

3-10-2008 HBCUs with VP Diversity

1 (File: 20080310mwm)

2 JOSH CENTOR: Good morning and welcome to "Mondays
3 With Myles".

4 Well, a few weeks ago we had so much fun that we've
5 reassembled the dream team, if you will -- Dr. Myles Brand and
6 Charlotte Westerhaus, the NCAA vice president for Diversity
7 and Inclusion. Today we are going to talk about historically
8 black colleges and universities.

9 Dr. Brand, there are some issues affecting these great
10 schools.

11 DR. MYLES BRAND: These are very important
12 institutions in our American higher education system. Many of
13 them came into being in the latter part of the 19th century.
14 They are called -- some of them at least -- 1890
15 institutions. And they have a critical role to play in the
16 education of young women and men. They also have a grand
17 history of athletic success, and that's, of course, interested
18 the NCAA. We want to see those individuals on the team
19 succeed, but we also want to see the institutions as a whole
20 succeed.

21 JOSH CENTOR: And, Charlotte, these are traditionally
22 underfunded programs. Not just athletics programs, but the
23 universities as a whole are underfunded. Can you talk a
24 little bit about the resources issue?

25 MS. CHARLOTTE WESTERHAUS: Resource issue for these

1 institutions has been historical in regards to their being
2 underfunded, as well as regards to their mission which is to
3 provide educational opportunities to those who could not gain
4 access to traditional schools, predominantly white schools at
5 the time, who based by law and tradition were not welcoming
6 these students.

7 But I want to add that even with these resource
8 issues, which are daunting, and even with the history, which
9 not always shows our country at its best, these schools have
10 still graduated a great number of African Americans who have
11 done outstanding things, great contributions to our country.

12 It is a fact that our student-athletes of color
13 graduated at a higher rate than students of color. Generally,
14 this is a trend. And this trend is increasing based on what
15 we are doing within the NCAA and with APR and with the support
16 of these HBCUs, notwithstanding the resource issue.

17 DR. MYLES BRAND: You know, I would add, Josh, that
18 not only have they had a great history and important in our
19 culture as we began to create opportunities in the
20 predominantly white institutions, but they have an important
21 role in the future of higher education. Their time is not
22 done. Just the opposite, their time is coming.

23 They play a role, I think, in providing opportunities
24 locally to the community, low-income students, and providing
25 an environment that really encourages success.

1 JOSH CENTOR: Well, some folks will say why spend
2 money on athletics if the universities are so underfunded as a
3 whole, but it would seem that athletics is integral to the
4 higher education experience. Is that part of it, Charlotte?

5 MS. CHARLOTTE WESTERHAUS: Absolutely. The athletics
6 is a vital part of the education fabric of a university -- not
7 only within HBCUs, but within all of our members who belong to
8 the NCAA.

9 JOSH CENTOR: And we've talked, you know, at previous
10 times, Dr. Brand, about how some of our universities really
11 have the ability to invest millions and millions of dollars in
12 their academic services department.

13 Clearly, as we have just heard, that's not really
14 feasible at our historically black colleges and universities,
15 yet they have to hit some of the academic metrics in our
16 academic reform. Can you talk a little bit about APR and
17 those institutions?

18 DR. MYLES BRAND: You know, I actually put in the
19 low-resource institutions that aren't historically black too
20 that are struggling somewhat. Urban universities, open
21 admissions institutions, that are serving important parts of
22 our population have athletic programs, as I believe they
23 should, but yet struggle in terms of providing the support
24 academically and athletically.

25 We try at the NCAA, I think, to take that into account

1 as we are measuring the success of student-athletes in the
2 classroom. We are trying to measure them as much as we can
3 against the general student body at those types of
4 institutions. So at least we have it apples to apples, as it
5 were, comparison.

6 But there is no question that those institutions, and
7 the student-athletes in them, are disadvantaged by the low
8 resources that the institution as a whole has. You can't
9 expect a university to put far more money into athletics than
10 it would put into the physics or the philosophy departments.
11 You have to be able to balance that. And that's a struggle
12 then for everyone.

13 JOSH CENTOR: There are HBCUs in Division I and there
14 are HBCUs in Division II. Those in Division II have had
15 greater success on the field, generally speaking, than those
16 in Division I.

17 Would it make sense for our programs in Division I to
18 maybe consider moving to Division II?

19 MS. CHARLOTTE WESTERHAUS: I don't think I'm in a
20 position to actually access that type of decision. But I can
21 tell you this much, I do believe and do know from the CIAA
22 that they have been extremely successful as a Division II
23 school -- extremely successful in their tournaments. Their
24 conference commission with Leon Kerry is one of the best in
25 the country.

1 And I do know there have been discussions among the
2 various Division I schools, in general, that are reassessing
3 their mission and reassessing their standing and reassessing
4 whether Division I is the right fit or Division II is the
5 right fit.

6 But I think this conversation about HBCUs in some ways
7 is not a Division I conversation or a Division II
8 conversation. It's a conversation where the NCAA needs to be
9 cognizant, respectful, and also honoring the missions of the
10 HBCUs and also honoring and understanding the struggles they
11 have.

12 Resources for those schools first come from the state.
13 What we can do at the NCAA is do everything we possibly can to
14 support our student-athletes and our coaches, and the way we
15 do that is through our association.

16 DR. MYLES BRAND: We have, with the funds that come in
17 from our various revenue sources, created a grant program to
18 assist those institutions, especially on the academic side, so
19 they can provide student-athletes with the resources such as
20 appropriate advisors and tutors and educational materials like
21 computers, as needed, in order to help them come along.

22 We can't solve those problems alone at the NCAA. We
23 can contribute to their solution, and I'm pleased that our
24 members are willing to do that. But it really is a deeper
25 problem about the resources that these fine institutions need.

1 And, you know, if I had a voice at any of the
2 legislative forms that make these decisions, I'd be out there
3 shouting these are important institutions and they deserve our
4 countries support.

5 JOSH CENTOR: Thank you both.

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25