



**House Education Committee & PA Legislative Black Caucus
Public Hearing
HBCUs Financial Support/Resources
May 2, 2024, John Miller Dickey Hall, Lincoln University**

12:00pm Call to Order
Committee Member Introductions/Opening Remarks

12:05pm **Panel 1:**

Mr. Aaron Walton, President
Cheyney University

Mr. Clifton Anderson, Senior Advisor & Chief Strategist
Office of the President, Cheyney University

Dr. Brenda A. Allen, President
Lincoln University

Dr. Daniel Greenstein, Chancellor
Pennsylvania State System of Higher Education

Dr. Kate Shaw, Deputy Secretary for Postsecondary and Higher Education
PA Department of Education

12:45pm **Panel 2:**

Dr. Christopher Barnes, Faculty
Cheyney University

Dr. Norma George, APSCUF President
Cheyney University

Dr. Daniel Clay, Assist. Professor, Criminal Justice
Anthropology, Criminal Justice, & Sociology Department, Lincoln University

1:25pm

Panel 3:

Mr. Charles Mitchell, SGA President
Cheyney University

Mr. Kishore Owusu, SGA Trustee
Cheyney University

Ms. Edwina Coverson Barnes, Vice President
Alumni Association, Lincoln University

Mr. Drake Smith, Intern to the President
Lincoln University

Ms. Jayla Turner, Executive President
Student Government Association, Lincoln University

2:05pm Closing Remarks/Adjournment

All times are approximate and include time for questions.

**President
Aaron A.
Walton**



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**Testimony of
President Aaron A. Walton
Before the
House Education Committee & PA Legislative Black Caucus
May 2, 2024**

Good afternoon, Chair Schweyer (Majority Chair), Chair Topper (Minority Chair), Chair Nelson (PLBC Chair) and Members of the House Education Committee and PA Legislative Black Caucus.

My name is Aaron A. Walton, President of Cheyney University of Pennsylvania. I am a proud undergraduate degree recipient of a PA State system university, a past trustee of a PA State System University, and a past member of the Board of Governors of the PA State System.

First, I would like to thank the House Education Committee, and the PA Legislative Black Caucus for extending me the opportunity to participate in this Joint public hearing. We are at a pivotal moment in history where HBCU's Financial support and resources are stretched beyond the limits. It is an issue that must be attacked from both a micro and macro level to continue to enjoy the ROI associated with HBCU's.

It is no accident that this dialogue is occurring where it all began, in Pennsylvania. As Cheyney University and Lincoln university represent the firsts' Cheyney, the nation's first HBCU founded in 1837, and Lincoln University the first-degree granting HBCU founded in 1854. Collectively, we should be setting the standard for the other 99 HBCU's which were founded after both of these State treasures.

As the nation's first Historically Black College and University (HBCU), Cheyney University of Pennsylvania represents a cornerstone of African American higher education, embodying resilience, excellence, and an unyielding commitment to empowering future generations. The university has been a beacon of hope since 1837 and serves as a testament to the invaluable role of African American education through centuries. Through it all, the university remains steadfast. All the while, the institution has enjoyed many successes in academics, athletics, and social justice and continues to serve as a sanctuary for the next generation of African American leaders and educators.

Against a backdrop of pervasive injustice, it is Cheyney's perseverance that lays the foundation for understanding its remarkable journey of transformation. Cheyney has charted a course of undeniable progress, marked by significant milestones that collectively paint a picture of a vibrant, evolving institution. The increase in enrollment marked improvement in retention, and graduation rates combined with strategic financial management, has seen the university balance its budget with surpluses for five consecutive years. Cheyney's trajectory is one of ascendancy and promise.

In 2017, the board of Governors created a task force to develop a new model for education and Cheyney University which stood on the steps of extinction. Since the implementation of the recommendations of this body, Cheyney has demonstrated remarkable resilience.

In recent years, the increase in enrollment, an exceptional 54% since 2018, is a testament to the university's growing appeal, underscored by enhanced learning experiences and career opportunities. This is particularly evident in the threefold increase in the percentage of students in STEM programs, showing Cheyney's commitment to aligning educational offerings with the demands of a global economy.

Behind these numbers lie the vibrant lives of students whose potential is being nurtured through initiatives like the Keystone Honors Scholarship, which has seen remarkable growth since 2017, expanding from \$2.3 million to approximately \$4.5 million, ensuring that financial barriers do not deter the aspirations of deserving students. This increased funding has resulted in the significant recruitment of academically talented students, from 60 Keystone scholarship recipients in 2017, to more than 200 qualified recipients in 2024.

The strategic partnerships, such as the Sports Analytics Training Camp with the Philadelphia 76ers, in collaboration with the Massachusetts Institute of Technology (MIT) and Mosaic Development Partners, underscore Cheyney's dedication to career development, offering practical experiences that directly enhance career opportunities for students.

Cheyney's story is one of resilience, innovation, and leadership. It's a narrative that invites all — students, faculty, alumni, and supporters — to be part of a journey that transcends the confines of a campus. Reflecting on Cheyney's historical significance and its enduring spirit, we must remember to embrace the responsibility to nurture this beacon of hope, even when third parties might be blind to its progress, ensuring that Cheyney remains a cornerstone of empowerment and excellence for generations to come.

The centerpiece of successful organizations is adequate financial resources. The two decision filters that have been adopted by Cheyney University are the following.

- What is in the best interest of the students?
- What helps preserve this legacy institution?

To execute both these filters requires an investment of time, talent, and treasure.

Value Proposition

The value is in the experience. HBCUs are diverse and differentiated by their unique culture. They are experts in educating and creating opportunity for black people. They also serve as a place of learning for students of all races open to understanding the "black experience;" in 2013 non-black students made up 20% of HBCU enrollment. More than just academic environments, HBCUs are communities. Cultural identity, a lift-as-I-climb spirit, a culture of altruism and a commitment to achieve excellence are all at the heart of an HBCU education.

Cheyney's student racial mix supports the value proposition, currently, 83% of the student body is African American, 8% Hispanic, 5% Multi-Cultural, 2% unknown, and 1% Asian. The instructional component is further evidence.

65.5 % of the faculty is African American, 29 % white, 4.5% Asian, and 1% other.

According to an U.S. Commission On Civil Rights report, HBCUs are credited with creating the American black middle class. The report states that HBCU's have produced 40% of African-American members of Congress, 40% of engineers, 50% professors at PWIs, 50% lawyers, and 80% of judges. The impact of millennial HBCU alums are found across all industries: Wall Street, Capitol Hill, Hollywood, on campuses like Harvard Business School, Johns Hopkins, Stanford GSB, at companies such as McKinsey, Goldman Sachs, Google, Apple -- and even on Forbes' 30 Under 30 lists.

The Solution

A purposeful and intentional investment in innovation can change the trajectory of HBCUs and its students. From inception, HBCUs were created out of great social need, and while great social need persists, today's challenges are different. Today, HBCUs have a great opportunity to redesign the institutions for 21st century sustainability yielding long-term positive outcomes. HBCUs have a huge opportunity to be "catalysts for innovation." HBCUs should invest five key areas: project-based learning (PBL), entrepreneurship, social innovation, STE(A)M, and economic empowerment.

Cheyney University, has, out of necessity, had to stretch resources to address the needs of the students it recruits. First generation 44%, Pell eligible 70%, receiving financial aid, 97%.

THE RESULTS:

ENROLLMENT

The average enrollment declines at Cheyney from Fall 2010-Fall 2018 was 8.8%.
The average annual enrollment increases from Fall 18-Fall 22 was 12.6%.

ACADEMIC PROFILE

New freshman average GPA 2013-2017 was 2.62 HS GPA 850 SAT
New freshman average GPA 2018-2022 was 2.91 HS GPA
950 SAT

OUTCOMES

51 % average retention rate Fall 2014-18
63% average retention rate Fall 2019-22

FINANCIALS

4.4m avg annual deficits in FY12-FY17
2.7m annual surpluses in FY 19-22

The continuation of these, and greater results are predicated on increased financial resources that can be dedicated to ensuring student success at Cheyney University of Pennsylvania.



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DEPARTMENT OF EDUCATION

**House Education Committee
Joint Hearing with the Pennsylvania Legislative Black Caucus
May 2, 2024**

Good morning, Chair Schweyer, Chair Topper, Chair Nelson, and Members of the House Education Committee and PA Legislative Black Caucus. Thank you for the opportunity to speak about the uniquely important and irreplaceable role that Pennsylvania's Historically Black Colleges and Universities (HBCU) play in the Commonwealth. My name is Dr. Kate Shaw, and I am the Deputy Secretary and Commissioner of Higher Education in the Department of Education.

Pennsylvania is fortunate to be home to two of the most distinguished and longest-serving HBCUs in the country. Cheyney University is the oldest HBCU in the country, and Lincoln University holds the status as the first degree-granting HBCU in the country. While the two universities play distinctly different roles in our higher education ecosystem, they are united in their mission and commitment to center and honor the Black experience, and to provide a uniquely important combination of scholarship, leadership opportunities, and an unwavering commitment to making the world a better place. Both universities are nationally ranked for their long track record of ensuring that their graduates achieve social mobility, and their small class sizes provide the kind of personalized student/faculty relationships that can and do transform lives.

As you know, the Governor has proposed a bold new plan for revitalizing higher education in Pennsylvania. This plan—Pennsylvania's Blueprint for Higher Education—is designed to address the longstanding challenges facing our colleges and universities. Pennsylvania currently ranks 49th of 50 states in its investment in higher education per capita; our students carry the third highest debt load in the country at close to \$40,000 on average; and a lack of coordination has created postsecondary education deserts, with a lack of state-supported community colleges and universities in the majority of our counties. The result is that college is more expensive and harder to access for Pennsylvanians – and enrollment rates at Pennsylvania institutions of higher education have dropped accordingly. PASSHE enrollment has dropped 30% over the past decade, and community college enrollment has dropped 37%. Across the board, Pennsylvania has seen a 7% drop in the percentage of high school graduates attending college from 2017 through 2022. These facts, coupled with declining populations and a growing workforce credential gap, which currently stands at 61,000 and is anticipated to grow to 218,000 in 8 years if the status quo remains, point to the need to take action.

The Blueprint will build on Cheyney and Lincoln's already considerable strengths, reversing decades of disinvestment in higher education by the Commonwealth, and investing in them with the resources and capacity they need to propel Pennsylvania's economic and social wellbeing for decades to come. To meet these goals, the Blueprint is comprised of three, interrelated elements:



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DEPARTMENT OF EDUCATION

1. **Create a new public higher education system** that unites PASSHE universities and community colleges. This will strengthen stackable credential pathways, expand access, ease transfer processes, shorten time to degree, and increase effectiveness and coordination.
2. **Make College More Affordable.** No student from a family making at or below the average median income will pay more than \$1,000 per semester for tuition and fees if they attend a university in the new system. And if a qualifying student chooses to attend a state-related or independent university, they will receive an additional \$1,000 per year in PHEAA grants. These proposals will directly address cost barriers for students and their families that drive down enrollment, increase enrollment at all higher education institutions in Pennsylvania, and reduce student debt, which in turn will expand access to our world-class colleges and universities.
3. **Reinvest in publicly-funded colleges and universities** via a predictable and transparent funding formula that aligns state dollars with the needs of the Commonwealth. By focusing on quality outcomes, building in accountability measures, and implementing a robust data tracking system, the Commonwealth and the publicly funded universities become better stewards of taxpayer money. Consequently, bolstering the capacity of colleges and universities to retain and graduate students will provide an unprecedented level of transparency and accountability in our higher education sector.

The Blueprint's return on investment will be high both for those who obtain new college credentials and for the Commonwealth writ large. The Blueprint will:

- ✓ Provide greater access and affordability:
 - 68,000 students—both adults and recent high school graduates will be eligible to receive additional financial aid.
 - The average debt burden will be reduced by \$2,500 for community college graduates, \$4,500 for PASSHE graduates, and over \$3,000 for state-related and independent college or university students on average.
 - Enrollment in Pennsylvania higher education institutions will increase by 5% on average—both adults and recent high school graduates.
- ✓ Increase attainment & address workforce credential gap and create clear, affordable credential pathways aligned to regional workforce needs:
 - 48,000 additional credentials will be earned by Pennsylvania workers by 2032.
 - Sustained year over year investment for the next four years would yield 160,000+ credentials.
 - Expand access in Pennsylvania's postsecondary deserts.



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- ✓ Generate \$19.8 billion in economic impact over a decade.

While the Blueprint is designed to strengthen the postsecondary sector writ large, I want to point out some of the many ways that it will be particularly beneficial to Cheyney and Lincoln universities:

- First, the financial aid element of the Blueprint will provide additional resources to many students attending Cheyney and Lincoln. We are targeting those new dollars to students who come from families making at or below the median adjusted gross income in Pennsylvania—which in 2024 is slightly over \$70,000 per year. We know that 77% of Cheyney students and 69% of Lincoln students qualify for Pell grants and therefore will also qualify for the increased financial aid proposed in the Blueprint. These dollars will reduce student debt on average by \$4,400 for Cheyney students that receive the additional aid and by \$1,280 for Lincoln students who qualify. That’s real money back in the pockets of our students.
- Second, the funding formula through which state appropriations will flow will include varying degrees of weights to provide institutions with more dollars up front for students that need additional resources to graduate. While the specifics of the formula have not yet been proposed, and will require additional input and conversations with many stakeholders and the legislature, it is likely to include these weights for a variety of categories that aim to benefit a substantial proportion of Cheyney and Lincoln students—for example the number of enrolled Pell grant recipients, underrepresented minority students, adult students, and students from low-performing school districts. These up-front dollars are designed to ensure that our colleges and universities are focused on what they do best, which is educating and supporting students from day one to graduation day. And when they deliver on their commitment to students, the formula will provide additional financial rewards.
- Third, the new state system will strengthen the ability for students to transfer to other institutions, thereby driving more community college students to Cheyney University.
- Finally, these proposals aim to recognize the unique and distinct mission of each university which is particularly important as we have a responsibility to support the two oldest HBCUs in the United States.

The Shapiro Administration is excited about this bold plan to turn around decades of disinvestment and rightfully center our colleges and universities as the engine of economic and workforce development that the Commonwealth needs to ensure a prosperous future. Cheyney and Lincoln universities and their students will benefit from the Blueprint—further strengthening these uniquely important institutions and expanding their capacity to serve the Commonwealth.

Thank you for the opportunity to testify today. I look forward to your comments and questions.

Dr.
Christopher
Barnes

**House Committee & PA Legislative Black Caucus
Joint Public Hearing
Written Testimony
Panel Two
12:45 PM**

**Dr. Christopher Barnes
Cheyney University of Pennsylvania
Coordinator of Faculty Professional Development
Associate Professor of Psychology
Social Sciences Department**

In essence, increased financial support and resources allocated to Historically Black Colleges and Universities (HBCUs) in Pennsylvania will have a profound impact on the professional pursuits of faculty members at our institution. These enhancements span across five crucial areas:

- **Increased monies to support faculty traveling to present research,**
- **Increased monies for food at university events,**
- **Increased monies to support preventative maintenance,**
- **Increased monies to hire and support junior faculty, and**
- **Increased monies to support teaching innovation at the institution.**

Increased monies to support faculty traveling to present research: Currently, our institution primarily relies on Title III funds to sponsor faculty members' travel for disseminating their scholarly work. However, the criteria for utilizing these funds have undergone changes over time, leading to constraints on faculty mobility and participation in academic conferences. It's imperative to address these limitations to ensure our faculty's active engagement in scholarly dissemination.

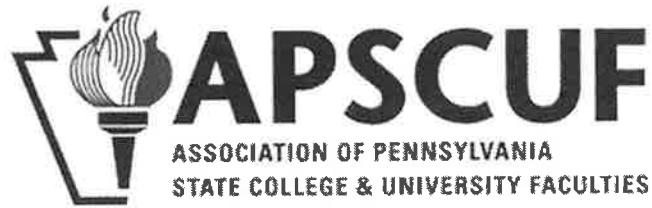
Increased monies for food at university events: Traditionally, our reliance on Title III funding for catering at university events has been limited. However, recent shifts in policy have recognized the significance of such provisions, especially in fostering a sense of community and breaking down barriers among faculty members. Despite these strides, the availability of funds remains inadequate, underscoring the need for further investment in this area.

Increased monies to support preventative maintenance,: While the construction of new facilities is undoubtedly exciting, it's disconcerting to witness the neglect of existing infrastructure due to financial constraints. As custodians of our institution's historical and cultural legacy, we must prioritize the upkeep of our buildings to preserve our heritage. Adequate funding for preventative maintenance is essential to ensure the safety and longevity of our campus facilities.

Increased monies to hire and support junior faculty: The retention of junior faculty members is paramount for the sustained growth and vitality of our institution. However, inadequate support in terms of resources, professional development, and onboarding has hindered our efforts in this regard. Addressing these deficiencies through increased funding is imperative to nurture a thriving academic community and foster student success.

Increased monies to support teaching innovation at the institution: While initiatives such as the Center for Instructional Design and Teaching Innovation have been established, resource limitations have hindered their effectiveness. Faculty members are often tasked with fostering innovation without adequate institutional support, leading to disparities in technological infrastructure and pedagogical tools. Investing in teaching innovation is essential to equip faculty with the resources necessary to deliver high-quality education and enhance student engagement.

In conclusion, addressing these areas of need through increased financial support and resources will not only bolster the professional endeavors of faculty members but also contribute to the overall advancement and excellence of our institutions.



**Testimony of Norma George
Professor of English and Modern Languages
Chairperson, Humanities Department
APSCUF Chapter President - Cheyney University
Before the House Education Committee and Pennsylvania Legislative
Black Caucus
Joint Hearing on HBCU's Financial Support / Resources
Thursday May 2nd at 12:00pm**

Chair Schweyer, Chair Topper, Chair Nelson, Vice Chair Parker and members of the House Education Committee and Legislative Black Caucus -

Thank you for the opportunity to testify today about college affordability. My name is Norma George, and I am a Professor of English and Modern Languages and Chairperson of the Humanities Department at Cheyney University. I also serve as APSCUF Chapter President. I am a proud product of the PA State System of Higher Education having obtained bachelors' degrees in French and Spanish and a Master's degree in Education at Cheyney University, and having studied abroad in France with West Chester University and in Spain with Indiana University of PA. I also pursued graduate coursework at both of these institutions. I have been teaching at Cheyney consistently since fall of 1998, but also taught there from spring of 1992 - summer of 93.

Cheyney University has a rich legacy of producing teachers who served not only in the Philadelphia area, but throughout the state of PA, and indeed throughout the country as a whole. I credit this institution with setting me on the path to becoming the professional educator I am today. I received the guidance, instruction and mentorship which I believe could only come from an institution like this, where young students of color from varying backgrounds, many of them disadvantaged, are taught and are treated as though they matter, as though they are important, as though they have value, as though they belong, as though have the capacity to succeed, indeed, as though they are expected to

succeed. The impact Cheyney University had on me was such that I returned with a passion to give to other young black students aspiring to success in their individual pursuits the same kind of encouragement and nurturing I received.

But I am only one of many, many students who have come through this institution and have succeeded because of it. Proudly, Cheyney University ranks number 1 among all State System universities for moving students from poverty to the middle class. Additionally, according to US News Cheyney ranks in the top 67 institutions nationally for social mobility. Similarly for years Cheyney has led the way among PASSHE institutions with the highest percentage of its graduates going on to pursue PhDs. In 2016 that number was 6.37 Ph.Ds per 100 BS degrees granted to Cheyney students. We see other HBCUs across the country having a similar impact both in and out of the classrooms.

Just days ago, the 1981-82 Cheyney University Lady Wolves Basketball team was honored by the Women's Basketball Hall of Fame in Knoxville, Tennessee, with the 2024 Trailblazer of the Game Award. That Division II team with limited resources, poor facilities and lacking adequate staffing beat top ranking teams to contest the final game of the inaugural NCAA Division 1 Women's Basketball championship, and today, 42 years later remains the only HBCU team to reach the NCAA Final Four, and the only team with a Black all women's staff, lead by the indomitable Vivian Stringer. The men's team, led by Coach John Chaney, had already won the 1977- 78 Division II National Championship.

Cheyney doesn't rely only on past glory, though! In 2022, the Howling Wolves Swim Team, led by Professor Pat Walker and with no pool of their own, competed in the first HBCU competitive swim meet at Morehouse College. The grant from Swim USA which funded their participation also helped provide swimming instruction and supplies to young black children in a program run by a Cheyney student, disrupting the pattern that makes black children 6 times more likely to drown than their white peers. This University is making a difference in its community.

Imagine then the impact this institution of firsts could have if it actually received funding, facilities and staffing that it needs, that it deserves! But we do not receive sufficient funding and so we lag behind. Our facilities and infrastructure need to be updated so that we can both maintain our historic structures and provide modern and technologically advanced amenities to our students.

The State Higher Education Executive Officers Association (SHEEO) is a group that produces higher-education data. Their [2022 State Higher Education Finance Report](#) found the following:

- Pennsylvania ranked 49th in public-higher-education appropriation per FTE. Pennsylvania appropriated \$6,090 per FTE for public-higher-education students in 2022 (constant adjusted dollars). For comparison, our neighbors appropriated:
 - New York - \$13,897 per FTE
 - New Jersey - \$8,965 per FTE
 - Maryland - \$9,759 per FTE
 - Ohio - \$7,214 per FTE
 - U.S. average - \$10,237
- **Pennsylvania ranks 8th in net tuition revenue per FTE** (constant adjusted dollars - 2022). Students in Pennsylvania make up \$11,149 in tuition revenue for universities. Due to lower state funding, students are picking up the tab, with higher tuition to make up the difference. For comparison, our neighbors contributed the following intuition revenue:
 - New York - \$6,224 per FTE
 - New Jersey - \$7,969 per FTE
 - Maryland - \$8,047 per FTE
 - Ohio - \$9,708 per FTE
 - U.S. average - \$7,244
- **Pennsylvania ranks 4th in student share, with students covering 64.7% of total education revenue (2022)**. This is an increase of 32% since 1980. The student share is the net tuition of total education revenue by state. This shows Pennsylvania's public-higher-education systems are more student-funded than state-funded. For comparison, our neighbors' student share was:
 - New York - 30.9%
 - New Jersey - 47.1%
 - Maryland - 45.2%
 - Ohio - 57.4%
 - U.S. average - 41.7%

Additional funding would allow us to better staff our programs and bring in new and innovative ideas to further strengthen our offerings. In doing so, we would be better equipped to serve our students, our communities. And we are here today to say that we deserve our fair share, and to challenge you to do right by the citizens of the state of Pennsylvania who choose to attend HBCUs and the communities from which they come and to which they will return.

Thank you for your time, and we look forward to continuing to work with you on supporting public higher education and Cheyney University.



Lincoln University
LEARN. LIBERATE. LEAD.

Daniel N. Clay, J.D., LL.M., J.S.D.
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May 2, 2024

**WRITTEN TESTIMONY OF DR. DANIEL N. CLAY BEFORE THE JOINT HEARING OF THE HOUSE
EDUCATION COMMITTEE AND THE PENNSYLVANIA LEGISLATIVE BLACK CAUCUS ON
FINANCIAL SUPPORT AND RESOURCES FOR HISTORICALLY BLACK COLLEGES AND
UNIVERSITIES**

Introduction

Good afternoon Chairman Schweyer, Chairman Nelson, Ranking Member Topper, members of the House Education Committee, and members of the Pennsylvania Legislative Black Caucus.

My name is Dr. Daniel N. Clay and I was appointed as an Assistant Professor of Criminal Justice at Lincoln University of Pennsylvania in August 2023. I sincerely appreciate the opportunity to appear before you to discuss the vital need and the direct, meaningful impact of the Commonwealth's continued financial support for Historically Black Colleges and Universities (HBCUs).

Today, I will briefly discuss my background and experiences in education at public and private colleges and universities – most of which were considered Predominately White Institutions (PWIs). Then, I will discuss my perspectives as a new faculty member at an HBCU, particularly emphasizing the comparative needs and disadvantages faced by Lincoln University students. Finally, I will discuss the programs, experiences, resources, and opportunities that public funding has provided Lincoln University students and faculty in addressing these needs and remedying these disadvantages as we prepare students to learn, liberate, and lead.

Experiences at PWIs

I found my passion for education during my 2L year of law school when I won a Marshall-Brennan Constitutional Law Teaching Fellowship. While most fellows were placed in disadvantaged communities or otherwise failing schools, I was placed at one of the top and most affluent public high schools in the country – Cambridge Rindge and Latin School in Cambridge, Massachusetts. While the school was fairly diverse and located in an urban area, the students did not suffer from the same disadvantages as other urban high schools in the area. Whereas students in nearby areas such as Dorchester or Roxbury, Massachusetts had to walk through high crime and gang riddled neighborhoods to get to school, my students had to walk across Harvard University's campus.

Mission: Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.

Regional accreditation by the Middle States Commission on Higher Education. Lincoln University is an equal opportunity employer.

www.lincoln.edu

Because of the school location, tax-base, and resources, students at Cambridge Rindge and Latin School excelled. While my students' hardest decision was which ivy league school to attend, students at neighboring schools were asked to decide between working two jobs so their family could eat or attending class. Students in surrounding schools did not have the luxury of being able to focus on their education, because most were just trying to survive. As such, I learned very quickly that school funding is often the difference between a student's success or failure. Put more bluntly, I learned that school funding means the difference between college and a career or, sometimes, prison and death.

Nowhere was the importance of funding more evident than at the culminating event of the Marshall-Brennan program – a nationwide high school moot court competition in Washington D.C. During the competition, I could not help but notice the glaring differences between my students and the rest of the participants. While my students were polished, well-read, and able to recite precedent with ease, their opponents – all juniors and seniors in high school – were struggling to read their remarks and often resorted to sounding out elementary-level words. This vast disparity was not because I was a good teacher (admittedly, at the time, I had no idea what I was doing) nor was it because the other students were unintelligent, less motivated, or less deserving. Instead, my students could focus on school and look forward to their bright futures, while the other students had to focus on staying alive.

The role of resources in student success was made even more clear when I accepted my first post-law school position. I graduated in the top 5% of my law school class so I was fortunate to have several offers upon graduation. Despite offers from top Boston firms, I accepted a position at the University of Alabama. While this was a state university, due to its reputation as the number one football school in the nation and its massive student population drawing from across the country, funding opportunities were nearly unlimited. If either faculty or students had an idea for a new program, project, career preparation opportunity, etc., it was routinely and easily funded. As a result, not only could faculty make significant and meaningful contributions in their field, but the students also thrived inside of the classroom, outside of the classroom, and in their subsequent careers.

One such initiative that I created was the "Access to Justice Internship Program." As noted above, the University of Alabama is comprised of a large and diverse student population. While most of my students were strong academically, a large number of my students – disproportionately students of color – hailed from areas of the state with severe socioeconomic challenges and failing schools. As a result, the students did not have the same academic opportunities or resume-building opportunities that would make them competitive for the law school admissions process. With one simple brainstorm, the university was able to fund my idea of partnering with outside legal research organizations to give these underrepresented students the opportunity to develop their legal research and writing skills and, ultimately, become published authors on a legal topic. As a result of this funding opportunity, the vast majority of the program's participants graduated and attended law school.

After leaving the University of Alabama, I held positions at several PWIs including Elmira College, Wells College, and Wilmington College. Given the tuition that these institutions charged, most of my students came from moderately to highly advantaged backgrounds and school districts.

Not only were these students much more prepared to succeed inside of the classroom, but they were able to take advantage of numerous opportunities enabled by these colleges' large endowments and high tuition. As a result, the vast majority of my students either enrolled in post-graduate education programs or entered their career fields with ease. In short, the success of these students is a testament to the critical role of funding and resources on student outcomes.

Comparative Needs & Challenges of HBCU Students

As noted above, I have just completed my first year of service as a faculty member at Lincoln University of Pennsylvania. I was excited to join Lincoln not only because of its most famous alumnus in my field – Thurgood Marshall – but also because it is an HBCU. Specifically, I believed I could offer my unique insights, experiences, and expertise to help bridge the gap in student outcomes and lessen the underrepresentation of people of color in the legal field. So far, it has been an undertaking unlike any other I have had, but one truth remains – funding and resources matter.

During the interview for my current position, I was made aware that members of Lincoln University's faculty must work twice as hard to educate our students. First, we must remedy the shortcomings and deficiencies of the public schools from which our students matriculated. A large number of our students hail from inner-city schools that are either failing, dangerous, or so severely underfunded, due to the tax-base, that meaningful classroom instruction severely suffers and extra-curricular educational opportunities are almost non-existent. Thus, largely through no fault of the student, underclassmen at Lincoln lag far behind their peers at PWIs.

As such, our work as faculty frequently must begin at the remedial level. It is hard to teach a student how to write a legal memorandum or a properly formatted and cited research paper, when they still struggle with the basics of capitalization, punctuation, sentence structure, etc. Once we bring these students up to par, Lincoln's remarkable faculty then strive to graduate students who are as qualified and academically able – if not more so – than their peers at competitive institutions and PWIs. This is a lot to accomplish in just four years and the faculty is working diligently, but we need the resources to do it.

The unique challenges faced by Lincoln students are not limited to their academic disadvantages. Instead, they face daily struggles and must manage responsibilities that their peers at other institutions simply do not have. While these students have left impoverished and frequently dangerous neighborhoods, their families and their lives are still there. For perspective, at other institutions I have had a handful of students who have had grandparents pass away. However, at Lincoln, this term alone, I have had four students who had to return home because a relative was murdered, brutally attacked, or over-dosed on illegal narcotics. A student cannot be at their best when their daily reality includes such fear and loss.

While these struggles do not represent all students at Lincoln University, their impacts are felt campus-wide. While most college students across the country face the pressures of school, work, family, worries about the future, an ever-increasing debt load, etc., students at HBCUs, like Lincoln, carry much greater loads and much greater pressures than the average college student.

Further, due to institutionalized inequities, in order to be competitive in the career marketplace, our students must be as good as or better than their peers.

In short, in the race of life, HBCU students start much further behind, traverse many more obstacles, and often must run further past the finish line than their peers. While as a nation and a commonwealth we have undoubtedly made significant gains, we must acknowledge that this disparity still exists. Thus, for the sake of equity, the sake of our students' futures, and the sake of their communities, funding HBCUs such as Lincoln remains vital. Our students are no less deserving, intelligent, motivated, driven, or capable of unparalleled success than their peers, but they do need the community and the Commonwealth of Pennsylvania to continue to invest in their success.

Addressing Needs & Remedying Disadvantages

As noted above, while students at HBCUs are in dire need of continued funding and resources, we are sincerely and indescribably grateful for the funding allocated by the Commonwealth in the past. While we do not have nearly the same resources as the University of Alabama or other institutions where I have taught, due to the state funding we have received to-date, we are able to offer programs and resources on campus to elevate our students and give them a fighting chance for the future.

In my short tenure at Lincoln University, I have been able to implement or help to implement a series of programs and professional opportunities for my students made possible, in-part, by state funding. Specifically, this academic year my department has or will:

- Implement a competitive mock trial program and team.
- Continue to improve Lincoln University's moot courtroom with technology that students will encounter during their careers in the field.
- Plan and coordinate travel for students to attend professional events or experiences directly related to their careers including law school admissions forums, law school visits, court visits, live autopsies, etc.
- Bring speakers and experts in the field to campus. Of note, this year, our department brought representatives from the Department of Homeland Security, Pennsylvania Attorney General's Office, Pennsylvania Department of Corrections, Oxford Police Department, and the Chester County Coroner's Office.
- Purchase real and reusable "practice-ready" crime scene investigation kits for students enrolled in the Criminal Justice – Crime Scene Investigation track to use for their courses.
- Establish and expand the HBCU Undergraduate Center for Forensic Science.

Other professors in my department shared the impact of public funding that they have received to better serve our students, the community, the profession, and the Commonwealth. One notable example shared by my department chair, Dr. Shannon Felicano, involved a \$7000 Pennsylvania Goal Course Development Grant which enabled her to redesign the structure and curriculum of several courses around an "open educational resources" framework. Because of these changes, students

saved on average \$149.95 per course or, cumulatively, \$22,192.60 in just one year. It is anticipated that this level of student savings will continue well into the future. This is just one of countless examples of how faculty are good stewards of funding and the public trust for the betterment of our students.

The projects that I have described above only represent the work of the Department of Anthropology, Sociology, and Criminal Justice as a result of funding received directly or indirectly from the Commonwealth. While other departments across our campus are engaged in equally important and meaningful projects, many with even smaller budgets, I am the most proud and the most qualified to discuss the projects with which I have been personally involved. If one department at Lincoln University can accomplish so much in just one year with a shoe-string budget, imagine what we can do with even more resources.

Conclusion

In the future, I implore you to continue to invest in our students. An investment in an HBCU like Lincoln University is not only an investment in deserving students and a dedicated faculty, but it is an investment in the future of our communities, the Commonwealth, and the nation. As one of Lincoln's most famous alumni, Thurgood Marshall, once said: "none of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody – a parent, a teacher, an Ivy League crony or a few nuns – bent down and helped us pick up our boots." On behalf of the faculty of Lincoln University, I thank you for helping us and our students pick up our boots and build an even brighter future.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "D. N. Clay". The signature is stylized and cursive.

Daniel N. Clay, J.D., LL.M., J.S.D.

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Cheyney University of Pennsylvania Testimony Pennsylvania Education Committee & Legislative Black Caucus Joint Public Hearing on HBCU Financial Support/Resources

Good afternoon, Chair Schweyer (Majority Chair), Chair Topper (Minority Chair), Chair Nelson (PLBC Chair) and Members of the House Education Committee and PA Legislative Black Caucus.

Cheyney University of Pennsylvania is creating a new model for higher education through its ground-breaking strategy of Campus Monetization through Public-Private Partnerships. The institution has developed this comprehensive approach in order to fundamentally improve the University's economic opportunities and enhance the overall academic experiences for its students. This eBort creates multiple wins—a win for Cheyney students, a win for the University, a win for its strategic partners, and ultimately, a win for the Commonwealth of Pennsylvania.

To this end, Cheyney engaged Mosaic Development Partners, a Philadelphia-based, real estate development firm, to attract companies and organizations to lease space in underutilized buildings on campus. (For context, as of 2018, on Cheyney's campus approximately 400,000 square feet of building space stood unoccupied or underutilized.) Cheyney is leveraging its real estate to attract life science, technology, agribusiness, energy, healthcare, light manufacturing, and sports management companies to lease available space on campus. The University's innovative model exposes its students to leading-edge industries while they matriculate; enhances the campus' role in the region's economic future; and generates nontraditional revenue—thereby elevating the University into a position of financial strength.

As of the date of this report, four companies have established a presence on Cheyney's campus and lease space from the University. These businesses include Herban Farms (agribusiness), Navrogen (cancer research biotechnology startup), ASI Chemicals, Inc. (chemical compound testing for the biopharmaceutical industry), and SureBiochem (outsourced laboratory testing). Additionally, four other companies—Advanced Alchemy Labs (hemp processing for medicinal purposes), Sonali Solar (solar panel manufacturing), American Additive Manufacturing (large-scale 3D printing using metal composite), and Shoot 360 (cutting-edge, immersive skill development for basketball players)—have each signed a lease agreement or a letter of intent to lease space and establish a presence on campus.

These public-private partnerships benefit Cheyney students, the University, and the strategic partners in the following ways:

- On-campus partners are required to offer paid internships to Cheyney students.
- Cheyney students gain hands-on experience, enabling them to apply what they learn in the classroom to real-world environments.
- These partnerships contribute to the development of a diverse pipeline of talent in growing, cutting-edge fields.

- The partners have direct access to a pool of job-ready graduates.
 - The University benefits through lease revenue, as well as profit-sharing agreements with the more established businesses that will be coming to campus.
 - The University also benefits by attracting third-party funding sources to address its deferred maintenance challenges.
 - The partners help to inform the University's array of academic offerings, their employees serve as mentors, etc.

Additionally, the university recently announced the creation of the ThinkUlator, which will offer biologics, cell, and gene therapy start-up firms and early-stage businesses the opportunity to pursue their science by leasing wet laboratory and process development space in an incubator building dedicated to private enterprises in a campus setting. This program will be the first of its kind housed on an HBCU campus, further enhancing the students' experience. Additionally, the University has partnered with Chester County Economic Development Council to position the ThinkUlator as Chester County's regional incubator hub.

In late 2023, the Mid-Atlantic Clean Hydrogen Hub (MACH2) was selected as one of seven national hubs to enter negotiations with the US Department of Energy for a federally-funded award for the production, distribution, and consumption of clean hydrogen. MACH2 is comprised of a coalition of project partners across the entire hydrogen energy supply chain throughout the Southeast Pennsylvania, Delaware, and South New Jersey region. Cheyney is one of several regional institutions of higher education selected to participate in the MACH2 project. Cheyney's role, specifically, will be establishing a Regional Hydrogen Safety Training Certification Center on campus. The lab and the training curriculum will be developed in partnership with the American Institute of Chemical Engineers, a global leader in hydrogen safety training, and industry experts. The university is working collaboratively with other hub partners, businesses, and the community at large, to develop a robust workforce ecosystem in support of this emerging technology.

For each of the future tenant projects, a capital stack of necessary funding is being arranged. Funding is required to retrofit the buildings for tenant use, purchase equipment, and fund other initial start-up activities. Though Mosaic and the University have been successful in securing partial funding from a variety of sources (e.g., Redevelopment Assistance Capital Program (RACP), federal, and grants, along with private debt and equity by the future tenants), additional funding is needed and would accelerate the process of getting these future partners on campus.

Ultimately, from a financial perspective, the overarching aim is to position Cheyney to be less reliant on tuition revenue and state appropriations. These potential partnerships, once operating, will also benefit the regional, Commonwealth of Pennsylvania, and U.S. economies through job creation, technology transfer and bring significant financial investment and net proceeds to Cheyney University.

**Charles
Mitchell**



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CHEYNEY UNIVERSITY of PENNSYLVANIA

Testimony of Charles Mitchell

Pennsylvania Education Committee & Legislative Black Caucus Joint Public Hearing on HBCU Financial Support/Resources

Good afternoon, Chair Schweyer (Majority Chair), Chair Topper (Minority Chair), Chair Nelson (PLBC Chair) and Members of the House Education Committee and PA Legislative Black Caucus. My name is Charles Mitchell, and I am a sophomore at Cheyney University below is my testimony.

1. **Campus Beautification:** - Enhancing the physical appearance of the campus can significantly impact the morale and pride of students, faculty, and visitors. - Investments in landscaping, outdoor seating areas, artwork installations, and maintenance can create a welcoming and aesthetically pleasing environment. - Beautification projects can also contribute to a positive first impression for prospective students and their families, potentially increasing enrollment and retention rates.

2. **Infrastructure Updates:** - Upgrading infrastructure such as buildings, classrooms, and dormitories is crucial for providing a safe, functional, and conducive learning environment. Renovations can address issues like outdated facilities and updating heating and cooling systems in traditional style dormitories. - Investing in sustainable infrastructure upgrades, such as energy-efficient lighting and water-saving fixtures, can also lead to long-term cost savings and environmental benefits.

3. **More Technology:** - Access to modern technology is essential for students to succeed in today's digital age. - Additional funding can support the purchase of updated computer labs, software licenses, and classroom technology such as interactive whiteboards and projectors. - Investments in high-speed internet infrastructure and Wi-Fi coverage can improve connectivity and support online learning initiatives which is essential for submitting work.

4. **Curbing Tuition Increase:** - Rising tuition costs can create financial barriers for students and their families, potentially limiting access to higher education. - Additional funding can help alleviate the need for tuition increases by providing alternative sources of revenue, such as grants, donations, and endowments. - Prioritizing cost-saving measures and efficient resource allocation can also help mitigate the need for tuition hikes while maintaining quality education allowing Cheyney to stay an affordable higher education option in the PASSHE system.

5. Campus Involvement/Activities: - Supporting a vibrant campus life is essential for fostering a sense of community, engagement, and personal growth among students. - Additional funding can expand extracurricular programs, clubs, and organizations, providing opportunities for students to pursue their interests and develop leadership skills. - Investing in campus events, cultural activities, and recreational facilities can enhance the overall college experience and promote student retention.

6. More Food Options for diverse eating restrictions: - Providing diverse and nutritious food options is essential for supporting the health and well-being of all students, including those with dietary restrictions or preferences. - Additional funding can be allocated towards expanding dining hall menus to accommodate various dietary needs, including vegetarian, vegan, gluten-free, and allergen-free options. - Investing in food service facilities and equipment can enhance the capacity to prepare fresh, made-to-order meals that meet specific dietary requirements. - We have pescatarian, vegan, vegetarian, keto, and Muslim students who do not indulge in pork. With more funding we can expand the options available to help ensure we can support students' religion and dietary needs.

Kishore Owusu



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CHEYNEY UNIVERSITY of PENNSYLVANIA

Testimony of Kishore Owusu

Pennsylvania Education Committee & Legislative Black Caucus

Joint Public Hearing on HBCU Financial Support/Resources

Good afternoon, Chair Schweyer (Majority Chair), Chair Topper (Minority Chair), Chair Nelson (PLBC Chair) and Members of the House Education Committee and PA Legislative Black Caucus. My name is Kishore Owusu and I am a graduating senior majoring in Biology with a concentration in Pre-medicine. I currently have the honor of serving as outgoing Student government President and Student Trustee on Cheyney's Council of Trustees. To the Chair Schweyer, Chair Topper, Chair Nelson and Members of the House Education Committee and PA Legislative Black Caucus, I am in support of an increase in funding for the State System. At Any University, the main priority for the school's administration is "what's in the best interest of the students?". Keeping this in mind, an increase in funding overall goes to helping students by making it possible for some of the issues they face to be fixed or improved. As a result, there will be an increase in both retention and enrollment, two major concerns for universities in these times.

Keystone Scholarship

- This scholarship allows individuals to be given the opportunity to attend Cheyney University without any financial burdens which is a great cause of concern for those coming from disadvantaged/ low socioeconomic backgrounds.
 - An increase in funding allows for more deserving students to make use of this scholarship meaning there will be an increase in both enrollment and retention at Cheyney.
 - As a recipient of the Keystone scholarship, I can focus on my studies without having to think about how I will be paying for my education. As a result, I have been able to maintain a 4.0 gpa as well as be active both on and off campus. Therefore, I believe an increase in funding leads to better academic performance for all students.

Conferences/Programs

- Conferences are a great way for students to grow in their respective fields while also acting as ambassadors for the University beyond the state the University is located in. Growth cannot happen if you believe that everything you need is within the borders of your reach.

- Student leadership conference for HBCU students in leadership roles. It offers workshops and opportunities for these leaders to learn and grow before eventually bringing back all the collaborative concepts back to their respective campuses.
- As a participant in the 2023 NASAP conference, I learned a great deal of information and concepts that I was not familiar with and implemented some on campus. The sharing of ideas is beneficial for Cheyney's student leaders. However, only a portion of the student leader population was able to attend due to funding issues. As a result, many of them missed out on the opportunity to grow and make their campus a better place.

Royal Court

- The University's royal courts act as ambassadors for the University beyond the scope of school visits. They also attend conferences and compete in pageantry that allows for increased visibility for the school. These pageants can be costly however, the benefits are worth it not only in the growth of the members of the court but also for the impact these members make on the individuals they come across during their travels.
- This year I had the opportunity to compete in many royal court related conferences including the Mister HBCU competition which was fruitful as I grew as a leader and had a great impact on the students, I was fortunate enough to meet. During the school trips, these students who either came from disadvantaged backgrounds or were in the minority were filled with happiness and excitement to see people in such important roles at their respective institutions and they were also made aware of the different institutions available for their attendance. In this sense their worlds were expanded, and the possibilities increased for them.

Cheyney/76ers/MIT program

- A partnership program was made available to various students to work with graduate students from MIT on problems facing the 76ers marketing team. During this program students were able to grow in their data analytical skills while also networking and making new connections for growth in respective fields. With an increase in funding more opportunities/partnerships with certain entities/organizations can be made possible.

Increased diversity regarding majors and curriculums offered.

- An increase in budget allows Cheyney to hire professors who teach courses that fall under their curriculum of expertise which in addition allows for majors that were placed on moratorium to return. This will allow for an increase in majors offered leading to increased retention and enrollment.
- Better selection pool in relation to quality of hired professors.