



*The Village Demands*



## **HBCUs Have the Answers American Colleges and Universities Seek**

“When you can’t go anywhere else, you can always come home” – That was the indelible message Howard University, one of the nation’s Historically Black College and Universities (HBCU), instilled in the arriving undergraduate students. Such a message was delivered on my first day at Howard University’s College of Nursing. The faculty and staff began talking to us about our graduate degree – on the first day of our undergraduate study. Inherent in that message was the assumption that we would succeed, graduate, and continue our studies. There was zero space for the possibility that we would fail. One can’t imagine the impact that such a perception of students could and would have on their future, on their mental and physical health, their self-agency, and self-esteem.



Take a moment and contemplate the magnitude of the impact that racial and cultural affirmation and validation have on young African American/Black minds – minds that have been relentlessly subjected to invalidation, marginalization, exclusion, and negation in the American educational system. An then imagine arriving at a place where your race and culture is affirmed every day, all day; where the institution and its faculty consciously and subconsciously support your well-being without even having to think about it; where you are comfortable racially every day, all day; where the centrality and normativity of your race is so ingrained in the academy that it is neutral - invisible to the naked eye; where you are taught the

valuable contributions your people have made to literature, science, technology, philosophy, fine and creative arts, and business and much more; where the way you speak is valued and common and considered the standard for communicating; where your natural physical characteristics are the standard of beauty, excellence, dignity and grace; where you represent the essence of goodness, virtuosity, integrity and industry.

While white children in America know this valuing and validating experience from the start their educational journey, African American/Black people may travel their entire formal educational journey without ever having such an experience unless they have the great fortune to study at an HBCU. My world changed when I began my educational journey at Howard University in Washington, DC. At Howard, our value was so ingrained in us that if we had colleagues who were slacking off, both students and professors would point out, "This is Howard, NOT Harvard" meaning we demand more, and you don't have the luxury of mediocrity. Now the mantra is HU – You Know! – meaning what is expected of you and what is at stake here need not even be spoken. You know!

Colleges and universities across the nation are proclaiming enhanced racial consciousness and renewed commitments to social justice, diversity, equity, inclusion and belonging. Educational reform efforts aimed at improving student success and closing the gap abound across the nation. Educators who want to be more equity minded and lead from a framework grounded in equity are up against enormous forces. They are working in the context of a universal construct of white supremacy – while not unique to what has come to be known as the United States of America, white supremacy is a pillar upon which this nation was founded, the government was established, and the constitution was created. (Stroud 2009) Equity minded educators are up against centuries of legally sanctioned white domination and supremacy – violence, brutality, cruelty, and subjugation of people based on a socially constructed hierarchized system of race. Predominantly white institutions (PWI) produce student outcomes and experiences that can be predicted by race – a clear manifestation of structural and systemic racism. Most of the systems are interconnected, representing virtually every societal institution– political, economic, religious, and educational.

In the wake of the election of Vice President Kamala Harris, a graduate of Howard University, HBCUs have attracted renewed attention. And they should because HBCU's have a documented history of successfully serving African American/Black students. Despite representing only 3 percent of American institutions of higher education, HBCUs produce 24% of African American/Black bachelor degree earners, and 32 percent of all African American/Black STEM related bachelor degree earners. HBCUs produce 50 percent of African American/Black teachers, 40 percent of African American/Black health professionals, 80 percent of African American/Black dentists and physicians, 80 percent of African American/Black judges, and 75 percent of African American/Black officers in the armed forces. (Saunders 2018)

As promised during his campaign, President Biden aims to increase funding for HBCUs. With the recent [Presidential Executive Order-14041: White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity Through Historically Black Colleges and Universities](#), the nation is looking to HBCUs. The order addresses the complexity of accessing federal funding for HBCUs, and "... fosters public private partnerships to create academic research centers on HBCU campuses...and create pipelines for elementary students interested in attending an

The California Community College Chancellor’s Office launched a pilot to “... explore the possibility of formalizing transfer pathway agreements between HBCU institutions and the California community college system using Associate Degrees for Transfer (ADTs) as the framework to support the agreements.” To build upon that work, a recent grant of \$2.9 million (over 5 years) has been awarded to El Camino College to continue the transfer agreement project with HBCUs.

The nation and the state are on the right track in looking at the value of HBCUs and the necessary engagement to support the effort and learn the lessons. It is time to look to and learn from HBCU’s if an institution is truly interested in increasing black student success. The common narrative often articulated in PWI’s is that African American/Black students fail because they are underprepared, at risk, from homes that do not value education, from urban schools, didn’t have access to good high schools, socioeconomically disadvantaged, and lack motivation. Because most educational reform efforts have grown out of a deficit framework they focus on strategies to fix the student and their deficiencies. The counternarrative is that the institutions, faculty, and staff are the ones failing. Policies, practices, pedagogy and procedures are designed to disadvantage students of color and advantaged white students. From the perspective of the counternarrative, real solutions would be aimed at addressing the deficiencies and inabilities of the institution, its structure and systems that create and perpetuate the inequities in student outcomes and experiences that can be predicted by race. We know these institutions know how to serve, teach, graduate and transfer students because they are so consistently effective in serving, teaching graduating and transferring white students.

I recently attended a diversity coaching certification program at Howard University. Forty years after leaving Howard as a successful undergraduate, I arrived back at the University as an accomplished professional with decades of service and advanced degrees on my vitae. I arrived with a life’s worth of work and opportunity to support others—a life’s worth of work in service of something greater than myself. I arrived as the product of HBCU excellence. When I looked at students walking around the campus, I was overwhelmed with pride. When I looked out on the quad where the Alpha Chapter of my Sorority, Delta Sigma Theta, Incorporated – a black collegiate women’s service organization, stepped – stood in awe and was simply overcome with emotion and gratitude, . During that visit, I sat in the classrooms where my worth, value and potential was validated in the first place. It was almost too much, and I thought to myself, this has got to be what it is like to be white in America.

HU – You Know.

#### Citations

Doherty, E. (2021). "Biden unveils executive order to support HBCUs." Retrieved September 26 2021, from <https://www.axios.com/biden-unveils-executive-order-supporting-hbcus-616adac1-8ecb-4140-8273-d27414670bba.html>.

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Stroud, R. S. (2009). Leading to Transgress: African American/Black Women Leaders in Predominantly White Institutions of Higher Learning. . Education. Ann Arbor, MI, Mills College. Ed.D: 138.

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## Featuring Dr. Jennifer Howze-Owens

As we share the impact of HBCUs, we would like to highlight Dr. Jennifer Howze-Owens, an HBCU graduate who is impacting the lives of black community college students in California.



### **About Dr. Jennifer Howze-Owens**

Jennifer Howze-Owens, Ed.D. was born and raised in Sacramento, California. After researching Thurgood Marshall and his legal impact on the American education system in high school, she started looking closer at Howard University where he attended law school. When visiting colleges in California, most of the students were from the state. However, she wanted to learn about different perspectives and life beyond California. Since most of the adults in her life (including her parents) had attended HBCUs and it was a natural choice.

At Howard, she learned quickly that the education was two-fold: academic excellence is expected and one must find their place and purpose as a member of the global community. She read works by African American scholars across all subjects and learned from professors representing the diaspora. Her classmates were from all over the United States and world. Some were from predominantly White spaces like Alaska and North Dakota and others had only experienced African American communities since childhood and hailed proudly from cities like Atlanta and Harlem, New York. She met first-generation students who were putting themselves through school and others who were from legacy families and were the descendants of Civil Rights Movement icons. Her Haitian American roommate exposed her to the political climate in her home country. Her classmates had political ideologies that represented the entire spectrum. The diversity confirmed that there is no singular way to represent the black community. The highlight of her time at Howard was being given the chance of a lifetime to interview Oprah Winfrey while she served as student body president.

Even though she graduated 15 years ago, Jennifer's four years at Howard have had a lasting impact. While she decided to not be a lawyer like Thurgood Marshall, she does not see her instructional designer role as much of a departure from the civil rights lawyer she once wanted to be. A professional with training in the art of teaching and expertise in technological applications puts her in a position to represent the perspectives of students and faculty while identifying needs gaps in ways that are centered around community and collaboration while being innovative and solution-oriented. In other words, her HBCU education taught her that there is always a need to be the voice in the room that

represents those who are not invited to the table. Jennifer began her new role as an Instructional Designer and tenure track faculty this fall at College of San Mateo.

## Black College Tours

It's college application season! And, campus visits are just around the corner. On par with highlighting HBCU's, check out four Black College Tours that are sure to give prospective college students a good view of the Black college experience. Though this is not an exhaustive list, this is a place to begin getting acquainted with HBCU's. For more information, please visit the links included. Details are subject to change.

1. **Chasing Your Education HBCU College Bus Tour**
2. **Heritage Empowered HBCU Tour** (This tour includes visits to museums and other landmarks)
3. **Historical Black College Tour**
4. **Black College Expo California**

Bonus! Once a student is ready to apply, they can visit the **Common Black College Application** to apply to multiple HBCU's at one time!

## Upcoming Events!

**SAVE THE DATE**

**NAVIGATING YOUR  
TRANSFER JOURNEY  
STUDENT CONFERENCE**

**FRIDAY, OCT 15**  
9AM-12PM

HOSTED BY THE  
CHABOT-LAS POSITAS  
BLACK EDUCATION ASSOCIATION

REGISTER HERE  
<https://tinyurl.com/c6t59ffa>



HISTORICALLY BLACK COLLEGES & UNIVERSITIES  
— 2021 NATIONAL —  
**HBCU**  
WEEK CONFERENCE  
**EXPLORING EQUITY**  
SEPTEMBER 7-10, 2021  
JW MARRIOTT  
1331 PENNSYLVANIA AVE., NW  
WASHINGTON, DC



Did you know that the Federal Government has committed to increasing the capacity of HBCUs to provide the highest-quality education to an increasing number of students. Learn more about the recent 2021 Annual National HBCU Week Conference!



#### **P2P Program Mission:**

The Pipelines to Possibilities Program (P2P) offers a **HBCU graduate internship** program designed to develop an intentional faculty pipeline within the California Community College Districts. **Through proactive recruitment, hiring, and retention of diverse tenured faculty aimed to diminish equity gaps**, the P2P program meets the needs of diverse student populations to improve student success. P2P aligns with the CCCCCO's *Vision For Success*.

#### **P2P Program Structure:**

P2P is a cohort-based mentorship program to develop prospective faculty of color. P2P provides HBCU mentees with internship experience as a pathway to employment within the California Community College (CCC) system. Current HBCU graduate level students are paired with Black CCC faculty mentors. P2P builds upon the existing CCC transfer partnerships with HBCUs.

#### **P2P Program Highlights**

Spring 2021 saw the successful launch of P2P's inaugural cohort of HBCU mentees and CCC faculty mentors. Nine HBCU graduate student mentees, from four separate HBCU institutions, were paired with nine Black faculty mentors, representing eight different CCCs.

Professional development sessions were held over the 16-week Spring 2021 term. HBCU mentees completed thirty-six hours of professional development across seven unique topics, pertinent to equity, access, and success for today's CCC students.

#### **P2P Program Vision**

P2P endeavors to grow its reach and impact by recruiting a new cohort in the Spring of 2022 of ten HBCU graduate students and ten, Black CCC faculty mentors. Additionally, P2P will maintain mentorship of its inaugural HBCU graduate student cohort. The P2P team is seeking to continue its collaboration with organizations that serve communities, CCC students and contribute to their success!

**For more, reach out to the P2P team at:**

<https://pipelines2possibilities.org> (website)

[Pipelines2possibilities@gmail.com](mailto:Pipelines2possibilities@gmail.com) (email)

P2P Team--- Helen Young, Sasha Knox, Dr. Khalid White

*Creating Diverse California Community Colleges Through HBCU Partnerships*



## **Dr. Abdimalik Buul**

Appointed to Serve as the Visiting

### **Executive of Educational Excellence and Equal Employment Opportunity Programs**

for the

### **California Community Colleges Chancellor's Office**



## **Dr. Jamal Cooks**

Appointed to Serve as the Interim

### **Vice President of Academic Services**

for

### **Chabot College**

Dr. Jamal Cooks is the Interim Vice President of Academic Services at Chabot College in Hayward, Ca. Dr. Cooks has worked in higher education for over 20 years. As a former

Dean of Language Arts, a division including English, English as a Second Language, World Language, and American Sign Language, Dr. Cooks successfully implemented an AB 705 procedures and policies, co-founded the Chabot Association of Teacher Education (CATE) as a pathway to careers in education working with colleges, and served as the administrator for the RISE Program, which is a student support program for formerly incarcerated students attending Chabot College.

Dr. Cooks is an active participant in a number of organizations. He is an active participant in Association of California Community College Administration (ACCCA), as a graduate of the Great Deans and the Mentor programs, the President of the Black Education Association (BEA) for Northern California, and the Marian Schivers Scholarship Award winner in the Carolyn Grubbs Williams Leadership Development Institute (LDI) sponsored by the National Council on Black American Affairs (NCBAA). In addition, he has served for over 20 years as an active member in a number of committees and leadership positions in the National Council for Teachers of English (NCTE), including the former Chair of the Assembly on Research (NCTE-AR), the Middle Level Steering Committee, and the Committee on English Education.

Prior to community college administration, Dr. Cooks served as a full professor at San Francisco State University. He served as the Associate Director for the Educational Leadership doctoral program where he worked with a leadership team to direct the program, increased the number of the faculty of color as instructors, provided training to faculty about giving culturally relevant pedagogy, and chaired over 20 dissertations. During his tenure, he taught classes in Secondary Education, served on a number of committees in the department, college, and state, and published articles on increasing expository writing, building reading skills, and exploring linguistic diversity.

Originally from Oakland, Ca., Dr. Cooks has a doctorate in Language, Literacy, and Culture and an M.A. in Curriculum Development from the University of Michigan and a Bachelors of Arts degree in Political Economy of Industrial Societies from the University of California at Berkeley. He lives in Oakland with his family.

## Next Frontier Conference & Expo



(VIRTUAL)  
NEXT FRONTIER CONFERENCE & EXPO  
OCTOBER 6-7, 2021

base11

### LAUNCH YOUR CAREER IN STEM!

- Learn about the latest innovations in aerospace, cryptocurrency, life sciences, & more
- Connect directly with leading companies looking to hire diverse talent
- Event is FREE for students & early-career adults

REGISTER AT [WWW.BASE11.COM](http://WWW.BASE11.COM)

The graphic features a blue background with white text and a photograph of a young person in a lab coat working with a pipette.

This is an invitation for faculty, staff, and students to have access to a valuable experience and opportunity to connect with premier organizations and companies in the STEM field. Base11 has secured resources to make this \$1,500 valued registration free to community college students, faculty and staff. Please share this invitation with your faculty, students, public relations department. The event is fast approaching, and it would be great for community college students to show up en mass.

**Invitation:** Your faculty, staff, and students are invited to the upcoming Next Frontier



Conference & EXPO taking place October 6-7. This **FREE** virtual event is aimed at providing students and early-career adults with the awareness, access, and belief they need to succeed in the Next Frontier STEM industries of tomorrow. Check out last year's highlight video [here](#).

This year's event will highlight these key STEM industries: Life Sciences, Cryptocurrency, Aerospace, and Venture Capital. The agenda includes powerful speakers from each of these industries, such as Coinbase CFO Alesia Haas, Thermo Fisher Scientific's Chief Scientific Officer Dr. Karen Nelson, Regeneron's VP of Research Lori Morton, NASA astronaut Jeanette Epps, and many, many more!

Attendees will have the opportunity to hear directly from leading companies on how to prepare for and pursue a successful career in STEM and will even get the chance to personally interview with a recruiter from these companies at Base 11's very first Next Frontier Career Fair!

Students and faculty can register [here](#) completely free of charge, thanks to Base 11's Next Frontier Sponsors. Please forward this email to anyone you think might be interested. I have also attached a flyer that can be shared, as well. If you have any questions, please do not hesitate to reach out to me or my colleague Lakhia Clark at [lakhiahclark@base11.com](mailto:lakhiahclark@base11.com). Thanks and we look forward to seeing you there!

### **Quote of the Month**

“Historically Black Colleges and Universities, or HBCUs, have played an important role in enriching the lives of not just African Americans, but our entire country.”

-Ric Keller

## **In Case You Missed It**

[Click here to subscribe to our YouTube Channel!](#)

Please click on one of the images below to enjoy one of our recent events.



The Village Demands  
Statewide Coalition on Black American Affairs  
presents...

# JUNETEENTH

A Celebration Across the Nation



Tuesday, June 15, 2021  
12:00 pm - 1:30 pm  
**REGISTER NOW**

**Webinar to Feature:**  
Women of the Black Panthy Party Mural  
Spoken Word Poetry  
Historical Juneteenth Music  
Panel on Juneteenth



Register at: [qrco.de/juneteenthtvd](https://qrco.de/juneteenthtvd)



[www.TheVillageDemands.org](http://www.TheVillageDemands.org)

On Tuesday, June 15, 2021, The Village Demands SCBAA hosted a webinar titled Juneteenth: A Celebration Across the Nation! to formally honor Juneteenth and create an opportunity to educate constituents within the California Community Colleges on the cultural significance of the occasion in American history and the importance of Black studies. The webinar can be viewed on The Village Demands YouTube Channel at the link below. Please share the video, like and/or comment your thoughts, and subscribe to our YouTube channel to view past and upcoming events [here](#).

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