



TMS Position on Racial Justice for African Americans in the U.S.

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The U.S. derives its greatest benefit when all its citizens receive adequate and reasonable opportunity to seek the tenets of life, liberty and the pursuit of happiness.

TMS supports the identification and correction of policies, systems and any operational standards in U.S. academic, government or industrial institutions that negatively and disproportionately impact any racial group. The events of 2020 have highlighted significant opportunities still remain to address generational legacies of racial injustice and disadvantage still faced by African-Americans today.

- From 2008 to 2018, the average tuition at four-year public colleges increased in all 50 states by 37%. Since cost is a major prohibitor for college attendance and African Americans have historically been excluded from traditional opportunities for building wealth, **African Americans who receive a degree and elect to work in a priority field for U.S. interests, for a period of no less than 5 years, should receive support to enroll in a federally funded debt forgiveness program to 1) address a labor need for the U.S., while also 2) facilitating initiatives to build wealth and to contribute to the growth of the U.S. economy.** (source: 2019 report from the Center on Budget and Policy Priorities)
- HBCUs compose only 3% of our collegiate educational institutions in the U.S. but produce nearly 25% of all African-American students with bachelor's degrees in STEM. **An increase in federal funding to HBCUs would bolster and enhance HBCUs ability to continue yielding an outsized contribution of diverse and skilled workers for U.S. companies, industry, and academia.** (source: *Int. J. of Educ. Tech in Higher Ed*, (2018))
- Since 2004, the proportion of STEM degrees awarded to Black students has declined steadily, further enlarging gross underrepresentation in STEM-enabled employment. **A revisit and recall on state bans of affirmative action in college selection processes must be prioritized to address and reverse this trend which is ultimately harmful to the production of US STEM personnel.** (source: *Undark*, "After Years of Gains, Black STEM Representation Is Falling. Why?")
- Accelerated strides in profitability, global competitiveness and reversing trends of underrepresentation throughout U.S. industrial entities has been realized, through recruitment and retention of diverse leaders. **Therefore all federally funded-activities should have an annual reporting requirement to document and share the quantity and leadership level of African-Americans and any other underrepresented ethnic group within their organizations.** (source: *Strategic Organizations*, "Do Minority Leaders Affect Corporate Practice?...")

References:

1. <https://www.cnbc.com/2019/10/24/college-costs-have-increased-in-all-50-states-over-the-past-10-years.html>
2. "Now you're competing": how historically-Black colleges and universities compete (and don't) on the Internet, *Zachary W. Taylor*, *International Journal of Educational Technology in Higher Education*, 15, Article number: 28 (2018)
3. *Undark*, "After Years of Gains, Black STEM Representation Is Falling. Why?" *Ashley Smart*, (2020), <https://undark.org/2020/09/11/after-years-of-gains-black-stem-representation-is-falling-why/>
4. **Do minority leaders affect corporate practice? Analyzing the effect of leadership composition on governance and product development**, *Alison Cook and Christy Glass*, *Strategic Organization*, Vol. 13, No. 2 (May 2015), pp. 117-140 (24 pages) Published By: Sage Publications, Ltd. <https://www.jstor.org/stable/26478206>