20 slots in the graduation of Black teachers from their teacher preparation programs at the undergraduate level. Table 3 highlights the top 20 undergraduate programs in the field of education based on the production of Black teachers during the 2010-2011 school years.

Based on this data, we find that ten (10) HBCUs are in the top twenty (20) producers of African Americans that complete programs at the undergraduate level in education. Notably, deans from six of the top 10 schools were active participants in the Think Tank. It is also important to note that it is more likely that a person with a degree in education will actually

pursue a career in education because they are usually state-certified upon graduation. For the HBCU SCDEs, this production is still stellar given the uneven distribution of resources across different institutional types. However, an emerging trend is occurring that more Predominately White Institutions (PWIs) have become significant producers of African American graduates from the undergraduate level. As a result, we must continue to strengthen the HBCUs to remain competitive in the production of graduates at this level. Next, the HBCU SCDE Deans were interested in data on the production of Black teachers at the Master's level.



*Table 3: Top 20 Undergraduate Education Programs by African American Graduation Production*

Rank	Institution	State	Men	Women	2010-2011 total
1	Ashford University	IA	5	208	213
2	Southern Illinois University Carbondale	IL	75	72	147
3	Jackson State University **#	MS	24	112	136
4	Albany State University**#	GA	32	91	123
5	Alabama State University**	AL	29	67	96
6	Virginia State University**#	VA	51	39	90
7	Mississippi State University	MS	30	58	88
8	Alabama A&M University**#	AL	31	54	85
9	Georgia State University	GA	16	68	84
10	Mississippi Valley State University**	MS	16	65	81
11	University of Memphis	TN	8	67	75
12	CUNY Brooklyn College	NY	10	65	75
13	Valdosta State University	GA	19	53	72
14	Florida A&M Univesity**	FL	22	47	69
15	Fayetteville State University**#	NC	8	59	67
16	University of Central Florida	FL	20	43	63
17	Bethune-Cookman University**	FL	18	45	63
18	University of Maryland – College Park	MD	9	45	54
19	Kennesaw State University	GA	12	41	53
20	South Carolina State University**	SC	26	27	53

Source: U.S. Department of Education (2011)

\*\*Indicates Historically Black College and University (HBCU)

# Participant in the Rutgers HBCU Dean's Think Tank

*Table 4: Top 20 Master's of Education Programs by African American Graduation Production*

Rank	Institution	State	Men	Women	2010-2011 total
1	Univeristy of Phoenix – Online Campus	AZ	173	857	1030
2	Walden University	MN	69	377	446
3	University of West Alabama	AL	44	331	375
4	Cambridge College	MA	74	267	341
5	Nova Southeastern University	FL	55	275	330
6	Grand Canyon University	AZ	48	279	327
7	Ashford University	IA	45	267	312
8	Lamar University	TX	50	172	222
9	Touro College	NY	23	133	156
10	Concordia University-Chicago	IL	25	161	186
11	Capella University	MN	29	152	181
12	CUNY Brooklyn College	NY	23	133	156
13	Troy University	AL	21	125	146
14	National Louis University	IL	39	107	146
15	Alabama State University**#	AL	34	108	142
16	Concordia University- Texas	TX	21	118	139
17	Jackson State University**#	MS	37	98	135
18	National University	CA	40	95	135
19	Prairie View A&M University**	TX	40	93	133
20	Central Michigan University	MI	19	109	128

Source: U.S. Department of Education (2011)

\*\*Indicates Historically Black College and University (HBCU)

# Participant in the Rutgers HBCU Dean's Think Tank

Table 4 highlights a trend that is very important for HBCU SCDEs and for anyone concerned with the overall viability and future sustainability and success of HBCUs. It is at this level where we see a noticeable decline in the production of Black teachers that are prepared at the Master's level. Historically, many HBCUs were the leaders in this category. However, data reveals in Table 4 that HBCU SCDEs only hold three of the top 20 slots in the production of Black teachers that are produced at the Master's level. Two of these schools were represented at the Think Tank. Additionally, it is important for HBCU SCDEs to understand the trends that more Black students at the Master's level are choosing education programs that have a heavier on-line presence. This trend may be due to the fact that the conveniences of on-line offerings work much better with the schedules of the primary population of HBCU CDSEs.

The literature on the academic and social experiences of Black students at Historically Black Colleges and Universities has grown substantially over the past few decades. Literature specific to Black graduate students at these institutions however, remains scant. As the Deans pointed out, the Think Tank provided a good opportunity to discuss this problem with the intent of understanding gaps and opportunities for growth for Black graduate students at HBCUs especially in the field of education and teacher preparation more specifically.



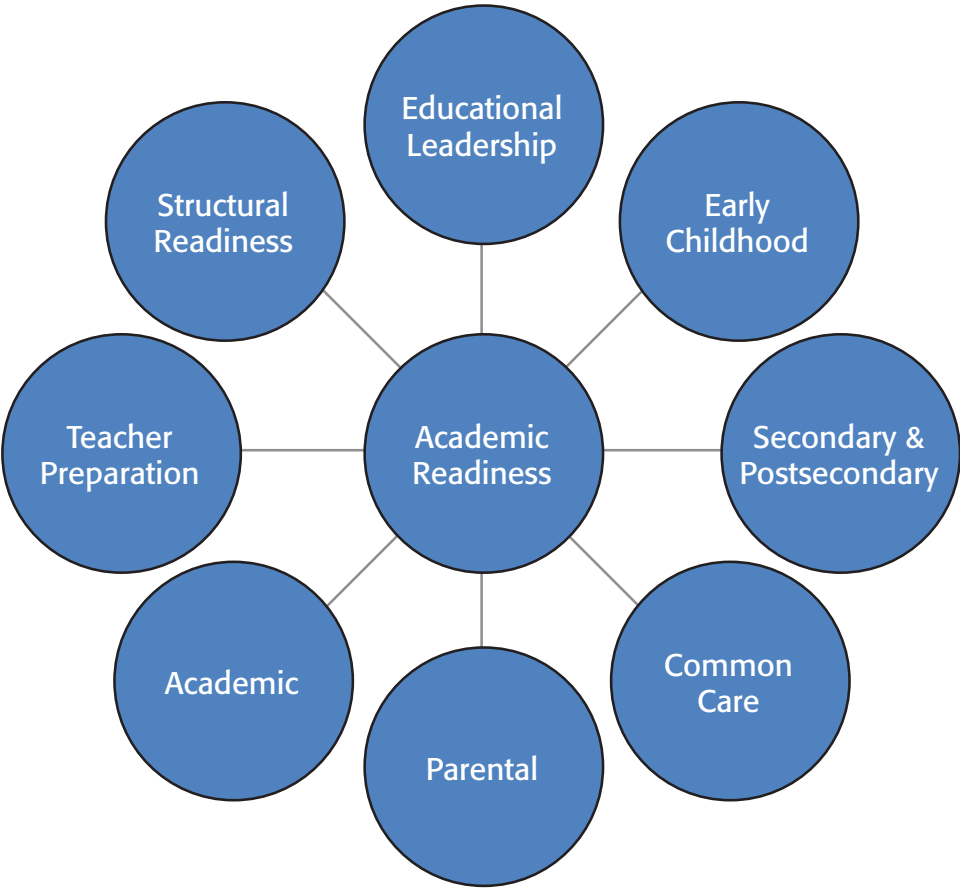
## Summary

In sum, data in Figure 1 and Table 1 are a few of the core reasons why HBCU CDSE Deans are growing concerned about the plight of Black students in K-12 educational settings. Academic outcomes, dropout rates from secondary schools and high school completion rates are at levels that mark a sense of urgency for HBCUs, particularly CDSEs. Additionally, their standing as the nation's top producers of Black teachers is starting to be challenged by PWIs, particularly at the Master's level. The most noticeable trend the data reveals is that Black students in education are not enrolling in HBCUs at the same rates as in previous decades thus negatively impacting the matriculation and production of this cohort in the nation's teaching force.

# Central Issues: Divining a Conceptual Model

The deans dialogued about where their respective Colleges of Education should focus future efforts and used as an outcome of their discussions, the identification of what they perceived to be Black education’s most critical concern: Academic Readiness. In Figure 2, the following areas were uncovered during their brainstorming and dialoguing session as essential elements that must be in place to support student academic readiness: (a) early childhood education; (b) secondary to postsecondary transition programming; (c) preparation in common core standards areas; (d) parental involvement; (e) academic enrichment; (f) teacher preparation; (g) structural readiness, and (h) educational leadership. While these areas are key, HBCU CDSE Deans pledged to work within and across institutions to build capacity in these areas.

Figure 2: HBCU SCDE Deans Conceptual Model of Key Indicators of Academic Readiness



## Early Childhood Education

The area of early childhood education was noted as a primary area of concern. While not all HBCU CDSEs have programmatic offerings in this area, participating Deans highlighted this component as the primary area where the gap in academic outcomes usually originate. As a result, a key question for participating Deans was how do they draw from the knowledge base and resources of the HBCUs that have programmatic offerings in this area to make improvement in schools and school districts particularly for Black students? Additionally, Deans were particularly interested in drawing upon best practices in research to assist in the improvement in this area.

## Common Core Standards

During the Think Tank, the deans each elaborated on the impact of Common Core standards on the educators from their respective programs. The facilitators and Deans agreed that curricular offerings in K-12 settings are now exclusively focused on meeting these newly implemented standards. Today, more than 90% of the states, the District of Columbia and the US Virgin Islands have adopted the Common Core State Standards (CCSS) (McLaughlin & Overturf, 2012). The standards are multifaceted and using them is a complex task so a common issue for these HBCU SCDE Deans was centered on the professional development of their faculty to adequately prepare students in their programs who will ultimately become intimately involved with using and implementing lessons using these standards. This will require a comprehensive effort which will demand a myriad of professional development opportunities in order to ensure faculty and future teachers are prepared to meet the challenges of implementing and best utilizing the CCSS.

## Secondary to Postsecondary Transition

There are notable differences in the transition experiences of Black and White students, particularly as it relates to adjustment and college success (D'Augelli & Hershberger, 1993; Eimers & Pike, 1997; Fischer, 2007; Nettles, 1991; Spenner, Buchmann, & Landerman, 2005) During the Think Tank, HBCU CDSE Deans were very familiar with the scholarly literature highlighting the fact that Black students are struggling with their academic preparedness particularly



around the area of transition from secondary to postsecondary settings. Given the challenges, participating Deans reported that they would recommend that a Best Practices conference, particularly for HBCU CDSEs be developed annually to highlight what is working in this area, particularly for Black students.

## Parental Involvement

Family/Parent involvement, according to Larocque, Kleiman and Darling (2011) is often defined as a parental/caregiver investment in their children's education. The value of parental involvement is widely accepted, yet participation is difficult to achieve. Regardless of social or educational background, parent involvement is important for learning (Dauber & Epstein, 1993; Darling & Lee, 2003) and student success. Parental involvement, particularly for Black students, is an important form of social capital which supports their transition from secondary to postsecondary education (Kim & Schneider, 2005; Mounts, Valentiner, Anderson, & Boswell, 2006). While much of the research on parental involvement and its relationship to student

achievement focuses on educating children, the deans suggested that the consequences of this early involvement were far reaching and had the potential to affect even college level student achievement. To address the issue of addressing the academic readiness issue and even the achievement gap in general, HBCU CDSE Deans noted that it was a primary task of their respective universities to start to lead the way in assisting parents in the Black community to become more involved in their children's education. As a result, participating Deans discussed strategies on conducting community outreach forums to have the most impact in the areas



that they serve. Additionally, they discussed how to structure parent information sessions designed to offer support in navigating the educational system. Another area of concern related to the design and delivery of professional development opportunities for educators. While parental involvement research (Larocque, Kleiman & Darling, 2011) highlights participation

activities (volunteering at school, helping children with homework, attending school functions, visiting classrooms etc.), the Deans suggested that specific professional development opportunities should be made available for P-20 educators (possibly by Colleges of Education) specifically tailored to help engage Black parents.

## Academic Enrichment

This area is focused on providing additional opportunities for Black students to have the opportunity to learn outside of the normal classroom instructional time. Participating deans noted that more should be done from their respective CDSEs to provide students with opportunities on the university campus on evenings and weekends for programs that increase academic capacity in core subject areas. Enrichment programs have the potential to provide academic as well as social benefits that can help support Black students as they matriculate through college.

## Teacher Preparation Efforts

As one of the traditional strengths of HBCUs, all Deans agreed that teacher preparation can and must be strengthened if improvements in academic outcomes will occur for Black students. Each university represented at this inaugural Think Tank has strength in a certain area of teacher preparation. These universities agreed to draw on the strengths of each institution to form a consortium focused on high quality teacher preparation. This is highly important in the future given the fact that production of Black teachers in HBCU SCDEs is starting to decrease and students are exploring options at other institutions.

## Structural Readiness

A major outcome of this meeting was the fact that HBCU SCDE participating Deans noted that it was necessary that their respective CDSEs must work to build the capacity of local K-12 schools to have the necessary resources and courses to have Black students college and career ready. It was noted that the improvement of after-school programs via these partnerships were important for the facilitation of bringing more community partners to the table to assist in the educational process. As a result, Deans noted that action plans were a priority in this area to better serve students within proximity to their respective campuses.

## Educational Leadership

HBCU CDSE participating Deans highlighted that their universities must do a better job in preparing highly effective 21st century leaders for urban schools. Additionally, one area of growth was in the area of preparing leaders to be effective in urban charter schools. The rationale is that charter schools are educating a large number of Black students and many of these schools are not improving academic outcomes. As a result, the preparation of effective leaders in these schools is very important.

## Major Issues

During the HBCU Dean’s Think Tank, participants noted several major issues that are currently making the goals of HBCU CDSEs increasingly difficult to obtain in these tough economic times. The primary goal of producing graduates that can have a positive impact on Academic Readiness of Black students, particularly Black students in our nation’s K-12 public schools is a central issue for each participating HBCU SCDE Dean. As a major outcome of the gathering, HBCU SCDE Deans highlighted four main areas where challenges have been consistent to occur to support the ongoing vitality of HBCUs. They are as follows: (1) fiduciary challenges; (2) faculty/administration challenges; (3) student challenges and (4) programmatic/curricular challenges.

## Fiduciary Challenges

Participants in the Dean’s Think Tank noted that fiduciary/financial challenges were at the forefront of their ability (or inability) to be able to carry out their respective missions. Table 5 highlights a few of the key challenges in this category for HBCU SCDEs.

*Table 5: Key Fiduciary Challenges across participating HBCUs*

Key Fiduciary Challenges across HBCUs
State and Federal Funding Allocations for Operating Budgets
Financial Aid Cuts
State’s Economic Downturn
Merging of HBCUs by State Legislators
Decreased Public/Alumni Financial Support
Lack of Investment in HBCUs by State Boards of Higher Education (no longer a priority)

Table 5 reports the key fiduciary challenges across participating HBCU SCDEs. Participating Deans have noted that state and federal funding allocations for operating budgets have been cut exponentially over the past few years. As a result, the delivery of quality programs have been quite challenging and the result has been diminished course offerings and programs. Additionally, financial aid cuts have also impacted student enrollment of students in the SCDEs. In most cases, over 80% of students in HBCUs are dependent upon financial aid to attend their respective universities. This drop in student enrollment has also impacted operating budgets with per pupil expenditures from state and federal agencies.

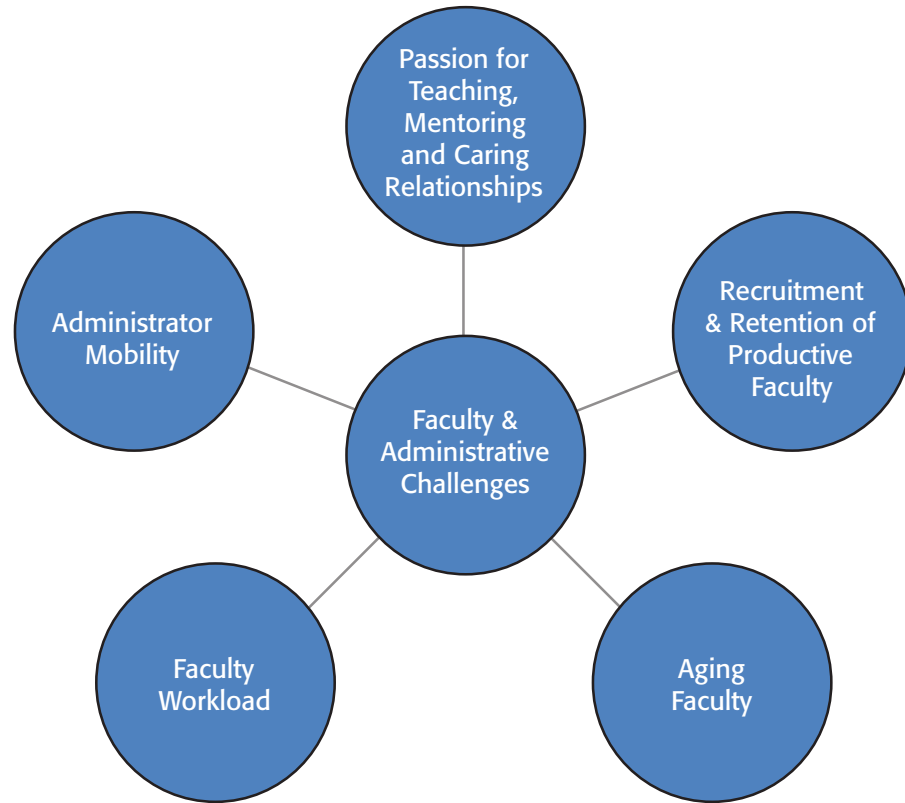
Another key aspect of these fiduciary challenges has been directly tied to the economic conditions at the state level of each of the public universities. In many of the states represented by these respective universities, a lack of investment in teacher preparation constitutes a fertile ground for budget cuts is the area of higher education as it is the least protected in many state financial allocations. As a result, many of these universities have tried to make efforts to reach out to the public and their respective alumni; however, the financial support has been at best, very minimal. As a result, HBCU SCDE Deans have attempted to envision how their respective units will look in the future with the minimal financial support to provide academic programming for students.



## Faculty/Administration Challenges

Figure 3 highlights the multitude of challenges that HBCU CDSE Deans identified surrounding the issues of faculty and administration. These issues passion for teaching/mentoring/caring relationships; recruitment/retention of highly qualified faculty; aging faculty; faculty workload; and administrator mobility are of the utmost importance that should be addressed in the future. Below, we provide greater details inside each of these themes.

*Figure 3: Faculty/Administrator Challenges in HBCU CDSEs*



### **Passion for Teaching/Mentoring/Caring/Relationships**

This theme among HBCU Deans was that their current faculty are highly committed and caring individuals. These faculty members continue to build upon the great mission of building quality relationships with students in the program. Additionally, these data highlight that based on these relationships and nurturing, students are allowed to be in an environment that fosters their growth.

### **Recruitment/Retention of Highly Productive Faculty**

This category highlighted the frustration of HBCU CDSE Deans because of their inability to actively recruit the most highly productive faculty in education fields based on their economic situations at their respective universities. This inability to recruit the best talent has led to ripple

effects in other areas (i.e., student recruitment, grant procurement, research productivity, etc.). In the area of retention, HBCU CDSEs have also lost ground. For those faculty who have been highly productive, other institutions seek to 'recruit' the best talent and offer more resources in the area of salary, funds to support research and a variety of other activities as well. As a result, Deans reported that their respective universities are not in a good position financially to recruit and retain the best talent (particularly Black faculty) to work with their students.

## Aging Faculty

HBCU SCDE Deans reported that the average age of their faculty is a major concern at each institution. While the experience these senior faculty bring are admirable; retirement is in the immediate future for many in this group. As a result, HBCU CDSE Deans are noting that in the next 3-5 years, they are going to be left with a major void in the faculty ranks.

## Faculty Workload

Deans have noted in this forum that given the traditional missions of their universities, faculty have to spend a great deal of their time on teaching and advising activities. While this is beneficial to current students on having access to faculty, it also hinders faculty from having time to develop new empirical research and pursue extramural funding. This issue is important because like most PWIs and schools with an abundance of resources; they are not in a position to hire clinical faculty strictly for teaching purposes while allowing their research faculty the opportunities to solely focus on their grants and research agendas.

## Administrator Mobility

Another major issue that continues to hinder HBCU CDSEs from reaching their full potential is the rate of administrator turnover. Whether due to new opportunities, demotion, financial mismanagement or other issues, participating Deans have noted that this as a major issue that needs to be addressed across all HBCUs.

## Student Challenges

The second major challenge for HBCU CDSE Deans is the academic preparedness of college students that enter their respective universities. In many cases, the time of matriculation for students entering their universities is now much longer due to the fact that many students are underprepared for postsecondary coursework given their achievement levels in elementary and secondary settings. As a result, these students have to take the majority of their first year

of collegiate coursework in remedial classes. Table 6 underscores the main themes highlighted by HBCU CDSE Deans during the Think Tank.

Table 6: HBCU SCDE Deans challenges with student preparedness

Students	
K-12 Issues	High School Dropout Rate for Black Males Community/Family Challenges Lack of College Readiness Lack of Student Motivation
Higher Education Issues	Low Enrollment Student Retention/Time to Graduation (Graduation Rate)  Few Black males pursuing the field of education as undergraduates

According to Figure 6, participating Deans categorized challenges with the student population into two main categories: (a) K-12 and (b) Higher Education. In the area of K-12 education, the primary challenges were focused on trying to find solutions to the high dropout rate for Black males and the roles that CDSEs should play in that process. Also, a focus on partnering with schools to address the lack of college readiness and student motivation to improve academic outcomes for Black students was also cited as an area of high importance. Finally, Deans highlighted that would welcome further discussions on partnering across institutions to address the various community/family challenges that inhibit Black students from achieving the maximum potential in the school district.

## Programmatic/Curricular Issues

HBCU Dean Think Tank participants noted that when exploring successes/challenges at their respective institutions, there was a sentiment among the group that a number of programmatic/curricular issues emerged that potentially impact the effective delivery of a high quality education to their students and other constituents. Table 7 highlights a few of these issues and the strengths and challenges in each area.

Table 7: Programmatic/Curricular Challenges

Programmatic/Curricular Areas	Challenges
NCATE Accreditation	<p>Increase in accreditation demands that require additional financial resources</p> <p>Threaten the future sustainability of educational programs</p> <p>Low student enrollment</p>
PRAXIS Examination	<p>Pass rates for current students is a concern</p> <p>Only standardized measure used to determine teacher candidates success in program</p> <p>Gatekeeper for graduates that enter teaching profession</p>
Prioritizing of Academic Programs	<p>Budget cuts and low enrollment for academic programs to be eliminated or downsized</p> <p>New pressures from State Departments of Education on the identification of high quality programs</p>
Lack of Collaboration with Other Institutions	<p>Minimal academic agreements and partnerships with other HBCUs and/or PWIs</p> <p>Limited Study Abroad Opportunities for Education Students</p>

NCATE

HBCU participating College of Education deans noted that NCATE accreditation ranks amongst the highest of the current challenges they face on a daily basis. Given the importance of accreditation for academic programs and future opportunities for students; NCATE remains

high-stakes for Colleges of Education at each of the participating HBCUs. Deans noted that federal and state budget cuts have been a major impediment to their ability currently and well into the future to maintain their accreditation. This area has impacted student enrollment to levels that threaten the future of academic programs.

## Prioritizing of Academic Programs

HBCU participating College of Education Deans noted in this forum that they are now having to make tough decisions among their academic program offerings. For example, in these tough economic times, decisions have to be made on which academic programs will remain in place and ultimately the programs that will be eliminated. These participants noted that with these types of decisions in the future will have a long-lasting impact on the future delivery of academic programs in HBCU Colleges of Education.

## Collaboration with Other Institutions

A major challenge for many HBCUs, particularly in the area of education, has been the lack of collaboration with other HBCUs, PWIs and other external entities that provide academic opportunities for HBCU College of education students. For example, these types of collaborations

with educational entities in the U.S. and abroad can provide opportunities to gain global experiences to enhance their educational experiences. Additionally, Deans noted the options to build partnerships with PWIs are needed to provide their students with options to pursue Master's or Doctoral programs if they are currently not being offered at the originating HBCU. Deans noted that these types of opportunities would be welcomed in the future.



# Conclusion

The inaugural convening of HBCU Deans from the following institutions (Clark Atlanta University, Texas Southern University, Howard University, Fayetteville State University, Virginia Union University, Virginia State University, Jackson State University, Alabama State University, Alabama A&M University, Albany State University) is the start of a series of ongoing discussions to build upon the strong foundations that have been laid since the late 1800s at many of these institutions. Given the vision of Dr. Fred A. Bonner, III (Samuel DeWitt Proctor Chair in Education at Rutgers University) of Promoting Potential via Partnerships, this Think Tank was well-received by each of the participating Deans. This gathering has galvanized this cohort to work collaboratively on future initiatives. As an example, the Deans will be moving forward with the following initiatives:

- Presentation session scheduled for the 2014 American Association of Blacks in Higher Education (AABHE) National Conference
- Presentation scheduled for the 2013 American Educational Research Association (AERA) National Conference
- Book project slated for 2014

The feedback has also provided an opportunity for these Deans to truly explore issues that are of importance to the future of their universities. As a result of the feedback, the following recommendations are provided of moving forward:

- Establishing research agendas on the successes/challenges of Colleges of Education (COEs) in HBCUs
- Generate research and policy initiatives related to academic readiness of Black students
- Focus research and galvanize efforts on the topic of Common Core Standards and the impact on Black students
- Generate more scholarship in the areas of standardized testing and the impact on Black Students
- Focus initiatives and research on college and career readiness
- Emphasize and re-engage efforts to promote early childhood education
- Explore opportunities to enhance parental involvement
- Identify opportunities for providing academic enrichment
- Focus on effective teacher preparation
- Identify essential areas of focus regarding structural readiness
- Provide more effective and culturally specific training in educational leadership for those in educational settings with high percentages of Black students
- COE address faculty/administrative challenges
- Seek viable solutions to ameliorate fiduciary challenges in HBCU COEs
- Enhance teacher preparation programs
- Expand programmatic/curricular offerings

# Think Tank Creator



**Dr. Fred A. Bonner II**

## Dr. Fred A. Bonner II

Dr. Fred A. Bonner II is Professor and the Samuel DeWitt Proctor Endowed Chair in Education at the Graduate School of Education at Rutgers University, The State University of New Jersey. Prior to his new appointment, he was Professor of Higher Education Administration in the Educational Administration and Human Resource Development Department at Texas A&M University—College Station. He earned a B.A. Degree in Chemistry from the University of North Texas, an M.S. Ed. in Curriculum & Instruction from Baylor University, and an Ed.D. in Higher Education Administration & College Teaching from the University of Arkansas-Fayetteville.

Bonner's work has been featured both nationally and internationally; he has been the recipient of numerous awards including the American Association for Higher Education Black Caucus Dissertation Award and the Educational Leadership, Counseling, and Foundation's Dissertation of the Year Award from the University Of Arkansas College Of Education. In 2010, Dr. Bonner was awarded the 2010 Extraordinary Service Award from the Texas A&M University College of Education and Human Development, College Station, Texas and the 2010 Faculty Member of the Year, Texas A&M University Student Affairs Administration in Higher Education (SAAHE) Cohort, College Station, Texas. He has been elected to membership of several National Honor Societies.

Throughout his career, his work has consistently been centered on *microcultural* populations developing attitudes, motivations, and strategies to survive in *macrocultural* settings. This social justice philosophy has led him to publish numerous articles, books and book chapters related to: academically gifted African American male college students in varying postsecondary contexts (Historically Black Colleges and Universities, Predominantly White Institutions, and Community Colleges); teaching in the multicultural college classroom; diversity issues in student affairs; diverse millennial students in college; success factors influencing the retention of students of color in higher education and in the Science, Technology, Engineering and Mathematics (STEM) fields in particular; and faculty of color in predominantly White institutions (PWIs).

Bonner has completed three summers as a research fellow with the Yale University Psychology Department (PACE Center) focusing on issues that impact academically gifted African American male college students. Bonner has completed a book that highlights the experiences of postsecondary gifted African American male undergraduates in predominantly White and Historically Black college contexts (Academically Gifted African American Male College

Students). Bonner spent the 2005-2006 year as an American Council on Education (ACE) Fellow in the Office of the President at Old Dominion University in Norfolk, Virginia. His new book "Diverse Millennial Students in College" was released fall 2011.

Among his many professional service-oriented activities, Dr. Bonner serves in different editorial capacities for various journals; he is the Vice President for Research for the American Association of Blacks in Higher Education (AABHE), leading the effort to enhance and increase the professional research, scholarship, and publishing opportunities for the members of that organization. His work and philosophy ties directly into the vision he has for the Samuel Dewitt Proctor Chair in Education position in which his aim will be to promote potential through campus, local, national, and global community partnerships.

# Think Tank Facilitators



**James Earl Davis**

## James Earl Davis

James Earl Davis is Interim Dean of the College of Education at Temple University. He is a professor in higher education and former chair in the Department of Educational Leadership and Policy Studies.

Professor Davis earned a B.A. in sociology from Morehouse College, a Ph.D. from Cornell University, and completed a postdoctoral fellowship in the Division of Education Policy at the Educational Testing Service, Princeton, NJ. His research focuses on gender based educational policy, issues of equity and access in higher education, urban school reform, and gender and cultural studies. Specifically, Professor Davis has investigated social contexts of learning, including various school settings with a concern for how gender and race are related to students' achievement and engagement, particularly Black boys and young men.

His work has appeared in numerous academic journals, including the *Gender & Society*, *Urban Education*, *Youth & Society*, *American Journal of Evaluation*, *Review of Research in Education*, and *Educational Researcher*. He is co-author of *African American Males in School and Society: Policies and Practices for Effective Education* (Teacher College Press) and *Black Sons to Mothers: Compliments, Critiques, and Challenges for Cultural Workers in Education* (Peter Lang).

A former National Academy of Education/Spencer Foundation Postdoctoral Fellow, Professor Davis has been on the faculty at the University of Delaware and Cornell University. He has also served as a Visiting Scholar in the Institute for Research of Women and Gender at the University of Michigan and in the Center for Education Research at the University of Wisconsin-Madison. His work has been funded by the Spencer Foundation, National Science Foundation, Marcus Foundation, and the U.S. Department of Education. In the local community, Professor Davis is a board member of the YouthBuild Charter School, Public Citizens for Children and Youth, and the Germantown Friends School.



**Chance W. Lewis**

## Chance W. Lewis Ph.D.

Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor and Endowed Chair of Urban Education at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Executive Director of the University of North Carolina at Charlotte's Urban Education Collaborative which is publishing a new generation of research on improving urban schools.

## Academic Background

Dr. Lewis received his B.S. and M.Ed. in Business Education and Education Administration/Supervision from Southern University in Baton Rouge, Louisiana. Dr. Lewis completed his doctoral studies in Educational Leadership/Teacher Education from Colorado State University in Fort Collins, Colorado.

## Teaching Background

Dr. Lewis currently teaches graduate courses in the field of Urban Education at the University of North Carolina at Charlotte. His experiences span the range of K-12 and higher education. From 2006-2011, Dr. Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education in the College of Education at Texas A&M University. Additionally, he was the co-director of the Center for Urban School Partnerships. In 2001-2006, he served as an assistant professor of teacher education at Colorado State University. From 1994-1998, Dr. Lewis served as a Business Education teacher in East Baton Rouge Parish Schools (Baton Rouge, LA), where he earned Teacher of the Year honors in 1997.

## Research Background

Dr. Lewis has over 100 publications including 60+ refereed journal articles in some of the leading academic journals in the field of urban education. Additionally, he has received over \$4 million in external research funds. To date, Dr. Lewis has authored/co-authored/co-edited 8 books: *White Teachers/Diverse Classrooms: A Guide for Building Inclusive Schools, Eliminating Racism and Promoting High Expectations* (Stylus, 2006); *The Dilemmas of Being an African American Male in the New Millennium* (Infinity, 2008); *An Educator's Guide to Working with African American Students: Strategies for Promoting Academic Success* (Infinity, 2009); *Transforming Teacher Education: What Went Wrong with Teacher Training and How We Can Fix It* (Stylus, 2010); *White Teachers/Diverse classrooms: Creating Inclusive schools, Building on Students' Diversity and Providing True Educational Equity [2nd Ed.]* (Stylus, 2011); *African Americans in Urban Schools: Critical Issues and Solutions for Achievement* (Peter Lang, 2012) and *Yes We Can!: Improving Urban Schools through Innovative Educational Reform* (Information Age, 2011); *Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts* (Information Age, in press).

## Consulting Background

Dr. Lewis has provided consultative services (i.e., professional development and research services) to over 100 school districts and universities across the United States and Canada.

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**Cynthia A. Tyson**

## Cynthia A. Tyson

Cynthia A. Tyson, Ph.D. is a Professor in the School of Teaching and Learning at The Ohio State University where she teaches courses in Multicultural and Equity Studies in Education, Early Childhood Social Studies and Multicultural Children's Literature. Her research interests include inquiry into the social, historical, cultural, and global intersections of teaching, learning, and educational research. Her teaching, research and service commitments are rooted in these constructs as interrelated, theoretically mutually reinforcing, and fundamental to the study of multiculturalism and teaching for social justice.

She has presented numerous research papers at national and international meetings and conferences. She has published articles in *Educational Researcher*, *Theory and Research in Social Education*, *International Journal of Qualitative Research in Education*, *Journal of Literacy Research* and, other books and journals. She is the co-author of two books, *The Handbook of Social Studies Research* and *Charlotte Huck's Children's Literature-Briefly*. Her most recent work is an American Educational Research Association volume, *Studying Diversity in Teacher Education*.

She has won several awards over her career, The Social Science Educators Young Scholar Award and The Ohio State University College of Education Diversity Enhancement Award, to name a few and was recently awarded The American Educational Research Association's Mid-Career Award for her contributions to Teaching and Teacher Education.

Dr. Tyson's work is both national and internationally recognized. She has worked in the consulting capacity with universities, school districts, and learning communities across the nation, the United Kingdom, Mali, Ghana, and is currently collaborating with teachers and researchers on a project in Johannesburg, South Africa.

# Think Tank Participants

## Melanie Carter

*Howard University*

Dr. Melanie Carter currently serves as Senior Associate Dean for Academic Programs and Student Affairs and associate professor of Educational Administration and Policy at the Howard University School of Education. Appointed in 2007, Dr. Carter is responsible for the administrative oversight and daily management of the School's academic programs and student support services. From 2010-2011 while serving as Acting Dean, Dr. Carter led the School of Education through a university-wide academic renewal process that resulted in the approval of a new undergraduate program in urban elementary education.

From 1998-2007, Dr. Carter was a faculty member and chair (2004-2006) in the Department of Educational Leadership at Clark Atlanta University. In total, Dr. Carter has more than twenty-five years of combined experience as an administrator in academic affairs, student affairs, and as a faculty member having held appointments at five institutions including a small liberal arts college (Spelman), a medium-sized doctoral university (Clark Atlanta), a large private research universities (Howard), a land-grant research university (Ohio State), and a regional public university (Cleveland State). She has developed and implemented a vast array of programs designed to enhance academic success, improve professional effectiveness, and increase student retention

Dr. Carter is the recipient of numerous fellowship/research awards, including a Spencer Fellowship to serve as a scholar-in-residence at Emory University, and the Henry C. McBay Research Fellowship Award from the United Negro College Fund. Her publications have appeared in *Educational Researcher*, *the International Journal of Qualitative Studies in Education*, and the *National Association of Secondary School Principals Bulletin*. Dr. Carter's research focuses on the history of higher education institutions, specifically Black Colleges and pre-desegregation professional organizations. Her current research project includes a biography of President Emeritus of the Southern Education Foundation Elridge W. McMillan and a History of the Association of Colleges and Secondary Schools for Negroes.

A native of Springfield, Ohio Dr. Carter was educated in the city's public schools and earned a B.A. in English Literature and Language from Ohio University, a M.A. in English Education from Atlanta University, and a Ph.D. in Educational Policy and Leadership from The Ohio State University. In 2008, Dr. Carter completed the HERS Institute in Higher Education Leadership at Bryn Mawr College.



**Melanie Carter**



**Charlie Gibbons**

## Charlie Gibbons

*Alabama State University*

Dr. Charlie Gibbons is the Associate Dean in the College of Education at Alabama State University. Dr. Gibbons has scholarly and practical experiences across several disciplinary areas including history/political science, physical education, and health promotion. Among his many professional accomplishments is serving as both President and Vice President of the Health Division for the Alabama State Association for Health, Physical Education, Recreation and Dance (ASAHPERD). In addition, he has been recognized by the same organization as the recipient of both the Honor Award and the Ethnic Minority Award. Dr. Gibbons has been actively involved in critical research presentations and publications on topics including obesity, health risks among Black Americans, and weight loss. In 2010 he was the recipient of a \$650,000 grant from the Mid-South Resource Conservation and Developmental Council. His grant research was titled *Wii Can Fight Obesity*.



**Marshá T. Horton**

## Marshá T. Horton

*Virginia Union University*

Dr. Marshá T. Horton is the newly appointed Dean for the Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies. In that role, she is responsible for administrative leadership for the school in line with the mission and goals of the university and lead efforts to ensure compliance with university, state, regional, and national accreditation requirements and standards for the various departments and programs in the School relative to teacher education and psychology.

Formerly, she was the Regional Chair for Clinical Studies at Wilmington University in Delaware. As Chair she was responsible for administrative and program coordination tasks associated with clinical courses offered in Kent and Sussex Counties. She also served two terms as the Chair of Faculty Senate.

Prior to her tenure at Wilmington University, she was the Associate State Secretary of Assessments and Accountability for the Delaware Department of Education. In this position, she coordinated the design and implementation of the Delaware Student Testing Program, and the department's teacher certification and licensure responsibilities. She served on the Delaware Foundation for Science and Mathematics Education, National Reading Research Center National Advisory Board,

and the New Standards Project Literacy Advisory Panel. She was also the Co-Chair of the Reading Committee for the President's National Voluntary Reading Test.

She is a Consultant in the areas of assessment, accountability and public policy and in that role has worked with the U.S. Department of Education, the Council of Chief State School Officers, and Amtrak. She is currently a member of the Board of Directors for Sweet Briar College. Dr. Horton was named a Living the Legacy Honoree by the National Council of Negro Women and on two different occasions, was honored as an Outstanding Young Woman of America. She has presented at several national and international meetings and has authored numerous articles.

## Andrew Kanu

*Virginia State University*

Dr. Andrew Jarimeh Kanu, is a Professor at Virginia State University, and presently serving as the Dean of the School of Liberal Arts and Education. He was formerly chairperson of the Health, Physical Education Department. Dr. Kanu's education profile includes degrees in chemistry and biology; public health; and health and public safety. He has completed postgraduate studies at both Oxford and Harvard University. His areas of professional interest include: Program planning and evaluation, NCATE/AHHE accreditation, higher education leadership, minority health, and minority health disparities. Dr. Kanu is a native of Sierra León, West Africa, and has made the USA his home. He is the proud father of two children, Andrew and Nancy, and he is married to Caroline Kanu.



**Andrew Kanu**

## Kimberly King-Jupiter

*Albany State University*

Kimberly L. King-Jupiter, Ph.D. is Dean of the College of Education and Associate Professor in Counseling and Educational Leadership at Albany State University in Albany, Georgia. She received her Ph.D. in History, Philosophy and Policy Studies with concentrations in International Comparative Education and Higher Education Administration in 1998 and an M.S. in Higher Education Administration in 1993 from Indiana University-Bloomington. She is also an alumnus of Grinnell College, Grinnell, Iowa. She teaches courses in educational foundations, education in global contexts, diversity, research methodology and qualitative research. Her research interests



**Kimberly  
King-Jupiter**

include examinations of the relationship between educational equity and race, class and gender in K-12 and higher education settings. Her current projects involve collaboration with an African-based non-government organization to develop and deliver professional development opportunities to improve scholarly engagement for African-based researchers; and, a meta-analysis of scholarship on the experiences of HBCUs. In pursuit of her research interests, she has traveled to South Africa, Egypt, Cuba, and more recently Tunisia.

She is co-editor of a special issue of *Journal of Thought*, *Apartheid No More: Case Studies of Southern African Universities in the Process of Transformation*, and she has authored a number of articles and book chapters.

She is currently affiliated with the following professional associations: Sisters of the Academy Institute, the American Association of Colleges for Teacher Education, the Comparative and International Education Society, the American Educational Research Association, the American Educational Studies Association, and, the Association for the Study of Higher Education.

### Personal

Dr. Kimberly King-Jupiter was born and raised in Gary, Indiana. She is the youngest of two children and was reared by her mother and maternal grandparents. As a first generation college student, she attributes her academic success to parents who stressed the importance of education and her involvement in the Purdue Upward Bound Program.

She is married to Mr. Vincent Jupiter, a native of New Orleans, LA. Together they have three children – Vincent Nehemiah (17), Bailey Alexandria (11), and Kiya Sanaa (7). They currently reside in Albany, Georgia.



**Leontye L. Lewis**

### Leontye L. Lewis

*Fayetteville State University*

Leontye L. Lewis is Professor and Dean of the School of Education at Fayetteville State University (FSU). Prior to her role at FSU she served as Director of the School of Education at Coppin State University in Baltimore, Maryland, where she was instrumental in leading the School to a successful NCATE and Maryland State Department of Education (MSDE) visit in spring 2007. Coppin secured continuing accreditation without any areas of improvement. Before serving as Director, Dr. Lewis served for three years as Chairperson for the Department of Curriculum and

Instruction. Earlier she served as Coordinator to the Elementary Education program, which is housed in the Department of Curriculum and instruction. Dr. Lewis served as advisor for graduate and undergraduate students in the field of education. She designed and taught courses at the undergraduate and graduate educational levels. She served on thesis committees. She also taught in the Jamaican and Baltimore City Public School Systems.

Dr. Lewis earned a Teaching Certificate from Church Teachers' College in Jamaica in 1982. In 1991 she graduated Summa Cum Laude and valedictorian from Coppin State College where she earned her Bachelor of Science degree in Elementary Education. She earned a Master of Education Degree in Curriculum and Instruction from Bowling Green State University in Ohio in 1993. Dr. Lewis earned a second Master's degree in Teaching and Learning in 1995 from Harvard University. She earned her Doctorate of Education degree from Harvard University in 1999 in Teaching, Curriculum, and Learning Environments.

Among her many recognitions and awards, Dr. Lewis has received the Outstanding Alumni/Presidential Award from NAFEO, Outstanding Administrator and Faculty Awards from Coppin State University, and was nominated for the NAFEO Noble Prize.

## Curtis E. Martin

*Alabama A&M University*

Dr. Curtis E. Martin is the Dean in the College of Education at Alabama A&M University. Dr. Martin has extensive background experiences in higher education administration, holding posts at Fort Valley State University, Hampton University, and Paine College. His scholarship is positioned at the intersection of cultural diversity, standards-based reform, and teacher education. He has been actively involved in supporting doctoral students through his participation on numerous dissertation committees. Dr. Martin has served as member in several professional organizations: American Association of Colleges of Teacher Education, American Alliance for Health, Physical Education, Recreation, and Dance. He has participated in a number of accreditation activities and served on several state and national boards. Dr. Martin has secured in excess of \$600,000 in extramural funding from agencies including the National Science Foundation (NSF) and the Kellogg Foundation. Dr. Martin has received several awards for teaching excellence and was selected in 2002 as a Nissan ETS Fellow.



**Curtis E. Martin**



**Lillian Poats**

## Lillian Poats

*Texas Southern University*

Dr. Lillian Poats is the Dean of the College of Education at Texas Southern University and Director of Certification for the College of Education. Poats earned a Bachelors Degree in Secondary Education from Purdue University. She also holds a Masters Degree in Counseling and the Doctorate in Higher Education Administration from Texas Southern University.

As a faculty member in the Department of Educational Administration and Foundations at Texas Southern University she teaches courses in the social and cultural foundations of education and advises graduate students. She currently serves as Chairperson of the Rank, Tenure and Promotions Committee for the College of Education. Prior to coming to Texas Southern University, Dr. Poats served as Director of Student Support at the University of Texas Medical School at Houston. Other positions in higher education include serving as Coordinator of Academic Advising at Purdue University Calumet Campus and serving as a Faculty Fellow in the U.S. Department of Defense-Pentagon Headquarters.

Poats holds memberships in the Texas Association of Certification Officers, Phi Delta Kappa and is a former chair of the American Association for Higher Education Black Caucus and member of the Board of Directors of the American Association for Higher Education (AAHE). She currently serves as Vice President for Administration of the American Association of Blacks in Higher Education (AABHE). In the community, she has served as a member of the Fort Bend County Child Welfare Board, Fort Bend Independent School District Diversity Advisory Board, and the Fort Bend Education Foundation Board where served as President.

Poats has numerous professional presentations and publications. Her publications include "Achieving Cultural Diversity: Meeting the Challenge" in *Diversity, Disunity and Campus Community*; Challenges for Women of Color in Historically Black Colleges and Universities" in *Women As School Executives: Voices and Visions*; "Working Collaboratively: Strategies for Success" in *Student Retention-Success Models In Higher Education*; "Cultural and Ethnic Diversity in Texas Schools: Implications for Leadership Effectiveness" in *Texas Public School Organization and Administration*; "Building a Village: The Impact of Connections on the Academic Success of Black Males" in *HBCUs Models of Success: Supporting Achievement and Retention of Black Males*; and "From Plessy v. Fergusson to Brown v. Board of Education and Back" in *Journal of the Center for Research on African American Women*. She has recently been actively involved in work focusing on the use of Critical Friends Groups (CFG) in higher education.

## Sean S. Warner

*Clark Atlanta University*

Sean S. Warner is the Dean of the School of Education of Clark Atlanta University. He was formerly the Dean of the College of Education at Grambling State University and the former Chairperson of the Department of Secondary Education and School Leadership at Norfolk State University. Recently he served on a panel with other Georgia deans of education discussing dropout prevention strategies and participated in an interview (alongside the Provost and a student from the School of Business) on WCLK. The program was titled *Preventing Another Troy Davis*. Some of his work has been published in the international journal *Multicultural Learning and Teaching* and he has recently been asked to contribute to two book projects on education. Warner is a pragmatist who believes in transformative educational experiences and innovative thinking.



**Sean S. Warner**

## Daniel Watkins

*Jackson State University*

Daniel Watkins is responsible for the academic services rendered to teacher candidates, school leaders, and other school related personnel. He is committed to producing quality teachers who are versatile and equip to reach all students regardless of their rate of learning. Dr. Watkins is the driving force behind the COEHD's effort to connect with cutting edge endeavors with Educational Testing Service, Teachers for a New Era, and The Renaissance Group. He has laid the foundation in the COEHD to implement strategies and research along with P-12 on dropout prevention, literacy and wellness.

Dr. Watkins earned his Ph.D. from Jackson State University with leadership credits from the United States School of the Air Force, Millsaps, University of Southern Mississippi and Harvard. He is a noted educational practitioner with expertise in Educational Leadership and teacher certification. Dr. Watkins has served as teacher, assistant principal, principal, superintendent, director of teacher education, interim dean, and presently dean of the College of Education and Human Development.



**Daniel Watkins**

## About the Samuel DeWitt Proctor Chair in Education

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The late Dr. Samuel DeWitt Proctor served as a member of the Rutgers University faculty for 15 years, including appointments on the faculty of the Graduate School of Education, as the first incumbent of the Martin Luther King Jr. Chair, and as a visiting Professor in the Department of Africana Studies. Dr. Proctor was the first African-American faculty member at both the school and the university to have an endowed professorship named for him. Dr. Proctor served as President of Virginia Union and North Carolina A&T Universities, Pastor of the Abyssinian Baptist Church of New York, on the governing boards of the United Negro College Fund, National Urban League, Harvard Divinity School and in the Peace Corps before coming to Rutgers. This chair was established in honor of Dr. Proctor's career at Rutgers, marked by excellence and leadership in teaching, scholarship, and service.

At the Graduate School of Education, he enriched the curriculum with courses in African-American Studies in education and ethics. He also recruited generations of students to the university for graduate studies, which were followed by careers as educational scholars and leaders. Dr. Proctor also served as Chair of the Rutgers Campaign for Community, Diversity, and Educational Excellence. This campaign raised funds to recruit outstanding students to prepare for careers as educational leaders via scholarships, and to develop pre-college programs that assist all students -- regardless of their backgrounds -- to prepare themselves for entry to the university. Professor Proctor held more than 50 honorary degrees, including one from Rutgers, which also awarded him the Rutgers medal for distinguished service. The Samuel DeWitt Proctor Chair honors his legacy and manifests the continuing commitment of the Graduate School of Education and University to his lifetime of work on issues of education and equity.

## About Rutgers Graduate School of Education

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The Rutgers University Graduate School of Education (GSE) is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education.

Our faculty makes unique and significant contributions to educational scholarship by conducting research and improving practice in relation to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the

equity and adequacy of financial, human, and social resources for PK-12 and higher education.

Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

In summary, our mission is to create new knowledge about educational processes and to lead in the development of research-based instructional, professional, and outreach programs.

The GSE has been consistently ranked as one of “America’s Best” graduate schools of education in the annual US News & World Report survey. At present the School is ranked #38 in the US News & World Report survey.

Please explore our website [gse.rutgers.edu](http://gse.rutgers.edu) to learn more about the Graduate School of Education.

## About Rutgers, the State University of New Jersey

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Chartered in 1766, Rutgers, the State University of New Jersey, is the eighth-oldest institution of higher learning in the United States. It has a unique history: from its inception as a colonial liberal arts college, Rutgers grew to become the land-grant college of New Jersey in 1864, and to assume full university status in 1924. Legislative acts of 1945 and 1956 designated it the State University of New Jersey.

Today, Rutgers is one of the leading public research universities in the nation. With nearly 58,000 students and over 9,000 faculty and staff on its three campuses in Camden, Newark, and New Brunswick, Rutgers is a vibrant academic community committed to the highest standards of teaching, research, and service. Dr. Robert Barchi became Rutgers 20th President on September 1, 2012. President Barchi is overseeing the integration of the University of Medicine and Dentistry with Rutgers, expected to have operational integration on July 1, 2013.

With 27 schools and colleges, Rutgers offers over 100 undergraduate majors and more than 100 graduate and professional degree programs. The university graduates more than 10,000 students each year, and has more than 350,000 living alumni residing in all 50 states and on six continents. Rutgers also sponsors community initiatives in all 21 New Jersey counties. University wide, new degree programs, research endeavors, and community outreach are in development to meet the demands of the 21st century.

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