A CHANGED CLIMATE CREATED BY TITLE IX WITHIN HBCUS:
INSTITUTIONAL RESPONSE

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CAPSTONE ABSTRACT
A Changed Climate Created By Title IX within HBCUs
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For the last six months, I have researched Title IX and its impact on athletics within historical black colleges and universities (HBCU) specifically race. African-American women including all minorities have participated in college athletics as a direct result of Title IX. African-American women eventually graduate from college and are offered professional opportunities as either coaches or administrators. In 1972 Title IX became a federal law and banned sex discrimination in federally funded educational programs. I asked whether Title IX had a different impact on historical black colleges and universities (HBCU) vs. historical white colleges and universities (HWCU). My research suggests that the impact of Title IX on higher education is complicated. The primary focus of this paper is the institutional response to Title IX, and the institutions’ aspirations for black women leaders. I examined the institutional response at three colleges/universities: Spellman College, Howard University, and Rutgers University – New Brunswick. Through this research process, I have discovered that historical white colleges’ and universities’ response to Title IX has been to expand women’s varsity athletics but historical black colleges and universities have chosen to de-emphasize college sports and create physical educational activities. HBCU’s communities have provided learning centers, wellness programs, and career workshops to prepare their female student athletes for their future goals as leaders in society. This new revived role
of physical education that has been created by HBCUs suggests that the institutions have not responded to Title IX by expanding women’s sports for gender equality but in fact HBCUs have put more emphasis on the racial uplift ideology.
Introduction

In 1972, Title IX of the Higher Education Amendments Act was enacted to achieve and ensure equal rights for everybody, no matter the sex, in all aspects of education.\(^1\) Title IX is a federal law that states,

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.\(^2\)

Title IX prohibits sex discrimination and gives women equal rights and opportunities to participate in collegiate athletics.\(^3\) There have been many conversations regarding Title IX with respect to sports in prestigious colleges and sports. For example, in 2006 journalist Welch Suggs investigated how Title IX revolutionized American sports by looking at the history of female athletes in college sports.\(^4\) Suggs focused on the push for a more highly commercialized model of men’s sports and profits for colleges and universities. Suggs also addressed how Title IX has done very little to help minority female athletes. In 2001, historian Pamela Grundy examined the meanings behind school

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1. For the focus of this capstone, higher education focuses on the four case studies Spelman College, Howard University, Rutgers University – New Brunswick. The practices of higher education and college sports are on NCAA.org.


3. For the focus of this argument, Title IX focuses on gender equality and its impact on colleges and universities such as Spelman College, Howard University, Rutgers University – New Brunswick.

sports in North Carolina by examining athletic programs at universities, women’s colleges, and Historical Black Colleges and Universities (HBCUs). Grundy claims that college sports were affected by economics, social change, and race. However, no one has looked at an institutional analysis of Title IX’s influence on black women and varsity athletics at HBCUs. Given the lack of research in that area, I focused on Title IX’s influence on Historically Black Colleges, and compared those changes, if any, with Historical White Colleges and Universities (HWCUs). History provides examples of HBCUs and the African-American community valuing women’s athleticism. More recently, in response to changes instigated by Title IX, the goal of athletic recruitment of black and white female athletes at elite white colleges has been to improve athletic teams, which, in return, promote institutional status. Research suggests that HBCUs have different expectations for women’s athletics. While varsity sports also serve as a vehicle for institutional status and rank at HBCUs the primary focus is on the student athlete’s future in society. I will examine athletics in higher education at three institutions, and the connection between the aspirations for women’s athletics at those institutions. I will provide case studies of two Historical Black Colleges and Universities, Spellman College and Howard University and an elite white university, Rutgers University – New Brunswick.


6 The analysis or response will focus on the guidelines and regulation that are enforced in colleges and universities (Spellman College, Rutgers University-New Brunswick, Howard University) because of Title IX’s impact and to improve gender equality. The guidelines and regulations that are set by the NCAA and can be found on NCAA.org under the Title IX resource center.

Review of Title IX’s Influence

Congress passed Title IX and signed the law in 1972. Prior to 1972 there was no law that banned sex discrimination within federally funded educational programs. Title IX experts, Vivian Acosta and Linda Jean Carpenter provided an account of Title IX prohibiting discrimination against girls and women in higher education, and athletic programs. Acosta and Carpenter state,

As soon as the Title IX road trip began with the law's enactment in 1972, the scenery passing the window began to change dramatically—even though the regulations that would come to define and refine the meaning of the thirty-eight words of Title IX's statutory language were not yet penned. 9

Because of Title IX, women and girls have benefited from more participation opportunities and more equitable facilities. Mary Jo Kane and Shawn Ladda are among many of the authors that focus on how much the law influenced today’s women. 10 In reference to the 2012 Olympic Games, Title IX experts Kane and Ladda state,

With great successes in London, many milestones were reached in terms of participation levels and medal counts. For the first time ever, women represented the majority of the U.S. team, with 269 female participants compared to 261 male participants. 11

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8 For the purpose of this capstone, I will focus on Rutgers University in New Brunswick, New Jersey. Rutgers has two other locations in Camden and Newark New Jersey. The New Brunswick location was founded in 1766.

9 Acosta, Vivian. Carpenter, Linda Jean. Are We There Yet? Thirty Seven Years Later, Title IX Hasn’t Fixed It All. ( Academe Online, 2009)


11 Kane, Mary Jo. Ladda, Shawn. 40th Anniversary of Title IX: Status of Girls’ and Women’s Sports
While experts trace the impact of Title IX to education and international sports participation, most discussions of Title IX focus on what Title IX means to sports at the elementary, high school, and collegiate level. Kane and Ladda state, "Since the passage of Title IX, the number of girls who compete in varsity sports has grown steadily every year--from fewer than 300,000 in 1972 to over 3 million in 2011, a ten-fold increase."\(^{12}\)

This statistic shows that today more women are competing in high school varsity sports than prior to 1972. In 2011 the NCAA reported, “fifty-five percent of the 'post-Title IX' generation participated in high school sports compared to 36% of the 'pre-Title IX generation.'”\(^{13}\)

While the participation statistic shows an increase for the elementary and high school level, the collegiate level has also seen a different change in response to Title IX. There is, however, a contradicting argument about Title IX and its impact on higher education and collegiate athletics. Some research suggests that the progress women and girls have made under Title IX had fallen short of gender equality.\(^{14}\)  


"Title IX Resources Guide,” U.S. Department of Education - Office for Civil Rights, April 2015. http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf,(20) All colleges and universities that are members of the NCAA are ordered to follow all Title IX guidelines and
Mary Jo Kane also report that there is a decrease in women’s participation in varsity sports when compared to men at the collegiate level. According to NCAA.org, many schools within Division I showed, “In 2011, there was a 15% decrease in the collegiate level of women’s varsity sports compared to men’s varsity sports.” 15

Brief History of Title IX

After Title IX was passed the NCAA and some high school administrators claimed that male sports would suffer if Title IX required girls’ sports to be funded equally. To ameliorate these complaints and simultaneously obey Title IX rules, lawmakers setup regulations about how to implement the law. Deborah Brake describes how the regulations to implement the law were not released until two years later, and these regulations did not go into effect until July 1975. 16 Moreover, the Office of Civil Rights did not enforce the law. Brake states, “Few complaints were investigated and resolved. Under Presidents Reagan and Bush, enforcement of Title IX came to a halt.” 17

Furthermore, the first agencies in charge of enforcing the law were the Department of Health, Education, and Welfare. As a result, the law permitted those collegiate athletic programs that did not receive federal funds, to discriminate on the basis of regulations including athletic participation. Every year the NCAA member schools send reports to the NCAA.


of gender. The Department of Education did not get involved until after the important 1984 decision. Brake stated,

Then in a 1984 decision, *Grove City v. Bell*, in the U.S. Supreme Court examined Title IX more closely. The court ruled that Title IX did not cover the entire educational institutions ---- only those programs directly receiving federal funds…other programs, such as athletics, that did not receive federal funds, were free to discriminate on the basis of gender.\(^{18}\)

In 1988, Congress passed the Civil Rights Restoration Act. The Civil Rights Restoration Act was passed to protect the independence of the New York City’s Human Rights law against any discriminatory attacks of the state. According to the NCAA National Office, “the act nullified the effects of the *Grove City vs. Bell* ruling by outlawing sex discrimination throughout an entire educational institution if any part of the institution received federal funding.” \(^{19}\)

In addition to the Civil Rights Restoration Act, the Office of Civil Rights re-enforced its commitment to ending gender discrimination by calling Title IX a ‘top priority.’ \(^{20}\)

Title IX’s influence continued to evolve with court challenges. Another important case that contributed to the history of Title IX was *Franklin v. Gwinnett County Public Schools (1992).* \(^{21}\) According to Title IX law experts, Nicole Mitchell and Lisa Ennis the

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\(^{19}\) “Title IX Resources Guide,” *U.S. Department of Education - Office for Civil Rights*, April 2015. [http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf), (18) The Title IX Investigator’s Manual is a guide book that many NCAA member schools use when following the rules and regulations that are set by the NCAA according to Title IX.


Court of Appeals ruled in favor of Franklin and the U.S. Supreme Court held that compensatory and punitive damages were available under Title IX. Mitchell and Ennis state, “this case was crucial in putting ‘teeth’ into Title IX, allowing women to find lawyers willing to take their cases because of the possibility of damage awards, and threatening colleges in their pocketbooks if they refused to comply with Title IX.”

Furthermore, Mitchell and Ennis claim that the Title IX complaints against colleges were hampered by not knowing how much money a college or university was putting into women’s and men’s sports. In 1964, the Elementary and Secondary Education Act was renewed to include requirements that colleges and universities disclose funding and participation rates. The act emphasized equal access to education, including setting high standards for academic performance and demand for rigorous level of accountability from schools and districts. Mitchell and Ennis claim that this act also forced colleges and universities to disclose funding and participation rates. This aspect of The Elementary and Secondary Education Act did not go into effect until 1996.

Women’s opportunities for competitive physical activity were limited in America

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According to the Court of Appeals, the case involved a high school woman who said she was sexually harassed and abused by a teacher. Reports show that she filed for damages in Federal District Court. However these charges were later dismissed because Title IX did not authorize an award of damages.


Title IX has had a huge impact, and has provided a generation of female’s equal access to education and athletic opportunities. The opportunities offered by Title IX have been understood and implemented by the athletic programs on the collegiate level. One important resulting attitude for elite white colleges was that the expansion of women’s varsity teams and participation would represent equity and quality. The opportunities offered by Title IX have been understood and implemented at HBCUs. But varsity sports do not serve as a vehicle for institutional status and rank like HWCUs. Rather academics and research serve as a vehicle for institutional status and rank at HBCUs. My research suggests that HBCUs have responded differently to the post-Title IX climate change. Today, HBCUs have continued to support the ideology of racial uplift.  

Racial uplift refers to the idea that within the black community the educated blacks are responsible for the welfare and the majority of the race. HBCU’s have relied on the varsity model of sport to serve as a vehicle of a brighter future for their students but not for institutional status. Have HBCUs responded differently than other institutions to the post-Title IX climate? Women’s athletics at Howard University, Spelman College, and Rutgers University are cases that suggest the social aspirations for their women students elicited different institutional responses.

Case: Howard University


27 Gaines, Kevin K. Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century, Chapel Hill, N.C. (The University of North Carolina Press. 1996), IV. Historian Kevin Gaines is an expert on the ideology of the racial uplift which dates back to the 1960s.
Howard University is one of the oldest HBCUs in the country, and was established in 1867. The school was named after Civil War General Oliver Otis Howard because he believed in graduate and professional education. Records show that Howard is regarded as one of the most prestigious institutions of higher learning, and according to their records, approximately 11,000 students from over 70 countries are enrolled every year. HBCU historian, Rayford Logan labeled Howard University as the “capstone of Negro education,” because of the African American educational values and experience.  

Logan states, “It is the only HBCU to hold the academic priority and distinction. Over the years Howard University has produced the greatest number of graduates with variety of different degrees.”

Howard was originally formed to be a theological school, but was later chartered as a university because of Oliver Otis Howard. The institution was originally a single-frame building that has evolved into 13 different schools. In each of its 13 schools, Howard University seeks to develop committed and intelligent individuals.

In March 2015, Dr. Wayne Frederick became the seventeenth president of the institution. In a statement from a recent article in the Washington Post, Dr. Wayne Frederick stated, “….in addition to improving student services, I am committed to strengthening programs in Science, Technology, and Mathematics, and in expanding the University’s international reach.”

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Dr. Frederick’s mission for Howard University is to produce a culturally diverse, comprehensive, research intensive historically Black private university. Journalist, Nick Anderson reports,

The University provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon education opportunities for black students.  

Howard University has always had a role for black women leaders. For example, in 1930 Dorothy Peter became the head of the Moorland Spingarn Research Center. Historian Janet Sims-Wood claimed that when Howard appointed Dorothy Peter this symbolized an example of women’s leadership on Howard’s campus. Sims-Wood states, “Dorothy Porter, firmly established Howard as a major research center of African-American studies, and she promoted Howard’s rise to intellectual preeminence.”

Under the direction of Dorothy Porter at the Moorland Spingarn Research Center, Howard University students would maintain a tradition of social activism and community service. According to Sims-Woods, Dorothy Porter helped to make the Moorland

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Research Center what it is today. Sims-Woods states, “The Moorland-Research Center (MSRC) is recognized as one of the world’s largest and most comprehensive repositories for the documentation of the history and culture of African descent in Africa, the Americas and other parts of the world.”  

Dorothy Porter is an example of how women’s leadership, academics, and excellence has been a priority at Howard University. Sims-Woods states, “Student activism in the 1920s to the 1960s was vibrant on campus with demonstrations against segregation, job discrimination, and the civil rights protest sweeping across the south.”  

Howard students participated in many events and student activism that swept the United States during the 1960s and could be seen right at Howard University. Sims-Woods states, “The wave of youth activism that swept the United States and the world in 1968 was reflected in student strikes that closed the University, out of which came steps to increase student participation in university governance.”  

Over the years Howard University has continued to focus on their student’s academic excellence both nationally and internationally. To help their students succeed the staff follows Howard’s five mottos for enhancing the status of the institution as a research university, increasing the academic excellence in teaching and learning,

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35 Sims-Wood, Janet. Dorothy Porter Wesley at Howard University: Building a Legacy of Black History. Charleston, S.C. (The History Press. 2014), 38. The Moorland Research Center was established in 1930 and has been recognized as one of the best research centers in the world.

36 Sims-Wood, Janet. Dorothy Porter Wesley at Howard University: Building a Legacy of Black History. Charleston, S.C. (The History Press. 2014), 55. Through the 1920s and 60s there were many student movements and rights of activism held on many HBCUs.

expanding international and world affairs, providing an environment of free speech, and extending the public service role through the engagement with local, national, and international countries. Overall, Howard’s main institutional focus is on academics, tradition, and African-American history.

Lucy Diggs Slowe – Dean of Students Howard University

Prior to Dorothy Porter, Lucy Diggs Slowe’s career was evidence of Howard University’s acceptance of women in leadership. Unlike Dorothy Porter, Lucy Diggs Slowe symbolized Howard’s acceptance of a woman leader through the enhancement of the competitive athletic experience. Biographer, Carroll Miller examines the life of Lucy Diggs Slowe and how she became one of the original founders of Alpha Kappa Alpha and in 1922 Howard’s first Dean of Women students. According to biographer Carroll Miller, Lucy Diggs Slowe transcended the era’s limits and Slowe became a woman of many firsts within her era.

Lucy Diggs Slowe was born in Virginia to hard working parents Henry Slowe who was a hotel operator and Fannie Porter Slowe. Lucy lost both of her parents at a very young age and was raised by her aunt Martha Price (the date of her parent’s death is unknown). When Lucy turned thirteen the family moved to Baltimore, Maryland where she attended the Baltimore Colored School for Girls. At the school, Lucy Diggs Slowe learned English and Literature while also playing tennis. In June of 1904, Lucy Diggs Slowe graduated second in her class and was accepted into Howard University. Miller states, “Slowe was the first person from her school to attend Howard University, the top

historically black college in the nation and at the time when only 1/3 of African American and 5% of whites attended any college.” 39

While attending Howard University Lucy studied English and became an established writer. In 1908 Lucy became one of the original founders and also became one of the writers to draft the Alpha Kappa Alpha’s constitution. Many of the original members chose Slowe to write a draft because she was one of the top writers of her class. On January 15, 1908, the AKA founding members appointed Slowe as the head writer to draft the sorority’s constitution. Miller states, “Lucy was the one of the original founders of the sorority in 1908 at Howard University. Her legacy of Alpha Kappa Alpha has continued to influence women and social capital for over 100 years.” 40 Howard University helped Lucy Diggs Slowe to become a leader by first establishing her as a writer and later contributing to the Alpha Kappa Alpha sorority. Slowe is an example of Howard University’s support for women’s leadership.

In 1909 Lucy graduated from Howard University and returned to Baltimore, Maryland, where she taught high school English for a few years. However during the summers, Slowe would study at Columbia University located in New York City. While living in New York, Lucy earned her Masters of Arts degree in 1915.

For several years Slowe continued to teach in Baltimore but later decided to return to Washington, D.C. Miller states, “Lucy felt that her work was meant elsewhere so she moved to D.C. Because the District was run as part of the federal government and


40 Miller, Carroll.L.L. Pruitt-Logan, Anne S. Faithful to the Task at Hand: The Life of Lucy Diggs Slowe. Albany, N.Y. (New York Press, 2012), 45. Many of Lucy’s classmates and colleagues viewed her as an influential woman that was a graduate, administrator, and asset to the Howard community.
African American teachers within the public schools were paid on the same scale as whites.  

Early in her career Slowe stayed within the public school system. The public school system attracted outstanding teachers like Slowe especially to Dunbar High School, which was an academic high school for African-Americans.

Howard University accepted women leaders and perhaps Slowe’s career suggests that Howard University accepted athletic achievement as a preparation for women leadership roles. Prior to her studies at Howard University Slowe was recognized as a talented tennis player. In the early 1900s Slowe fell in love with the game of tennis and continued to shine in her athletic ability even while attending Howard. Lucy found tennis enjoyable but realized early that if she studied at an HBCU the staff would provide her with the support of leadership and authority that would benefit her career later in life. According to Carroll Miller, Lucy Diggs Slowe became a tennis champion and won the National Title of the American Tennis Association in 1917. Miller stated,

Slowe was the first African-American woman to win a major sports title. In 1917 there were no black women leading in the sport arena especially tennis. Lucy Diggs Slowe demonstrated in her work as an educator, tennis champion, college administrator, and civic organizer how athletics supported women to create spheres of influence, authority, and power within institutions. HBCU institutions that traditionally allowed African American women to have formal authority and real power.

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In 1922, Slowe was chosen as the first Dean of Students at Howard University. She was an administrator at the university until her death in 1937. During that time she led two professional associations to support other women as college administrators. Slowe founded both the National Association of College Women (served as the first president for several years) and the Association of Advisors in Women in Colored Schools. Miller stated, “In her leadership as an educator and college administrator she created important social capital.” Slowe created many organizations to help support African-American women in college and within the community. Overall, in Slowe’s selection Howard University acknowledged her academics and sport achievements as qualities for leadership.

History of Howard Athletics

Howard University is known for its academics, but few people know about their sporting events. Today Howard University competes in 19 different varsity sports including basketball, football, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track, and volleyball. According to NCAA.org, "Out of the 19 varsity sports that are offered women student athletes compete in over 9 of the teams (basketball, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track, and

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43 Miller, Carroll.L.L. Pruitt-Logan, Anne S. Faithful to the Task at Hand: The Life of Lucy Diggs Slowe. Albany, N.Y. (New York Press, 2012), 55. The Association of Advisors to Women in Colored Schools was established in the early 1900s with Lucy Diggs Slowe as one of the Association’s leaders. The Association no longer exists today.

All of the athletic teams (both male and female) compete in the NCAA as part of the Mid-Eastern Athletic Conference and compete under the Howard Bison.

Howard University prides itself on being able to attract athletes, but its main focus is on academics. Research shows that the university is dedicated to attracting and sustaining prominent faculty who also pride themselves on teaching, research and service, a commitment to the development of historically aware and compassionate graduates, and to the discovery of solutions to human problems nationally and internationally.  

Howard University’s goal for young black women is the elimination of inequities related to race, color, social, economic, and political circumstances. Sims-Woods states, “As the only truly comprehensive predominately Black University, Howard is one of the major engineers of change in our society. Through its traditional and cutting-edge academic programs, the University seeks to improve the circumstances of all people in the search for peace and justice on earth.”

In a recent interview with the Washington Post, former athletic director, Louis Skip Perkins said, "As of 2006, Howard's six year graduation rate was 67.5% and most of

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46 Sims-Wood, Janet. Dorothy Porter Wesley at Howard University: Building a Legacy of Black History, Charleston, S.C. (The History Press. 2014), 88. On Howard.edu, there are many of the program initiatives that are involved with the national and international problems of the world including the Moorland Research Center.

our girl student athletes made up that graduation rate.” 48 This statistic from the former athletic director Louis Skip Perkins, represents the university’s emphasis on academics over athletics. At Howard University, there is no debate, athletes and athletic departments have to make the grade and choose academic success over athletics.

When it comes to shaping their athletic policy Howard is looking internally to measure success rather than comparing its rank against other institutions. Because of Howard’s internal focus, there have been women leaders like Lucy Diggs Slowe and Dorothy Perkins and now positive progress of student athletes and their four year graduation rates. These examples emphasize Howard’s support for future women leaders. The Institute for Diversity and Ethics in Sports reports, “the grad rates are hitting 81% but there is still a gap between African-American student-athletes and Caucasian student-athletes.” 49

Howard University believes in staying committed to the four year graduation rate. In a recent 2010 interview, former athletic director, Louis Skip Perkins, discussed the department’s preparation for student athlete’s career readiness and how athletes can prepare themselves for life after college. Perkins stated, “There are specific steps that are

49 Ang, Kevin. Keeping Score When It Counts: Academic Progress/Graduation Success Rate Study of NCAA Division I Women’s and Men’s Basketball Tournament Teams, Tidesport.org, 2011 March 15. The Institute for Diversity and Ethics in Sport is another research resource that provides reports based on gender and race in amateur, and collegiate sports.
being taken to ensure that student athletes place emphasis on the student part. The most important piece and biggest strength has come from the top down."  

Howard University’s athletic director highlighted the department’s future with the perfect combination of winning for the school, student-athlete, and the coach. Perkins stated, “There is only so much time a coach can spend with a student athlete. There are rules administered by the NCAA that regulate this. Only so much time can be spent in the weight room, on the field, and watching film with athletes.”

Balancing everything in college can be stressful, and for a student-athlete, the balance can almost break a student. Perkins suggests there is absolutely no time limit enforced by the NCAA or athletics departments on the amount of time a student-athlete can spend with tutors, academic advisors, or professors. It is the responsibility of the student-athlete to concentrate on the unlimited time that is available, and to take advantage of the resources to succeed academically.

However, Perkins also claims that academic success for student-athletes is a team success (on and off the field). Perkins stated, “If a coach is not stressing academic success, ultimately they face the chance of ineligible players that could and should be

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50 Hamilton, Kerry-Ann. *Howard University Names Shelley Davis as Athletics Director*, Howard.edu. 20 January 2015 Louis “Skip” Perkins stepped down as the athletic director in January of 2015 and was replaced by Shelley Davis.

51 Prewitt, Alex. *NCAA announces penalties imposed by Howard University athletics department*. The Washington Post. 2014 May 20. Alex Pruitt provides information about the athletic program and the support to help their student-athletes excel.
contributing to the success of the athletic program at Howard for both men and women.” 52

Being a student-athlete is like a full-time job. The athlete must take advantage of academic support like tutors. Many of the coaches at Howard administer their own study hall sessions three times a week. For example, the women’s basketball coach makes all of her players attend academic hall session. Perkins stated, “This shows coaches, administration and faculty the willingness to be a well-rounded athlete which they will need after the clock has stopped running.” 53 This is further evidence of Howard’s academic consistency of the institutional goals for the student’s career goals.

According to Perkins, the mission of the university is to go to great lengths to position student athletes for career success. Perkins was quoted as saying that, “these students need to be focused because the game will always come to end and they need to know where to go next. It begins with the head coach and the recruiting process. Coaches are leaders and need to impress upon their teams and individual athletes that academics are a priority.” 54

If the student-athlete has a bad semester and is below the G.P.A. requirements the academic advisor will step in and make sure the student goes to mandatory study hall sessions. Howard University’s, Associate Athletics Director of Operations, Nicholas

52 Prewitt, Alex. NCAA announces penalties imposed by Howard University athletics department. The Washington Post. 2014 May 20. Pruitt’s article emphasized Howard’s involvement with their academic studies vs. athletic competition.

53 Prewitt, Alex. NCAA announces penalties imposed by Howard University athletics department. The Washington Post. 2014 May 20. Pruitt’s article and Perkins focus on the coach’s and student’s responsibilities at Howard University.

LatHam, provided information regarding the mandatory study halls that are required for student-athletes to attend.  

LatHam stated, "Mandatory workshops and seminars are provided about career planning and readiness. We have to make sure our coaches and support staff are implementing the procedures that we put in place. There is a high level of responsibility that sits with us." 

Howard University’s institutional responses have not changed due to the changed climate created by Title IX. Over the years Howard has maintained that academics is the priority over sports while sports help women become leaders. For example, Lucy Diggs Slowe became a tennis champion but was supported for her academic excellence and in the arena by becoming the first Dean of Woman students. Howard University appointed Dorothy Perkins as the head of the research center which emphasized Howard’s role for women leaders. Overall, Howard does not measure itself over other schools and Howard has not been impacted by Title IX. Howard’s response to Title IX is the fact that the varsity model of sport is a tool that has been used to help women prepare for their future careers and become leaders within society.

Case: Spelman College

Spelman College is a historically black women’s liberal arts college located in Atlanta, Georgia. Historians Yvonne Watson and Sheila Gregory tell the history of

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55 Email correspondence with Nicholas LatHam, Associate Athletics Director, February 25, 2015. Nicholas LatHam is the Associate Athletics Director for Operations at Howard University. He is responsible for the day-to-day actions in the Athletics department at Howard University. LatHam provided analysis on some of the workshops that the student-athletes must attend throughout the semester.

56 Email correspondence with Nicholas LatHam’s. Nicholas LatHam focused on the workshops and seminars that are provided for student athletes to help them succeed.
Spelman College by concentrating on Spelman’s early presidents. In 1924, Spelman was the only southern black female college to receive its collegiate charter and was only the fourth historically black female institution in the south that was devoted to higher education. Historians Yvonne Watson and Sheila Gregory state, “Spelman holds the distinction of being one of America’s oldest historically black colleges for women.” Spelman offers 19 BA degrees and 8 BS degrees that include the arts, education, sciences, business and the Armed Forces. The college is also part of the Atlanta University center that is the academic consortium in Atlanta, Georgia.

In 2010, the U.S. News and World Report placed Spelman College among the top 50 four year colleges and universities for producing Fulbright Scholars and it was ranked as the second largest producer of African American college graduates who move onto medical school, law school, and graduate programs. Spelman’s rank emphasizes the importance of academics for their female students. According to Gregory and Watson, Spelman is compared to the Radcliffe, Wellesley or Smith for African-American women.

While Spelman College is known for its academics the institution is also a sign of change for college women’s athletics. From 2003 until 2013, Spelman College was known as the Spelman Jaguars and was a member of the Great South Athletic Conference

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in the NCAA’s Division III. During Spelman’s time in the NCAA, it sponsored several varsity sports ranging from basketball, cross country, to golf and soccer. Journalist, Jennifer Lansbury examined Spelman’s attitude on athletics and how the school preferred academics over athletics. In 2013, Spelman announced that it would change its focus within the athletic department, limiting the resources to the varsity sports teams and re-focusing on the physical educational facilities. Lansbury states, “On November 1, 2012, Spelman College announced that it would be limit the resources used for all of their sports teams at the end of the 2012-13 academic year. The president of the college wanted to promote healthy lifestyles amongst students.”

Spelman’s new vision focused on reallocating the athletic department’s savings and budget by putting the money towards a wellness initiative that would emphasize fitness and good health practices for all students. Spelman hopes that this initiative will influence healthy practices for the students later in life as well. Spelman’s athletic policy is not shaped by the HWCU expansion of varsity sports to fulfill the Title IX measures. Spelman supports their own measure of quality and needs of their female students by emphasizing sports and fitness.


Spelman’s Director of Physical Education and Athletics Germain McAuley, said in interview with the New York Times that Spelman’s mission for their students is academics and providing a healthier lifestyle for its students through physical activities.  

Germain McAuley said that most of Spelman’s student athletes made up most of the four year graduation rate. Germain McAuley stated, “Spelman had a four year graduation rate which consisted of 61% and a five year graduation rate of 73% which included many student-athletes from Spelman College.”

Many colleges go to great lengths to gain recognition for their institution through athletic success but Spelman College has chosen a different path by focusing on the future career and health of the student. McAuley stated, “This past year alone, universities rushed to join conferences that made little sense geographically or competitively. But Spelman College is doing the exact opposite.”

Why, did Spelman decide to limit their resources for their athletic teams? Spelman’s Director of Physical Education and Athletics, McAuley claimed that Spelman’s presence in the NCAA was minor compared to other Division III schools. McAuley states, “…80 athletes is hardly getting the same attention as the Division I program that field hundreds. So rather than dedicate its resources to programs from which only 4 percent of Spelman’s 2,000 students benefit that direct money can go to the

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63 Tierney, Mike. *At a College Dropping Sports in Favor of Fitness.* New York Times. 2013 April 13. In 2013, Germain McAuley was appointed as the Director of Physical Education and Athletics.

64 Tierney, Mike. *At a College Dropping Sports in Favor of Fitness.* New York Times. 2013 April 13

65 Tierney, Mike. *At a College Dropping Sports in Favor of Fitness.* New York Times. 2013 April 13. In the New York Times interview with Germain McAuley, there was an emphasis on Spelman’s grad rate and how many of their graduates were student-athletes.
academics and a healthier lifestyle.” Overall, the institution would like to focus on the physical activities for the student body because in the end studies help prepare women for their career goals and the wellness initiative program will help support the student’s future health.

Spelman’s President Beverly Daniel Tatum announced that the decision was made in favor of the student’s health and future. Spelman’s President Tatum said,

When we think about our involvement in intercollegiate athletics or our activities in our physical education classes, those are not necessarily the thing they’re going to do after graduation. We want the students to live long and healthy lives so they can get the return on that investment they’ve made in higher education.

Spelman’s decision introduced a health-focused perspective that many colleges and universities do not use when thinking about their athletic program dollars. Spelman’s wellness initiative is another example of the institutional aspirations for and attitudes regarding athletics. At Spellman athletic policy is focused on preparing their women for leadership roles.

Research shows that Spelman is trying to improve the health of America’s youth and especially black women, many of whom are more prone to diseases that are helped by exercise such as diabetes and high blood pressure. In a study done by the Centers for Disease Control and Prevention, reports show that 44 percent of black women over the

66 Tierney, Mike. *At a College Dropping Sports in Favor of Fitness.* New York Times. 2013 April 13. Mike Tierney’s interview with Germain McAuley included information on Spelman’s budget and how the athletics budget would be focused on the wellness program.

age of 20 have high blood pressure. The Centers for Disease Control and Prevention report that young black women before the age of seventeen do not engage in any type of physical activity. Spelman’s President Tatum hopes other institutions will follow with the same type of health awareness program to prevent the high statistics from climbing any higher. President Tatum said, “Spelman has not only a special responsibility but a special opportunity as a HBCU to address the health issue. I always point to Spelman’s motto when making decisions on school matters and that is, ‘seek to empower the total person.”

The habits that a college student develops will often carry through with them into the rest of their adulthood. Tatum stated, “We have four years to really shape our student in many different ways. In the African-American community, it seems like an especially important moment in a student’s life to make an intervention.”

Spelman’s ideology is very similar to the racial uplift within the black community that dates as far back as the early nineteenth century. The racial uplift ideology is the idea that educated blacks are responsible for the welfare of the black race. This response was in regards to the assault on the African American civil and political rights in the late and early nineteenth centuries. Historian Kevin Gaines examines the ideology of the racial

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68 Every year the Centers for Disease Control and Prevention (CDC) annually reports on the number of diseases and health risks based on gender and race on http://www.cdc.gov/diabetes/statistics/incidence/fig1.htm.


70 Lansbury, Jennifer. *A Spectacular Leap: Black Women Athletes in Twentieth Century America*. Little Rock, A.R. (The University of Arkansas Press. 2014), 35. Lansbury provided Tatum’s progress with the introduction of more physical educational activities for the students.
uplift by focusing on black leadership, politics and culture through the 20th century.\textsuperscript{71} Gaines states, “Uplift ideology protested the disenfranchisement, segregation, and violence wielded against black Americans, but it was also a reaction to the cultural dimension…”\textsuperscript{72}

This racial uplift ideology serves as an example of how Spelman’s initiative hopes to help their student’s by focusing on their health and fitness for a better future.

Spelman’s physical education requirement will focus on athletic opportunities for all students. In the Academic Office for Physical Education, Kelly Peterson said the change to the curriculum has been redesigned. “The curriculum will focus more on fitness and activities. We want to focus on a healthier path for each woman through activities such as more running, less archery, more yoga, less badminton. Overall the possibilities are endless.”\textsuperscript{73}

Spelman’s new athletic plan also includes activities like Zumba and hip hop aerobics, all together creative courses that students will find interesting and ready to move in. Spelman hopes that the wellness initiative will also supplement the educational component. Tatum states, “Part of the mission is huge convocations, which will focus on wellness issues and why they’re particularly significant for black women.”\textsuperscript{74}


\textsuperscript{72} Gaines, Kevin. \textit{Uplifting the Race: Black Leadership, Politics, and Culture in Twentieth Century}, Greensboro, N.C. (The University of North Carolina Press. 1996), 5. For the purpose of this capstone, please refer to Kevin Gaines book on the racial uplift ideology within the black community.

\textsuperscript{73} Correspondence email with Kelly Peterson, Admissions Officer, in regards to Spelman’s physical educational activities as courses. Kelly Peterson provided information on Spelman’s physical educational activities and course descriptions.

\textsuperscript{74} Lansbury, Jennifer. \textit{A Spectacular Leap: Black Women Athletes in Twentieth Century America}. Little
Spelman’s Presidential Wellness Scholars program helps coordinate and support the new wellness initiative program. The program sponsors a group of student ambassadors that work to identify and change the attitudes and behaviors contributing to poor lifestyle habits and deliver that message to the rest of Spelman’s students. The wellness initiative did change Spelman’s campus but Spelman’s President does not think the campus was too much affected by the change of focus away from varsity sports because Spelman has always been known for their academics and not athletics. Tatum stated, “Spelman was competitive, too, with the cross country team because of the conference championship win. Certainly the young women who are involved in varsity sports were passionate about the game but the Spelman experience is not about athletic more so academics and the arts.”

The young women who come to Spelman choose Spelman for the academics not the varsity athletics program. President Tatum called the initiative the “wellness revolution.” Tatum stated, “I think that our students are women who will change the world because Spelman women are leaders and have been for the last 132 years. When our founders founded the college in 1881 it was the idea that they were going to education women who would go out and educate others.”

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Rock, A.R. (The University of Arkansas Press. 2014), 28. Spelman’s mission is to prepare young black women to become aspirational leaders and help them with their career goals.

75 Lansbury, Jennifer. *A Spectacular Leap: Black Women Athletes in Twentieth Century America*. Little Rock, A.R. (The University of Arkansas Press. 2014), 40. Spelman was competitive within the Greater South Atlantic Division especially in cross country.

76 Lansbury, Jennifer. *A Spectacular Leap: Black Women Athletes in Twentieth Century America*. Little Rock, A.R. (The University of Arkansas Press. 2014), 28. Lansbury’s interview with President Tatum also focused on the history at Spelman and how the institutions traditions are taught to their students.
Spelman is trying to redefine an institutional approach to college athletics. Young women on the Spelman campus see themselves as part of a community of black women who are concerned about healthy lifestyles that promote wellness. Spelman’s institutional response to post-Title IX athletic climate continues the HBCU mission of racial uplift ideology, which is different than the Title IX varsity model.

Case: Rutgers University – New Brunswick

Rutgers University is located in New Brunswick, New Jersey. Rutgers is known primarily for research studies ranging from Biological Sciences to Engineering and English to Theatre. Rutgers is also known for their athletic teams especially football. Author, Michael Pellowski examines college football at Rutgers University also known as Scarlet Knight territory. 77 Pellowski stated, “A lot of people do not know the birthplace of college football started at Rutgers University. The Rutgers stadium hosted the first ever intercollegiate football game in November of 1869.” 78

According to Pellowski the football game was on the College field which is now located in the College Ave gymnasium. Pellowski claimed that the game was more soccer and rugby and not the typical college football games that Rutgers fans see today.


According to Pellowski, Rutgers was one of the first American universities to participate in intercollegiate athletics.\(^7\)

Another famous sport at Rutgers’ is women’s basketball. Sociologist Emily Roper examined the Scarlet Knight’s women’s team and discovered that the basketball team has been a successful program for years.\(^8\) Since 2005 the Rutgers women’s basketball team has held a spot in the NCAA tournament. Roper stated, “The Scarlet Knights women’s basketball has been one of the more successful programs in the school. A notable season would be the 2005-06 season when the team was ranked fourth in the nation and reached the Elite Eight.”\(^9\) During the 2006-07 season Rutgers’s basketball defeated the UConn Huskies in the Big East Championship games.

In 2011, the Rutgers’s women basketball team was given the Irv Grossman Award of Merit. This award was presented to the team because of their contribution to service and unique achievement. In an interview with the Huffington Post, Rutgers’ Athletic director, Julie Hermann, stated,

these young women symbolize the extraordinary courage in athletic performance, demonstrate the ability to overcome adversity, make significant contribution to sports and serve as an inspiration and role model to other athletes that face challenges, overcome the challenges and strive for success at all levels.\(^10\)

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9. Roper, Emily. *Gender Relations in Sports*. The Netherlands. (Sense Publishers. 2013), 20. The Scarlet Knight’s women’s basketball team has been one of the most successful sports teams at Rutgers University.

10. Canavan, Tom. *Julie Hermann Starts As Rutgers Athletic Director*. Huffington Post 2013 August 17
This is Rutgers’ example of the Title IX varsity model and the racial uplift through the accolades of women’s basketball. Rutgers University prides itself with their young women’s athletic ability to win games and face challenges such as balancing their studies and athletic abilities. While Spelman and Howard have continued to re-emphasize the racial uplift ideology by focusing on the sports-ability to prepare their students Rutgers’s women’s basketball coach Vivian Stringer has initiated the same ideology with learning communities for her players.

Vivian Stringer is an example of the Title IX varsity model and racial uplift at Rutgers University. Stringer is an African-American woman that has held a leadership role within college athletics. Stringer balances the status and rank mission of an HWCU with her own desire for her program to be part of a racial uplift scheme that is similar to the HBCU’s missions (like Spelman College and Howard University). The team has been successful thanks to the coaching of Vivian Stringer. Through Stringer’s mission of uplift she has created athletic facilities and learning communities for young women athletes located in Oregon.

Stringer is currently the women’s head coach of the Scarlet Knights basketball team and has held the position since 1995. Stringer is tied at 900 wins with the University of Texas coach Jody Conradt. And in 2009, Stringer was elected into the 

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83 On scarletknights.com the website Vivian Stringer became the Rutgers’ women’s basketball coach in 1995.

84 On scarletknights.com, Vivian Stringer holds the honor of being the first African-American coach in NCAA history to lead three different women’s programs to the NCAA Final Four. In 2000 and 2007 Stringer brought the Rutgers women’s team to the Final Four. In 1993 she led the women’s basketball team to the championship in the University of Iowa and in 1982 with Cheney State College. Stringer hold the title as being the third winningest coach in college women’s basketball history.
Women’s Basketball Hall of Fame. Laura Tucker discusses the accomplishments of the famous head coach as well as the tragedies that have happened in her life.\textsuperscript{85} Stringer grew up in Edenborn, Pennsylvania and is a prominent figure throughout the town. Stringer stood up for her gender and race at an early age. In the 1950s Stringer did not make the cheerleading squad in high school because of her race.\textsuperscript{86} She later sued the high school, won the case and was given a spot on the cheer team making her the first black cheerleader in Edenborn, Pennsylvania. After high school Stringer went on to study at Slippery Rock University.\textsuperscript{87}

In 1995 Stringer was hired as the head coach of women’s basketball at Rutgers University. Hiring Stringer as the head coach of women’s basketball represented the institutions response to the Title IX climate that favors fortified varsity athletics. By hiring Stringer Rutgers University showed support to Stringer’s mission for college women’s basketball and encourages equality within college athletics. Stringer’s mission was to focus on the young ladies of the team and find a common ground with the institution. To make the program successful Stringer wanted to recruit young athletes


that were of course good at basketball but also superior in academics. Three years later Stringer had a team that would begin Rutgers’ women’s basketball dynasty.\textsuperscript{88}

That same season the lady Scarlet Knights advanced to the post season and advanced to the Sweet 16 and beat Iowa State. Her memoir recounts the variety of accomplishments and services to women’s athletics that Stringer has done for the game of college women’s basketball. In 2001, Stringer was inducted into the Women’s Basketball Hall of Fame.\textsuperscript{89} On a humanitarian side Stringer also has other accolades. In the memoir, Stringer highlights the Carol Eckman Award.\textsuperscript{90} Stringer states, “That was one of my most personally gratifying accolades in 1993. Because the award acknowledged and demonstrated spirit, courage, integrity, commitment, leadership and service to the game that I love.”\textsuperscript{91}


\textsuperscript{90} Tucker, Laura. Stringer, Vivian. \textit{Standing Tall: A Memoir of Triumph and Tragedy}. New York, N.Y. (Crown Publishers. 2008), 35. On WBCA.org, the Carol Eckman is known as the mother of college women’s basketball. Eckman organized the very first college woman’s basketball championship tournament in 1969. Any winner of the Carol Eckman award must have character and conduct show courage, ethical behavior, honesty, sportsmanship, and commitment to the student-athlete.

\textsuperscript{91} Tucker, Laura. Stringer, Vivian. \textit{Standing Tall: A Memoir of Triumph and Tragedy}. New York, N.Y. (Crown Publishers. 2008), 36. The Carol Eckman award is in remembrance of the Hall Fame college women’s coach. The Carol Eckman award is awarded to a college woman’s coach every year.
In 2008, Vivian Stringer created the Vivian Stringer Child Development Center which is a part of the Nike Campus.\textsuperscript{92} The center holds 26 classrooms that provide care for learning and development for over 300 children between the ages of 6 months to five years. The Vivian Stringer Child Development Center is similar to the HBCU program known as the Community Outreach Partnership Centers.\textsuperscript{93} Both programs help address community development needs through their facilities. Stringer’s missions for her facilities symbolize sports role and effectiveness in helping their communities with neighborhood revitalization, housing, and economic development. Stringer stated “the education of our youth is the primary mission, sports play many and other important roles in the nation, such as serving as economic anchors in their communities.”\textsuperscript{94}

In 2013, the Rutgers Hall of Fame coach was signed on to another four year contract. Reports show that the Hall of Fame coach was signed to help build the Scarlet Knights into a powerhouse within the Big Ten Conference. In 2014, Stringer entered her 20\textsuperscript{th} season in Piscataway, New Jersey. Overall, she has compiled a 409-206 record and has led the school to eight Sweet 16 appearances and two Final Four berths. Stringer’s mission is similar to Spelman’s and Howard’s mission. Stringer, Spelman, and Howard continue to view sports as a stepping stone for women to succeed in their aspirational leadership goals. Stringer provides facilities for talented youth where they can study and


play. Overall Stringer is upholding a racial uplift within an HWCU by focusing on the women’s team academically and utilizing sports as way for aspirational goals.

Rutgers’ athletics has equality within the women and men’s sports especially women’s basketball thanks in part to Vivian Stringer. Vivian Stringer has successfully brought the racial uplift mission into an HWCU. Stringer’s mission is similar to the HBCUs’ model with providing sports as a way for young black women to succeed to their aspirational leadership roles. 95

Conclusion

Title IX’s influence on women’s athletics at Spelman, Howard, and Rutgers show similarities. My research suggests that HBCUs focus on academics rather than athletics. Both claim that academics are the priority for their respective institutions. Spelman’s president decided to create the wellness revolution and Howard’s athletic director claims study halls and career readiness workshops are a priority for student athletes because there is life after college sports. Both HBCUs plans are similar to the racial uplift ideology in the ways of African-Americans providing positive moral support and progress within the black community by creating the wellness initiative and career readiness workshops. Racial uplift ideology has been re-emphasized at Spelman and Howard University because both programs support their female athletes by focusing on their future goals. Furthermore both athletic programs represent their institution’s response to the post Title IX climate of expanding varsity sports by de-emphasizing

varsity sports in favor of future goals focused on aspirations for women’s goals. Rutgers University is an HWCU that primarily seek institutional status of championships but the personal goals of women’s basketball coach Vivian Stringer symbolize the racial uplift within her basketball program. Stringer created learning communities and facilities for children in hopes to help their athletics and academic careers. Stringer also pays close attention to her female athletes by making sure her team puts their studies first to become successful professional women.

I began with the assumption that HBCUs and HWCU held similar views on women athletics. But through this research process I have discovered that historical white colleges and universities’ response to Title IX has been to expand women’s varsity athletics while the historical black colleges and universities have decided to go a different path by limiting the resources dedicated to varsity athletics and creating physical educational activities that teach students to live healthier lives. Rutgers University has adopted the similar Division I avenues by providing athletic opportunities for women while Spelman College has decided to re-focus on physical education. Howard University claims that while athletics does provide positive opportunities for students it is the academics that will provide a future in careers and in life goals. Overall, HBCUs forgo institutional status gained through sports. The institutions are dedicated in preparing their student athletes with strength and leadership qualities that will help them pursue their future career goals. The work, energy and passion from the institution support the racial uplift ideology that the institutions are committed to making black leaders compasses within society.
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