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Higher Education Graduate Programs at Minority Serving Institutions

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Higher education as a field of study at Minority Serving Institutions

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Abstract

Higher education as a field of study has developed over the last 120 years within the United States. A growing segment of the field has developed at Minority Serving Institutions (MSIs). In particular there have been graduate programs that prepare its students to serve in leadership and faculty positions at Historically Black Colleges & Universities (HBCUs) and Hispanic Serving Institutions (HSIs). The purpose of this study was to provide an historical overview of the program development of graduate certificates, concentrations, and degree programs in the field of higher education at MSIs. This study addresses one research question. What is the history of higher education as a field of study at Minority Serving Institutions? This study found that eight universities have held, or currently hold graduate programs in the field of higher education at HBCUs and the one such program at a HSI. This study provides a unique contribution to the literature base on higher education as a field of study as there has been no study that has addressed the unique contribution that MSIs have provided in developing skilled faculty, administrators, and policymakers taught in the field of higher education. Given that the MSI higher education programs have been virtually absent from the literature on higher education, it is the authors' hope that this study should shed a positive light on an invaluable segment of the field of higher education.

Introduction

The field of higher education administration has been developed over the last 120 years (Freeman, 2012). Within that time period, a variety of programs have been established to address the diverse needs of colleges and universities. These programs have developed sub-field specializations in areas such as community college and student affairs leadership. Higher education administration preparation programs have been a large producer of faculty, administrators, and higher education researchers (Wright & Miller, 2007). Previous research on higher

education programs within the United States has primarily focused on how the field of higher education has developed at Predominantly White Institutions (PWI) (Goodchild, 1991). To date there is a dearth of literature that addresses the role that Minority Serving Institutions (MSI) have played in developing a more diverse higher education workforce (Barnett, 2008).

This study reviews eight universities who have had, or currently have graduate programs in the field of higher education at Historically Black Colleges & Universities (HBCUs) and the one such program at a Hispanic Serving Institutions (HSI). This study pro-



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Higher Education as a Field of Study in the United States: Brief History

Paul Dressel and Lewis Mayhew (1974), authors of the seminal text, *Higher Education as a Field of Study*, wrote that the field of higher education includes, "research, service, and formally organized programs of instruction on postsecondary education leading to a master's degree, educational specialist or other two-certificate or degree, or doctorate whether oriented toward teaching, service, institutional research, or scholarship." The field derived out of the work of G. Stanley Hall, who served as President of Clark University in Massachusetts from 1889-1920. His goal was to lead a movement towards graduate research universities advancing beyond the German and American models of graduate education that primarily prepared students for faculty and research positions (Dressel & Mayhew, 1974). Hall wanted these institutions to produce competent and effective administrators and specialists in higher education. This led him and his associate William H. Burnham to develop the first higher education concentration within a university or college at Clark. The three concentration courses included, Present Status and Problems of Higher Education in This Country, Outline of Systemic Pedagogy, and Organization and Curricula of School and College (Dressel & Mayhew, 1974). Later, he expanded the programs to offer 16 courses, which became a part of the Ph.D. program in education at Clark (Goodchild, 2014). And Clark University conferred the first doctoral and master's degrees in higher education in the early 1900's (Goodchild, 2014). His vision for this emerging field inspired larger institutions such as Ohio State University, Columbia University's Teachers College, the University of Chicago, the University of Pittsburg, the University of California, Berkeley, and the University of Michigan to establish similar graduate programs during the 1920s (Goodchild, 2014).

The field has been researched and chronicled

through four important texts. They include: Paul L. Dressel and Lewis B. Mayhew's (1974), *Higher Education as a Field of Study*; Jonathan D. Fife and Lester F. Goodchild's (1991) edited volume titled, *Administration as a Profession*, which was a part of the *New Directions for Higher Education Series*; Dianne A. Wright and Michael T. Miller, (2007) edited volume titled, *Training Higher Education Policymakers and Leaders: A graduate program perspective*; and Sydney Freeman, Jr., Linda Serra Hagedorn, Lester F. Goodchild, and Dianne A. Wright (2014), edited volume titled, *Advancing Higher Education Administration Degree Program Quality: In Quest of Doctoral Guidelines*. Out of these four important books only Freeman, Hagedorn, Goodchild, and Wright, address the historical contribution of MSIs to the field. Although cursory in nature it provides a sample of MSI higher education preparation program descriptions, which include the current degrees, concentrations and courses offered.

Nicole C. Barnett (2008), in her dissertation titled, *Higher Education as a Field of Study at Historically Black College and Universities*, explored the question, What is the history of higher education as a field of study at Historically Black Colleges and Universities? But there has been no study that has investigated the history of higher education as a field of study at other Minority Serving Institutions including Hispanic Serving Institutions, Asian American/Pacific Islander Serving Institutions, and Tribal Colleges & Universities. This study is a response to that gap in the literature. This study addresses one research question. What is the history of higher education as a field of study at Minority Serving Institutions? This manuscript will expand the field knowledge regarding the unique role these programs have played in developing generations of leaders prepared to serve the higher education sector. In the next section of this paper, the authors provide a brief description of various types of Minority Serving Institutions.

Minority Serving Institutions

Minority Serving Institutions (MSIs) serve a critical role in the education of some of the most disenfranchised groups in the nation. As noted by Li and Carroll (2007), the total percentage of minorities enrolled in the nation's postsecondary institutions grew from 18% to 32% between Fall 1984 and Fall 2004. During this same time, the total percentage of minorities enrolled MSIs grew from 38% to 58%. With this growth in minority enrollment, we have seen a paralleled growth in

the nation's MSIs. These coupled with the population growth of various minority groups, it is important to understand what a MSI is.

MSI status is attained either by an institution's history/legislation or based on the percentage of minority student enrollment (Santiago, 2013). Many researchers use the term Minority Serving Institution or MSI when describing the various types of institutions which serve large numbers of minorities. However, we must note that in the 1998 Amendments to the Higher Education Act of 1965, the federal government created a special designation called Minority Serving Institution or MSI. This new designation defines MSI as an institution of higher education (IHE) with a total minority enrollment of at least 50%, comprised of one or more minority groups (Hegji, 2014). For purposes of this research, we refer to each of the institutions below as MSIs, even though they may not necessarily meet the official federal definition of MSI. We briefly define and describe the history of the various types of MSIs below.

Abbreviated History of Historically Black Colleges and Universities

Historically Black Colleges and Universities (HBCUs) were the first MSIs in the nation. Their primary responsibility was to educate the growing number of freed African Americans, both before and after the Civil War. As early as 1850, a few colleges—Wilberforce in Ohio and Lincoln University in Pennsylvania—were formed specifically to enroll African Americans. In 1867, Congressional legislation created Howard University. In a very short time, more than 50 historically black colleges were formed, mostly funded by churches and philanthropic foundations. But it was the second Morrill Act of 1890 which provided special federal designation and public funding to these HBCUs (Cohen & Kisker, 2009). Because of their historical and legislative roots, the number of HBCUs remains consistent, despite the growing number of “black-serving, non-HBCUs (Hegji, 2014).”

Abbreviated History of Hispanic Serving Institutions

According to Santiago (2013), Hispanic-Serving Institutions (HSIs) are defined in Title V of the Higher Education Acts as amended in 1992. HSIs are accredited, degree granting institutions of higher education

with undergraduate enrollments of at least 25 percent or more Hispanics. Policymakers and institutional leaders created HSIs in response to the recognition that very few institutions in the nation were enrolling the largest numbers of Latino/a students. And, these institutions had very few resources. In the 1998 Amendments, the definition of HSI further requires that 50 percent of the Hispanic population must fall below the poverty threshold as defined by the U.S. Census's restrictions (Gasman, 2008).

Abbreviated History of Asian American/Pacific Islander Serving Institutions

The newest federally designated minority institution is the Asian American/Pacific Islander Serving Institutions (AAPI). To be designated an AAPI, Asian/Pacific Islander students must make up a minimum of 25 percent of the total undergraduate enrollment and that students from other minority groups make up less than 25 percent of the total undergraduate enrollment (Gasman, 2008). Authorized by the Higher Education Opportunity Act of 2008, the Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) program was designed to increase self-sufficiency of those eligible institutions. AANAPISI seek to strengthen academic programs, institutional management, and fiscal stability, while increasing participation and academic attainment of all low income, high-need students, and serve communities with high poverty and Limited English Proficiency (Gasman, 2008).

Abbreviated History of Tribal Colleges and Universities

Tribal Colleges & Universities (TCUs), like HBCUs, are designed by legislative criteria (Gasman, 2008). Early higher education institutions included in their missions to serve Native Americans. However, it had always been the intent to assimilate Native Americans into white mainstream culture. Established in the 1960s during the civil rights movement, TCUs were established to increase access to higher education for those growing up on reservations, without forcing assimilation into mainstream white culture. In 1969, Navajo Community College (American Youth Policy Forum, 2013), now Dine College, was the first federally identified TCU (Crazy Bull, 2010). Today, there

are 33 TCUs in the United States (U.S. Department of Education, 2010).

Higher Education as a Field of Study at Minority Serving Institutions

In the next section of this historiography, the methodology used to gather and analyze information to support this study will be provided. Thereafter, the history of eight universities that have held, or currently hold graduate programs in the field of higher education at HBCUs and the one such program at a HSI will be reviewed. The following nine MSIs will be addressed chronologically based on the year of inception of their graduate programs, Tuskegee University (1965), Texas Southern University (1974), Alabama Agricultural and Mechanical University (1980), Hampton University (1980s), Grambling State University (1986), Tennessee State University (1998), Morgan State University (1998/1999 & 2001), and Jackson State University (2004). And a review of Adams State University (2010) that houses the only existing HSI higher education program that is specifically designed to prepare its students to serve as leaders at HSIs will conclude this section of the paper. No Asian American/Pacific Islander Serving Institutions, and Tribal Colleges & Universities were found to have established a higher education graduate preparation program.

Methodology

This study provides an in-depth description of the historical development of graduate certificates, concentrations, and degrees in the field of higher education at MSIs. A wide range of data were collected for use in this study. Based on the suggestions of Bogdan and Biklen descriptive and reflective field notes, personal documents, official documents, artifacts were collected. In addition, transcripts from conducting semi-structure interviews using an interview protocol with a purposive sample of participants completed the range of data for this study. We utilized a historical organizational multi-case study approach, which allowed us to concentrate on a particular organization longitudinally reviewing its establishment, any changes that occurred over time, its current status and how it may have closed (Bogden & Bicklen, 2003).

The use of historical organizational multi-case study research design advanced what Belenky, Clinchy, Goldberger, and Tarule (1997) termed, procedural

knowledge, through making an investment in learning by “applying objective procedures for obtaining and communicating knowledge (p.15)” from individual cases. This knowledge was communicated from the individual cases by engaging the participants in a “conscious, deliberate, systematic analysis” (Belenky, Clinchy, Goldberger, & Tarule, 1997, p.15) of their experiences with the development of these graduate programs, with the purpose of objectively knowing and understanding how these programs were formed.

This study involved one participant from each of the nine institutional programs. Each participant had either served or previously been affiliated with the higher education graduate program they discussed. The authors used purposeful sampling to identify the research sample. As institutions were prescreened to determine whether or not the institutions had or had not had a graduate, concentration, or degree in the field of higher education, referrals, of the names of persons with the longest affiliation and persons with at least two years of affiliation were requested and once referred, persons were contacted with a request for participation.

Determining the purposeful sample was a major undertaking, requiring locating every certificate, concentration, or degree ever housed at HBCUs. Once located, tracing the program development of graduate, certificates, concentrations, or degree programs in the field of higher education at those HBCUs involved recording the program descriptions from faculty members who are or were affiliated to those graduate programs. Locating the program at an HSI was much simpler as one of the authors founded the program at Adams State University.

Semi-structured interviews were primarily used to detail the affiliation of the participations to the graduate programs and to gain insight into the history and context of the programs. The semi-structured interviews were organized around two main areas and a supplementary area. The first area was the participants’ affiliation to the graduate program, the second area was a general program description, and finally a supplementary area of probing questions was used throughout the other two areas as a strategy to obtain more information.

Aside from what could be learned from the individual cases, the design of this study was based on what could be learned from the collective cases. The anomalies, while important in providing distinguishing characteristics about each of the cases, do little to establish what can be learned from all of the cases. Therefore, the historical, organizational multi-case study ultimately assisted through its constructivist approach, helping to

generate knowledge related to program development, faculty perspectives on program development and MSIs.

As with any study of this nature there are limitations. The first limitation is that of a limited sample. Only faculty who were directly affiliated with the program were asked to participate in this study. The voices of constituencies such as university administrators, policy makers, board of trustee members, alumni and students were not included. Furthermore, we were unable to generalize the results of this study beyond MSIs because they are a small segment of higher education programs which have a specific institutional mission. The small sample size also contributes to us not being able to broadly generalize our findings. And accurate information is relative depending on the period of time and the individual.

This study was heavily dependent on individuals who have in their memories knowledge of the history of the various graduate programs, but in many cases graduate catalogs and other papers documenting the presence of the program no longer existed or existed prior to the person providing the information. Therefore, although the person did not mean to provide incorrect information, it is impossible to be 100 percent accurate about the history of the programs in various higher education graduate programs.

TUSKEGEE UNIVERSITY

TU program history and description.

The department of Counseling and Student Development history began in the academic year of 1958-1959 with the option of School Counseling. The Student Development option was the second option introduced to the department in 1965 and was originally called the Student Personnel Service Program. This program was started as a result of a felt need for professionally trained personnel in Student Affairs at Tuskegee Institute (now Tuskegee University). The program was funded for five years by the Southern Education Foundation with the understanding that Tuskegee Institute would continue it.

The program had the intention of serving graduate students “whose primary interest [was] in counseling, guidance and student development work at the post high school levels including junior college, college and university programs (Tuskegee University, 1997, p.7).” The history of student personnel services at Tuskegee had been internal and informal. We interviewed Dr. Esther, who served as the program coordinator and department head for the Department of Counseling

and Student Development at Tuskegee University from 1969-1999. She stated that

As we experienced and as we grew through the years we thought in our profession that Personnel Services did not make the statement that we thought we wanted to make, that we wanted to have development in there . . . We had a lot of remarkable people that I told you about. . . but as we got more sophisticated students coming in here we needed somebody that was trained in college work. Because many of those other people, they were not. . . The only thing I can say is that in our case here as they moved on we were trying to replace them with somebody that had experiences. Plus we had our graduate students who already had one degree to live in residence and serve as the graduate interns to the students.

TU program components, characteristics, and outlook.

For a student to complete the degree program in Counselor Education it required the completion of 48 semester hours. Of the 48 hours, 26 were in what was called an instruction support area and included courses such as Principles of Guidance and Counseling and Counseling Theory and Strategies. Three hours of research courses and 18 hours in another supporting discipline were required. The program also had an exit criteria of a comprehensive examination and additional requirements by the National Board for Certified Counselors (Tuskegee University, 1997).

At one point in the program’s history, it was a competency-based program. Dr. Esther provided a multi-page personal document called Tuskegee Institute, The School of Education Statement of Competencies (Tuskegee Institute, n.d.), outlining the objectives, competencies, and assessment and evaluation modes for each of the courses offered in the department. For example, Student Personnel Services in Higher Education, a course which Dr. Esther taught, had the objective to “provide an opportunity to study contemporary trends in higher education (p. 1),” had the competencies of “the student will gain knowledge of contemporary trends in higher education (p. 1)” and “the students will gain increased understanding of higher education at Tuskegee Institute (p. 1),” and an example of one of the three assessment and evaluation modes for the course was that the students had to “conduct personal interviews with administrators, faculty, staff and students to determine their attitudes and opinions of Tuskegee Institute and compile vignettes of the interview for class discussion

to be evaluated by the professor according to criteria for evaluating written reports” (p.3).

The outlook for the program was good before it ended in 1999. Although funding was mentioned as one of the factors resulting in the end of the program, not meeting accreditation requirements by having a certain number of full-time faculty in all of the graduate programs in education was the primary cause its demise. The Department of Guidance and Counseling and Student Development was one of the last graduate programs in education to end at TU; Dr. Esther retired the program when she retired from TU in 1999. However, she remained active until every student who was in the program had graduated.

TEXAS SOUTHERN UNIVERSITY

TXSU program history and description.

The Ed.D. in Higher Education at TXSU began in 1974 and was described by Dr. Elizabeth as one of the initial major areas since the College of Education at TXSU was the first college at the institution to begin granting doctorates. We interviewed Dr. Elizabeth in this study, as she was a Professor of Higher Education and Foundations in the department which houses the doctoral program in higher education. Originally, the degree program was constituted as the Department of Foundations and Higher Education, having the rights and responsibilities as its own department and as Dr. Elizabeth distinctively made clear the area of Educational Administration was located in another department.

The founder of the program had a background of higher education or educational foundations, and based on his past professional experiences, determined that the higher education program would be an excellent choice for TXSU. He was very active in professional associations such as the American Association for Higher Education; Dr. Elizabeth noted that “within that arena there were a lot of people at majority schools who had higher ed. programs and so that was the model that he took back to Texas Southern.”

The need for the program was established by virtue of the sheer number of student personnel professionals working in community colleges in the geographic area. There was a great need for graduate level work to help prepare those individuals; at one point in time there was a community college track available for them (Texas

Southern University, 1983). An additional need for the program was Dr. Elizabeth’s assertion of the continued need for faculty in the field of higher education. The program’s primary purpose was to “prepare professional personnel for teaching, advanced leadership positions, research and administration in higher education” while serving “the broad needs of professional workers and graduate students who desire[d] careers in higher education and who [were] committed to solving many of the problems that [were] plaguing our urban cities” (Texas Southern University, 1983).

Dr. Elizabeth explained that eventually the program became Educational Leadership, which had the tracks of Educational Administration and Higher Education, and that at one point in the program’s history it became Educational Leadership and Counseling. By 1997, which was the final year of the programs’ existence, the graduate bulletin described higher education as an option; however, it was not conclusive in the portion of the catalog reviewed which program or department held the option in Higher Education (Texas Southern University, 1995).

TXSU program components, characteristics, and outlook.

The General Catalog Bulletin 1983-1985 described three distinct areas within the Ed.D. in Higher Education: Community College, College Teaching, and Administration. The Community College area had the purpose of preparing graduates to work as faculty or professional staff in junior or community colleges, while the College Teaching area prepared individuals at any level of college teaching. The Administration area was planned to help students understand community colleges and universities as organizations and prepare them to effectively work in those institutions (Texas Southern University, 1995). By the 1991-1993 and the 1995-1997 catalogs, the Community College area was not present and only College Teaching and Administration remained (Texas Southern University, 1995).

A total of 72 hours were required for the completion of the degree. The curriculum of the program was organized around foundation courses, major courses, the dissertation, and a specialization area. The foundation courses required 24 credit hours and consisted of a course such as Educational Research: Significance Tests and Statistical Methods for Experimental Design. The major area required 24 credit hours and held courses ranging from Student Affairs Administration in Higher Education, which provided an overview of student per-

sonnel services in colleges and universities, to Urban Higher Education, which focused on the problems and issues of higher education in the metropolitan city. The dissertation was worth a total of 12 hours and the specialized area, which was a minor chosen by the student approved by the chair of the department, ranged from six to 15 semester hours (Texas Southern University, 1995).

Although Dr. Elizabeth described the program as highly successful, it came to an abrupt end in 1997. As Dr. Elizabeth recounted,

It [the program] seemed to be expanding, until... and really what happened was the state said to us you have four doctoral programs...you don't have the faculty to support them all, you don't have the funding for them and you have got to decide which ones you want to go and that is when the political piece transpired. And it certainly was not because of lack of students because it had more students than any other programs.

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

AAMU program history and description.

The Educational Specialist degree (Ed.S.) in Education Administration with a concentration in Administration in Higher Education began in the Fall Semester of 1980 in the Department of Curriculum, Teaching and Educational Leadership (CTEL) at AAMU. Dr. David, whom we interviewed, is an Associate Professor in the CTEL department who leads the higher education component of the Ed.S. program. Prior to Dr. David's arrival a survey was conducted and the analysis determined the need for a program to prepare individuals to serve as either teachers or administrators in the two-year and four-year colleges in North Alabama.

An outcome of that survey was the need for a program to serve its geographic area. AAMU was geographically situated amongst a wide variety of higher education activity at two-year and four-year institutions; therefore, a program preparing individuals to work in two-year and four-year college or university contexts was needed. Described by Dr. David as offering the most comprehensive program in education in North Alabama, AAMU had the only graduate program in the field of higher education in North Alabama and the program had developed a reputation of quality and that reputation necessitated its demand.

An ancillary area of the historical development of this degree program was the need for professionals to be able to teach in community colleges. Preexisting the development of the Ed.S., AAMU held a master's degree in P-12 administration. Although there was a demand for a degree in a higher education area, the developers of the program wanted to provide those completing the degree the flexibility to teach in a community college setting, so instead of developing another master's degree and changing the content to focus on higher education, the developers made the determination that the Ed.S would provide the students with the background in the area of higher education, and the design of the degree would require a concentration in a field typically found offered to students attending a two-year, junior, or community college.

AAMU program components, characteristics, and outlook.

The design of the program allowed for individuals to enter the program either with a bachelor's degree or a master's degree. Although a master's degree was preferred, after admission to the program with a bachelor's degree an individual would be responsible for completing a minimum of 66 semester hours which included a six-hour research project, 30 hours of course work, six hours of research courses, 18 hours in an academic area, and 12 hours of electives. With a master's degree, the number of required semester hours was reduced to 36, 18 of which had to be course work in an academic area, 12 hours of electives, and the six-hour research project (Alabama Agricultural and Mechanical University, 2005).

The program included foundational courses for students, such as Psychological, Cultural and Sociological Foundations of Education, Introduction to Educational Statistics, and Introduction to Educational Research. The higher education program requirements included a course providing an overview of higher education history and trends, as well as a course focusing on the problems and trends of community college curriculum.

The outlook for the program was stated to be bright. Contributing factors to this outlook included strong faculty numbers and an interest in establishing a doctoral program with a major component in higher education. Opportunities for developing an alternative weekend program for students to take courses, expanding distance learning methods for course delivery, and incorporating a course which had the focus of legal issues in higher education were critical decisions to be

made in the immediate future.

HAMPTON UNIVERSITY

HU program history and description.

The M.A. in Counseling with a concentration in College Student Development and a specialization in Student Affairs began in the 1980s, as confirmed by Dr. Peter, the Director of the Graduate Program in Counseling (D. Peter, Personal communication, February 26, 2007). (The definite year the program began could not be determined from the information received from the prescreening instrument from the graduate school or the interview with Dr. John, our primary interviewee, necessitating a follow-up telephone interview.) Dr. John, a professor in the College Student Development program, supplied us with all of our other data for this university.

This program was originally housed in the Psychology department, although it had moved to the Education department by the time of this study. The transition from the Psychology department to the Education department took place in the 1980s and 1990s. Dr. Peter arrived approximately 15 years after the program had been established and although he was not able to determine one ultimate reason for implementing the program, he did mention an external scan that was done to establish the need for the program by looking at programs at Old Dominion, Norfolk State University, Regents, and William and Mary.

The Graduate Program in Counseling had various tracks for students. One track in particular was the College Student Development track with the specialization in Student Affairs. Dr. John described the need and focus for the program as “Trying to develop leaders for the college campuses. . . in order to develop and support and expand college programs. You have got to remember it [the college] is technically a community into itself.” The goals of the program captured in the mission of the graduate program in counseling were to “create an environment conducive to spirituality, self-examination, collaboration, and reflection for the development and growth of professional counselors who [were] leaders and advocates within communities and various school settings (Hampton University, 2006, p.180)” and the program had the intent of serving the community at large.

HU program components, characteristics, and outlook.

The degree plan of study for the program required

49-50 credits. Within those 49-50 credits were common degree requirements in courses such as Growth Experiences and Profession, Occupational and Educational Information, Theory and Practice of Counseling and Psychotherapy and Group Process in Counseling. A feature of this program was an evaluation that took place after students had completed the common degree requirements to ensure students admitted to the program were successful. In addition to the common degree requirements, students in the College Student Development track with the specialization in Student Affairs had other required courses, such as College Student Development, Ethics, and Techniques and the Student Affairs Program, which provided “theories and models of organizational behavior along with leadership and approaches to organizational change (p. 230)”.

Another feature of the program was the class called Growth Experiences and Profession. The course was described by Dr. John as a way in which existing research linked the activities of the program and characteristics of the clients with the program’s desired outcomes. The description of the course was described as a “small group activity led by a facilitator into self-examination and personal growth experience as an individual and as a participant in group activities (p. 227)”. Although a one hour course, the purpose of the course met the important need of offering an opportunity for self-examination. Dr. John explained the importance of the course by stating that “we take a serious look at, and one of the objectives we develop to measure the goals [and that] is students being in their own therapy.”

Expansion was the theme for the outlook of the program at HU. Dr. John foresaw expansion in the Ed.S. program, but it was uncertain if that expansion would include the field of higher education. It would include the establishment of a doctoral program, and the development of partnerships. The program’s personnel planned to consider the general expansion of the current Ed.S. program in the department. It was not evident if this expansion would impact the concentration in College Student Development with the specialization in student affairs, since the current Ed. S. program did not include that concentration. The department did have an interest in the development of a doctoral program by 2010. The doctoral program was anticipated to be a Ph.D. in Educational Leadership, which would smoothly integrate the student affairs areas. Dr. John explained there was an assumption that there was a need for the program, but the only concern was competition.

We think there is a need for it and we do not want to compete, because we are robbing Peter to Paul and other schools and even though we feel the need that we have resources, there are good programs and I like to say that we are better than some of them. But we are trying to find a niche that will serve a population that is not being met for other schools.

A second area related to the outlook of the program was the program's interest in developing partnerships with another university. Dr. John mentioned universities needed cultural diversity and they were being required to investigate it; therefore, trying to develop a possible partnership could be of some assistance to them. While Dr. John stated this fact as an area of outlook he also stated that their efforts so far had not been successful.

An additional area of expansion was a specialized, experiential concentration in Student Affairs. There was a program on the books and even advertised in the HU graduate catalog; however, the department was waiting for approval from the President to begin the program. The goals and objectives of the concentration were similar to the concentration in College Student Development with the specialization in Student Affairs in that it had an intended purpose to develop higher education administrators and leaders (Hampton University, 2006). However, the design of the program was very distinctive. The concentration would be an accelerated cohort program, beginning with the student attending the Executive Leadership Summit and although the course work was very similar to the other track, the program would include 1,000 hours in practicum and internship experiences. "Exit requirements for this specialize concentration include[d] development of a grant proposal focusing on student learning, development, and outcomes. These practicum and internship experience [would] be in various Student Affairs office on Hampton University's campus (p. 183)."

GRAMBLING STATE UNIVERSITY

GSU program history and description.

The Ed.D. in Developmental Education with options in Higher Education Administration and Management, and Student Development and Personnel Services, both began in the Fall of 1986, the same year when other doctoral programs were approved to be offered by GSU by the Board of Trustees for State Colleges and Universities in Louisiana. The first degrees

in the department were conferred in 1988 (The One Hundred and Second Anniversary Observance, n.d.).

The overarching goal for the Ed.D. in Developmental Education which included the two options was to "prepare researchers, practitioners and leaders for postsecondary education business, industry, government, and human services (Grambling State University, 2005, p.103)." The Higher Education Administration and Management option was described as preparing students to be leaders rather than managers. One of the paramount objectives of the program was exposing the students to situational leadership. The option included courses such as Managing Educational Change (described as systematic approaches to management and their implications for planned change) and courses such as Cultural Pluralism in Higher Education (Grambling State University, 2005). The other option, Student Development and Personnel Services, was described by Dr. Mary as a response to the volatile area of student affairs and the trend around the nation to help students deal with various types of problems and issues. Dr. Mary was hired by Grambling University to specifically teach higher education courses. She summarized the option by stating, "we believe that we prepare you to work with those students from remediation to enrichment of course, but we give you the background information on our program about problems and issues of this group of students." Both options served the individuals working in community colleges, who were described by Dr. Mary as the program's strong base, who came to GSU to get the background information to learn the characteristics of the developmental learner and to work with those students in those community college settings.

GSU program components, characteristics, and outlook.

The entire degree program was 66 credit hours and included developmental education coursework, a selection from four 15 hour options, electives, an English proficiency requirement, research courses, an internship requirement, the qualifying and comprehensive examinations, and the dissertation. The purpose of the course work in developmental education was to give students the background about the field of developmental education, which Dr. Mary echoed was working with people from remediation to enrichment.

The field of Developmental Education is designed to prepare...professionals to work with those categories of students in higher education who might need some remedial course work at the

community college or college level prior to being able to enter regular courses or even gifted and talented undergraduate students, you need to know how to work with both groups. Our philosophy at Grambling is that you need to have your best and brightest person there working with developmental students as well as those students who are very bright. . . at Grambling we are proud to have the courses necessary to prepare you to work with this group of students and we are still the only doctoral program in the country in Developmental Education.

Ultimately, the options served to support the major area of developmental education in order to prepare individuals to work with the developmental students in college settings. Two distinctive features of this program were the English proficiency requirement and the qualifying examination. The English proficiency requirement included a required professional and technical writing course for students who had not achieved at least a 500 on the Graduate Record Examination. Dr. Mary explained that the department had instituted the writing course because “A lot of students who come to us have not had enough writing experiences. Many work on the community college level and the public school level but have not had the opportunity to write a lot.” Dr. Mary also detailed the electives, research courses, internship requirement, dissertation, and qualifying examination which, although it yielded no credit hours, was an important part of the structure of the program.

Dr. Mary believed the outlook for the program was good, since she could never anticipate a time where there would not be a need for developmental education. Conversely, her concern was “the degree to which [they] will be able to get the level of support that [they] should in order to continue with quality programming that [they] have been able to provide since 1986.” However, in spite of any challenges, Dr. Mary asserted, “we are here to stay and we are going to do what we need to do in spite of the resources which is what we do at HBCUs anyway.”

Some critical decisions anticipated for the next five years in the program were in the areas of recruitment and narrowing the program’s options. Since as Dr. Mary stated, students could not leave their jobs to come to school full-time, strategies were going to have to be employed to provide options for students, such as offering courses online.

We are going to have to look at some of our policy

issues, like our residency requirements. . . especially if we go to offering more online courses we will have to make some determinations there. In terms of the goals and objectives we might have to look at whether or not we should be offering four option areas. We might end up just keeping the two most popular and higher ed. and student development have been the most popular for a few years now.

TENNESSEE STATE UNIVERSITY

TSU program history and description.

The concentration in Higher Education Administration began in the fall of 1998. As a historical backdrop towards its development, Dr. Mark depicted Nashville as the “Athens of the South,” making reference to the historical reputation of Athens, Greece and the fact that having eleven higher education institutions within a one hour drive, either right in the metropolitan city of Nashville or right outside of Nashville, was the driving force for the development of the concentration. Dr. Mark, the Associate Professor in the doctoral program in higher education, described the development of the concentration and noted that although Nashville had a high concentration of higher education opportunity, there was only one other concentration in the field of higher education housed in the area. It was in a degree program at Vanderbilt University, which Dr. Mark estimated was approximately \$35,000 annually. Therefore, when the research was being done for the program, they made the determination that the TSU concentration would serve the economic needs of the community.

. . . they had no opportunities because Vanderbilt was too expensive for them and rarely do you find a higher ed. admin. web program. . . so . . . the purpose would be to fill the needs of the Middle Tennessee community especially those who are seeking to advance in their careers of higher education.

TSU program components, characteristics, and outlook.

The program components and characteristics of the concentration in Higher Education Administration were described by Dr. Mark as a general higher education concentration.

It gives them an overview of being an administrator at the higher ed. level. So, they get to study finance,

and they get to study government and public policy and all of those areas, they get to study how the student and the curriculum fit into the higher ed. picture. They get to study some foundations of higher education administration. Those type of things...organization, theory and organization, and because of the number of community colleges in the area we have one course called The Community College so that it would be more applicable to those in that setting.

The Ed.D. in Administration and Supervision degree with a concentration in Higher Education Administration required a minimum of 60 hours of approved course work above the master's degree. The program of study included an 18 hour doctoral core which included courses such as Leadership and Interpersonal Relationships and Foundations of Higher Education, a 24 hour major core in which students in the higher education administration concentration were required to take two courses, which were Theory and Principles of Educational Administration and Advanced Legal Problems, and the remaining 18 of which were required courses such as Organization and Administration of Higher Education. Six of those 18 hours were areas in which students could choose from courses such as The Community College to courses such as Government, Public Policy, and Higher Education. Finally, writing the dissertation made up 6-15 hours of total degree requirement (Tennessee State University, 2003).

The degree program housed a concentration in Pre K-12 Administration and Supervision; therefore many of the courses overlapped both concentrations. Some courses were taught from a general context because the material was related to any field, while others were taught specifically with the context of higher education in the design. However, Dr. Mark explained that "any education doctorate takes the same core."

Research linking the activities of the program and characteristics of the clients with the desired outcomes were noted by Dr. Mark as specifically being related to one course: Curriculum, Students, and Faculty in Higher Education, with the purpose of "examining the nature and characteristics of resources including the American college student, the professional, the curriculum as well as the co-curriculum (Tennessee State University, 2003).

The outlook for the program included some critical decisions that would have to be made in the near future. The first being the interest in moving the doctoral concentration into a full doctoral degree, the second critical decision was the need for what Dr. Mark

called a 'stepping stone degree,' or a master's degree in the field of higher education. The interest was in creating that master's degree in the area of student affairs. A final critical decision was in terms of the availability and the delivery of the courses offered in the program. Offering courses on the weekend and converting some courses to online delivery were options to be considered. There was some opposition in the department about the doctorate, so Dr. Mark speculated the first change would be the addition of the master's degree in student affairs.

MORGAN STATE UNIVERSITY

MSU program history and description.

The Ed.D. in Higher Education, also called the Community College Leadership Program, began in 1999 and was acclaimed as the first program of its type to be offered at an HBCU. Its history came out of a concentration in Community College Leadership found in MSU's Urban Educational Leadership doctoral program and expanded to an entire program specializing in leadership in the community college (Morgan State Community College Leadership Doctoral Program, 2004). In 1998, MSU invited a former community college president to develop the program and by the fall term of that same year the proposed program was complete and ready for a national committee of college leaders to review it. After their review and endorsement, a pilot course, the Urban Community College, was offered in the spring semester of 1999 with enrollment and interest that exceeded the universities expectations and by fall of 1999 the official program was launched (p. 3). The need the Ed.D. program existed to serve was to "prepare leaders who [could] articulate and execute the vision necessary to lead 21st century institutions (p. 3)." The objective of the program was to "prepare students for senior level leadership role within the community college setting (p. 8)."

The Ph.D. in Higher Education was established in the fall of 2001. The program was developed under the auspices of Dr. Luke, the current chairman, whom we interviewed for this study. MSU's President's interests expanded to a Ph.D. in Higher Education and Dr. Luke was contracted as a consultant in 2000 to write the program with an internal university steering committee. The mission of the Ph.D. program in Higher Education at MSU was the following: A research doctorate in higher education as a field of study, which [was] designed for those persons whose interests [were]

primarily related to high quality professional preparation to pursue career fields in which research and other scholarly skills [were] absolutely essential. As an essentially competency based program that focused[d] more on learning than the mere accumulation of credits, the Ph.D. in Higher Education Program ha[d] as its broad mission the preparation of scholars, administrators, professor[s] and policy analysts who [could] assume leadership roles in either the public or private sector (Morgan State University, 2003).

MSU program components, characteristics, and outlook.

The Ed.D. in Higher Education was based on the cohort and educational learning model where courses were offered year-round on Friday evening and all day on Saturday. Students had to take at least 63 credit hours of study at MSU after admission to the program (Morgan State University, 2003). The program of study included two foundation courses, The American Community College and Leadership and Administration of Community College Leadership. Also required were a wide variety of specialization courses such as The Law of Higher Education in Community Colleges and Student Development in Community Colleges. A dissertation and two optional courses, Writing for Publication and Presentation and Public Policy Analysis, were also required (Morgan State University, 2003).

The Ph.D. in Higher Education was a 72 hour program including an 18 hour research core with advanced work in qualitative and quantitative methodology, 12 hours of work in a cognate field, 24 hours in foundations course work in higher education, six one-credit seminars “that involve[d] specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry (Morgan State University, 2003, p. 198)” and a 12-hour dissertation. Other requirements of Ph.D. program included a comprehensive examination, internship and field project modules, and the work necessary to write and defend the dissertation (Morgan State University, 2003).

The outlook for the program included some critical decisions related to the Ed.D. program, housing and funding for students, and a move from course-based to competency-based requirements for the Ph.D. The Ed.D. program had been very successful and Dr. Luke stated that there was no intention in tampering with the program because it worked. However, there was some interest in building the program:

One of the things is that we are going to employ some strategies that work like going to the community college and asking the leaders, the presidents, to designate a part of professional development money for people to come to Morgan for this program. And the other one is that if we had more housing at the University we could bring in more students from other places. . . and the third issue which is related to that is having enough student financial assistance, which could either be grant money or the state. . .

The move from course-based requirements to competency-based requirements for the Ph.D. program was described by Dr. Luke as the most pressing area of the program at that time. The drive for this shift was because a portion of the program was already organized in that way and the desire was uniformity.

New on the horizon of the department was a master’s degree in higher education which would be called Urban Student Affairs Administration, planned to be approved by the Spring of 2007. Dr. Luke explained the focus of that program as being “a great deal on how we deal with urban students. . . one of the courses is special problems and issues dealing with urban students.”

JACKSON STATE UNIVERSITY

JSU program history and description.

The EPh.D. in Urban Higher Education began in the fall of 2004. However, the development of the program, as Dr. Matthew described, dated back to 2002, when he “circulated a position paper that [he] had written that advocated the need for doctoral programs to be more transdisciplinary and that were needed to meet the need of future leaders in the HBCU community and the faculty embraced it. . .” From there Dr. Matthew, the founder of the program and our interviewee sat with a group of 10 faculty members and mapped out a blueprint for the program. After mapping out the blueprint, there was a year of preplanning including looking at the aims of the curriculum and refining what areas were important in urban communities. The proposal that was developed was submitted and approved in 2004, then activated for 2004.

The mission of the EPh.D. program in Urban Higher Education was stated as an intention to do the following: Prepare executives, middle/senior managers and the other institutional leaders in high education and

related human service agencies to respond effectively to the challenges posed by urban and metropolitan communities in a pluralistic society undergoing sustained social, economic and political change. It will do so by providing its leaders/students with a doctoral experience that is: (1) multidisciplinary in format; (2) cohort-based, (3) problem-centered, (4) time-bound, (5) fully engaged and immersed and (6) integrative in nature (Jackson State University, 2003, p. 2003).

Their program existed to serve primarily minority serving institutions (MSIs) and their surrounding communities and working professionals who did not have doctoral degrees.

The program has an urban specific emphasis in higher ed. so that would include those communities where high density populations of people who are poor and people who are of color. . . we also serve those working professionals who don't have doctorates in higher ed. who pursued the doctoral degree but have values added because they have the experience and not the academic credentials.

Dr. Matthew continued:

We hope that we will meet the need in the higher education sector with regard to HBCUs specifically. If you look at the profile of most if not all, many presidents...were probably going to lose more than half in the next five years, definitely in the next ten years.

JSU program components, characteristics, and outlook.

Dr. Matthew was asked to comment about distinction between an Executive Ph.D. program and a Ph.D. program.

Executive describes the program characteristic. In that, it's aimed at engaging and empowering future potential executives. It also describes the type of program that it is in that it is accelerated and it's rigorous and that it's two year. The Ph.D. is the degree so you really have an adjective that describes the program in front of the degree which we think characterizes the uniqueness of the program. We . . . wanted to call it an Executive program because it designed for executives and it's accelerated.

The transdisciplinary curriculum of the total program was 72 hours. Of those 72 hours, 18 included a professional specialization core with courses such as Theoretical Perspectives in Planning and Building Community Groups and Seminar in Governmental

and Not-for-Profit Accounting. Fifteen hours of the program included a higher education core, which required courses such as Higher Education Leadership and Organization in Cross-Cultural Environments and Educational Futures: Planning and Development. A statistics and research methods component constituted 15 hours of the degree program, while the dissertation accounted for 12 hours. 12 hours of previous graduate work had to be approved before admission (Jackson State University, 2003).

The EPh.D. program operated as a cohort model, which required student planning, and promoted collegiality, interdependence, networking, and camaraderie. The cohort model encouraged "extensive group work that follow[ed] a framework with the following participants (a) moderator/convenor (b) recorder/reporter and (c) observer-facilitator (Executive Ph.D. in Urban Higher Education, n.d.) The program was built upon four tenets: Community Practice (Wenger, Richard McDermott, & William M. Snyder, 2002; Allee, 2002), Complexity Theory (Wenger, Richard McDermott, & William M. Snyder, 2002), Exchange Analysis, and Generative Learning. The tenets were generic enough to allow any faculty member in any discipline to integrate them into coursework; however, they were specific in the sense that they were encouraged by Dr. Matthew based on his research and experience.

Community of Practice, as one of the four tenets in the program, was found in the work of Wenger, McDermott, and Snyder (2002) and Allee (2003) and included a network of individuals who share a set of problems, concerns, or passions about an area and deepen their understanding about the area on an ongoing basis. Complexity theory "actually describe[d] the actual program because [as Dr. Matthew stated,] we do look at the world through the lenses of business, public administration, urban regional planning, those lenses are very different." Exchange Analysis was explained by Dr. Matthew as the following:

[It] suggests that when we sit and assess and evaluate our progress that we make decisions for the sustainable result. . . exchange analysis is only a term used to describe the shared governance result. What is it that you are going to discuss and decide upon that is going to sustain long-term health of the institution.

Finally, Dr. Matthew defined Generative Learning in the following way:

We metaphorically make reference to thinking outside the box. . . but generative learning only suggests

you look at solutions to problems beyond conventional boundaries, that you go beyond what is already there. That is why in the electronic classroom we have photographs and graphics of African American inventions, because we are constantly asking students what would you do differently, how would you invent differently, how would you innovate, what is the creative part of the solution to be sustainable over the long haul.

The program outlook included reducing the size of the one of the cohorts, increasing the number of faculty in the program, and helping students start on their dissertations by getting IRB approval earlier. Collaborating with the other JSU departments and developing a comprehensive marketing plan were also mentioned; however, the marketing plan was the most crucial of the critical decisions.

I think we really need to have a formal, sophisticated, comprehensive, results-oriented, metric measured, marketing plan. One example is that I think we perhaps should focus on those cities and communities that have direct flights into Jackson. . . what we may have to do is focus on Atlanta, Houston, Dallas, Memphis, Baton Rouge, New Orleans, Chicago, New York, [and] D.C.

ADAMS STATE UNIVERSITY

ASU program history and description.

Founded in 1921 as a teachers' college, Adams State University (ASU) was a small, residential campus located in Southern Colorado. ASU offered a variety of associates, bachelors, and masters programs as well as a new doctoral program—all of which focused on student success while addressing societal needs. As the Regional Education Provider for southern Colorado, ASU enhanced the area's educational opportunities, economic development, and cultural enrichment, and had a rich history of serving disenfranchised populations, including underrepresented minorities, first-generation, and low-income students (Adams State University, 2015).

In 2000, ASU was the first institution of higher education (IHE) in the state of Colorado to be federally designated as a Hispanic Serving Institution (HSI), even though Latino/a enrollment had exceeded 25 percent in the early 1970s (L. Gomez, personal communication, March 2013). Since that time, ASU developed numerous programs through Title V, TRIO and other sources

of funding that focused in Latino/a student success at the undergraduate level. These programs were models of success for first generation and/or students of color. Many of the individuals served by these programs have gone on to do great things. In fact, ASU's motto was "Great Stories Begin Here." However, never before had ASU's leadership focused on the HSI mission at the graduate level.

The program was established in response to the need for more Latino/a leadership on campus, which was of concern to the Board of Trustees. Originally, Provost Michael Mumper sought to create an emphasis in higher education in the MBA program. However, due to budgetary issues, that never materialized. Then in 2009 the U.S. Department of Education announced a special competition through the Fund for the Improvement of Postsecondary Education (FIPSE) program. Here Dr. Melissa L. Freeman and Provost Mumper developed an innovative program that was designed to prepare early and midcareer professionals to be successful in leadership positions at HSIs. FIPSE provided nearly \$300,000 in seed monies to start the Higher Education Administration and Leadership (HEAL) program.

ASU program components, characteristics, and outlook.

HEAL is a 36-semester-hour master's program where students would take six credit hours per semester for two full years. Courses included a combination of "traditional" higher education courses as well as innovative courses, all of which focused on the unique needs of HSIs and Latino/a students and prepared individuals to lead any division within higher education.

Prior to the beginning of the start of the program, students completed a two-day Orientation Residency, where learned about ASU and the online environment in which they were to study. They also met program faculty and other students in the program. Midway through the program, students were required to complete a second residency called a Leadership Summit. Here, leaders from different organizations—private, public, nonprofit, higher education—provided mentoring and networking opportunities for students. It is a part of the HEAL 540 course, Leading for Student Success in the MSI.

In the final two semesters students enrolled in two "on the job" practica. Practica were tied to the final two courses in the curriculum—Intuition Research, Planning and Assessment and Entrepreneurship in Higher Education. These individualized leadership experiences were under the direction of an ASU faculty member and

a senior leader at the students' home campuses. During the course of the semester, each student developed a plan to address the problem, secured approval of that plan, and began the process of putting it into place on their campus. This was a hands-on leadership experience which enabled students to work well beyond the boundaries of their current position.

Finally, students were required to complete an E-Portfolio for graduation. The E-Portfolio enabled students to demonstrate their learning. It began during the first course and was finalized during the two practica, serving as a formative and summative evaluation of student learning. Students were encouraged to design the e-portfolio to use as a tool for their continued professional development.

The HEAL program enrolled its first cohort in Fall 2010. However, by 2013, HEAL had been nationally recognized by Excelencia in Education as a model of Latino/a student success. As of 2014, student graduation rates for the first three cohorts (Cohorts A, B, and C) were at 72%, 68%, and 65%, respectively—rates much higher than national averages for online programs. Of these three cohorts combined, more than one-half (54%) who completed were minority and nearly one-third (63%) were female.

Much of the program's success was a direct result of the advising strategies employed by the founding director, Holistic Mentoring. Holistic Mentoring involves the academic, professional and personal aspects of a student's life. This and the combination of proactive advising Check Points and Check-ins has led a high level of student success. Unfortunately, the founding director, Dr. Melissa L. Freeman, moved on to other professional opportunities in late 2013. This has had a significant impact on the program's success. Enrollment and retention rates have dropped somewhat. With leadership changes at the senior level, ASU hopes to revitalize the HEAL program to its 2013 level of success.

Discussion and Implications for Future Research

This histogram is the first of its kind. In this study we found that MSIs have been developing leaders for service in postsecondary education, through higher education graduate preparation programs since the late 1950's. Most programs derived from humble beginnings and mostly attracted students within their local region. These programs have not received a lot of attention amongst their peers. Little is known about the professional contributions of students graduating

from graduate programs in the field of higher education at MSIs. These institutions continue the legacy of advancing higher education as a field of study, without the attention and recognition they deserve. This has been typified by their absence in the International Higher Education Inventory, in the field of higher education. Through this study we have an opportunity to view the collective history of graduate programs in the field of higher education that until recently has not been previously identified in an international census of graduate programs in the field of higher education or in higher education literature (Rumbley, Altbach, Stanfield, Shimmi, de Gayardon & Chan, 2014). This challenges the field of higher education with a major direct implication and that is to update to an international census of graduate programs in the field of higher education.

We recommend that MSI programs collaborate and find ways to support each other through sharing best practices related scholarship and pedagogy. Additionally, faculty and students from these institutions would gain from continuing to participate in academic societies such as, the Association for the Study of Higher Education (ASHE), American Educational Research Association (AERA), National Association for Student Personnel Administrators (NASPA), and American College Personnel Association (ACPA). And higher education programs at MSIs should lead in the area of studying and solving critical problems at MSIs

We also continue to know little about the graduates from these programs. Future research should probe whether these programs produce strong student learning outcomes including, preparation for first job post-graduation, job placement, etc. Also research regarding the future of these programs are needed. Questions such as, Will these programs be the training ground for those seeking future leadership positions at MSIs, will be important to research in the future. A discussion regarding how these programs are respected and appreciated by campus constituents will also be a welcome addition to the literature.

Conclusion

This study found that eight universities have held, or currently hold graduate programs in the field of higher education at HBCUs and the one such program at a HSI. This study provides a unique contribution to the literature base on higher education as a field of study as there has been no study that has addressed the unique contribution the MSIs have provided in developing skilled faculty, administrators, and policymakers taught

in the field of higher education. Given that the MSI higher education programs have been virtually absent from the literature on higher education, it is the authors hope that this study should shed a positive light on an invaluable segment of the field of higher education.

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