

MINORITIES IN HIGHER EDUCATION: PUBLIC POLICY AND FUTURES PLANNING

Tri-State Opportunities Conference Report



CHERRY HILL INN

CHERRY HILL, NEW JERSEY

NOVEMBER 8 - 10, 1978

**A REPORT ON THE
TRI-STATE OPPORTUNITIES CONFERENCE**

**MINORITIES IN HIGHER EDUCATION: PUBLIC POLICY
AND FUTURES PLANNING**

Cherry Hill Inn

Cherry Hill, New Jersey

November 8 - 10, 1978

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OVERVIEW

The Tri-State Opportunities Conference entitled "Minorities in Higher Education: Public Policy and Futures Planning" was held in Cherry Hill, New Jersey, on November 8-10, 1978. The Planning Committee for the conference was made up of Conrad Jones, Director of Act 101 Programs for the state of Pennsylvania; Frederick Wilkes, Director of the Educational Opportunity Fund (EOF) for the state of New Jersey; Stephen Adolphus, Director of Higher Education Opportunity Programs (HEOP) under New York's State Education Department; George Blair, Assistant Chancellor for Special Programs for the State University of New York at Albany; and Robert Young, Dean of Special Programs for the City University of New York.

Attended by more than 600 persons, the conference was an historic one in that it brought proponents of educational equity together across geographic, professional and ethnic lines. Moreover, while the conference acted as a sounding board for persons concerned about continued status for educational opportunity programs in the higher education system(s) and about staff development for program personnel, it also served as a mechanism through which to improve opportunity program design and implementation. Its overwhelming success was reflected to some degree by a resolution passed during the final joint session. The resolution, which evolved out of an expressed desire by conferees to coordinate program efforts across state lines, led to the establishment of a permanent three-pronged organization, the operating principles of which were left to be worked out.

The conference focused on three themes, each of which was used by a distinguished speaker as the topic for a keynote address designed to set the stage for group discussions and recommendations. Dr. Vera Farris, Interim Vice President for Academic Affairs at SUNY-Brockport, based her address on the theme "The Future of Minorities in Higher Education"; Dr. Ernest L. Boyer, U.S. Commissioner of Education, spoke on "Politics and Higher Education"; and Dr. Frederick Humphries, President of Tennessee State University, discussed "Advanced Program Planning -- The Systems Approach".

Addressing participants at the opening luncheon, Dr. Farris noted that 1968, the year of Dr. Martin Luther King's death, represented the "early beginning of countable numbers of minorities entering historically white colleges". Two years later, on a nationwide basis, there were more black colleges, partly due to education opportunities programs.

Dr. Farris, who was introduced by Dr. Caryl M. Kline, Pennsylvania's Secretary of Education, enumerated a number of trends which may have impact on minority access to higher education institutions in the future. She saw the decreasing pool of traditional college-age students and increased competition for such students as one trend; likewise, the predicted decline in the economic advantages of a college education in the years ahead and a tightening of the job market for college graduates.

Dr. Boyer not only supported the idea of education opportunities programs in mainstream institutions, but declared also that "black colleges and other higher education institutions serving other minorities deserve unqualified support". Asserting that it was "absolutely crucial" that the commitment to affirmative action be aggressively reaffirmed, Dr. Boyer said the Department of Health, Education and Welfare is determined to see to it that antidiscrimination laws are vigorously enforced and that affirmative action as public policy is vigorously pursued. As did Dr. Farris, the Commissioner of Education expressed concern over dropouts and the resulting loss of occupational opportunities from their not having received a college education.

Dr. Humphries, in his address, emphasized the importance of planning and keeping proper records. "Not only must you have your fiscal data in place," Dr. Humphries noted, "but it is incumbent upon each of us who are administrators of equal opportunity programs or administrators of historically black colleges to document our programmatic and fiscal efforts."

(Complete texts of the three major speeches are reproduced in the body of this report and are followed, in each case, by data on related seminars as well as recommendations resulting from those seminars.)

In addition to the three main speakers, several other distinguished persons addressed issues related to the themes, either in major presentations or during introductions of keynote speakers. Included among them were Dr. Bernard Watson, Vice President for Academic Affairs at Temple University; Judge Leon A. Higginbotham, Jr., Circuit Judge, United States Court of Appeals for the Third Circuit; Commissioner of Education for the state of New York Gordon M. Ambach; City University of New York Chancellor, Robert J. Kibbee; and Secretary for the state of Pennsylvania Caryl M. Kline.

Dr. Watson, who was the principal speaker at a banquet on the second night of the conference, weaved all three themes into his address. He proclaimed that the country currently has the highest percentage of minorities ever in post-secondary education, estimating that "approximately one-third are concentrated in the kind of programs that you represent..." He noted, however, that minorities and the poor choose institutions to attend not on the basis of quality but on the basis of what the programs cost.

"When we have a large segment of the population...who must choose their institutions on the basis of how much they can afford to pay, we are a long way from providing equal access to higher education," Dr. Watson declared, adding: "A great deal remains to be done in the areas of removing financial barriers."

Referring to the changing mood in America, Dr. Watson offered as an example the fact that proposals in the Proposition 13 genre appeared on referenda in fourteen states in last November's elections. He pointed out that minorities and the poor in this country have made their greatest gains when there was a booming economy; however, when the reverse was the case, people tended to fight over crumbs. This, he said, was what was happening in America today. As a result, it was to be anticipated that questions would be asked about how effectively money

was being used in opportunity programs and whether students serviced were moving through the system, making normal progress, and entering high-yield fields. "I predict, and the evidence is there," Dr. Watson said, "that we shall be forced to have more stringent grading of students, more stringent evaluation of programs and staff."

He claimed that two very important conditions in higher education have been noticeable for the past four or five years: (1) the percentage of women attending higher education institutions now exceeds that of men; and (2) the fastest growth in new college entrants has been among minorities, especially blacks and Hispanics. Consequently, institutions of higher education, out of their own self-interest, are going to have to admit more and more minority youngsters as well as "provide the kind of supportive services and specific skill training opportunities that you here know how to provide," Dr. Watson said.

Speaking on the politics of higher education, Dr. Watson advocated establishing relationships with those key individuals in state legislatures who believed in the opportunity programs and had the "political savvy" and know-how to get appropriations through. "Now if you think I am suggesting that education is political, you are correct," Dr. Watson said. "That has always been the case. The question is simply one of using the political process as a way of supporting what you are committed to."

Judge Higginbotham was the principal speaker at the joint closing session, and his address was based on the topic "The Issue of Slavery." The author of In the Matter of Color said one of the most important tasks for persons concerned about affirmative results was to understand the American system and how superbly it was engineered and structured, often geared towards profound levels of deprivation, through adroit utilization of the legal system. Judge Higginbotham reviewed three opinions in the Bakke case "which I think start to highlight the question as to why the knowledge of history is not merely important as an intellectual experience, but is, as we say in the law, the sine qua non—absolutely essential—in order to understand the present."

Specifically, Judge Higginbotham quoted from the opinions rendered by Mr. Justice Brennan, Mr. Justice Marshall, and Mr. Justice Blackman. He ascribed the following quote to Justice Thurgood Marshall: "For it must be remembered that during most of the past 200 years, the Constitution, as interpreted by the Court, did not prohibit the most ingenious and pervasive forms of discrimination against the Negro. Now, when a state asks to remedy the effects of that legacy of discrimination, I cannot believe that the same Constitution stands as a barrier."

Judge Higginbotham provided examples of incidences during slavery as evidence of the ambiguity of the law. It was this ambiguity that the legal process has struggled with and which is a task for future generations to solve, to eradicate, he said.

New York's Education Commissioner Ambach, who introduced Dr. Watson, said that although many opportunity program students in his state start out underprepared, they go on to make solid progress, as shown by the fact that grades and credit accumulations are similar in the long run to those of regularly admitted

students, and their rate of graduation is at national norms. Commissioner Ambach said, however, that he was concerned by the fact that the portion of New York state's total higher education budget for opportunity programs has been declining in the past few years. He estimated that there are perhaps 13,000 high school graduates annually who meet eligibility criteria but are not being served by the opportunity programs.

City University of New York Chancellor Kibbee used the occasion of his introduction of Dr. Humphries to "assess honestly our achievements and our failures and to identify ways we can pursue more vigorously and effectively our contribution to the basic reality of social justice."

Seminars generated by the three themes involved participants in a broad spectrum of discussions on issues and concerns affecting minorities in higher education. In the seminar on "The Future of Minorities in Higher Education", participants addressed issues and concerns around equal educational opportunity programs, graduate and professional education, and bilingual/bicultural education; in the "Politics and Higher Education" seminars, conferees looked at how the system works and what phenomena within the system--legislative and otherwise--affect the future of higher education; and in the "Systems Approach to Advanced Program Planning" seminar, conferees considered prospects for making the system work for them. In addition, a number of specialized workshops were presented by representatives of the different opportunity programs.

The positive aspects of the conference were legion, a fact supported by the many well-thought-out recommendations made by the various groups at the joint closing session. Certainly the three-day conclave brought to the fore the major issues confronting those concerned with the education of minorities and the poor, not only in the tri-state area, but around the country. In confronting those issues, conferees reconfirmed their commitment to keeping open the avenues of hope and promise for a better education for their charges.

THEME SEMINARS

(1) The Future of Minorities in Higher Education

Recognized authorities agree that the future and survival over the next fifteen years of many traditional American higher education institutions may rest heavily upon their ability to adjust to the needs of a non-traditional student body comprised of ethnic minorities and older populations. The issues and concerns which should inform the response of these institutions to the needs of these non-traditional populations must be identified, and strategies for effecting desired changes must be developed and implemented.

Session A: The Current Picture: Minority Access (Quality and Quantity)

Group I: Educational Opportunity Programs
Group II: Bilingual/Bicultural Education
Group III: Graduate & Professional Education

Session B: Critical Issues for the Future

Group I
Group II
Group III

Session C: Priorities and Strategies for Change

Group I
Group II
Group III

(2) Politics and Higher Education

The success of our efforts to make huge institutions open, accessible, accountable and responsive to minority needs requires an understanding of the internal and external political processes which inform their operations and development of strategies to make those processes work toward the common good.

Session A: Issues Affecting Minority Interests

Session B: Policy-Making: Understanding the System

Session C: Affecting the Political Process

(3) Advanced Program Planning - The Systems Approach

The management of scarce resources demands a systematic approach to maximize the possibilities of greatest yield. System analysis is simply a method to get before the decision-maker the relevant data, organized in a way most useful to him.

Session A: Getting Started

Session B: Who, What and When?

Session C: The Plan in Action

THE FUTURE OF HIGHER EDUCATION: ITS IMPACT ON MINORITIES

By

Dr. Vera King Farris

"We know what to teach. We have some notion about how to teach. What we do not know is whom to teach. And yet the answer is clear. The answer is everybody. If every man is to be free, then every man must be educated for freedom.

In these circumstances it can give us only partial satisfaction to think that we are having fair success with high school valedictorians. Who is going to show how the other 99 and 44/100 per cent of the population is to be educated?"

*Robert Maynard Hutchins
January, 1946*

Dr. Hutchins' statement was considered futuristic in 1946. In 1978-79, it is still somewhat visionary, since the question has not been answered: "Who is going to show how the other 99 and 44/100 per cent of the population is to be educated?" Moreover, the additional question must be asked: "Who constitutes the population to be educated?"

In attempting to answer these two long-standing questions yet again, for the 1980's it becomes clear that making predictions is an imprecise art. However, there is one consolation, no matter how small: if it turns out that the majority of the predictions happen to actually occur, one may then expect to be hailed as a higher education prophet. In contradistinction, if none of the predictions come true (especially gloomy ones), one may then be praised as an outstanding leader who had the "wisdom" and "foresight" to forestall the problems that had been predicted. Clearly, therefore, any invitation to write or speak on "future" topics may be viewed as an opportunity.

In order to provide an adequate basis for looking at future impacts, it is important to note a few highlights of the past ten years. Nineteen sixty-eight (1968), just ten years ago, which of course coincides with the death of Dr. Martin Luther King, represents the early beginning of countable numbers of minorities entering historically white colleges (1). By 1970, on a nationwide basis, the total college enrollment by minorities was almost one-half million students, and for the first time

in the history of this country, there were more black students in the historically white colleges (56%) than in the historically black colleges (2). Much of the increase in minority students, especially in the historically white colleges, was due to special opportunity programs such as EOF (N.J.), Act 101 (PA), EOP, SEEK, HEOP, College Discovery and Special Scholarship Funds.

The atmosphere on the campus during 1968-70 was one of turmoil, and the climate was one of deep emotional involvement. The excitement and stimulus, along with the polarization and racial tensions, added an extra dimension to the lives of all of us who were present. However, then as now, it seems critical to ask, ten years later: Could we have predicted the outcome? Do the trends show that the outcome was worth it? The answer to both questions, in my judgment is, Yes. This can be borne out by the following predicted trends.

The trends mentioned herein are not without controversy, even though one might think that time would erode some of the debate -- at best, since new information frequently narrows the basis for disagreement; at worst, because debate without resolution often turns stale. But, indeed, in the case of trends, as they affect minorities, time has proven to be an elusive ally.

TREND 1. Demographic Trend:

In general, on a nationwide basis, there will be a decreasing pool of traditional college-age students (3, 4, 5) and increased competition for such students among colleges. This year (1978-79) represents the peak year nationally for the number of high school graduates. Hereafter, through the 1980's, the number of high school graduates will decline. Experts expect that 50%, at most, of these students will go on to college (6). How does this information impact on minorities? Dr. Watson (5) reported that during the last decade, minorities in college enrollment increased from circa 5% to circa 11%. Further, the number of black students enrolled in full-time undergraduate programs increased nearly 20% between fall 1974 and fall 1976, according to the Higher Education Daily, April 4, 1978. However, at the graduate level, there was virtually no growth, and the population remained stable.

The "Bakke" case decision will probably not help the graduate and professional area increase; witness a small portion of a very eloquent resolution to the Commissioner of Education in New York State from the Commissioner's State Committee on Equal Opportunity:

Whereas, the decision of the United States Supreme Court in the "Bakke" case has potentially the most important significance with regard to minority access to education since Brown versus Board of Education, 1945; and ...

— Whereas, although significant progress has been made at the undergraduate level in achieving access, little or no progress is evident in increasing the number of minority students at the graduate and professional education levels; and ...

Whereas, the underrepresentation of minorities at these levels represents both the loss to the nation of a valuable resource and the loss of necessary professional and technical services; THEREFORE BE IT RESOLVED that the Commissioner of Education be requested to convey to the Regents our belief that the times call for a reaffirmation of the principles of equal access and opportunity for education for all people at all levels of education; and BE IT FURTHER RESOLVED that the Commissioner convey to the Regents our wish to assist them in developing specific policies for implementation of this principle, especially at the graduate and professional levels.

Statistics are impressive for total minorities at undergraduate levels; i.e., including: American Indian, Alaskan natives, blacks, Asians, and Hispanic persons. Full-time undergraduate enrollment rose 23.2% between 1974-76 and full-time graduate enrollment increased 9.6% (7). Nationally, blacks made up 9.3% of the total enrollment, Hispanics were 4.3%, while 1.8% of the total were Asians, and 0.7% American Indians or Alaskan natives (7).

The process of college education cannot be isolated from that in the elementary and secondary schools; i.e., one cannot build a brick house on bamboo splints. In the 1978 Report by the National Urban League, Dr. Bernard C. Watson shows clearly that by 1977 "black enrollment in Nursery and Kindergarten exceeded 35 percent" of those black children eligible to attend school, while "white enrollment, which has traditionally been less than blacks, was slightly more than 31% of those eligible." Thus, "the gap between black and white pre-school enrollment had been narrowed" considerably. Likewise, in the high school population, significant gains have been made during the past decade, with Watson reporting 80% of blacks 16-17 years of age enrolled in high school, compared to 89.17% of whites of the same age. Even the drop-out rates show great progress; i.e., 8.4% for whites and 9.8% for blacks. In brief, according to data from Dr. Berrian, President of the Institute for Services to Education, Incorporated, the pool of college-age persons is expanding where blacks are concerned and contracting where whites are concerned. Here is where the "good news" stops, however, for data show that at ages 18-19, 22% of blacks are still in high school, whereas increasingly the age of white freshpersons in college is closer to 17 than the 19 to 20-year-old black freshperson in the Special Opportunity Programs.

Trends show continued high initial attendance in schools (elementary, high school and college) by minorities; however, the picture on the type of education the student can acquire is dim. Public schools in the inner city are often underfinanced. In addition, Berrian, 1978, further states there is the problem of what percentage

of the pool will be college-ready or admissable to college based on the proposed use of tests by states to determine whether students should get academic high school diplomas. In several states, legislators and education officials are attempting to respond to the concern of widespread reports of decreasing student performance in light of spiraling educational costs. The result has been that at least ten states have sought to establish some kind of COMPETENCY REQUIREMENT (5). Unfortunately, some are trying to correct the situation at the graduation ceremony level. New York State and Arizona high school graduates will have to read at the ninth grade level. Virginia, Louisiana and Oregon are also developing or have developed graduation requirements. Other reform strategies are being developed in California (certificate of proficiency in reading, writing and computational skills); Pennsylvania was considering testing children in basic skills and making a permanent record of student scores. It is hard to see how the results of such legislation will lead to other than increased difficulty for minorities.

Interestingly, few areas have revealed or even seemed to consider plans for the financing of culture-free exams -- remediation, retesting, recycling -- that may be necessary under the new proposed legislation. Also, what will be the effect of such legislation on the admissions policy for Special Opportunity Programs? Further, in light of the fact that youth unemployment is one of the country's most severe problems now, what will happen to those minorities who became pushed out or failed out via the competency tests? It almost seems that, for black youth, being on the "dole" (welfare) will become the rule and, indeed, for many, work and jobs as we know them may well become obsolete.

A major factor to be considered is where the pool of new black students will be located. Ten southern states have experienced percentage decreases in the number of blacks in their total population (4). Increases are being experienced in Michigan, Missouri, New York and New Jersey. Maryland shows some increase and Delaware and Texas small increases. Arkansas, Alabama and South Carolina have had decreases of over 4 percent, so that the site of opportunities for the rising percentage of blacks is in states, for the most part, that have not maintained black institutions per se.

Institutions that comprise 40 percent minorities or better in their total populations now come to about 250. This means that the number of "minority institutions" is rising rapidly, now that 75 percent of blacks are no longer in historically black institutions.

TREND 2.

The 70's, 80's, and quite possibly the years through 2000, will witness a decline in the economic advantages of a college education and a tightening of the job market for college graduates (8).

Note: The employment outlook in the U.S. through 1985 is forecast by the Labor Department in the 1978-79 edition of Occupational Outlook Handbook. The report says the vast majority of the 46 million job openings expected between 1975-1985 will require fewer than 4 years of college training.

What happened to the college graduate market?

Apparently, one of the major factors shaping the dynamic functioning of the college job market is the law of supply and demand.

High salaries, good benefits and excellent opportunities entice many students to go into certain fields. Other students hear about the opportunities and two-to-five years later a flood of graduates emerges from that certain field or fields. The result is a surplus of graduates that in turn reduces salaries, reduces opportunities and eventually leads to the reduction of enrollments in the certain field or fields. Example: space science, high technology industries. In addition, college graduates in a field usually far exceed the number of persons of retirement age and this increases the keen competition for jobs.

How has this data affected minorities?

Black college graduates have succeeded very well, despite the generally poor job market. Affirmative action and related anti-discrimination activities have had some effect. Business, industry and service occupations began recruitment on black campuses in the mid-1960's (8) and have continued to do so, particularly in the fields of engineering, accounting, and technology. Further, the fact that minority graduate salaries were roughly the same as others encouraged minorities into management areas.

The rate of financial return for blacks who invested in undergraduate or graduate education rose to exceed that of their white counterparts. Given the history of lack of economic advancement of blacks in this country, the transformation discussed above represents one of the most striking socio-economic developments in American history (8).

TREND 3.

The supply of college-educated workers will slightly exceed demand, particularly in specific fields (9, 10). Further, many students wishing career education will attend two-year colleges, preparatory and industrial schools rather than senior colleges and universities. Despite the fact that in 1970 Business (97,000 Bachelors) and Education (122,000 Bachelors) were the most populated undergraduate fields of study, business executives do not rate colleges and universities as either "good" or "excellent" in preparing students for the world of work.

Forty-one percent (41%) of executives rate educational institutions as "inadequate" or "poor" in job preparation and 47% think colleges are "adequate" or "fair." Only

12% rate colleges "good" or "excellent" in performing this function. The Conference Board, a private, non-profit business research group, also estimated that the nation's 7500 largest companies spend more than \$2 billion a year on employee education of various sorts. Of their 32 million employees, in a recent year, 3.7 million took in-house courses, 1.3 million participated in company tuition aid programs, and 700,000 enrolled in company-run courses after work, the survey (9) showed.

Their ratings also show:

- By a 10:1 margin = four-year engineering and science colleges do a good job.
- By a 7:1 margin = they give high ratings to two-year colleges with vocational curricula, but vocational high schools and four-year business schools were rated unfavorably.
- By a 3:1 margin = liberal arts colleges and academic high schools perform poorly in preparing students for work, especially at developing skill in the use of language and general intellect.

(Taken from the Wall Street Journal, June 6, 1977)

However, the economic incentive for minority male college graduates to go on to graduate or professional studies is quite strong. Minority males with at least one year of graduate study can expect a salary 36% higher than those with only a bachelor's degree. For non-minorities, the comparable increase is 13%. Of interest is the fact that for minority women, the income incentive is only slightly higher than for comparable non-minority women (8, 11). Over half (51%) of all black males with four or more years of college worked for the government —federal, state, or local in 1970. Also, government employed 75% of all black females with four or more years of college. Further, in 1974, minority students showed some shifts in career aspirations as follows:

	1961 Percentage	1974 Percentage	Whites Percentage
Business	7	22	18
Education	46	8	5
Medicine	2	5	7
Engineering	4	9	13
Law	3	8	5
Science	7	2	4

The 1978-79 Occupational Outlook Handbook (Labor Department) lists the most promising jobs for the 80's as:

Physicians
Veterinarians
Systems Analysts
Dentists
Geologists
Personnel Administrators
City Managers
Engineers
Pharmacists
Health Service Administrators.

The least promising jobs for the 80's:

Librarians
Protestant Clergy
Foresters
Newspaper Reporters
Hotel Managers
College Professors
Military Officers
Biologists
Lawyers

TREND 4. There will be an increase in the number, proportions and recruitment of part-time students, older students, women students and ethnic minorities (3, 12).

All of these students will become an increasingly important constituency of higher education. If the competency legislation can be dealt with and if the financial picture brightens, minorities should be able to continue their participation rate in higher education. Much will depend on financing of opportunity programs as well as student loans.

Related trends are:

TREND 5. Students 25 years of age and over comprise approximately 36% of all students enrolled in institutions of higher education, the Census Bureau reported for 1977. Five years ago, the percent was 28% for the same age group. The trend here shows that a particularly strong increase is in the enrollment of older women. In fact, during the past five years, the number of enrolled women over 25 has more than doubled; over 2 million now (12). For men, the trend was less dramatic over the same five-year period and up about 34%. In general, part-

time enrollment is increasing greatly, with a 9% increase in the last year.

TREND 6. There is an increasing percentage of women college graduates entering previously male-dominated professions. An example can be seen in the following areas (3):

	<u>1960</u>	<u>1974</u>
Accountants	16.5%	23.7%
Engineers	0.8%	1.3%
Lawyers	3.5%	7.0%
Doctors	6.9%	9.3%
Editors and Reporters	36.6%	43.6%
Salaried Managers	13.9%	18.4%

TREND 7. Testing will increasingly serve a diagnostic, planning and counseling rather than an admission and selection function (3). Student data will be used to match student needs to available institutional resources more effectively. Obviously this trend should have a positive impact on the future of minorities.

TREND 8. The delivery of student financial aid will increasingly come under state and federal government control and the role of the individual institution will diminish (3).

TREND 9. Despite the fact that campuses feel tightened fiscal constraints, state legislatures have approximated an average of 20% more money for higher education in 1977-78 than they did two years ago (13). However, much of this money is probably used to keep up with inflationary costs.

Finally,

TREND 10. "For every 10 students who enter college in the U.S., only four will graduate from that college 4 years later; one more will graduate eventually."(14) "Of the five students who dropped out of the college altogether, 4 will re-enroll at a different college and for those 4 re-enrolees, only two will graduate. Of the 6 who dropped out, 3 did so during the first year. Two more dropped out during the second year and the last one

dropped out at some point after the second year. Three (3) of the ten students who originally entered college will never obtain a college degree."(14) Thus, about 30% of undergraduate students will drop out of higher education completely. The need to understand attrition, and conversely retention, becomes more urgent every day, since it has a heavy impact on the institution (operations, finance, programs) and undoubtedly on the student.

The impact of this trend for minorities is, or perhaps should be, one of serious ethical concern; i.e., open access to an education does not guarantee graduation. There are still too many ethnic minority students who believe that college is an end in itself and not simply a means to an end. It is important to continuously stress that "in" college is not "up" the career ladder. Some colleges recruit minorities to fulfill quotas and take no responsibility for the students thereafter. This principle is true not only in higher education, but is very true on the job. Affirmative action has done a good job in getting minorities into job programs, but statistics show that considerable work and study still must be done to fulfill the promise of equal educational opportunity or equal employment opportunity by coupling greater access with greater retention.

In final analysis, what does all this say?

1. Students will continue to be this nation's most priceless and precious natural resource. No gold, diamonds, rubies, oil, or gross national product can replace them.
2. Every student presently in the opportunity programs, and all those students to follow in the future, will benefit because you who work with them are committed to the job.

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**THEME SEMINAR:
THE FUTURE OF MINORITIES IN HIGHER EDUCATION**

Following a short joint session during the afternoon of the initial day of the conference, participants in The Future of Minorities in Higher Education seminar were divided into three groups to discuss issues germane to educational opportunity programs, bilingual/bicultural education, and graduate and professional education. Sessions were based on three main topics — The Current Picture: Minority Access (Quality and Quantity); Critical Issues for the Future; and Priorities and Strategies for Change. Chairpersons for the sessions were introduced at the joint meeting by Robert Young, Dean of Special Programs for the City University of New York, and each gave a thumbnail sketch of what would be discussed.

The sessions on educational opportunity programs were chaired by Frederick Wilkes, Executive Director of Educational Opportunity Fund (EOF) for the state of New Jersey. Other panelists included Conrad Jones, Director of Act 101 programs for the state of Pennsylvania, and Stephen Adolphus, Director of Higher Education Opportunity Programs (HEOP) under New York's State Education Department. They discussed, among other related issues, the origins of educational opportunity programs; the circumstances that brought them into being; how they are organized and administered in the three states; the differences in the various programs; and whom they are designed to serve. The panelists also examined what Mr. Wilkes termed "the critical issues of maintaining budgets in an era of retrenchment."

Sessions held under the rubric of bilingual/bicultural education were chaired by Ernest Loperena, Executive Director of ASPIRA of New York, Inc., a community-based education agency serving Spanish-speaking communities in New York; Estella Bensimon, Chairperson of the Bilingual Minimum Standards Mission of New Jersey's Education Department; and Augustin RIVERIA, Vice President of Boricua College. They reviewed the background of bilingual/bicultural education in the country and debated related current issues as well as portents for the future.

The consensus of participants in these sessions was that Hispanics are the most neglected group in the tri-state area. In Ms. Bensimon's view, although some institutions were operating so-called bilingual/bicultural programs, many of these programs were ineffective because of a lack of commitment. This state of affairs, she claimed, grew out of the association of Hispanics and the Spanish language with lower culture and socioeconomic deprivation.

Asserting that in the New Jersey state master-planning process bilingual/bicultural education was deemed a non-priority, Ms. Bensimon said this was partly due to the lack of Hispanic representation at the State Board of Higher Education level. She related a set of statistics to support her claim that Hispanics in higher education also are making little or no progress in the areas of faculty promotion and tenure. At the joint closing session, the Spanish-speaking participants presented

a set of recommendations which left little doubt that lines of communication among minority groups need to be strengthened.

Bilingual education also emerged as a critical issue for the future in a presentation by Professor Michael D. Miner of CUNY's Herbert H. Lehman College. It was Dr. Miner's opinion that bilingual programs should be geared to accommodate both immigrant and native students. He saw no reason why Spanish and English speakers could not share elements of the same curriculum, especially in a "climate of education where there is a healthy interest in other languages and cultures."

Dr. Samuel Proctor of Rutgers University chaired the panel which dealt with graduate and professional education. Other speakers were Dr. Melvin W. Thompson, executive Director of the Committee on Minorities in Engineering, and Dr. Delores Cross, Vice Chancellor for Student Affairs and Special Programs at the City University of New York.

Referring to statistics compiled by the Washington-based Institute for Services to Education, Dr. Proctor gave an ethnic profile of blacks in higher education, claiming that blacks are not present in large numbers on university campuses, but rather were concentrated in two-year and four-year colleges. He said that blacks who attend historically white universities usually are not involved in the total community of those institutions.

"I visit these campuses frequently and this is something that troubles me greatly because I know that because of such insularity a large part of what goes on is missed," Dr. Proctor said. "One of the factors of retention is participation in extracurricular activities and living in the dormitory setting with other students. These are factors in retention because they indicate that the students are a part of the total community. I don't think this is altogether the fault of blacks and other minorities; I think it is because they operate in an atmosphere involving a great deal of intellectual mischief — genetic engineering."

Another speaker during one of the graduate and professional education sessions was Dr. John C. Stevenson, Dean of the Metropolitan Regional Center, Empire State College. Dr. Stevenson noted that institutions of higher education in America come basically in three packages: (1) elitist institutions which have as their avowed mission the education of the children of the privileged in order that they might continue the tradition of the privileged; (2) public service colleges which have their tradition in the land-grant movement of the West and which are designed to provide socializing functions; and (3) progress institutions which began around the early 1900's when America was in a depression.

Even though institutions may have hidden missions, he said, this was easily determined by looking at their graduates — who they are and where they are. Consideration also had to be given to the definition of excellence within the college or university, but Dr. Stevenson warned that one should not allow others to provide that definition. "The person who makes the rules is the person who wins the game," he said, adding that in higher education the rules have been made by the dominant

culture — white, male types who have defined excellence both for their colleagues and students in order to perpetuate their own dominance.

Following are recommendations of the subgroups in The Future of Minorities in Higher Education Seminar:

ACTION STEPS

Action steps to be taken in terms of assuring the future of minorities in higher education were most pointed with regard to the Pennsylvania contingent. Following are recommendations and proposed action steps of the Pennsylvania section of Theme Seminar A:

1. Form an Act 101 directors' sub-committee to carry out specific tasks; for example, coordinate a meeting with high school counselors to discuss preparation of college bound students.
2. Re-establish a state-wide advisory group to the Bureau of Equal Educational Opportunity to be selected from the directors represented in each region.
3. Re-establish a Central Region for the Act 101 Programs located in the center of the Commonwealth of Pennsylvania.
4. Re-establish an annual Act 101 state-wide conference.
5. Provide follow-up to these meetings and facilitate a communications network among geographic regions — Val Cade, University of Pennsylvania, East; Leon Wiles, Penn State, Central; Jan Wileszowski, Beaver County Community College, West; and Mary Salavantis, Luzerne County Community College, Central, were selected for this purpose.

The foregoing action steps were designed to enable the Pennsylvania group to carry out the following goals:

1. Act 101 Programs should be institutionalized to provide supportive services for all underprepared students.
2. Act 101 Programs should promote an awareness of the increasing number of underprepared students and the specific needs of these students.
3. Act 101 Programs should encourage research efforts to identify the specific problems and unique needs of underprepared students and to determine some of the more effective approaches. Sharing of data is encouraged.

4. A public relations strategy should be developed so as to improve communications among elementary, secondary and higher education educators. In this way a coalition of apparently competing interests can be formed.
5. Long-range plans at each institution regarding the future role and mission of the Act 101 Program should be developed.
6. Several articulation meetings between Act 101 and high school representatives should be sponsored.
7. The educational system should be made sufficiently to accommodate the mature student.
8. Policy decisions should be encouraged which will allow for financial support of the part-time student.
9. Cooperative efforts should be promoted among those state agencies which affect the educational future of the Act 101 students.

RECOMMENDATIONS OF NEW YORK CONTINGENT

The New York contingent, made up of representatives from a diversified array of educational opportunity programs, resolved to accomplish the following:

1. Set up strategy for effective change through HEOP, SPPA, TRIO and the appropriate financial aid professional organizations.
2. Establish an information and resources bank to be shared among all state programs.
3. Develop ways to have affective education (i.e., values clarification, goal setting, and achievement motivation) as part of the education process of opportunity program students.
4. Propose a standard vehicle for affording part-time students an opportunity at higher education via special programs.
5. Define what will constitute a financial aid budget of educational costs, as opposed to the social services agencies.
6. Support and develop day-care resource availability for all special program students, especially those on public assistance, without regard to their program of study (i.e., liberal arts is just as legitimate a major as a technical program).

7. Raise the consciousness of all educators to ensure that: (a) non-traditional students will have increased opportunities to receive baccalaureate degrees, and (b) the quality of education for all students will be upgraded by improving curriculum content as well as teaching methodology. Necessary measures must be taken to effect these changes.
8. Special programs personnel should establish standard criteria for defining the diversified roles of special program counselors, so that the value of the counseling component will be realized.
9. Define the reciprocal accountability of special programs staff and students so that each may be fully aware of their respective responsibilities.
10. Consider the implications and potential effects of competency-based examinations upon the students.
11. Adopt attitudes and strategies that will permit the systematic development of ways to attract economic, political and social support from the private sector to further goals of the opportunity programs.
12. Whereas there has been an increasing erosion of services (i.e., increased remedial class sizes, increased caseloads for counselors, etc.) to special program students over the last several years; and whereas this erosion makes effective, quality education impossible, we ask for a reaffirmation of commitment and the restoration of past standards to special program students.

It was noted that there existed some minority dissent in discussing and establishing the above resolutions.

RECOMMENDATIONS OF NEW JERSEY CONTINGENT

The New Jersey group stated their resolutions in terms to action needs rather than action steps per se. The implications of their report to the main body, however, were that the needs statement represented a blueprint for action. Below are the New Jersey representatives priorities and strategies for change:

1. The positive impact of minorities on campus should be stressed. Also, data to assess this impact should be collected.
2. There should be changes with regard to attitudes within traditional educational institutions:
 - a. Change administration and faculty attitudes

~~b.~~ Use innovative teaching techniques

c. EOF staff interaction on campus needs to be improved

3. It should be stressed to institutions that the pool of students in the future will include large numbers of minorities; therefore, if they are denied access and support, human resources will be wasted.
4. There is a need to provide research data about our students and programs. Send to EOF Central and Department of Higher Education material which, hopefully, will show positive aspects of our programs, then disseminate to college presidents, freeholders, etc.
5. It should be made clear that we have models which can be used when large numbers of educationally deficient students appear on campus (not just non-traditional).
6. It is necessary to present positive aspects of non-traditional population presence. Sensitizing seminars can be employed as a vehicle.
7. There is a need to have state assess the colleges' attitudes towards EOF Programs.
8. Innovative programs to give our students a better self-image, and hence a better image on campus, should be developed.
9. Directors should be involved in the campus-wide education decision-making process.
10. EOF should have greater input into Basic Skills Council.
11. If EOF is going to be mainstreamed into colleges, there is a need to sensitize staff, administrators, and faculty to the non-traditional student.
12. If the high school diploma is divided into one that is either state-stamped or non-certified, we need to make it clear that we will service persons in the non-certified category.
13. Since research seems to be greatly needed in this time of accountability, money should be requested for two New Jersey regional researchers to coordinate such activities as are most needed. In particular, it appears that we need to do a great deal of follow-up activities on graduates, those who withdraw, etc.
14. We would like to see this Tri-State Conference as a nucleus for further Tri-State interaction. Such continued interaction could

and should provide a lobby as well as groups to assess and address issues of importance to non-traditional student population.

HISPANIC RECOMMENDATIONS

The recommendations made by the bilingual/bicultural group at the joint closing session of the conference were:

1. A concentrated effort should be made to include Hispanics in the planning of future conferences, in order to guarantee that the needs and issues related to Hispanics in higher education be an integral part of future conferences.
2. A concerted effort must immediately be made to seek out qualified Hispanics for policy and decision-making positions at the federal, state and institutional levels.
3. Recruitment procedures should be viewed to assure the increase of Hispanic student applicants.
4. Admissions criteria employed at some institutions to evaluate the applications of Hispanics must be made more relevant to the unique experience of these students to ensure an increase in enrollment of Hispanics.
5. Faculty must be actively recruited and hired by institutions of higher learning, and traditional tenure and promotional policies must be modified to take into account the unique educational and professional background of many Hispanic faculty.
6. Those programs in institutions that promote the study and understanding of Hispanic history and culture must be expanded and new ones created.
7. Institutions, including opportunity programs, must be responsive to the academic, personal, financial, and special needs of Hispanic students — for example, an increase of Hispanic counselors; cultural and social programs geared for Hispanics; bilingual tutorial programs.

The group concluded its recommendations by stating that the above issues must be priority concerns, particularly in the allocation of the substantial funds required to achieve desired results, and urged conferees to "join us in our effort as we have historically joined you in yours."

BLUEPRINT FOR ACTION

The graduate and professional education sessions resulted in the formation of a group to formulate a blueprint for action. The group concluded that minority students in graduate and professional schools should be commensurate with their numbers in the total population and suggested the following strategies:

1. Motivate minority students to pursue graduate and professional education:
 - a. Inform students early in their undergraduate years of the opportunities available to them upon receiving a graduate degree or license.
 - b. Introduce students to minority professional role models. A directory of such people should be created for this purpose.
 - c. Encourage minority graduate students to discuss their experiences in graduate school to the undergraduates, thus lessening their fears.
2. Inform students of available graduate study:
 - a. Alternatives to full-time graduate study
 - b. List of available scholarships, grants, assistantships, fellowships
 - c. Information about graduate schools by posting announcements, flyers and organized meetings for entire minority student population
3. Establish a directory to facilitate admission of minority students in graduate and professional schools:
 - a. List of participants in this conference
 - b. Contact area graduate school administrators, staff and faculty
 - c. Community leaders who may be able to assist minority students in achieving graduate and professional education
4. Strengthen supportive services of undergraduate schools to enable minorities to continue their education:
 - a. Establish courses for preparing students for taking graduate and professional entrance examinations
 - b. Career counseling

- c. Develop an internship program with course credit to expose students to careers and provide experience in their career areas
- d. Establish cooperation between area high schools and colleges to encourage them to develop higher aspirations
- e. Investigate admissions policies of graduate and professional schools and insist that admissions officers utilize alternative criteria in making decisions on minority applicants
- f. Establish a research committee to develop a specific program for admitting minorities
- g. Encourage graduate schools to establish supportive services to help minority students to achieve success

Additional Strategies

A. To Motivate:

1. Provide sensitive, expert counseling services which meet the needs and interests of minority students.
2. Identify students with potential and inform them of the opportunities in the areas of math, science, etc., so that they may make intelligent decisions.
3. Encourage professional staff to become catalysts for change in student aspirations by directing them away from areas of declining opportunities.
4. Involve students in cooperative (apprenticeship type) programs so as to provide opportunities for students to clarify their values and to establish contacts for future study.

B. To Advise:

1. Develop a director of graduate opportunities to create a network for collecting and disseminating information of value to minority students.
2. Sensitize students to the realization that the pursuit of advanced degrees may be more intensely demanding of them and they should be prepared to accept that challenge.
3. Create liaisons -- pipelines of communication -- between graduate and undergraduate schools.

C. To Finance:

1. Press for increased funding at federal and state levels for minority students.
2. Encourage institutions to develop and submit proposals for grants and/or fellowships to aid minority students.
3. Seek all available sources of financial aid to increase the diversity of financial packages available to students.

D. To Educate:

1. Encourage the tenuring of minority doctoral degree holders to increase their presence in the instructional components of graduate programs.
2. Encourage students at the undergraduate level to take core courses such as math, sciences, and communication skills, except in those specialized areas where an undergraduate major may be required.

E. To Retain:

1. Provide orientation sessions which would (a) introduce the student to the department, and vice versa; (b) let the student know what is expected of him/her; (c) develop strategies for survival.
2. Establish a community of minority graduate students who will develop and maintain a network for the dissemination of information.
3. Encourage various community groups (such as churches, fraternity, etc.) to recognize the accomplishment of graduate students and their importance as role models.
4. Seek to integrate the student into the mainstream of the department through teaching and research assistantships.
5. Provide formal and informal tutorial sessions as necessary.
6. Sensitize existing white faculty to the problems which graduate minority students generally experience.
7. Attempt to increase the number of minority faculty in all departments.

Postscript

While we are committed to increasing the numbers of baccalaureate degree recipients who enter our undergraduate institutions under the aegis of our special programs, to promote the pursuit of graduate degrees, we affirm our dedication to the following:

1. ~~We~~ do not view the Bachelor of Arts or Sciences degree as an end in itself.
2. We see a moral obligation to encourage all students to reach their maximum potential.
3. We recognize that awarded leadership will come from those who possess the most in education, as represented by possession of advanced degrees and levels of professional training.

POLITICS AND HIGHER EDUCATION

BY

Dr. Ernest L. Boyer

Thank you for your thoughtful introduction. Introductions are always hazardous experiences for those of us who move about in groups such as this. Several weeks ago, the Democratic National Committee had its fund raiser in Washington, and Vice President Mondale was introduced by Speaker of the House, Tip O'Neil. It so happened that the speaker was less than generous in his introduction and the Vice President thought he had not been given full credit, so when Mr. Mondale came to the speaker's stand he said, "Thank you very much for that introduction. Of all the introductions I have had in my long career, that one certainly is the most recent." And so it is with yours, but it was most generous.

There is always the question of what life is like in Washington. I think it can best be characterized by a story I heard recently of a man who was lost in the jungle and was being overtaken by a lion. As he ran, the lion ran even faster. The man was clearly losing the race. Just as he was being overtaken, he remembered his early religious upbringing so he thought it might just be possible that a miracle would occur. He fell to his knees and breathed a prayer desperately and said, "Oh God, please convert this lion into a Christian." Much to his surprise, since he was of little faith, a miracle did occur. The lion stopped abruptly and fell to his knees, folded his paws, looked toward heaven and said, "Oh God, bless this food which we are about to receive..."

Each day as I drive down the parkway, it's never a matter of whether I'm going to be devoured but of whether it will be by the House or the Senate, by the Democrats or the Republicans. Washington is a city of high risk and high drama. This is an exciting moment to be in the nation's capital, because during the last 2 years, under the leadership of President Carter, education has made more gains than during any equivalent period in the nation's history. That fact has not been duly noted, but it can be well documented.

May I confess that I am caught up in the thrill of the evening. I must tell you quite frankly that when I agreed to come, at the urging of your committee and the urging of the secretary, I did not know the historical moment that would mark this occasion. The moment, in fact, brings back a flood of memories and deep friendships. I gather that those of you who are working so aggressively for the equal educational opportunity for the coming generation come from 3 states to share problems and strategies and are meeting together for the first time. More importantly, you all have a deep commitment to what I think to be the most essential obligation of the century.

Theodore Dreiser, one of our celebrated authors, wrote a book entitled The American Tragedy. His story describes the impact of misplaced ambitions in the life of the young and tragic figure of that story. But to my mind, there is only one American tragedy and that is the systematic denial of education to minorities in this nation. For 100 years, literacy for blacks and less well-noted other minorities was systematically denied (as a matter of public policy). Fear was the central motivation behind this tragic policy -- a fear that was described by George Tucker, a Virginia slaver, who wrote that every year adds to the number of blacks who can read and write. He then went on to introduce the self-revealing statement by saying that this increase of knowledge is the principal agent in releasing the spirit we have to fear. The impact of a policy of forced ignorance was absolutely staggering. By the end of the Civil War less than 5% of the nation's 5 million blacks could read and write. Henry Allen Bullock, the leading author on black education, noted that as late as 1910 there was not a single 8th grade rural public school for blacks in all the South. In this century, that is, there was no public school, rural or urban, that was applicable for high school work. Meanwhile, the doors of the white colleges remained tightly closed. From the years 1826 to 1890, which spanned almost the entire 19th century, only 30 minority students were graduated from all the white colleges in the North, excluding Oberlin. City College of New York, which in recent years made dramatic testimony to its commitment to open access, by 1910 had graduated a total of 2 black students. There was only one conceivable political and educational responsibility as a response to this aggressive blanket of hostility and neglect. Blacks were forced to develop schools and colleges of their own. As a curious footnote, other minorities, especially Hispanics, have not over the years found ways to establish their own toe holds through their own institutions.

Just last week, I spent an entire afternoon with Hispanic leaders from all across the country as we observed the irony of the inability they had to establish their own individual effort for equal access. Historically, following the Civil War, the blacks, finding the white institutions in the North solidly opposed to their own advancement, did what seems to me to be the inevitable and the absolutely right thing to do: they struggled to start institutions of their own. The Freedman's Bureau and many church groups gave birth to such distinguished institutions as Fisk University, which began in an old hospital barrack in 1865; Atlanta University, which began in a railroad car; Howard University; Virginia Union; Morehouse; Shaw; Lincoln University in Missouri; and Lincoln University in Pennsylvania, the latter started by the black members of regiments of the 62nd and 65th Divisions of the Civil War. The members of these regiments combined their pay and savings to the sum of \$6,300 to start a school. This struggle, at quite another level, was joined by that monumental figure of American education, Mary McCloud Bethune, daughter of a slave, who struggled to leave the fields and eventually went out to a small school using a scholarship provided her by a Quaker woman in Colorado. Mary McCloud Bethune came back to the South and with an endowment of \$1.50 opened her own school. She burned logs and used charred slivers to provide pencils for her children. This woman and her children mashed elderberries for ink. Every several days they would haunt the city dump for discarded furniture. In her last will and testament, which is recorded at a monument in her honor in the nation's capital, Mary McCloud Bethune said, "I leave you all a love for edu-

cation." I tell you all this to make a single point. The schools and colleges started for minorities (by minorities) in this country were born in a climate of anguish and neglect. These were the only institutions that provided blacks an escape from ignorance. It was an agonizing struggle to give the millions of Americans the dignity and power that had been so long denied.

The outcome of this is history. More than 80% of all black college graduates were educated at black institutions. It was found recently that over 90% of all black Americans with medical and dental degrees, living or dead, were trained at Howard or Meharry, the 2 black professional schools in the nation. By 1974, black undergraduate colleges had trained 3/4 of all black physicians, army officers, judges and almost all the top black leadership in the current administration, including my distinguished colleague, Dr. Mary Berry.

The beauty and power of the historically black institutions and the long shadow that they cast across the land are no better illustrated than in the life and testimony of one of the most distinguished and remarkable Americans in all of history, Dr. Benjamin Mays. I first met him 20 years ago when, as a young dean in a small college in the west, I was invited to attend a Danforth conference in upstate Michigan. This was just several years after the Supreme Court decision of 1954. I well recall how, after dinner, a group of young liberals (self-defined) sat together and expressed a mood of self-congratulations that this nation had finally, through the legal recourse we had, taken a step toward equal access in education. Near the close of that evening's conversation, which was good-spirited and informal, there stood at the back of the room a man that I had not seen, tall, dignified, stately. He said in a quiet, persuasive and moving way (at least for me) that he too was buoyed by the action of the Supreme Court; he too had hope and promise for the future. But he said he thought that the meeting we were attending should not adjourn without having those in the room understand that during the last 3 days he had driven from Atlanta, Georgia, to upstate Michigan and that in that drive across this free country he had been denied a hotel room on 3 occasions. That man was Benjamin Mays. I didn't know him, but the power of his eloquence -- and if I might say, his warm and even generous relationship to that group -- was so deep and overpowering I never forgot it. It was only a year ago that I, in my current job, was visiting the Atlanta public schools and was invited to have lunch with the Atlanta Public School Board. Coming into the room, I was struck by what I thought was a familiar face. To my surprise and joy I was introduced to Dr. Benjamin Mays, who for 25 years had served as president of Morehouse College and was now the president in his 2nd term of the Atlanta Public School Board. He was by then 84 years of age, tall, committed, living out his life for equal access. And so it was that last spring I decided that as a tradition in the Office of Education we should recognize the nation's greatest educators in an annual tradition we came to call the American Educator's Award. We had a number of nominees suggested. In the end, there was only one person I could identify worthy of that honor. The first American Educator's Award went to Dr. Benjamin Mays. Now that I have described this, I must close the circle by saying that the evening of that award was one of the most memorable of my life. At the end of the occasion, when all of Mays' friends had gathered from across the country and just as we were about to close, he came to me and asked if he could have one request before the evening

had finished. I acquiesced, of course, not knowing at all what to expect. I thought that Mays might want to make a statement. Instead, he asked if all the members of the audience at that dinner who had graduated from Morehouse College, his own institution for so many years, would be willing to stand and sing with him the school song, "Dear Old Morehouse". When those graduates assembled and he stood and looked toward them across the room, I somehow felt that the power of leadership and influence had somehow focused itself eternally on the life and testimony of that prophet in our midst.

I recite that personal event that has been so important in my life to reinforce an issue that has been too long ignored. Because of the history of legal, social and educational neglect, it was out of the self-help and determination of the minorities of the nation that great schools emerged under enormous stress. Out of this emergence came leadership that changed legal and political policy of this nation. It is true that in 1954 the history of education in the country took a dramatic turn. The Supreme Court decision in *Brown vs. Board of Education* unleashed boundless energy. The barriers of prejudice then began to fall before the push for education. But as we all know, access and education were slow in coming.

I was reminded this evening as I met many old friends from SUNY that the state university, except for some fragmented efforts on a few campuses here and there, had no policy for equal opportunity until recently. Chancellor Gould asked a decade ago whether I would chair a committee at SUNY to begin thinking about developing a policy toward that end. It was late 1967 when we worked on some ideas, including the possible development of education opportunity centers in every urban area. I submitted a plan to the Chancellor and he agreed that we would call together the presidents of each campus during the spring of 1968. This took place at Buffalo, New York, at the State College at Buffalo. I consider among the bitterest of ironies that exactly one week before the unveiling of our plan, Martin Luther King was killed. Drama, anguish and confusion surrounded that meeting. I've often wondered what the situation would have been if the State University of New York, along with all the other higher learning institutions of the state, had developed a plan 10 years earlier. What if a plan had been developed the year SUNY was established in 1948? Could we have avoided the traumas of the 60's? Would Martin Luther King's life have been sacrificed? I remind you, this was 10 years ago -- a time at which there was no plan to deal with the opening of access to the campuses in New York. On campus after campus across this country, it was clearly an example of far too little coming far too late.

During these 10 years some progress has been made. In 1966 less than 5% of all college students were black. In 1976 this figure had more than doubled. In just 7 years, the percentage of minorities in the nation's medical schools has more than tripled -- 2.4% in 1968 and 8.1% last year. Many of you in this room have in fact been in the forefront of that battle. Vera Farris, together with members of SUNY central administration, has been working at this for a decade. Clearly this progress cannot be discounted. But you also know that a remaining tragic gap still exists. That is what brings us here tonight.

In 1977, less than 1% of every 50 faculty members at medical schools was black. For the second straight year the number of blacks applying to medical school has declined. Last year the number of Ph.D's earned by black scholars in the disciplines has declined. During a 5-year period, the decline in chemistry has been from 29 to 20 Ph.D's. In math it went from 16 to 10; in English from 15 to 11. By 1970 11% of the total population was black, yet the percentage of black physicians in this country was 2.2%. The number of black lawyers held at just above 2%, a percentage that has not changed significantly in nearly 20 years. May I address a footnote? What is doubly distressing is that other minorities, Hispanics for example, hardly show at all. The entire U.S. Office of Education, which has over 3,000 employees, has approximately 2% Hispanics. Professional representation among other minorities hardly shows on the percentage scale. The point is absolutely clear. These melancholy figures must be changed.

In conclusion, I would like to highlight four suggestions which seem to me absolutely crucial. First, the commitment to affirmative action, which is marked by a century of suppression and neglect and a decade of urgency sparked by the traumas of the 60's, must be aggressively reaffirmed. As I look at the politics of higher education, it seems clear to me that a sense of urgency has diminished. Above all we must not permit the Bakke case to in any way confuse affirmative action goals. The result of the decision was to get Mr. Bakke into medical school, but that decision also reaffirmed that the courts and government do have power to order appropriate remedies where there is discrimination. Indeed, affirmative action in the Bakke case is explicitly affirmed.

I wish to say on behalf of the secretary and those who work for him that the Department of Health, Education, and Welfare is determined to see to it that anti-discrimination laws are vigorously enforced and that affirmative action as public policy is vigorously pursued. In recent months the productivity of the Office of Civil Rights, which is the agency in HEW responsible for this function, has dramatically increased in size. The average number of cases completed by each OCR investigator has increased from 4 to 12 in just 20 months. We have also proposed a 100% increase in the Budget of OCR, including 900 new positions in that office -- an increase of 80%. I am convinced that this is a time during which we must reaffirm aggressively the commitment to open opportunity in the country. Secondly, I believe that the black colleges and other higher education institutions serving minorities deserve unqualified support. They still have an important job to do. I must tell you there is speculation here and there that possibly these are institutions of the past and not the future. I am convinced that no conclusion could be further from the truth. One of the tragedies of colleges and universities in America is the way in which we insist on imitation. Our inclination to uniformity is enormous.

The first job I had in administration was as the dean of a small college when I was rather young. I used to meet with college curriculum committees -- a dramatic exercise in patience. We were trying to decide what the curriculum for the college at which I was dean ought to be. Rather than ask the essential questions regarding the uniqueness of the students to be served, we had a marvelous strategy to determine what the faculty and curriculum should be. We'd go into the library and take from the shelves the catalogs of the colleges we wanted to imitate; that is, ones

that were a step or two above us. I literally memorized the Occidental College catalog and the Pomona College catalog. I even peeked into UCLA. Then near the end of the semester, took out the Harvard Red Book. We memorized the Harvard Red Book for general education. We plagiarized it, although it was going out of style. Our own college catalog became a carbon copy, and we could say rather smugly that we were the Harvard of the West. There are more Harvards in the West than God cares to hear about. What I think to be the ultimate in academic irony is that it was years later when I learned, in a manner of crushing defeat, that the Harvard faculty had never adopted its own Red Book. But in a massive academic hoax a thousand other colleges had. So much for the carelessness of academic imitation.

I say that on the negative side and slightly tongue in cheek to make another point. If we open opportunity in this country, as we must, we above all need the diversity of institutions to help the diversity of individuals we seek to serve. It's a massive miscalculation to assume we can expand opportunity while making uniform and rigid the nature of the colleges. When I went on to college after high school, not having pursued the academic world very diligently, I went to a small private institution. I know just as certainly as I'm standing here tonight that if I had gone to another institution that was less formal, less responsive to the individual student, I would have been completely lost. I'm convinced that there are unique colleges that are clearly bridges of opportunity for unique student needs. The assumption that we can have a rigid and uniform path to academic excellence denies the genius of American higher education and ignores the uniqueness of individual differences. Black colleges are needed because there are students precisely ready for the black college experience. Catholic colleges are needed for the same reason, as are women colleges and community colleges. Any policy that urges the reduction of black colleges in this country is another way of diminishing access for students who need to move ahead.

In connection with reaffirming affirmative action and the retention and strengthening of black institutions, I must express a strong concern for the tremendous waste represented by the high number of dropouts among high school and college students. They are what I call the lost academic generation. This country has never found a way to deal seriously with those who are given opportunity but not given the encouragement to move ahead. I consider it a terrible tragedy that 20% of the young people who begin high school in this country never finish. More than this, we don't know what happens to them. They have no education and very often they have no jobs. Those of us who care about access and about the advancement of people must begin to give more serious attention to the lost academic generation. Only 41% of the black students who enrolled as freshmen in 1971 completed their program as seniors 4 years later. Twenty-five percent of our high school students leave, and about half of the college students don't make it through. This to me is a terrible human waste, and if we are concerned about open access in the future and with giving students the intellectual capability, social independence, economic capacity they need, we must concern ourselves not only with their entry but with their completion as well. Universities and colleges must begin to confront the impact of social waste. Finally, I think we have to look carefully at educational programs to make sure they are in touch with students we enroll. It's not enough

to say that we have recruited students. There is also the obligation to say we have educated students, and those are two very special things and call for very special strategies. In this regard, I do believe that in the days ahead it will be necessary for us to think about the unique relationship between what we call work and education.

In 1935 W.E.B. DuBois gave the key address at the Negro Land Grant College Association. This was when segregation of the association was still required. In his speech DuBois outlined brilliantly an education policy for the future which combined both scholarship and action. DuBois said there was no reason why cultivated brains could not rally their education behind the uplift of their people. He declared that black colleges should work to train their students for existing needs in the community. He did warn as follows: Concentration on special needs should not deny students a close, broad and cultivated outlook on the world. DuBois called, in short, for a unique blend of what I would call thought and action. I am convinced that the challenge of the colleges of the future is to find a way to help our students understand the excitement of continued learning and the application to the world of action and productive work. Many of our curriculum decisions have not been made in the interests of students, but in the interest of accommodating the niceties of the faculty and the disciplines they enjoy. We fail to recognize that college and education have always been a unique blend of inspiration and utility.

THEME SEMINAR: POLITICS AND HIGHER EDUCATION

The resolution calling for the establishment of a permanent tri-state organization was one of the many recommendations resulting from the Politics and Higher Education seminar sessions. Guidelines for these sessions were set by Gus Hendenberg, and panelists included Ms. Sheila Nixon, Dr. John O. Stevenson, Dr. Roscoe Brown, and Dr. Conrad Jeffers.

Ms. Nixon's presentation emphasized two points: (1) the status quota system (or its lack of status), and (2) black students and their aspirations (or lack of same) for excellence. She reviewed some historical statistics about blacks that demonstrated contributions blacks have made to the American political and economic systems, statistics she said some blacks were not aware of but should be. Emphasizing that the black student is one of the most valuable assets blacks have for combatting whatever political, social, or economic issues they may be confronted with, Ms. Nixon stressed the need for reinforcing students' awareness of their excellent capabilities as well as their ability to appreciate previous accomplishments by blacks that demonstrated excellence.

Regarding the quota system, Ms. Nixon said this system was not challenged as being illegal until it involved blacks. She cited Bakke and Proposition 13 as examples, but claimed that these two issues were more economic (predicated on our present capitalistic system) than racial in substance.

Describing higher education as "the selective tool of the state," Dr. Stevenson said that this elitist approach to education was further perpetuated by the fact that schools via competency testing results can again return to educating middle classes while the masses of minorities are eliminated via testing. Dr. Stevenson and Ms. Nixon were speakers during the first session of the seminar, and their comments were followed by a question and answer period, during which the following concerns were expressed and explored:

1. Conflicts among private and public sectors of education
2. Laws designed to impede special and remedial programs
3. Competency testing and its ramifications for minorities
4. The role of economics in the higher education milieu
5. Declining enrollment at private schools and lack of awareness among faculty as to what this implies

6. Faculty being overextended in terms of workload and what needs to be done
7. The politics involved in salary and contractual negotiations.

Dr. Brown and Dr. Jeffers were panelists during the second session of the seminar, and they dealt with external factors affecting higher education and the decision-making process. According to Dr. Brown, who based his conclusions on references and examples drawn from the New York system, the three most relevant external factors presently influencing the political system in higher education are state and municipal legislatures, the unions, and state boards of control. Considering the influence exerted on higher education trends by these entities, Dr. Brown said it was necessary for minorities to design strategies that could work to their advantage. He suggested a number of techniques that might work. Firstly, minorities should make an attempt to understand each of these units -- how they are structured and who makes the decisions. Secondly, there should be a clear definition of what monies are available. Thirdly, the proper research should be done before analyzing and determining strategies for support programs. Lastly, there should be certain "trade-offs", based on the individual who is running a particular program and that program's emphases and relevance among educators and legislators.

Dr. Conrad Jeffers made use of the problem/solution approach to the issue. He listed the following problems inherent in the higher education arena:

1. There is inherent resistance to change at any university.
2. Many institutions are unionized.
3. Institutional change is often dependent upon budgetary matters; i.e., changes that occur because of certain funding patterns.
4. Institutions do not fully understand where the power lies within their own walls.

In order to insure that special programs are successful, Dr. Jeffers offered the following summarized suggestions:

1. Institutions should prepare for changes that special programs might cause.
2. The "right" personnel -- the backbone of any successful program--should be selected.
3. Monies should be set aside so that programs can become institutionalized after grants disappear.
4. Measurable outcomes should be determined.

Following Dr. Jeffers' presentation, the audience voiced their concerns. These included the role of students influencing the legislature, the public relations approach to exposing a community to various programs, the organization of committees from the educational and community sectors to prioritize issues, and strategies needed for program retention.

Both sessions resulted in recommendations relative to Politics and Higher Education. Some of the recommendations were presented in the form of categorical imperatives, with concomitant suggested strategies. Basically, the recommendations focused separately on politics internal and external to institutions, and they are presented below according to the group that proposed them.

Imperatives (Internal Politics, Group I)

- a. It is imperative that criteria for the award of tenure be redefined to incorporate non-traditional factors into the overall selection criteria.
- b. Since the minority population will be the group from which institutions will be drawing its student bodies, we must convince the institution of this fact and encourage the administration to develop effective minority recruitment programs.
- c. We must not only participate in the professional activities of the institution, but also attend more social activities so that we can be known, become more visible and informed.
- d. We must publicize our achievements in newsletters, workshops, etc., to enhance the credibility of our programs.
- e. We must recognize that funds are generated by students and the community.
- f. It is imperative for us to address the retention rate of minority faculty, staff and students.
- g. We must do comparative studies between the achievements of EOP students on one hand and the achievements of other students on the other. Positive findings must be publicized and used as political clout.

Imperatives (Internal Politics, Group II)

We must:

- a. Identify the three major power blocs at the institution (faculty-senate, presidency, student body).
- b. Identify the leaders of each power bloc.

Strategies For Impacting the Faculty-Senate:

- a. Form effective coalitions.
- b. Translate special program interests into institutional interests (e.g., potential students, source of financial viability, expertise in meeting non-traditional students needs -- financial aid, developmental programs, admissions, etc.).
- c. Run candidates and/or find supporters in faculty senate.

Strategies for Impacting the Office of the President:

- a. Get appointed to strategic committees .
- b. Encourage alumni to act as a pressure group by communicating special program concerns to the president.

Strategies for Impacting on the Student Body:

- a. Politicize students.
- b. Encourage special program students to get elected and/or appointed to student offices and committees other than the traditional special interest groups.
- c. Encourage students to use their publications to further the interests of special programs.
- d. Encourage students to use the student activity funds for projects which further special program goals and interests.

Strategies for Impacting on Internal Matters of Special Programs:

- a. Upgrade credentials of staff.
- b. Perform financial analysis of program outcomes and translate this into broader institutional terms (how much money does our program bring into the institution, and how are we utilizing our funds).
- c. Identify and mobilize program alumni.

Ultimate of Strategies

To obtain a moral commitment from the institution that there will be continued equal access for non-traditional students and that the institution will accept the responsibility of educating the students it accepts.

Imperatives (External Politics, Group I)

1. Local groups must be organized to support higher education issues which will impact politicians at the local, state and federal levels.
 - a. Groups to be mobilized include: sympathetic members in the community, college students, church groups, civil-service organizations and established political organizations.
2. Student groups must be mobilized in effective ways to:
 - a. Work with students to become organizers.
 - b. Promote leadership workshops which teach students the skills of leadership.
3. It is important to assess effective programmatic and individual performances, to document these and to share and disseminate this information to individuals who influence education decision making. A possible spin-off might be the establishment of a data base to inform, evaluate and monitor programs relating to minority students. Other considerations might include:
 - a. Preparing a position paper reflecting the concerns of higher education for minority students.
 - b. Establishing good relationships with political community groups.
4. Tri-state conferees must structure themselves into an ongoing group which will address the concerns of programs affecting minority students.
 - a. Sub-divisions among the three states -- Pennsylvania, New Jersey and New York -- should be organized which interlock into the tri-state structure. There exists a midwest association of opportunity programs (MAOP), which addresses the political concerns of opportunity programs.
5. It is crucially important to become active in the political structure at the local level.
6. A communique to legislative officials reflecting the concerns of the Tri-State Conference should be developed. A communique to the newspapers stating the concerns of the Tri-State Conference should be developed and a list of all conferees detailing their names, address, and telephone numbers should be established.

Imperatives (External Politics, Group II)

There is a need for formulating a tri-state professional association that will articulate our concerns through leadership and the dissemination of information. Hence, the following imperatives:

1. There should be increased funding of equal opportunity programs at federal, state, and regional levels.
2. Research and evaluation teams should identify and continually upgrade opportunity program goals and objectives; document program results; and disseminate the information.
3. Political action by students should be encouraged; for example, lobby of legislators at federal, state and local levels.
4. An information clearinghouse, as an umbrella group to the proposed tri-state organization, should be established.
5. The need for more financial aid should be pushed at the federal level.

The group then proposed the following resolution, which was agreed to at the joint closing session:

Be it resolved: that there be established a tri-state committee to meet to formulate a constitution, by laws and agenda for action and to report back to the individual states by February, 1979.

A tri-state meeting should be held prior to November 1979.

THE IMPORTANCE OF PLANNING

BY

Dr. Frederick S. Humphries

Thank you very much Chancellor Kibbee for that introduction. Distinguished members at the head table and members of this conference from the states of New York, New Jersey and Pennsylvania, you bring back good memories to me. Higher education opportunity programs are very reminiscent of the Thirteen College Curriculum Program, and this meeting is very reminiscent of the evaluation and curriculum conferences held by the Institute for Services to Education during the summers. I know the difficulties you face in trying to look at educational questions, academic questions, counseling questions, psychological questions and fiscal questions on your respective campuses.

Chancellor Kibbee said that we had talked about the future of black Americans in higher education. I would like to continue that talk, although my specific task is to discuss planning. Rather, I shall attempt to do both -- continue the discussion underway and get into planning.

Planning is a mundane but very necessary activity in higher education. I'll tell you a little bit about the school I come from, Tennessee State University. This institution is what is termed today a historically black institution; it is located in Nashville, Tennessee, and has a student population of about 5400. We have about 40 undergraduate programs and 20 graduate programs at the institution. Our student population consists of 85% blacks and 15% whites. We are a land-grant institution in an urban area. Actually we are located in the central city but in an area of it that has not been fully utilized; we get a lot of attention for our property. Tennessee State has about 426 acres of land.

Presently, the institution is involved in litigation known as Bleir vs. Blanton. Called for today is the merger of the University of Tennessee-Nashville and Tennessee State University. All of those things add up to make a very exciting kind of work place in the South. Yet, although we are a historical black institution, there are certain aspects of our existence that correlate closely with the kinds of problems you are faced with in terms of running higher education opportunity programs on your respective campuses. For instance, in the South the historical black colleges are constantly faced with justifying their existence. I am sure that you in your programs, at one time or another, are called to account for why you are needed on your respective campuses. The second aspect of commonality is that we both provide educational opportunity to those who might not have been given the opportunity for higher education if we were not in existence. This is true for the black colleges in the South; this is true for the higher education opportunity programs at your respective institutions. Thirdly, we both have to continue to develop plan-

ning and management techniques to improve work activities on our respective campuses. And, fourthly, we work with the sense of knowing that the external public believes that neither we nor our students are quite up to the job of higher education. You think about that.

One of the things that I am constantly bombarded with, and I think that you are too in your programs, is that it costs more to do what you have to do than it costs to carry on traditional higher education programs. That plagued me for a long time at Tennessee State, because at the end of every year, when we looked at our fiscal situation, there was a typical situation which said that Tennessee State University used more money for administration and institutional support than comparable but non-historically black institutions in the system. In point of fact, it costs more to provide student services at Tennessee State than at the other institutions. Parenthetically, there are 16 institutions in the system we are a part of. There are six regional universities and 10 community colleges.

What we did was simply this: we secured the budgets of every regional university in the system. The budget is basically segmented into four categories: institutional support (which deals with administration); student support; instructional support; and auxiliary enterprises. We took the budget of each of the other universities, and everything that they listed in institutional support we placed in institutional support. We did the same for student services. Then, we went to places and secured information on the activities associated with student services. We found that all of the universities have student health programs. We have a student health center. We spend approximately \$200,000, a year on our student health centers. The other institutions spend anywhere from \$80,000 to \$100,000 on their student health center. Our student health center costs twice as much as the other institutions did, but we discovered that this resulted from the fact that Tennessee State University had three times as many students going to the student health center as in any other institution. When you divided the delivery of service into \$200,000 it turned out that we produced student health services more cheaply than anybody else in the system. The reality is that the students we serve come from extremely low socioeconomic circumstances and suffer from health (including dental) problems out of proportion to a wealthier and consequently healthier general population. Our students seldom come from a background which included family physicians, and so Tennessee State had to provide services that other students were accustomed to drawing upon even as they attended college. When we looked at the dollars that we allocated for career planning and placement, we found that we spent more money on career planning and placement than anybody else spent in the system. When we tried to find out what the other institutions were doing, we found that one school had half a person in their placement office. Another school had 3/4 of a person; we have a staff of 5 in career planning and placement. Why is that necessary? An examination of the number of companies that come to Tennessee State's campus to recruit indicates that our institution had 4 times as many companies as the closest institution. In short, again there was a rational explanation for cost disparities.

Tennessee State is historically black and companies come to hire minority students. We are inundated with requests and still are inadequate in the number of people that we have in the career placement office.

Well, we went through every area of operation in this way. We looked at the dollars that were expended by comparable size institutions, then we went and looked at the activities that were actually generated by the particular functions in question to get some idea of the competencies or ineffectiveness of our people. We wrote this up, and now it's very clear why we spend more money in student and related services. Because there is a long-standing proposition that somehow there are inadequacies at Tennessee State, we have shared this document widely within our system, so as to counteract the misunderstandings.

Basic skills is not a part of the formula appropriation in my institution, yet we must do extensive developmental work for students who come to the university. Let me give you an idea of the typical freshman who comes to Tennessee State. The average freshman in the state of Tennessee who goes into higher education will have a score of 17 on the ACT. The average freshman at Tennessee State will have an average ACT score of 11. The average ACT score nationwide is 19 for the college-going population. Now, this problem is compounded by the fact that the range of students that we have in terms of programmatic thrust of the entering freshman class go all the way from students who have an ACT score of 6 up to those who have scored 26, 27, 28 on the ACT. That is, some of our students are capable of going to Harvard or Princeton. An ACT score of 6 is typically the kind scored by students who go to community colleges. We have a heterogeneous student body.

Basically the state does not supply money for basic skills or developmental programs. What we had to do in order to handle that problem (and to avert a high washout rate) was to take money and develop our own program in terms of basic skills. We hid money budgetarily in institutional support programs which makes those programs stand out as more costly than similar programs at other state institutions. We were able, however, to show where money was going in terms of meeting the basic requirements of the institution and its client needs. Thus, we began to settle the question of whether we were doing a good job with the resource that we have at the university. What I am suggesting is that, if you have the kinds of problems that we have at Tennessee State, follow our example. Look at the activities produced by the dollars spent in a comparative way.

Management is always a big question when minorities are dealt with. I see my colleagues in higher education (presidents of black colleges) undergo severe criticism in terms of management. Part of the reason why they are not credited with good management skills, and part of the reason why some of you who are directors of programs may not receive the credit for the same, has to do with a lack of documentation of what you do in your daily activities. A long time ago, when I worked for ISE, I looked at what was happening in higher education, especially education dealing with minorities. There was always one thing that was very very clear. Fiscal auditors could be expected to come in and discredit the financial operations taking place in connection with equal opportunity programs. In Washington, D.C., where I was located, there was an urban coalition that handled the community action programs for the northern Virginia area. When it became time to dismantle these programs, the auditors were brought in. Today in black colleges, if you just remember within the last 3 or 4 months, a team of federal auditors went into several

of the black colleges and finished by placing a message across the nation dealing with fraud and abuse in these colleges. You had better keep the records straight, because one day the man will come. When he comes you had better be ready.

The matter of recordkeeping is very important for two reasons. Not only must you have your fiscal data in place, but it is incumbent upon each of us who are administrators of equal opportunity programs or administrators of historically black colleges to document our programmatic and fiscal efforts. At the same time, we should document entry and exit level characteristics so that we can show what task we faced, and what actual progress we achieved. We must document that progress academic-wise, health-wise and self-concept-wise. Where the student winds up in society is also important to know. Otherwise we end up with what I call the Columbus syndrome. Christopher Columbus as he sailed from Spain did not know where he was going, did not know where he was when he arrived and did not know where he had been when he got back. I say to you that it is very important that you design a system for recordkeeping, assign responsibilities for individuals to keep records and analyze those records for the story that they tell. Use this approach to get the kinds of things you need for your program. If you have a person who is assigned recordkeeping and he or she is lousy about doing it, fire the person.

I want to give you a couple of examples about planning, and I list some simple steps for planning that can be illustrated from my own experiences. When I went to Tennessee State, I found several problems. In my own mind there are some important things in the things I'm going to say to you, because one of the things is that you cannot sit in your office and plan. You need to get out and see what students are doing, what problems they are encountering and look at all of this, because there are some assumptions that break down if you don't get out and have a real experience with what is happening. To continue, I did the normal things that administrators do when they get a job. I met with people. I met with the vice presidents, the deans, and I asked questions about everything that I could possibly learn. I went downstairs one day and found lines in the administration building going all around the corner. We were administering college work-study checks to students. At Tennessee State we have more students working than we have staff and faculty. There are 2,200 students who are on the payroll. There are only 1,000 members of the staff and faculty who are on the payroll. Our payroll is large, not in terms of dollars, but in terms of numbers. There was this long line. The students were angry, really angry. Five o'clock came, and the window closed. Now, the students were furious. They asked, "Mr. President are you going to do anything about this?" What I did the next day was to bring everybody into a room who had anything to do with the paying of students on college work study at Tennessee State; there were some 20 people involved. We sat around the conference table and worked for 2 days in an attempt to diagnose the problem; finally, we documented the issues causing the problem. Since part of the problem was caused by the care that the business office was exercising in the distribution of student checks to make sure that those students who owed the university would pay, we had all the students sign a promissory note and paid them. Then we formulated goals and objectives for dealing with the problem. The goal was to pay students regularly and to pay them with minimum inconvenience to them. This re-

quired giving them advanced information about what they owed and what would be deducted. We eventually worked it out so we paid students over a 3-day period. We alphabetized the operation so that only certain students would come at a certain time. They knew exactly how much money they owed, they knew how much money they were going to get via their checks, they knew how much was going to be deducted, they knew how much change they were going to receive. And the long lines were stopped.

A major activity you need to be concerned about in your equal opportunity programs has to do with long-range goals and planning. Efforts must be focused. In order to get a grip on the future, you must develop a long-range plan for your operation, with specific goals and objectives. This calls for a lot of talking and discussion, so as to find out where your strengths and weaknesses are and to come to conclusions about how to amplify your strengths. The important part of having a long-range plan is that it provides the campus with a sense of direction. I would suggest to you that a necessary ingredient for good planning is to get some kind of distant point in the future on where you want to go, because that gives you something to work at day-by-day and year-by-year. There are a number of steps in the planning process that I want to talk about. The next to last of those steps is to identify constraints and needed resources -- especially the cost of your plan. The last is to set up a feedback process for determining the effectiveness of effort and making necessary revisions and corrections in your processes and procedures. One last story. If you were to come to my office you might think it to be in disarray. You might say this is typical. That would be a superficial conclusion. What promotes the look of disarray and disorientation is the fact that I have no facilities in which to place my college work-study students. So my regular secretary and administrative assistant are just overwhelmed with college work study students sitting around. When the federal government conceived of the program, it did not think about the impact of putting 2,200 students to work on a college campus. There are special space and equipment factors, as well as dollar factors for programs to be taken into account, when planning for a population with special needs. Also, it is important to document where normal assumptions break down, because people make assumptions which are really not applicable to your situation. I'm going to skip talking to you about MBO and close out with just the following comments.

In my mind, the work that you do in your equal opportunity programs and the work that we do in the historically black colleges represent some of the miracle work of this century. The promise of America is still unmet for minorities and blacks in our society. The work that we do makes a difference; therefore, it gets to be very difficult. Expect undue criticism and a lack of appreciation for the work that you do, but always remember that it is awfully important work. That coupled with the fact that today in America we are entering a very conservative time. People are getting very unappreciative again of the lot of blacks and other ethnic minorities. Our society is being pressed, and in the traditional way, those on the lower rung of the ladder get hurt the most. That means the extra burden accrues to you and me. We have to be especially careful that there is nothing that we do to put our lot and our programs in further jeopardy, for we are the lifeline to the affluent and better life. So I say to you, work hard, be accountable and make

the students be accountable. Hold them to high standards of performance and they will never have to apologize for what happened to them while they were in your care. Thank you.

THEME SEMINAR: ADVANCED PROGRAM PLANNING — THE SYSTEMS APPROACH

The luncheon speech by President Humphries of Tennessee State touched on some of the practical aspects of management systems as they relate to programs for students with special deficits and needs. By and large, the subject was handled within theoretical frameworks. In the way of a brief extension of the subject, the benefits of a systems approach are best realized when:

1. Institutional priorities are identified in ways that include application of the principle of equality of educational opportunity.
2. A needs assessment is conducted as a precondition for the design and implementation of developmental programs.
3. An institution's MIS/IR priorities are reviewed so as to insure that they include reflecting activities design to effectuate equality of opportunity.
4. Communication flow is conducive to carrying out institutional commitments to development programs.
5. Responsibilities are carefully fixed for implementing and evaluating developmental programs (which are to become integral aspects of an institution's instructional and public service programs).
6. Whatever data is collected in connection with development programs is turned into timely reports that will be used by key decision makers.

SEMINAR SESSIONS

The Systems Approach to Management was dealt with in three sessions over a two-day period. The sessions were organized around instructing educational practitioners in management and providing for workshop activities, so that they could reinforce systems concepts through their application to specific problems. The management process was presented as follows:

What is Management?

The American Management Association (AMA) defines management as the process of getting things done through other people. Management is facilitated, therefore, by structure (i.e., the hierarchy of functions) and process (i.e., the organization of interactions).

There are four basic management activities/components. They are as follows:

1. Planning, which is the process of setting goals and determining how they will be achieved.
2. Organization, which refers to the clarification of job responsibilities (can be loosely or highly structured).
3. Implementation
4. Control-measurement-evaluation

Systems Approach

In the following model, "system" refers to, or is representative of, the manager's focus of concern. "Environment", on the other hand, represents those external components which interact with the system. Systems behavior, in relation to the environment, can take on any one of four dimensions: proactive, reactive, interactive or inactive.

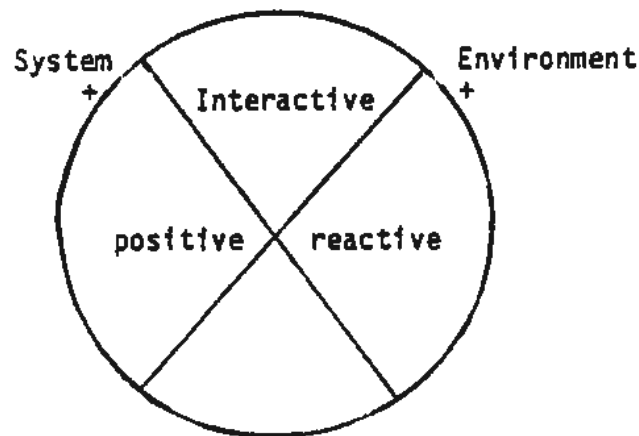


Figure 1
Systems Model

Management behavior which focuses on the system with little regard for the environment can be identified as proactive behavior. Reactive behavior refers to taking a stance in which the system (or manager) accommodates or is shaped by the environment. Management behavior which is interactive recognizes the mutual need for a give-and-take relationship between the system and the environment. Inactive behavior on the part of a system (or manager) is characterized by lack of communication and movement and indicative of conflict.

The way in which system and environment resources are viewed largely determines management strategy. Proactive behavior, as a strategy, is appropriate when:

- time is lacking;
- commitment is not a high priority concern;
- limited conflict exists between the system and the environment; and
- the system has ample resources

Reactive behavior is an appropriate strategy when:

- time is not an overriding concern;
- a commitment is necessary;
- a conflict is in need of resolution; and
- the environment controls needed resources

Interactive behavior becomes a management strategy when:

- time is not an overriding concern;
- a commitment is necessary;
- a conflict situation exists; and
- the system and environment control resources which the other needs.

Finally, inactive management behavior is an appropriate strategy when:

- time is a factor;
- a personal or value conflict exists between the system and the environment; and
- a high degree of emotionality clouds the issue.

Within the context of short or long-range planning, there are three systems principles which must be incorporated into the management frame of reference. They can be stated as follows:

1. Living systems cannot survive without interacting with their environment.
2. No system can remain healthy without valuing and utilizing the diversity of its parts and its environment.
3. Optimum systems boundaries are those which readily allow the exchange of information, but have the capacity of control.

APPENDIX

LIST OF SPECIALIZED WORKSHOPS

LIST OF SPECIALIZED WORKSHOPS
TRI-STATE OPPORTUNITIES CONFERENCE
November, 1978

Title	Theme	Participants	School
<u>Instruction</u>			
(5) Tutoring	"A Tutoring Program Model"	Ms. Marilyn Daley-Wetson Ms. Marcia Askinazi Mr. Keith Thompson Ms. Justi Gonzalez-Marti	Hunter College Baruch College City College SEEK Program Planning & Development
<u>Special Project</u>			
(12) Summer Programs	"Basic Skills Program"	Prof. Rupert Jemmott Prof. Mervyn Keizer Ms. Cerisa Shopkow Prof. Delorese Ambrose Prof. Dympna Bowles	Brooklyn College Brooklyn College Brooklyn College Brooklyn College Brooklyn College
(13) Bilingual/Bicultural Education Projects/ESL		Prof. Michael Miner Ms. Lillian Sanchez	Lehman College Kingsborough Com. College
<u>Instruction</u>			
(15) Reading	"Developmental Reading Program"	Prof. Venis Marsh Dr. Evelyn Smith Dr. Delores Straker-Taylor	York College York College York College

Instruction

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|----------------------------|---|--------------------------------|--|
| (4) Math & Science | Teaching Chemistry & Math to academically disadvantaged students | Robert Blockum | New York University |
| (2) Tutoring | The HEOP/CPL Tutorial Program at Iona College | Barbara Watkins
Gail Haynes | Iona College
Long Island University |
| (3) Testing & Prescription | A Model for the Development of Student Profiles: Science vs. non-science students | Virginia B. Crowder | New York University |

Administration

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| (9) Research & Evaluation | The Methodology of Research and Evaluation with Disadvantaged Populations | Judith G. Wolf & David Sylves | JND Research |
| (10) Research & Evaluation | Non-traditional Methods of Assessing the Impact of College Education on Non-traditional Students & Communities | Carol Stevens | Malcolm King |

Special Projects

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|------------------------------|---|----------------------------------|------------------------|
| (11) Learning Skills Centers | | Carol Rhoder | Manhattanville College |
| (14) Summer Programs | Models for Pre-Freshman Summer Programs | Valerie Anderson & Kitty Ellison | Malcolm King |
| | Pre-Freshman Intensive Skills Summer Programs | Mr. Frank W. Smith | Hofstra University |

Administration

(21) Recruitment,
Admissions & Pre-
dictions

Mr. Frank W. Smith

Hofstra University

Testing & Prescription SAT's & Academic Performance

Bertha Dixon & Param S. Chawla

New York University

Special Projects

(27) Academic Opportunity
Consortium

Developmental Program at
Attica

David Lauerman
Marion Beiter

Canisius College
Daemen College

"A Consortium Approach"

Mitzi Glenn
Jeanine Grinage
Lloyd Stewart
Sam Walton

Union College
Union College
Rensselaer
Polytechnic Institute

Counseling

(7) Vocational/Career
Counseling

Dr. Robert Tucker

Rutgers University

Administration

(8) Recruitment, Admis-
sions and Predictions

Mr. Al Bridges
Dr. Casper Lonesome

Trenton State College
Trenton State College

Counseling

(20) Crisis Intervention

Dr. Hubert S. Johnston

Rutgers Medical School

Administration

(22) Research &
Evaluation

Robert Fullilove

Dept. of Higher Education

Special Projects

(26) Affective Education as
a Learning Instrument

Mr. John E. Pinkard
Sess Peoples
Ed Prather

Instruction

(1) Mathematics & Science

Mary Longo
Karl Lewis
Mary Bivens
Kay Hudspeth

King's College
Univ. of Pittsburgh
Allegheny College
Penn. State University

Counseling

(6) Vocational/Career
Counseling 101

Ken Bolton
Frank Stanton

Mary Lou Batch

Comm. Coll. of Allegheny Cour
Northhampton County Area
Community College
Univ. of Pittsburgh

Special Projects

(23) Learning Centers

Cecilia Burkley
Robert Gardner
Jesse Bryan

Com. Coll. of Allegheny C.
Lincoln University
Bloomsburg State College

(28) Special Programs
Eligibility Criteria

Dr. Vernon Buck

State Univ. of New York

(30) Special Programs
Counseling

Dr. Noel Palmer

Long Island Educational
Opportunity Ctr. - SUNY

(31) Special Programs
Remedial and Develop-
mental Courses

Dr. Isaiah Reid

Educational Opportunity
Program, SUNY-Baffalo

(29) Special Programs
Records & Reports

Dr. Thomas Leech

Brooklyn Educational
Opportunity Ctr.-SUNY