

DOCUMENT RESUME

ED 192 657

HE 013 127

AUTHOR Cloud, Sherrill
 TITLE Equity Self-Assessment in Postsecondary-Education Institutions.
 INSTITUTION National Center for Higher Education Management Systems, Boulder, Colo.
 SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.
 PUB DATE 80
 CONTRACT 400-77-0004
 NOTE 137p.
 AVAILABLE FROM National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

EDES PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS Access to Education; Administrator Role; Affirmative Action; *College Students; Educational Opportunities; Employees; *Employment Practices; *Equal Education; *Equal Opportunities (Jobs); Higher Education; Needs Assessment; Personnel Policy; *Postsecondary Education; School Personnel; *Self Evaluation (Groups)

ABSTRACT

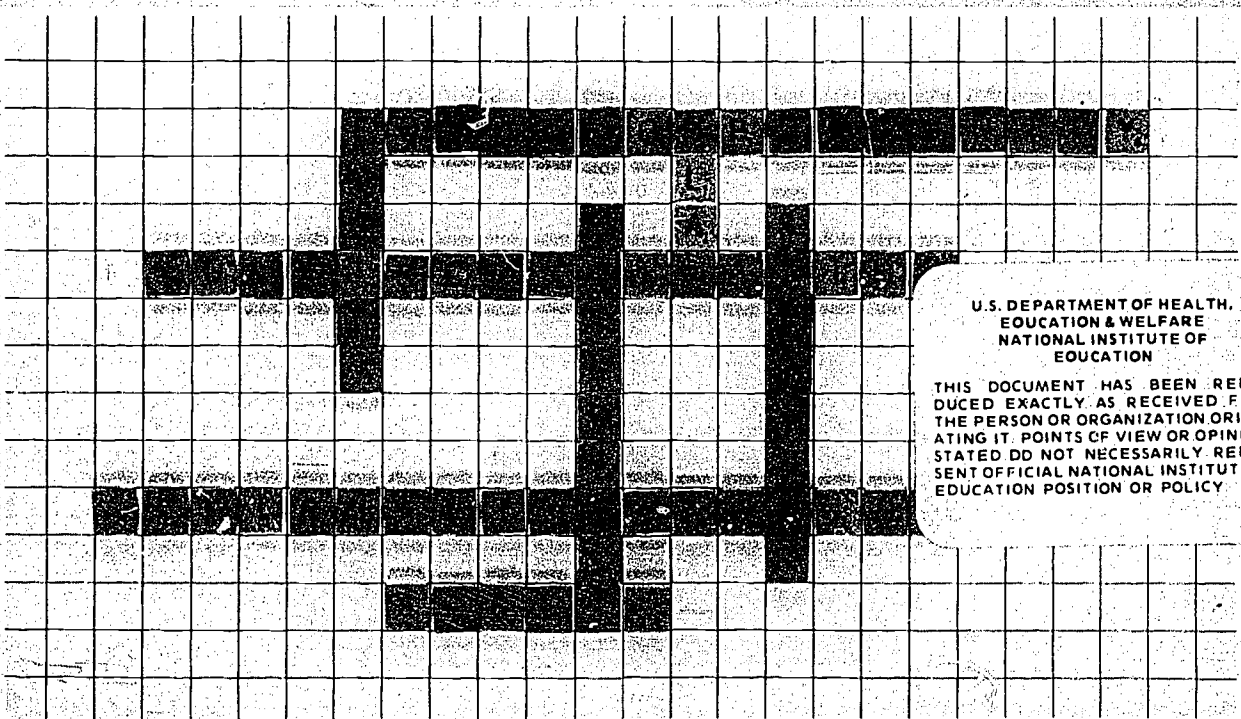
Issues concerning equity in postsecondary education are examined with respect to students as well as institutional employees. A list of individual characteristics and circumstances that can relate to equity issues is presented to aid college administrators analyze and identify equity target populations applicable in the institution. The major equity issues that colleges and universities have in common regarding students and employees are identified, a general framework to help administrators in their evaluation is presented, as are examples of analyses that may be guides for equity reviews. The need for the top administrators of a college to review equity issues, set priorities and goals, and determine the level and type of commitment desired on an institution-wide basis is addressed. The way in which the equity commitment of the top administrators is institutionalized is considered by providing examples of processes and activities that can be utilized and coordinated to implement changes. A bibliography on equity is included that displays entries on a form that indicates relevant subject categories. A summary of the meaning of the subject-category labels is presented separately. (SW)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED192657

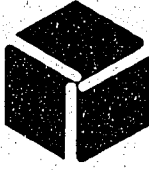
Equity Self-Assessment in Postsecondary-Education Institutions

AE013120



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

 National Center for Higher Education Management Systems



National Center for Higher Education Management Systems
Post Office Drawer P, Boulder, Colorado 80302
An Affirmative Action/Equal Opportunity Employer

The mission of the National Center for Higher Education Management Systems (NCHEMS) is to carry out research, development, dissemination, and evaluation activities and to serve as a national resource to assist individuals, institutions, agencies and organizations of postsecondary education, and state and federal governments in bringing about improvements in planning and management in postsecondary education.

BOARD OF DIRECTORS

Chairperson

Robert Lisensky
President,
Willamette University

Chairperson-Elect

Neil Bucklew
Provost,
Ohio University

David Breneman

Senior Fellow,
Economic Studies Division,
Brookings Institution

May Brodbeck

Vice President for Academic Affairs
and Dean of the Faculties,
University of Iowa

Martha Church

President, Hood College

K. Patricia Cross

Visiting Professor,
Harvard Graduate School of
Education

Thomas Day

President,
San Diego State University

Henrik Dullea

Acting President,
State University College at Purchase

Richard Greenfield

Chancellor,
St. Louis Community College District

Dorothy Harrison-Blaney

Deputy Commissioner,
New York State Education
Department

Henry Herzing

President, Herzing Institutes, Inc.

T. Edward Hollander

Chancellor,
Board of Higher Education
State of New Jersey

Hans Jenny

Vice President for
Finance and Business,
The College of Wooster

Thomas Law

President,
Virginia State University

Joe Lee

President,
Parks College, Inc.

Virginia Lester

President,
Mary Baldwin College

Kenneth Morlmer

Professor and Director,
Center for the Study of
Higher Education,
The Pennsylvania State University

Chalmers Gail Norris

Executive Coordinator,
Council for Postsecondary Education
State of Washington

Dale Parnell

President,
San Joaquin Delta College

Sherry Penney

Associate Provost,
Yale University

Frank Pesci, Sr.

Maryland State Delegate

Stanley Salwak

President,
University of Maine at Presque Isle

Donald Smith

President,
Brookdale Community College

Herman Smith, Jr.

Chancellor,
University of Arkansas-Pine Bluff

Joyce Tsunoda

Provost,
Kapiolani Community College

Richard Van Horn

Vice President for Management,
Carnegie-Mellon University

George Weathersby

Commissioner of Higher Education,
State of Indiana

Brunetta Wolfman

Executive Planner and
Director of Policy, Planning,
and Development,
Massachusetts Department of
Education

Ex Officio Members:

H. Bradley Sagen

Chairperson,
National Advisory Council
Professor, College of Education,
University of Iowa

Jonathan Fife

Chairperson-Elect,
National Advisory Council
Director, ERIC Clearinghouse on
Higher Education

OFFICERS

Ben Lawrence
Executive Director

Dennis Jones
Associate Director

Gordon Ziemer
Secretary/Treasurer and
Associate Director

Equity Self-Assessment in Postsecondary-Education Institutions

Sherrill Cloud

1980

National Center for Higher Education Management Systems
P.O. Drawer P/ Boulder, Colorado 80302
An Affirmative Action/Equal Opportunity Employer

The work upon which this publication is based was performed by NCHEMS pursuant to Contract No. 400-77-0004—Educational Policy and Organization—with the National Institute of Education. However, it does not necessarily reflect the views of that agency.

This publication was not printed at the expense of the federal government.

National Center for Higher Education Management Systems, Inc.
Boulder, Colorado 80302

Printed in the United States of America
Designed by Grant Duncan and Lynn E. Phillips

Contents

Preface	ix
1. Introduction	1
2. Equity Target Populations	9
3. Equity Issues and Self-Assessment	17
References	37
Selected Equity Bibliography	39

Tables

1. Examples of Individual Characteristics and Circumstances That Can Relate to Equity Issues Regarding Both Students and Employees	15
2. Who and What Are Concerned in Achieving Equity for Students in Postsecondary-Education Institutions	19
3. Who and What Are Concerned in Achieving Equity for Employees in Postsecondary-Education Institutions	20
4. Equity-Related Information about Students, Collected Nationally for Monitoring Purposes from Most Postsecondary-Education Institutions	21
5. Equity-Related Information about Employees, Collected Nationally for Monitoring Purposes from Most Postsecondary-Education Institutions	22
6. Self-Assessment Framework Regarding Student Equity	24
7. Self-Assessment Framework Regarding Employee Equity	28
8. Example of an Approach to Analysis of an Equity Goal	32
9. Examples of Activities Relating to Equity, by Major Process Areas for Students and Employees	33
10. Major Equity Issues and Examples of Related Processes and Activities Regarding Students and Employees	34

Preface

Educational and employment equity in postsecondary education are clearly enunciated objectives of national policy. Regarding equal educational opportunity, the General Education Provisions Act states:

The Congress hereby declares it to be the policy of the United States to provide to every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, national origin, or social class. Although the American educational system has pursued this objective, it has not yet attained that objective. Inequalities of opportunity to receive high quality education remain pronounced. [Section 405.(a)(1)]

The federal interest in equity also extends to equal employment opportunities. Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 and by the Pregnancy Discrimination Act of 1978, prohibits employment discrimination on the basis of race, color, religion, national origin, or sex. The Education Amendments of 1972 extended the Equal Pay Act to cover exempt employees in institutions of higher education. Executive Order 11246, as amended, requires institutions accepting federal contracts of \$10,000 or more to cease any discriminatory employment practices and to meet certain affirmative-action guidelines for various categories of students and employees in postsecondary-education institutions.

The National Center for Higher Education Management Systems (NCHEMS), as part of its mission to improve planning and management in postsecondary education, decided in 1977 to make equity the subject of a major research and development program. This was done partly in response to national concerns and policy objectives. It also was a response to requests from various constituencies of the Center for assistance with planning and management issues related to equity.

In 1978, the first year of the program, NCHEMS conducted a national agenda-setting workshop: "Improving Equity in Postsecondary Education: New Directions for Leadership." Workshop participants developed both a research agenda and an action agenda in a three-day meeting at Keystone, Colorado. The Keystone recommendations were set forth in a workshop report published by the National Institute of Education (NIE). Also in 1978, NCHEMS established contacts and exchanged ideas with higher-education and equity associations, developed a library of equity resource materials for staff use, and held several staff seminars. A monograph, *Women in Academe: Steps to Greater Equality*, coauthored by Judith Gappa (then a Senior Staff Associate at NCHEMS and now Director of Affirmative Action/Equal Opportunity Programs at Utah State University) and Barbara Uehling (Chancellor of the University of Missouri and Chairperson of the NCHEMS Board of Directors), was published as an ERIC/AAHE research report in 1979.

Two research projects related to equity in higher education were begun at NCHEMS in 1979 and completed in 1980. One project developed case studies of external factors and institutional responses involved in the rapid increase in enrollments of women in engineering programs in the seventies. The other equity project, of which this document is a result, was undertaken to provide information that might be helpful to institutional administrators in thinking about and dealing with equity, with respect to students as well as employees.

This document has been reviewed by a number of people in a variety of positions in postsecondary-education institutions and organizations. Their comments and suggestions, even when representing opposing viewpoints, were extremely helpful. Very special thanks go to:

Raymond F. Bacchetti, Vice Provost for Management and Budgeting at Stanford University

Ruby W. Billups, Registrar at Grambling State University, member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and AACRAO Interassociation Representative for NCHEMS

J. Douglas Conner, Executive Director of the American Association of Collegiate Registrars and Admissions Officers

Elaine El-Khawas, Director of the Office on Self-Regulation Initiatives at the American Council on Education
Lee Gidding, Director of Affirmative Action and Employment Research, Rutgers, the State University of New Jersey
Vickie Gomez, Associate Director of Admissions at the University of Texas at Permian Basin, and Chair of AACRAO's Committee on Equal Educational Opportunity
Freddie L. Groomes, Assistant to the President, Director of Human Affairs and Assistant Professor of Counseling and Human Systems at Florida State University, and President of the American Association for Affirmative Action.
Alan L. Heyneman, Associate Treasurer—Administration, and member of the National Association of College and University Business Officers (NACUBO) Personnel Committee
Steven C. Hychka, Director of Management Programs/Federal Focus at NACUBO
Bernice R. Sandler, Director of the Project on the Status and Education of Women at the Association of American Colleges
Barbara Uehling, Chancellor of the University of Missouri

At NCHEMS, Dennis Jones and Marilyn McCoy provided invaluable guidance throughout but especially in the early stages of designing the format and contents of the document. Also, I greatly appreciate the critique of the preliminary draft by Maryann Brown, Ellen Cherin, Mark Chisholm, William Johnston, and Ben Lawrence; their willingness to discuss at length numerous suggestions and ideas was immensely helpful.

Special thanks go to Rebecca Shanks for all the time and energy she devoted to the development of the bibliographic section, and to Eileen Western for her patient competence as she computerized the bibliography and typed numerous drafts of the other chapters. Thanks also to Clara Roberts for publication assistance and to Lynn Phillips for typesetting and graphics.

I hope this document does justice to the advice contributed by the numerous reviewers; to the extent that it does not, the author alone is at fault.

1

Introduction

Definition of Equity

The term *equity* is derived from the Latin word for equal—*aequus*—and is defined variously as the ideal, or quality of being just, impartial, and fair, or a state of freedom from bias or favoritism. Yet agreement about what constitutes equity in a specific situation is difficult, if not impossible, to achieve, given the numerous and varying perspectives that can exist. What is perceived by an employee as a rightful demand for equal pay for equal work can be questioned by management (and other employees), perhaps on the ground that equal pay exists or that the work being compared is not equal. Whether the qualifications and potential capabilities of a particular applicant for admission are equivalent to those of others who have been admitted as students is not easily determined and may involve factors such as admissions testing that may or may not provide fair and impartial evaluation.

Even overarching standards of equity change over the years, reflecting new issues and outlooks. The acceptance by many of the concept of separate but equal schooling for students of different racial backgrounds has given way to demands for integration in schools and programs, even if this requires forcible or artificial means such as busing of students or consolidation of institutions. The acceptance by many of the woman's traditional role as wife, mother, and homemaker has changed to demands for equal opportunity to undertake and be rewarded for different and nontraditional roles, even if this requires passing and enforcing new laws.

Perhaps equity issues are defined solely by the times and are dependent on prevailing political, economic, and social beliefs and constraints. Perhaps inequities are recognized or established as such only after they are persistently voiced by an individual or a group. Responses to inequities or major shifts in definitions about what is equitable may come about only as a result of intense pressure tactics or the adoption of legislation and enforcing regulations. Depending on the amount and degree of governmental intervention, the definition of equity at this point in our history may more and more often fall to legislative bodies, regulatory agencies, and the courts.

Status of Postsecondary-Education Institutions in Regard to Equity Concerns

Many postsecondary-education administrators have had little success in grappling with numerous, complex equity issues affecting both students and employees at their institutions. For a decade, the institutions have been deluged with new federal and state laws and regulations and demands of various pressure groups and constituencies, and burdened by the costliness of federal intervention, processing of complaints, and numerous data-reporting requirements. Administrators are expected by diverse groups and constituencies to respond promptly and effectively to equity issues. But they do not always have the guidelines, information, and understanding they need to respond satisfactorily, and they often have to respond on an ad hoc basis.

What is equitable is difficult to determine even in terms of ranges of what would be acceptable, and the ranges themselves can be subject to interpretation and personal values. Laws delineating equity cannot be specific enough to cover every situation and generally require agency and sometimes even court interpretation. These interpretations can vary drastically, be contradictory, or be overturned and reversed. What is more, the evolution of the laws, regulations, and resulting interpretation has been piecemeal and inconsistent, further confounding any attempt to understand equity as a broadly applicable concept rather than a narrow approach to specific individualized problems.

Compounding the problem is the elusive significance of the two terms most often used in referring to equity-related situations and issues—*equal opportunity* and *affirmative action*. Though of different meaning, they sometimes are used interchangeably. Benokraitis and Feagin (1978) describe the distinction between the two terms in the following way:

Equal opportunity laws (which basically extend legal rights provided in the Constitution and its amendments) have been in effect since the 1960s. . . . government steps now called affirmative action sought to provide additional incentive and aid. [P. xvii]

They add:

With its origins in presidential executive orders and civil rights legislation in the mid-1960s, *affirmative action*, precisely used, entails government-fostered and voluntary action by public and private organizations going beyond the cessation of formal discriminatory practices. Affirmative action means more than passive nondiscrimination. It means that various organizations must act positively, affirmatively, and aggressively to remove all barriers, however informal or subtle, that prevent access by minorities and women to their rightful places in the employment and educational institutions of the United States. [P. 1]

All of the equity-related laws prohibit discrimination on the basis of one or more of several criteria (such as race, color, national origin, sex, age, handicap) in a given area (such as admissions or employment) or for a given purpose (such as for all programs and activities receiving federal assistance). However, only some of the laws establish affirmative-action requirements and obligations. An institution may become involved with affirmative action, over and above its legal obligations to prohibit discrimination and provide equal opportunity, in the following circumstances:

1. Any institution can voluntarily develop an affirmative action plan.
2. Institutions which voluntarily accept a government contract are required to develop affirmative action plans, including numerical goals.
3. An institution which has been charged with discrimination under Title VII, the Fourteenth Amendment, the Fifth Amendment, Title IX, and possibly the Civil Rights Acts of 1866 and 1871, may be required to develop affirmative action procedures as a result of conciliation or as a private settlement of a suit under these laws. Numerical goals may be included.
4. If conciliation or private settlement of a suit has failed, the court may impose affirmative action requirements, including numerical goals. [Sandler 1974, p. 4.]

Many have argued that the distinction between equal opportunity and affirmative action is so great that all that can be really required and effectively accomplished is an assurance of nondiscrimination. Others have argued that nondiscrimination cannot be assured without affirmative action, and that these two concepts and related activities cannot be separated. At any rate, affirmative-action requirements and voluntary initiatives have increased, evidently because of the lack of success of equal opportunity (nondiscrimination) laws. As Benokraitis and Feagin note (1978, p. xvii):

Because of [equal opportunity laws], some minority persons and women have been able to gain entry into areas where overt and blatant discrimination has diminished.

In the 1960s, however, it became clear that well-*institutionalized* discriminatory barriers, especially covert or subtle ones, combined with past effects of inequality and the passive stance of many employers and educators, resulted in the persisting underutilization of large reservoirs of (skilled) women and minorities.

The importance of affirmative action in addition to nondiscrimination is stressed by the Carnegie Council (1975):

Affirmative action is today one of the most important issues before the higher education community. It affects the life chances of many individuals and the degree of independence of higher education from increasing governmental controls. It involves the highest principles of academic and political life, the goals and tactics of important interest groups, and the quality of public administration in an important area of action. [P. xi]

In addition,

Substantial progress has recently been made, however, and further progress is now being made by many institutions.

Affirmative action, nevertheless, is needed to overcome the residue of a past record of discrimination which was partially purposive and partially inadvertent. It will be needed until a better record of nondiscrimination has been established. [P. 1]

The national objective of prohibiting discrimination and encouraging affirmative action is accompanied by an overwhelming number of laws affecting institutions and involves immense time being spent in dealing with the various (and sometimes conflicting) regulatory requirements. The Carnegie Council recognized this:

The federal government now intrudes further into the internal academic life of colleges and universities than almost any state government has ever gone, even temporarily. To whatever extent this may be necessary now, it should not become a condition ad infinitum. The necessary ends can be accomplished better and with less cost than such permanent intrusion would entail. Today's temporary necessity should not become tomorrow's curse. [P. 2]

Advocates for change and enforcers of the laws and regulations are adamant that the government must stay involved to force changes that will result in less (if not eliminate) discrimination and ensure equality of opportunity for more (if not all) categories of

individuals. As this increased federal intervention continues to whittle away at institutional autonomy, however, the only solution is for institutions to take a more proactive stance. The Carnegie Council observed:

Colleges and universities are increasingly assuming and should continue to assume the initiative in securing equality of opportunity in higher education. They can now carry the initiative far better than the federal government and, in doing so, can reduce the burden of federal controls before they become too overwhelming and too permanent. [P. 4]

Administrators give many reasons why their institutions cannot adopt a more proactive stance in regard to equity issues. They cite the ramifications of the Bakke case, a period of tight budgets and retrenchment, the conflict between requirements to hire new minority faculty and obligations to keep tenured faculty, and so on. Even more basic than these problems, however, is the question of the extent to which colleges and universities can be expected to resolve past social inequities, especially situations of inequity which they have had no role in causing.

In a thoughtful article questioning whether there can be anything affirmative about affirmative action in the 1980s, Frank Newman, President of the University of Rhode Island, suggests that pointing to such problems and concerns may constitute "a courteous retreat from a difficult task" (1978, p. 17). He goes on to evaluate the status of the affirmative-action movement and "the public's sense that a great deal [has been] accomplished, that we've done what was required, and that it is time now to return to our everyday concerns" (p. 15). But instead he encourages continued activity, arguing that "this is just the wrong time to lose momentum" (p. 15).

He adds:

Let the basis of affirmative action be an insurance that every institution comply with the minimum criteria established by the present laws and that each individual's rights be protected. Then let our new efforts focus on the greatest opportunities, which are likely to be with those most interested in action. . . . We need a new sense of purpose, a new strategy, a new name for a renewed concentration on assuring education and upward mobility for a much broader stream of American society—and a new sense of confidence that this can be done. [Pp. 17-18]

Purposes of This Document

This document supports the stance that institutions need to regain management initiative and discretion with regard to equity issues, and that to do this institutions must move

beyond efforts to assure nondiscrimination and embrace a commitment to affirmative action. This document reflects the realization that a proactive role requires that equity issues be viewed and analyzed more broadly than the law now requires.

Institutions should develop an overall plan or strategy that specifies which equity issues can be realistically addressed at any given point in time. Since equity is a matter of differing perceptions, an institution can never resolve every perceived inequity. But it can review and attempt to understand the full range of real or potential inequities in a structured way and then assign priorities and respond appropriately, as feasible.

First, institutional administrators can review and analyze what types of individuals might need to be considered in relation to equity issues at that institution. Besides the nationally identified and protected classes, there may be other groups of individuals for whom equity is a consideration in a given location or institutional setting. To help in this regard, chapter 2 presents a way of looking at individuals as institutions analyze and identify equity target populations applicable in a given institution.

Second, institutional administrators can broaden their perspective of equity issues by attempting to structure the ways in which they can analyze and respond to equity problems. Chapter 3 identifies the major equity issues that colleges and universities have in common regarding students and employees. A general framework is then presented to help institutional administrators think issues through, and examples of analyses are given as guides to equity reviews. The need for the institution's top administrators to review equity issues, set priorities and goals, and determine the level and type of commitment desired on an institutionwide basis is then discussed. The way in which the equity commitment of the top administrators is institutionalized is addressed by giving examples of processes and activities that can be utilized and coordinated to implement changes.

A large body of work has been published about equity-related topics, and an extensive, categorized bibliography is included at the back of this document. To help an administrator or researcher readily locate material about specific subjects, a columnar format has been used to identify major topics addressed by each bibliography entry.

A major purpose of this document is to portray the issues of equity in postsecondary education comprehensively, with respect to students as well as institutional employees. (It should be noted that the term *employees* is used to refer to all personnel employed in an institution, including faculty, administrators, and staff.) The document seeks to show how the activities and processes involved in dealing with equal opportunity and affirmative action on the educational and employment sides are comparable and parallel—from recruitment to enrollment to graduation or termination of students and from recruitment to employment to termination of employees. Examples are provided of the interrelationships of many equity issues involving both students and employees. For instance, the need for women and minority faculty in given disciplines may be met only by enrolling and graduating more women and minorities in these same disciplines—a circumstance that points up the need to look simultaneously at both student and employment equity

concerns at least occasionally.

This document is addressed to administrators who have been assigned responsibilities regarding equal opportunity or affirmative action for students or employees, whether that responsibility is institutionwide or limited to certain areas. It is addressed equally to other administrators, both academic and nonacademic, to help them obtain a broader understanding of equity issues and also realize that the existence of a director for affirmative action or equal employment opportunity or minority affairs within the institution will not suffice to solve equity problems. Equity considerations must be built into the infrastructure of postsecondary education to ensure that they become integrated into all plans, resource allocations, processes, and activities.

2

Equity Target Populations

Background

The extent to which equity concerns currently are being emphasized by numerous laws, judicial decisions, and enforcement regulations is overwhelming. The plethora of laws, regulations, and paperwork dealing with equal employment opportunity, equal educational opportunity, and affirmative action are so voluminous that it is difficult to keep up to date, let alone interpret and respond appropriately. This is particularly true for postsecondary education institutions, which are responsible for responding to equity issues concerning both students and employees. Thus it is not surprising that to a great extent, equity considerations have come to be seen as synonymous with, and limited to, legal requirements and rulings.

As equity issues have increasingly come to be defined by the federal government through legislation and attendant regulations, the equity target populations also have become defined by criteria listed in nondiscrimination laws, such as sex, race, age, handicapped status, and veterans status. Thus not only has the general concept of equity tended to become synonymous with federal requirements, but in addition, the equity target populations are generally perceived to be limited to women, Hispanics, blacks, handicapped individuals, and other groups specifically identified in federal laws and requirements.

Equity issues generally begin with perceptions of inequities by specific groups of individuals in relationship to other individuals. Although institutional administrators

might be aware of these separate and often fragmented concerns, they have rarely responded in a systematic way to such equity issues until external forces (the general public, governmental agencies) or internal forces (unions, minority coalitions) brought pressures to bear. Unfortunately, this reticence on the part of institutions, for whatever combination of good and bad reasons, has contributed to the vast amount of equal opportunity and affirmative-action laws and programs that now exist.

Some groups (such as women, blacks, physically handicapped) have become increasingly organized and vocal, but their causes have generally tended to be treated casually in the absence of legal recourse. Moreover, legal approaches quite often have touched on only a fraction of the overall equity concerns of those special-interest groups. In addition, legal recourse may in turn cause the perception of inequity among members of other groups.

Groups about which there are pronounced national equity concerns have been defined by legislation and regulations and often are referred to as protected groups. Thus, institutions must be concerned about and responsive to these predetermined groups in dealing with both students and employees. Institutional considerations about equity can extend beyond these legally defined groups, however. Being concerned solely with responding to issues and requirements regarding legally protected groups can create situations of inequity, perceived or real, among members of other groups while perhaps doing little to address legitimate equity concerns at a given institution. For instance, hiring a minority person who does not meet the qualifications for a job, or is not as qualified as other applicants, is not only unfair to qualified individuals, but probably will be detrimental to the advancement of that minority in particular and all minorities in the long run.

The concept of equity can be viewed as having greater moral and social dimensions than the specific issues and protected groups now addressed by laws and regulations. One can legitimately question whether an institution dare go beyond the legal requirements, given potential problems of the sort exemplified by the DeFunis, Bakke, and Weber court cases. One can question the capability of an institution to do more than is required, given such concerns as incompatible equity problems within the institution, discordance among the various pressure groups, and limited resources. On the other hand, the confusing and conflicting regulations and court interpretations, the accusations by advocates for change of a lack of real institutional commitment, and the difficulty in dealing with the unknown or shifting agendas of federal-agency personnel suggest that an institution would be ahead of the game if it took the initiative to know itself better in regard to its own equity issues and related target populations.

Role of the Institution in Defining Applicable Equity Target Populations

An institution should review its own situation and environment and determine whether there are existing or potential equity problems among groups within the institution or

between the external population it serves and individuals currently enrolled and employed at the institution. If there is a real institutional interest in resolving or preventing equity problems, no external source (law, regulation, ruling) is needed to identify for an institution the categories of individuals with which it should be concerned. Each institution can determine the appropriate and applicable population groups to review, analyze, and plan for as part of an overall institutional equity commitment.

The target population on which an institution focuses in regard to equity issues may or may not be the same as the legally protected groups. Although these specifically protected groups have been determined to be in need of help on an overall national level, this does not mean that every institution has to be or should be concerned about all of these groups. In the most obvious instance, a national minority group may be in the majority in a given institution—blacks in black colleges, women in women's colleges. In other situations, a minority group may be unrepresented in a given region (American Indians in many areas of the United States) and thus not necessarily a potential target group for an institution in that region. (These are facts that regulatory agencies have often ignored or failed to comprehend when questioning institutions about current profile reports or projected goals.)

The key point is that every institution has its own set of population groups (which may or may not include all the nationally protected groups) for which equitable treatment should be assured. Some of these groups may not even be readily visible without some investigation by the institution. For example, an institution might identify as needing special consideration those who live isolated from transportation or those who reside in rural areas.

Identifying Equity Target Populations

Equity issues vary considerably, depending on many factors, including differences in type of institution and geographical settings. Therefore, it is virtually impossible to develop a generic model that would help any institution identify its appropriate equity target populations. However, there are methods an institution can use itself to determine relevant equity populations for its particular situation. The analysis of both internal and pertinent external populations involves looking at both the characteristics and circumstances of individuals.

INDIVIDUAL CHARACTERISTICS AND CIRCUMSTANCES

Descriptors such as race, age, and sex may serve to identify sets of individuals who are in a minority situation either at the institution in relationship to the community, or within the institution in given areas (such as specific disciplines or job categories) in relationship to other comparable areas. A situation where a group constitutes a minority in a setting to an extent that is at odds with the ratio of that group to all individuals in an applicable and broader population setting signals a potential area for investigation. (The key

in this investigation is the determination of the *applicable broader population setting*, however. One American Indian student in a community college in a section of the country where no American Indians live does not constitute an inequitable situation or signal a lack of institutional commitment to affirmative action. No women in management positions in a coeducational college located in an urban area where women comprise half the population probably does constitute a current or historical situation of inequity and discrimination.)

Some group descriptors may serve to identify a set of individuals for which there are special needs if they are going to have equal opportunity with other individuals. Those with physical handicaps require removal of physical barriers to equal participation. Mothers with young children may be provided with day-care facilities, if the institution decides to make this type of special affirmative-action commitment.

There are descriptors that convey the situations or status of a given individual or groups of individuals—descriptors of distinctive qualities such as skills, attitudes, personality, knowledge, and self-perception. These qualities play an important role in equity considerations. Certain groups of individuals may have relatively low skill or knowledge levels because they suffered discrimination in their training or education. Members of other groups may typically have low self-esteem and self-confidence due to historical social influences or to the reinforcing attitudes of those in positions to express unfavorable opinions about their actual or potential capabilities in educational or employment settings. Often these qualities can be changed for the better, given appropriate opportunities and nurturing.

Individuals can also be described or categorized by the resources they possess or to which they have ready access. Examples include financial assets, land, buildings, personal possessions, personal contacts, and access to information. There tends to be a more pervasive disadvantage for certain groups of individuals in that they generally do not possess or do not have access to specific resources. Minorities are more likely to come from lower income or economically disadvantaged backgrounds and thus have a distinct disadvantage in trying to acquire a postsecondary education unless financial aid can be obtained. Women and minorities generally do not have access to a network of professional contacts that will provide the opportunities to learn about better, or at least different, job possibilities.

Another way of describing or categorizing individuals is by the types of relationships they have with other individuals (student with teacher, employee with supervisor, or minority student with other minority students) or the affiliations they have with groups or organizations (employee with the department in which employed, student with social club, faculty member with a professional group). Perhaps one of the most important types of relationships for all individuals, and particularly for individuals in minority situations, is that with a role model or mentor.

Relationships and affiliations have numerous connotations when equity issues are involved. The inability to belong to an organization or relate to other individuals can be a

sign of discrimination and can certainly have a negative psychological impact on an individual. The fact that an individual belongs to a particular labor union or has a particular religious affiliation can be a disadvantage resulting in discrimination. On the other hand, an individual who has graduated from or worked at a prestigious institution may have a distinct advantage over others.

Characteristics and circumstances that relate to potential equity issues can include the individual's own opinion of himself or herself (positive or negative) and the opinions or reactions of others. (It should be noted that data are collected and reported about individuals for a very limited number of characteristics, and there are even restrictions as to when an institution can solicit such information from a student or employee. The present discussion of other types of characteristics is not meant to imply specific data needs. For example, an individual's political beliefs can be unfairly held against that individual. Thus this is an example of an individual characteristic that can cause a person to be discriminated against, even though the institution would not wish to acquire such information.) Examples of individual characteristics and circumstances that can relate to equity issues are presented in table 1.

Table 1

EXAMPLES OF INDIVIDUAL CHARACTERISTICS AND CIRCUMSTANCES THAT CAN RELATE TO EQUITY ISSUES REGARDING BOTH STUDENTS AND EMPLOYEES

Age	<i>Qualities</i>
Citizenship	Attitudes and Beliefs
Color	Knowledge
Dependents/Dependency Status	Perception
Economically Disadvantaged Status	Personality and Personal Coping
Education-Related Background	Capabilities
• Institutions attended	Physical and Physiological
• Grade point average	Characteristics and Capabilities
• Educational attainment— level/degrees	Skills
Handicapped Status	Etc.
Height	<i>Resources</i>
Income Level	Access to Information
Location of Residence	Financial Assets (or liabilities)
Marital Status	Physical Assets
National Origin	Personal Contacts
Political Beliefs	Etc.
Pregnancy Status	<i>Relationships/Affiliations</i>
Race/Ethnic Identification	Student(s) to Other Student(s)
Religious Preference	Employee(s) to Other Employee(s)
Sex	Student to Educational Institution
Veterans Status	Employee to Educational Institution
Work-Related Background	Student to Teacher
• Previous work experience	Employee to Supervisor
• Professional accomplishments	Student to Social Group
• Occupational capabilities/skills	Employee to Professional Organization
Etc.	Student or Employee to Role Model or Mentor
	Etc.

Note: These examples are *not* intended for or necessarily related to data-collection needs.

3

Equity Issues and Self-Assessment

There are broad issues that all institutions have in common in regard to equity considerations for both students and employees. Understanding and analyzing these issues can help an institution identify specific categories of individuals as well as specific activities and processes to be considered with respect to equity concerns.

Major Equity Issues

The common equity issues relating to *students* can be grouped into four major areas in which evaluations may be conducted:

1. *Access to Institution of Choice*
Do all potential students have equal access to selecting and attending the institution, given reasonable and legitimate limitations?
2. *Access to Program of Choice*
Do all potential and actual students have equal access to appropriate educational programs, again given reasonable and legitimate limitations?
3. *Access to Resources and Satisfactory Completion to an Individual's Self-Determined Level*
Is there equal access to all appropriate resources and potential support (counseling, financial aid, instructional support materials) for enabling students to

complete the degree or certificate or level of education that they reasonably desire?

4. *Access to Employment Opportunities*

Do all students have equal access to appropriate resources and potential support relating to employment opportunities, job counseling, job placement, information on recruiting activities? The relevancy of the various types of vocational, occupational, and professional curriculums to work-force needs as well as the needs of specific categories of individuals also can be studied.

The common equity issues relating to *employees* also can be grouped into four major areas in which evaluation studies may be conducted:

1. *Access to Institutions and Jobs*

Do all qualified individuals have access to employment at this institution in general and to appropriate jobs in specific, given reasonable and legitimate limitations?

2. *Access to Assignments and Positions*

Do all employees have equal opportunity to be considered for or to participate in assignments and positions that will maximize the individual's potential within a given job area?

3. *Access to Equal Employment Factors and Conditions*

Do equal employment factors and conditions (salary, benefits, evaluation, promotion) exist for all employees in similar circumstances?

4. *Access to Professional Development/Advancement*

Do all employees have equal access to appropriate activities or resources (career counseling, provision of career-ladder opportunities, availability of role models and mentors) leading to potential professional development and advancement, given reasonable and legitimate limitations?

These major equity issues can be perceived as implying *what* constitutes broad equity considerations for students and for employees in postsecondary-education institutions. These issues also relate to the question of *who* the equity target groups are, as the general overview displayed in tables 2 and 3 indicates.

To give an idea of the limitations on perceiving and evaluating equity according to federal requirements, tables 4 and 5 show the equity-related information collected at the national level to monitor potential inequities and evaluate equity changes regarding students and employees in postsecondary-education institutions. These collection efforts are limited primarily to participation rates (numbers enrolled or employed by various categories) and to a few specific individual characteristics (sex, race, and citizenship).

Table 2

WHO AND WHAT ARE CONCERNED IN ACHIEVING EQUITY FOR STUDENTS IN POSTSECONDARY-EDUCATION INSTITUTIONS

WHO:	WHAT: MAJOR EQUITY ISSUES			
Individuals, Classified by Specific Characteristics and Circumstances	Access to Institution of Choice	Access to Program of Choice	Access to Resources and Satisfactory Completion to Self-Determined Level	Access to Employment Opportunities
Affiliations with Groups and Organizations Age Attitudes and Beliefs Citizenship Educational Background Financial and Physical Assets Handicapped Status Knowledge Location of Residence Perceptions Personal Contacts Race or Ethnic Status Relationships with Individuals Sex Work-Related Background ↓ Etc.	<p><i>As a result of trends, questions, perceptions, allegations, rulings, and such, there can be policies, practices, processes, activities, laws, and regulations regarding evaluation of or changes in aspects of the major equity issues for individuals categorized by specific characteristics and circumstances</i></p>			

Table 3

**WHO AND WHAT ARE CONCERNED IN ACHIEVING EQUITY FOR
EMPLOYEES IN POSTSECONDARY EDUCATION INSTITUTIONS**

WHO:	WHAT: MAJOR EQUITY ISSUES			
Individuals, Classified by Specific Characteristics and Circumstances	Access to Institutions and Jobs	Access to Assignments and Positions	Access to Equal Employment Factors and Conditions	Access to Professional Development/Advancement
Affiliations with Groups and Organizations Age Attitudes and Beliefs Citizenship Educational Background Financial and Physical Assets Handicapped Status Knowledge Location of Residence Perceptions Personal Contacts Race or Ethnic Status Relationships with Individuals Sex Work-Related Background ↓ Etc.	<p><i>As a result of trends, questions, perceptions, allegations, rulings, and such, there can be policies, practices, processes, activities, laws, and regulations regarding evaluation of or changes in aspects of the major equity issues for individuals categorized by specific characteristics and circumstances</i></p>			

Table 4

EQUITY-RELATED INFORMATION ABOUT STUDENTS, COLLECTED NATIONALLY FOR MONITORING PURPOSES FROM MOST POSTSECONDARY-EDUCATION INSTITUTIONS

Individual Characteristics Used as Reporting Criteria	MAJOR EQUITY ISSUES			
	Access to Institution of Choice	Access to Program of Choice	Access to Resources and Satisfactory Completion to Self-Determined Level	Access to Employment Opportunities
For U.S. Citizens By Sex Identification By Race or Ethnic Categories (Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and White)	*FALL ENROLLMENT AND COMPLIANCE REPORT		*DEGREES AND OTHER FORMAL AWARDS CONFERRED	
	# students enrolled at the institution in total —by student rank —within full-time/part-time status	# students enrolled for 10 major HEGIS program fields —by student rank —within full-time/part-time status	# degrees conferred at the bachelor's, master's, and doctoral levels for each of the major HEGIS program fields summarized at the 2-digit level (with information at the 4-digit level reported only by sex). # degrees conferred for 10 selected First Professional fields.	
For Non-U.S. Citizens By Sex Identification	# students enrolled at the institution in total —by student rank —within full-time/part-time status	# students enrolled for 10 major HEGIS program fields —by student rank —within full-time/part-time status	# degrees conferred at the bachelor's, master's, and doctoral levels for each of the major HEGIS program fields summarized at the 2-digit level. # degrees conferred for 10 selected First Professional fields.	
	*Part of the Higher Education General Information Survey (HEGIS)			
	Note: There are various institutional applications for federal financial aid and grant programs, but the information reported cannot be used at a national level to evaluate whether aid is being distributed equitably based on varying needs of different categories of individuals at a given institution and location. Additionally, these applications are filed only by institutions that wish to participate in the programs. Most aid application forms are filed directly by students, with the institution disbursing the funds after the grant has been awarded by the federal agency.			

Table 5

**EQUITY-RELATED INFORMATION ABOUT EMPLOYEES, COLLECTED NATIONALLY FOR
MONITORING PURPOSES FROM MOST POSTSECONDARY-EDUCATION INSTITUTIONS**

Individual Characteristics Used as Reporting Criteria	MAJOR EQUITY ISSUES			
	Access to Institutions	Access to Assignments	Access to Equal Employment Factors	Access to Professional Development and Advancement
Sex and Minority Status Flagged (Specific race or ethnic category is not identified. Minority is defined for this survey as: Black/Negro/Afro-American, American Indian, Oriental, Mexican-American/Chicano, and Puerto Rican-American)	CUPA ADMINISTRATIVE COMPENSATION SURVEY (of 52 major administrative positions and up to five professional staff reporting to these positions)			
	Indicates whether institution has females or minorities in major administrative positions.	Indicates whether these major administrative positions have female or minority incumbents. Indicates the number of years incumbents have been serving in a given administrative position compared among positions and among types of incumbents.	Indicates the percentage of time and annual salary compared among positions and among types of incumbents.	Indicates whether incumbent is internal promotion or outside hire.
By Sex	*SALARIES, TENURE, AND FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY			
	By faculty rank (within 9-month and 12-month contracts separately): —Number of persons		By faculty rank (within 9-month and 12-month contracts separately): —Number of persons —Total salary outlay —Number contributing services —Number by salary range	
By Sex By Race or Ethnic Categories (i.e., Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and White)	HIGHER EDUCATION STAFF INFORMATION—EEO-6			
	By the 7 primary occupational categories: —Number of full-time staff (for 9-month and 12-month contracts separately) —Number of part-time and temporary staff —Number of new hires of full-time staff between July 1 and Sept. 30 of survey year	Number of executive/administrative personnel with academic rank or tenure.	Number of full-time faculty with less than 9-month contracts. Number of executive/administrative personnel with academic rank or tenure. Number of full-time staff paid in full from soft money sources. Number of full-time faculty by rank indicating tenured, nontenured, and other status.	Number of full-time faculty by rank indicating tenured, nontenured, and other status.
For Non-U.S. Citizens By Sex By Race or Ethnic Categories (As already defined for this survey)	Total number included in the overall summary for full-time staff.			
	*Part of the Higher Education General Information Survey (HEGIS)			

Equity Self-Assessment Framework

The major equity issues and potential equity target populations can be explored by reviewing questions that analyze the status and situation in a given institution. Tables 6 and 7 present a framework for helping institutions think through the ways in which they can assess their own equity situations for both students and employees. The framework is organized around the major equity issues identified above and contains examples of questions that can provide analytical focus for each of the four major issues for students and the four major issues for employees. These questions are followed by examples of analytical activities and examples of applicable data. The precise questions and analytical activities that will be meaningful in a given institutional setting of course will vary from the examples contained in this framework.

Analysis of equity concerns and issues to be addressed can occur at the top level, with information transmitted down and throughout the various administrative levels, or vice versa. However, uniform and coordinated response throughout the institution to equity issues requires a sound and widespread understanding of the type and level of commitment of the institution's top administrators. Otherwise, varying and conflicting levels of commitment toward equity will be evidenced throughout the institution. Actions can range from doing nothing, to assuring nondiscrimination, to actively promoting utilization of qualified individuals from specific population groups, to providing remedies (such as remedial education programs or on-the-job training) or special assistance (such as additional or different financial-aid packages) for other categories of individuals. For example, the director of admissions may aggressively promote the recruitment and admittance of minority students, but the registrar or appropriate department chairmen might not have the same, or any, concern about enrolling the minority students in the specific programs selected by these students. No consideration may be given in other parts of the institution about the special educational and psychological needs of minority students. In fact, questions may be raised regarding whether it is fair or appropriate to give special considerations to one particular group of students. Although coordination among administrators in related administrative areas can promote understanding and lessen many of these conflicts or differences, there is still a need for an institutionwide understanding of the executive level's commitment to equity issues and changes.

Table 6

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

ISSUE: ACCESS TO INSTITUTION OF CHOICE

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
<p>A. How do the proportions of different categories of individuals in the student body relate to the proportions of these same categories of individuals in the geographic region(s) from which the institution mainly draws its students?</p>	<ul style="list-style-type: none"> • Compare demographic characteristics of the region with those of the current enrollment to identify potential inequities by specific types of individuals. 	<ul style="list-style-type: none"> • Census data for region served: <ul style="list-style-type: none"> —Total population —Population by age, sex, race, and so on —Level of educational attainment • Data on elementary and secondary enrollments <ul style="list-style-type: none"> —Numbers enrolled by grade level, by sex, by race, and other characteristics —Numbers graduated by sex, race, and so on —Numbers passing high-school-equivalency exams • Data on applications, admissions, and enrollments at the institution <ul style="list-style-type: none"> —Numbers for first-time undergraduate freshmen by sex, race, and so on —Numbers for entering first-time professionals by sex, race, and so on —Numbers for entering graduates by sex, race, and so on
<p>B. Is there an institutionwide understanding of the level of commitment to be displayed in all activities and process areas in regard to the issue of access?</p> <ul style="list-style-type: none"> —Assurance of nondiscrimination only —Active promotion of the enrollment of qualified individuals from specific population groups —Provision of special assistance and incentives to enroll qualified individuals from specific population groups —Provision of remedies (remedial education programs, special financial-aid packages) for less qualified individuals from specific population groups 	<ul style="list-style-type: none"> • Review type and level of commitment of top administrators at the institution. • Interview various administrators in key process areas to determine their understanding of the institutional commitment and the degree to which they agree, both in principle and in practice. 	
<p>C. What potential changes in financial assistance are needed to provide broader access to categories of individuals who have been discriminated against or provided inadequate educational backgrounds traditionally—for example, special packages of student financial aid, special technical assistance and counseling in budgetary matters?</p>	<ul style="list-style-type: none"> • Analyze distribution of student financial-aid programs in relation to distribution of income in the region. Analyze characteristics of recipients of financial aid in relation to characteristics of population in the region served. • Compare percentage of institutional and other aid going to selected categories of students to the percentage for all students. 	<ul style="list-style-type: none"> • Census data on distribution of family income • Data on characteristics of students receiving financial aid • Census data on demographic characteristics of the region served

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue

- D. Is consideration given to hiring more individuals from specific population groups, given the increased enrollment of students from these specific population groups?
- E. Is consideration given to making changes that would provide a psychologically sound and productive setting for specific categories of individuals?

Examples of Analytical Activities

- Review representation of categories of individuals employed in light of changes in categories of individuals represented in the student body.
- Review research written about this issue.
- Review institutional case studies or talk with other administrators about their experiences at other institutions.

Examples of Applicable Data

- Institutional employee-profile data by applicable individual characteristics
- Institutional student enrollment profile data by applicable individual characteristics

ISSUE: ACCESS TO PROGRAM OF CHOICE

- A. How do the proportions of different categories of individuals by each enrollment and declared-major area compare to the proportions of these same categories of individuals in other areas and in the total student body?

- Analyze characteristics of students enrolled by the different colleges or degree areas, and compare among the areas internally as well as with comparable enrollment areas at other institutions.

- Institutional student profile data on numbers by age, sex, race, and other applicable characteristics
 - By college or area of enrollment
 - By declared major area
 - For total institution
- Comparative student data
 - From selected comparable institutions
 - From institutions in same region
 - From national summaries

- B. Are there institutional methods for facilitating the recruitment of specific types of individuals for disciplines in which they are underrepresented?

- Review centralized and decentralized policies and procedures for recruitment.

- C. Are remedial programs provided at both the undergraduate and graduate or professional levels for specific categories of individuals who have been discriminated against or traditionally provided inadequate educational backgrounds?

- Review course catalogs for descriptors of remedial courses and services available.
- Review activity data indicating student participation in these programs.

- Review student enrollment data for remedial courses

- D. Are any special student services, such as financial counseling and aid, student employment, guidance placement, housing services, and grievance procedures, provided to attract students underrepresented in specific disciplines?

- Review written policies and procedures if available. Contact specific administrative areas (counseling, financial-aid administration, housing) to see what activities, if any, are being pursued in this regard.

- E. Are there any faculty in specific disciplines and departments with the same characteristics as those individuals being sought as students because such students are underrepresented, and to what extent do such faculty exist in the market?

- Analyze characteristics of faculty in specific disciplines and departments.
- Review availability data on specific categories of individuals to determine their availability as faculty in given disciplines.

- Institutional faculty-profile data
 - Numbers by age, sex, race, and other applicable characteristics by faculty rank
 - Lists of faculty by teaching assignments

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
F. Do employment-availability data indicate that specific categories of individuals are currently underrepresented in certain disciplines?	<ul style="list-style-type: none"> • Review employment-availability data to determine areas and positions in which specific categories of individuals are underrepresented. 	<ul style="list-style-type: none"> • Availability data by types of jobs, areas of employment, and categories of individuals
G. Are specific categories of individuals encouraged to enroll in disciplines in which such categories of individuals are currently underrepresented or non-existent as employees?	<ul style="list-style-type: none"> • Review registration and career counseling policies and activities. 	
ISSUE: ACCESS TO RESOURCES AND SATISFACTORY COMPLETION TO AN INDIVIDUAL'S SELF-DETERMINED LEVEL		
A. Are attrition rates for those who have been discriminated against or traditionally provided inadequate educational backgrounds fundamentally the same as those for the majority of students?	<ul style="list-style-type: none"> • Review attrition information and analyze characteristics of continuing and non-continuing students 	<ul style="list-style-type: none"> • Characteristics of continuing students by college or major and for the total institution from year to year • Characteristics of dropout students by college or major and for the total institution from year to year
B. Has emphasis been placed on developing institutionwide policies and procedures for improving enrollment persistence of specific categories of individuals?	<ul style="list-style-type: none"> • Review applicable written policies and procedures. Contact specific administrative areas to determine commitment in this regard. 	
C. Is there an institutional commitment to make sure that appropriate student services exist to meet the needs of specific categories of students and that these students are made aware of the broad range of student support services that are available?	<ul style="list-style-type: none"> • Review the concerns and needs of specific groups of students. • Review services provided and sample student satisfaction with these services. 	
D. Are department heads, faculty, directors of student support services, and such involved in the development of policies and procedures aimed at reducing discriminatory actions and helping specific categories of students? Is there any attempt to make these administrators and teachers aware of potentially prejudicial attitudes and activities, and to increase their interest in and support of specific categories of students?	<ul style="list-style-type: none"> • Review actual practices in past situations where applicable policies and procedures were developed. 	
E. Are organizations and social customs on campus reviewed to determine receptiveness and congeniality to specific categories of students?	<ul style="list-style-type: none"> • Determine existence of any such review procedures. • Sample opinions of selected students. 	

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
F. How much priority is given to planning and budgeting for programs and staff to meet the needs of specific categories of students?	<ul style="list-style-type: none"> • Determine past assignments of priority, or lack thereof, to such issues and programs. 	
G. Are specific categories of students encouraged to strive for and achieve higher levels of completion than they might initially have considered?	<ul style="list-style-type: none"> • Sample practices of counselors, faculty, and administrators. 	
H. Is consideration given to the unique needs of specific categories of individuals by reviewing environmental conditions and social acclimation?	<ul style="list-style-type: none"> • Interview selected students to determine need for such consideration and to solicit suggestions for possible changes at the institution. • Review research and case studies written about this concern. 	
ISSUE: ACCESS TO EMPLOYMENT OPPORTUNITIES		
A. Is help given to specific categories of students to find summer or part-time employment, especially work that might be applicable and related to students' academic or eventual employment interests?	<ul style="list-style-type: none"> • Review practices in counseling and student-employment offices. 	
B. Are special attempts made to locate and bring in recruiters from business, government, and industry who are interested in hiring specific types of individuals currently underrepresented in certain jobs or the labor market overall? Is there a pronounced effort to make such students aware of the visits of these recruiters?	<ul style="list-style-type: none"> • Review procedures and commitment of staff in placement offices. 	
C. Are the career counselors and placement-service staff sensitive to the emotional and academic needs and the cultural backgrounds of specific categories of students in helping them prepare for and locate desired employment?	<ul style="list-style-type: none"> • Sample student evaluations of counseling and placement-services staff. 	
D. For vocational, occupational, and professional programs, what is the success rate of graduates in finding relevant employment soon after graduation, and what are the characteristics of these students?	<ul style="list-style-type: none"> • Analyze student outcomes information regarding graduation and employment. 	<ul style="list-style-type: none"> • Outcomes data <ul style="list-style-type: none"> —Numbers and characteristics of students graduated by major area and degree level —Numbers and characteristics of students employed by occupational area and type of position
E. Do vocational, occupational, and professional programs meet the needs of specific categories of students?	<ul style="list-style-type: none"> • Sample opinions of selected students who are enrolled in or who have graduated from these programs. 	

Table 7

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO INSTITUTIONS AND JOBS

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
<p>A. How do the proportions of different categories of individuals employed relate to the proportions of these same categories of individuals in the geographic region from which the institution mainly draws its employees?</p>	<ul style="list-style-type: none"> • Compare demographic characteristics of the region with those of individuals currently employed, to identify potential underutilization. 	<ul style="list-style-type: none"> • Census data for the region including: <ul style="list-style-type: none"> —Total population —Population by age, sex, race, and other applicable characteristics • Institutional employee profile data <ul style="list-style-type: none"> —Numbers by age, sex, race, and other applicable characteristics
<p>B. How do the proportions of different categories of individuals employed in specific areas or jobs relate to the proportions of these same categories of individuals in the national market?</p>	<ul style="list-style-type: none"> • Compare characteristics of individuals employed by area or job with characteristics of individuals in similar work in other institutions or businesses. 	<ul style="list-style-type: none"> • Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics <ul style="list-style-type: none"> —By hiring area or department —By job categories or positions • Occupational and manpower data by types of jobs and types of employees <ul style="list-style-type: none"> —For region —For state —For nation • Comparative employee data <ul style="list-style-type: none"> —From selected comparable institutions —From institutions in same region —From national summaries • Availability data by types of jobs and categories of employees <ul style="list-style-type: none"> —Locally —Regionally —Nationally
<p>C. How effective are current institutional procedures for identifying, recruiting, and hiring individuals who are underrepresented or who traditionally have been discriminated against?</p>	<ul style="list-style-type: none"> • Determine whether there have been increases in the employment of specific types of individuals. • Review availability data on specific categories of individuals to determine their general availability for certain areas or jobs. 	<ul style="list-style-type: none"> • Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics <ul style="list-style-type: none"> —By hiring area or department —By job categories or positions • Availability data by types of jobs and categories of employees <ul style="list-style-type: none"> —Locally —Regionally —Nationally

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
<p>D. Is there an institutionwide understanding of the level of commitment to be displayed in all activities and process areas in regard to the issue of access?</p> <ul style="list-style-type: none"> —Assurance of nondiscrimination only —Active promotion of the hiring of qualified individuals from specific population groups —Provision of special assistance and incentives to hire qualified individuals from specific population groups —Provision of remedies (such as on-the-job training) for less qualified individuals from specific population groups 	<ul style="list-style-type: none"> • Review type and level of commitment of top administrators at the institution. • Interview various administrators in key process areas to determine their understanding of the institutional commitment and the degree to which they agree in principle and in practice. 	
ISSUE: ACCESS TO ASSIGNMENTS AND POSITIONS		
<p>A. How do the proportions of specific categories of individuals, by each employment area and by different jobs and positions, compare to the proportions of these same categories of individuals in other areas and jobs and in the institutional work force in total?</p>	<ul style="list-style-type: none"> • Analyze and compare characteristics of employees by the different employment areas and by different types or levels of jobs, to determine extent of underutilization of specific categories of individuals. 	<ul style="list-style-type: none"> • Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics <ul style="list-style-type: none"> —By employing areas or departments —By job categories or positions
<p>B. Do specific categories of individuals appear to have little, if any, involvement in:</p> <ul style="list-style-type: none"> —Administrative positions —Committees and task forces (internal and external) —Special assignments or projects —Policy decisions —Research proposals and grants —Upper-division or graduate teaching 	<ul style="list-style-type: none"> • Review information available centrally and collect needed information from major employment areas. • Identify employment practices causing this lack of involvement for specific categories of individuals. 	
<p>C. Is there a good procedure for making sure all employees, and particularly specific categories of individuals, are aware of vacant and new job opportunities?</p>	<ul style="list-style-type: none"> • Review position-notification policies and procedures, as written and as practiced. • Interview selected individuals to determine their opinions about the viability of the notification procedures. 	
<p>D. Is there a counseling process available for all employees, and particularly for specific categories of individuals, to enable employees to analyze their career goals and objectives and to maximize development in their current position?</p>	<ul style="list-style-type: none"> • Review availability of counseling procedures and personnel and utilization of same. • Interview selected individuals to determine their awareness and utilization of counseling resources. 	
<p>E. Is there concern to make sure that specific categories of individuals are encouraged to seek opportunities for involvement in special roles and duties?</p>	<ul style="list-style-type: none"> • Interview selected supervisors to determine their interest in devoting special attention to involving special categories of individuals or encouraging and motivating these individuals to seek such opportunities themselves. 	

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO EQUAL EMPLOYMENT FACTORS AND CONDITIONS

Examples of Questions Related to Issue

- A. Are there written policies and procedures made available to all employees on all applicable employment situations?
- B. Are there adequate and responsive complaint and grievance procedures made available to all employees? Are specific categories of individuals who are underrepresented or who have been traditionally discriminated against encouraged to use these procedures?
- C. Are there procedures for reviewing equality in employment factors and conditions regarding such areas as:
 —Equal pay for equal work
 —Equal benefits for similar groups of employees
 —Equal performance-evaluation processes
 —Equal promotion opportunities
- D. Do specific categories of individuals change employing areas or leave the institution because of perceived or actual discrimination in employment factors or conditions?
- E. Are there policies for rectifying differences in pay, benefits, evaluation, and promotion?
- F. Are administrators and supervisors encouraged to provide honest and meaningful evaluations, even when negative, to all employees and especially to specific categories of individuals about which there might be reticence to be anything less than positive?
- G. Do some employment areas tend to hire specific categories of individuals just as tokens?

Examples of Analytical Activities

- Review employee policies and procedures.
- Sample employees to determine general availability, completeness, and understandability of the policies and procedures.
- Review grievance policies and procedures and actual use of process by employees.
- Review applicable policies, procedures, and data to identify situations of discrepancies or discrimination.
- Review information provided in exit interviews.
- Interview selected individuals who have changed employment areas within the institution to ascertain potential inequities.
- Review current policies and procedures in this regard.
- Review written evaluation procedures.
- Review annual evaluations of specific categories of individuals and selectively interview supervisors to determine accurateness of these evaluations.
- Sample opinions of selected individuals in areas where specific categories of individuals are very limited.

Examples of Applicable Data

- Institutional employee-profile data by applicable individual characteristics
 - By salary distributions
 - By comparisons of dollar values of benefits

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO PROFESSIONAL DEVELOPMENT/ADVANCEMENT

Examples of Questions Related to Issue

Examples of Analytical Activities

Examples of Applicable Data

- A. Are professional development and training programs provided to aid upward mobility of specific categories of individuals?
- B. Are opportunities provided for specific categories of individuals to participate in special professional activities such as:
- Committees and task forces (internal and external)
 - Exchange programs
 - Sabbaticals and leaves of absence
 - Professional meetings
 - Writing and presenting papers
- C. Do specific categories of individuals change jobs or employing areas or leave the institutions because of frustration with lack of professional development or advancement opportunities?
- D. Is consideration given to the role of and need for mentors for specific categories of individuals?
- E. Is consideration given to the unique needs of special categories of individuals by reviewing environmental conditions and social acclimation?
- F. Do the employee-performance objectives and annual evaluations enable employees to set professional development goals? Do supervisors encourage employees, and in particular special categories of individuals, to set such goals?

- Determine existence of such programs centrally or by employing area.
- Solicit information from the employing areas regarding written policies and actual practices in this regard.
- Review information provided in exit interviews.
- Interview selected individuals who have changed jobs within the institution and evaluate reasons.
- Interview selected employees to evaluate their opinions and needs.
- Interview selected administrators to determine their concern and response to this issue.
- Interview selected employees to determine the need for such considerations and to solicit suggestions for possible changes at the institution.
- Review policies and procedures regarding the establishment of annual performance objectives and the conducting of annual employee evaluations.
- Interview selected employees to determine the actual practice of allowing for and encouraging the establishment of professional goals.
- Interview selected supervisors to determine their interest in and concern about the need for encouraging employees to think about and set professional goals.

Table 8**EXAMPLE OF AN APPROACH TO ANALYSIS OF AN EQUITY GOAL****GOAL: REVIEW AND PROMOTE EDUCATIONAL ACCESS TO THIS INSTITUTION**

Question: Can the institution make changes to promote broader access to its educational programs?

Perceptions:**Institutional Viewpoint**

- Enrollment levels are at the maximum
- The student body is composed mostly of young white males, but there seems to be no demand by other categories of individuals
- There are no more resources for expansion

Other Viewpoints

- Women, minorities, and older adults feel closed out
- Federal agencies see the need for national enrollment changes in student mix based on certain characteristics such as sex, race, and age

Implications:

Given limited resources, to change the student mix would require:

- Limiting young white male applications
- Or reducing programs offered
- Or cutting support activities

Analytical Activities:

- Compare demographic characteristics of the population in the area served with those characteristics of currently enrolled students
- Determine potential demand through needs assessment

Applicable Data:

- Total area population
- Population by race, sex, age, and other characteristics
- Levels of education attainment of population
- Number and characteristics of high school graduates

Table 9
EXAMPLES OF ACTIVITIES RELATING TO EQUITY,
BY MAJOR PROCESS AREAS FOR STUDENTS AND EMPLOYEES

PROCESSES	ACTIVITIES REGARDING STUDENTS	ACTIVITIES REGARDING EMPLOYEES
Planning and Budgeting	Deciding equity issues and applicable target populations Determining level of institutional commitment to change Establishing what activities will be done in what process areas Coordinating and monitoring institutionalization of commitment to equity	Deciding equity issues and applicable target populations Determining level of institutional commitment to change Establishing what activities will be done in what process areas Coordinating and monitoring institutionalization of commitment to equity
Preapplication	Advertising Recruitment Providing special programs	Advertising Recruitment Position specifications and announcements
Application	Review of applications Review of aptitude and other admission tests Interviews Selection	Review of applications Review of aptitude and skills testing Interviews Selection
Registration or Hiring	Provision of financial assistance Counseling Provision of equal access to facilities	Determination of beginning salary Counseling Provision of equal access to facilities
Enrollment or Employment	Counseling Grading Graduation	Counseling Evaluation Termination
Postenrollment or Postemployment	Provision of records and references	Provision of references and verification of past employment

Table 10

**MAJOR EQUITY ISSUES AND EXAMPLES OF RELATED PROCESSES AND ACTIVITIES
REGARDING STUDENTS AND EMPLOYEES**

STUDENTS	EMPLOYEES
<p>1. Access to Institution of Choice</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Advertising Recruiting Reviewing applications Analyzing admissions criteria Aptitude/admissions testing Interviewing Selecting Providing financial assistance Admissions Providing student work opportunities Special pre-enrollment programs 	<p>1. Access to Institutions and Jobs</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Advertising Recruiting Position specifications/announcements Reviewing applications Aptitude/skills testing Interviewing Selecting Providing opportunities for on-the-job learning Hiring Placement
<p>2. Access to Program of Choice</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Advertising Recruiting Reviewing applications Interviewing Selecting Providing financial assistance Admissions Providing student work opportunities Remedial programs 	<p>2. Access to Assignments and Positions</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Counseling Placement Notification of vacant and new job opportunities Employee evaluation Provide opportunities for special roles and duties
<p>3. Access to Resources and Satisfactory Completion to an Individual's Self-Determined Level</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Orientation Providing financial assistance Career counseling Academic advising Curriculum planning Remedial programs Support activities and resources Reviewing environmental conditions and social acclimation Grading Graduation/certification 	<p>3. Access to Equal Employment Factors and Conditions</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Counseling Providing applicable assistance Evaluation, determination, and provision of beginning salary, salary increases, benefits, facilities, services, etc. Review of environmental conditions and social acclimation Avoidance of token concepts and visible stereotypes
<p>4. Access to Relevant or Desired Employment</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Job counseling Placement opportunities Provision of records/references Provision of career-ladder opportunities Availability of mentors Termination Provision of references 	<p>4. Access to Professional Development/Advancement</p> <ul style="list-style-type: none"> Planning and goal setting Committing resources Counseling Employee evaluation Assessment of career tracks

Establishing Equity Priorities and Goals and Implementing Changes

By using the framework presented in tables 6 and 7 for reviewing and identifying equity-related issues and target populations, an overall plan or strategy can be developed by top-level administrators regarding equity issues that can be realistically addressed at any given point in time. In setting goals and priorities, an institution should keep in mind that equity is a matter of differing perceptions: although an institution can never resolve every existing perceived inequity, it can be aware of the varying viewpoints.

Additionally, an institution should be concerned about the potential implications for current and proposed programs and for other individuals when establishing equity plans and goals. The Bakke decision has pointed out the negative impact that can result from efforts to help one group of individuals at the expense of other groups. Even when the equity issue appears only to involve making sure that one group is not discriminated against, the results can still have a negative impact upon some other group. For instance, the concept of equal pay for equal work often results in the need to bring the salaries of females or minorities into line with white male salaries. And yet, given limited resources, this can imply that the salaries for white men must be held constant, or possibly even be decreased—a decidedly negative implication for those affected.

Table 8 gives an example approach to analyzing a potential equity goal by reviewing various perceptions and implications as well as the associated analytical activities and supporting data that might be involved. This example points out the types of conflicts an institution must consider when setting priorities and goals.

The evaluation of equity issues and concerns requires understanding and involving all the institutional process areas, since changes relating to equity involve applications throughout all the administrative areas. The major institutional process areas (such as admissions, hiring, registration, employment, and so forth) involve many activities related to equity concerns; and certain activities, such as planning, budgeting, and counseling, occur in more than one process area. Table 9 is a list of example processes and activities that shows the parallel applications for both students and employees. These process areas are the means by which most changes in regard to equity are implemented. The relation of process areas and their activities to the major equity issues is shown in table 10.

Numerous interrelationships exist among the process areas for students as well as those for employees. There are also interrelationships between the student side and the employee side that need to be understood better. For example, the limited number of women and minority faculty available in certain disciplines raises concern about enrolling and graduating more women and minorities in these disciplines. Enrollment of minorities in institutions where there are few minorities employed in faculty, administrative, or other positions should cause concern for recruitment of more minority employees in general. Concern about whether the institution is a psychologically sound and productive setting for minorities applies equally to minority students and minority employees.

In Conclusion

There are no final answers when a topic such as equity is involved. An anonymous proverb has it that "when all is said and done, more is said than done," and this aptly describes the equity area. It is hoped, though, that this document can provide a broader and more structured way to think about, evaluate, and promote equity for both students and employees in the postsecondary-education environment.

References

- Benokraitis, Nijole V., and Feagin, Joe R. *Affirmative Action and Equal Opportunity: Action, Inaction, Reaction*. Boulder, Colo.: Westview Press, 1978.
- Carnegie Council on Policy Studies in Higher Education. *Making Affirmative Action Work in Higher Education*. San Francisco: Jossey-Bass, 1975.
- Newman, Frank. "Can There Be Anything Affirmative about Affirmative Action in the 1980s?" In *Current Issues in Higher Education*, pp. 15-18. Employment Practices in Academe, vol. 4. Washington, D.C.: American Association for Higher Education, 1979.
- Sandler, Bernice. "The Hand That Rocked the Cradle Has Learned to Rock the Boat." In *Toward Affirmative Action*, pp. 1-21. New Directions for Institutional Research, no. 3. Edited by Lucy W. Sells. San Francisco: Jossey-Bass, 1974.

Selected Equity Bibliography

The entries included in this bibliography are listed by author in the customary alphabetical order. In addition, they are displayed on a form that allows indication, by an *X*, of relevant subject categories. The subject areas either are associated with major equity issues treated in chapter 3 or have some other clear relevance to the concerns of those who seek to promote equity in postsecondary education. A summary of the meaning of the subject-category labels is presented on a separate page preceding the first page of the bibliography.

As a benefit to the reader, blank bibliography pages have been included at the end of the bibliography section to enable recording of additional entries.

SUBJECT CATEGORIES USED IN THIS BIBLIOGRAPHY

Column #	Column Heading	Description of Subject Categories
1	<i>Handbooks/Guides/Sources</i>	—Includes handbooks, guides, bibliographies, source documents, manuals, and self-implementation and self-assessment aids.
2	<i>Legislation/Regulations/ Court Decisions</i>	—Includes information about legislation, judicial decisions, and federal regulations and programs.
<i>Discrimination</i>		
3	Women	—Includes information about women and sex discrimination.
4	Minorities	—Includes information about minorities and race/ethnic groups.
5	General & Other	—Includes general information about discrimination, including reverse discrimination, desegregation, integration, disadvantaged, etc., and specific information about topics such as age, religion, and handicapped.
<i>Student Related</i>		
6	General AA/EEO	—Includes general information about students in regard to both affirmative action and equal educational opportunity.
7	Access to Education	—Includes information about access to education in general.
8	Access to Programs	—Includes information about access to educational programs of choice and also about access to resources and other student services while enrolled.
<i>Employee Related</i>		
9	General AA/EEO	—Includes general information about employees in regard to both affirmative action and equal employment opportunity.
10	Access to Employment	—Includes information about access to employment in general as well as to relevant jobs or positions.
11	Access to Equal Factors	—Includes information about equal employment factors and conditions while employed.

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislation/Regulatory Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					6 General & Other	7 General AA/EEO	8 Access to Education & Services	9 Access to Programs	10 General AA/EEO	11 Access to Employment	12 Access to Equal Factors
"AACJC Study: Women In Occupational Education." <u>Community and Junior College Journal</u> 47 (April 1977): 28-30.			X					X			
Abramowitz, Elizabeth, ed. <u>Proceedings from the National Invitational Conference on Racial and Ethnic Data</u> . Washington, D.C.: n.p., 1976.				X		X					
Abramson, Joan. "Measuring Success: Or, Whatever Happened to Affirmative Action?" <u>Civil Rights Digest</u> 9 (Winter 1977): 14.									X		
_____. <u>The Invisible Woman</u> . San Francisco: Jossey-Bass, 1975.			X						X		
Academic Collective Bargaining Information Service [ACBIS]. <u>The Application of Non-Discrimination Law and Regulations to Collective Bargaining in Higher Education</u> . Special Report, no. 23. Washington, D.C.: ACBIS, 1975.		X							X		
Academy for Educational Development, Inc. [AED]. <u>Higher Education in Massachusetts: A New Look at Some Major Policy Issues</u> . Washington, D.C.: AED, 1973.						X	X				
Adamson, Bill. "The Bakke Case and Special Admissions Programs: A Case for Concern." Paper written for a course in politics and public relations in education at Pepperdine University, July 1978.					X		X				
"After Bakke". Papers presented at the Post-Bakke Planning Conference, New York City, 1-2 June 1978. Los Angeles: The Higher Education Research Institute, 1978.					X		X				
"Age Discrimination In Employment." <u>New York University Law Review</u> 50 (October 1975): 924-51.	X				X				X		

Selected Equity Bibliography

	Discrimination		Student Related			Employee Related					
	1 Handbooks/ Guides/Sources	2 Legislation/Regulatory/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
Alfred, Richard L., and Good, Mary F. <u>The Status of Women in Higher Education and the Professions: Metropolitan Junior College District, 1971-1972</u> . Kansas City, Mo.: Metropolitan Junior College District, 1972.			X			X	X		X		X
Allhouse, Merle F. "The New Academic Slalom: Mission, Personnel Planning, Financial Exigency, Due Process." <u>Liberal Education</u> 61 (October 1975): 349-68.					X			X			
American Association of Collegiate Registrars and Admissions Officers [AACRAO]. <u>A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended</u> . Washington, D.C.: AACRAO, 1976.	X	X			X						
American Association of Presidents of Independent Colleges and Universities [AAPICU]. <u>Private Higher Education: The Job Ahead</u> . Rockford, Ill.: AAPICU, 1977.					X	X		X	X		
American Association of State Colleges and Universities [AASCU]. <u>Basic Facts about Tuition and Educational Opportunity</u> . Low Tuition Fact Book, no. 8. Washington, D.C.: AASCU, 1976.						X					
_____. <u>Women's Status in Low Tuition</u> . Washington, D.C.: AASCU, 1974.			X			X					
AASCU and National Association of State Universities and Land Grant Colleges [NASULGC]. <u>Agenda: Recommendations for National Action in Higher Education: The 96th Congress, A Joint Statement</u> . Washington, D.C.: NASULGC, 1979.	⊙	X				X					
American Association of University Women [AAUW]. <u>Professional Women's Groups</u> . Washington, D.C.: AAUW, 1975.	X		X					X			



Selected Equity Bibliography

	Discrimination				Student Related			Employee Related		
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJ/EEO	7 Access to Education & Services	8 General AAJ/EEO	9 Access to Employment	10 Access to Equal Factors
American Council on Education [ACE]. <u>Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self Study</u> . Washington, D.C.: ACE, 1976.	X		X			X	X		X	
Anderson, B. Robert. "Educators Go From Gown to Town to Poverty." <u>College and University Business</u> 51 (August 1971): 31-32.					X		X			
Anderson, Howard J., ed. <u>Primer of Equal Employment Opportunity</u> . Washington, D.C.: The Bureau of National Affairs, 1978.	X	X						X		
"Antibias Rules for Hiring Faculty Sharply Criticized." <u>Chemical and Engineering News</u> 52 (July 1974): 6.		X							X	
Ardl, Dana, and Palmer, Glenda U. "Access to Higher Education: Mainstreaming on the Campus." Paper presented at the 57th Annual International Convention of the Council for Exceptional Children, Dallas, Tex., 22-27 April 1979.		X		X		X	X			
Arkansas State Department of Higher Education [ASDHE]. <u>Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964 (Revised 1977)</u> . Statewide Plan. Little Rock, Ark.: ASDHE, 1977.		X		X	X					
Ashburn, Elizabeth, A. <u>Motivation, Personality, and Work-Related Characteristics of Women in Male-Dominated Professions</u> . Washington, D.C.: National Association for Women Deans, Administrators, and Counselors [NAWDAC], 1977.			X					X		
Askin, Frank, and Cohen, Carl. "Debate: Preferential Admission in Higher Education: Should We Support or Condemn It?" <u>Civil Liberties Review</u> 2 (Spring 1975): 95-116.						X				

Selected Equity Bibliography

	Discrimination			Student Related			Employee Related				
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
Association of American Colleges [AAC]. Project on the Status and Education of Women [PSEW]. <u>Affirmative Action and Preference</u> . Washington, D.C.: AAC, PSEW, n.d.		X	X			X		X			
_____. <u>Affirmative Action Resources No. 1</u> . Washington, D.C.: AAC, PSEW, n.d.	X		X			X		X			
_____. <u>Employment Self Evaluation Checklist</u> . Washington, D.C.: AAC, PSEW, 1975.	X		X					X			
_____. <u>Federal Laws and Regulations Prohibiting Sex Discrimination in Educational Institutions</u> . Washington, D.C.: AAC, PSEW, 1979.	X	X	X		X			X			
_____. <u>Important Title IX Resources</u> . Washington, D.C.: AAC, PSEW, 1976.		X	X				X				
_____. <u>Minority Women and Higher Education No. 2: A Review of the Current Status of Spanish Speaking Women</u> . Washington, D.C.: AAC, PSEW, n.d.			X	X	X			X			
_____. <u>Minority Women and Higher Education No. 3: A Selected Reading List on Black and Spanish Speaking Women</u> . Washington, D.C.: AAC, PSEW, n.d.	X		X	X	X			X			
_____. <u>Minority Women's Organizations: A Partial Annotated List</u> . Washington, D.C.: AAC, PSEW, n.d.			X	X	X			X			
_____. <u>On Campus with Women</u> . (Newsletter), Fall 1978.	X		X		X			X			
_____. <u>Partial List of Actions Institutions Must Take Under Title IX</u> . Washington, D.C.: AAC, PSEW, 1975.	X	X	X				X				



Selected Equity Bibliography

	Handbooks/Guides/Sources		Legislation/Regulatory Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
_____. <u>Part-Time Faculty Employment</u> . Washington, D.C.: AAC, PSEW, n.d.											X
_____. <u>Recruiting Minority Women No. 2</u> . Washington, D.C.: AAC, PSEW, n.d.			X	X						X	
_____. <u>Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World</u> . Washington, D.C.: AAC, PSEW, n.d.			X							X	
_____. <u>Sex Discrimination, Educational Institutions, and the Law (1973)</u> . Washington, D.C.: AAC, PSEW, n.d.		X	X			X			X		
_____. <u>Sexual Harassment: A Hidden Issue</u> . Washington, D.C.: AAC, PSEW, n.d.			X					X			X
_____. <u>Single Sex Organizations and Programs Under Title IX</u> . Washington, D.C.: AAC, PSEW, 1975		X	X					X			
_____. <u>Summary of the Regulation for Title IX Education Amendments of 1972</u> . Washington, D.C.: AAC, PSEW, 1975.	X	X	X					X			
_____. <u>The Age Discrimination Act of 1975 and Women on Campus</u> . Washington, D.C.: AAC, PSEW, n.d.			X		X	X			X		
_____. <u>The Education Amendments of 1976: Impact on Women and Girls Concerning Title IX and Other Amendments</u> . Washington, D.C.: AAC, PSEW, 1977.		X	X					X			
_____. <u>The Pregnancy Discrimination Act of 1978 And Its Impact on Educational Institutions</u> . Washington, D.C.: AAC, PSEW, 1979.		X	X						X		

Selected Equity Bibliography

	Handbook/ Guide & Sources		Legislation/Regulatory/ Court Decisions	Women	Minorities	Discrimination		Student Related		Employee Related		
	1	2				3	4	5	6	7	8	9
_____. <u>The Problem of Rape on Campus</u> . Washington, D.C.: AAC, PSEW, 1978.				X			X		X			
_____. <u>Title IX of the Education Amendments of 1972, as Amended</u> . Washington, D.C.: AAC, PSEW, 1979.		X	X					X				
_____. <u>Update on Title IX and Sports</u> . Washington, D.C.: AAC, PSEW, n.d.		X	X					X				
_____. <u>Update on Title IX and Sports No. 2</u> . Washington, D.C.: AAC, PSEW, 1979.		X	X					X				
_____. <u>What Constitutes Equality for Women in Sports?: Federal Law Puts Women in the Running</u> . Washington, D.C.: AAC, PSEW, 1974.		X	X					X				
_____. <u>Women in Higher Education Administration</u> . Washington, D.C.: AAC, PSEW, n.d.				X						X		
_____. <u>Women's Centers: Where Are They?</u> Washington, D.C.: AAC, PSEW, 1980.	X		X									
Association of Catholic Colleges and Universities [ACCU]. <u>Education for Justice</u> . Occasional Papers on Catholic Higher Education, no. 2. Washington, D.C.: AACU, 1978.						X	X					
Astin, Alexander W. "Quantifying 'Disadvantage'." In <u>Admitting and Assisting Students After Bakke</u> , pp. 75-84. New Directions for Higher Education, no. 23. Edited by Alexander W. Astin, Bruce Fuller, and Kenneth C. Green. San Francisco: Jossey-Bass, 1978.						X		X				

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulatory/ Court Decisions		Discrimination		Student Related		Employee Related		
	1	2	3	4	5	6	7	8	9	10	11
_____. "Academic Administration: The Hard Core of Sexism in Academe." <u>UCLA Educator</u> 19 (Spring 1977a): 60-66.			X							X	
_____. <u>Four Critical Years: Effects of College on Beliefs, Attitudes and Knowledge</u> . San Francisco: Jossey-Bass, 1977b.			X			X					
_____. "The Myth of Equal Access." <u>Educational Research and Methods</u> 9,1 (1976): 6-8.							X				
Astin, Alexander W.; Fuller, Bruce; and Green, Kenneth C. "Looking Beyond Bakke." In <u>Admitting and Assisting Students after Bakke</u> , pp. 95-100. <u>New Directions for Higher Education</u> , no. 23. Edited by Alexander W. Astin, Bruce Fuller, and Kenneth C. Green. San Francisco: Jossey-Bass, 1978.							X				
Astin, Helen S. <u>Sex Roles: A Research Bibliography</u> . U.S. Department of Health, Education, and Welfare [DHEW], National Institute of Mental Health. Washington, D.C.: Government Printing Office [GPO], 1975.	X		X								
Astin, Helen S.; Astin, Alexander W.; Bisconti, Ann S.; and Hyman, Frankel. <u>Higher Education and the Disadvantaged Student</u> . Washington, D.C.: Human Services Press, 1972.					X		X				
Astin, Helen S.; Harway, Michele; and McLamara, Patricia. <u>Sex Discrimination in Education: Access to Postsecondary Education</u> . Executive Summary. Los Angeles: Higher Education Research Institute [HERI], 1976.			X				X				
Atelsek, Frank J., and Gomberg, Irene L. <u>Special Programs for Female and Minority Graduate Students</u> . Higher Education Panel Report, no. 41. Washington, D.C.: AAC, [1978].			X	X				X			

Selected Equity Bibliography

	1 Handbook Guides/Sources	2 Legislation/Regulatory Court Decisions	3 Woman	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AAJEO	7 Access to Education & Services	8 Access to Programs	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors	
Ayers, Jerry B.; Rohr, Michael A.; and Rohr, Esther M. "Attitudes Toward Women, College Major and Authorization." Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Birmingham, Ala., November 1977.			X				X					
Babbitt, Samuel F.; Moreland, Lois B.; Read, Joel; Rickman, Geraldine; Simmons, Adele; Tobias, Sheila; Truax, Ann; Wert, Robert J.; and Westervelt, Esther. <u>Research and Support Strategies for Women's Higher Education</u> . Washington, D.C.: AAC Project on the Status and Education of Women, 1975.			X			X						
Backner, Burton L. "Counseling Black Students: Any Place for Whitey?" <u>Journal of Higher Education</u> 41 (November 1970): 630-37.				X		X						
Bailey, J. P., Jr., and Collins, E. F. "Entry Into Postsecondary Education." Paper presented at the Annual Meeting of the American Educational Research Association, New York City, April 1977.							X					
Bailey, Merrill-Jean. "The Status and Future of Minority Group Representation in the Graduate and Professional Programs." Paper presented at the Annual Conference of the Society for Ethnic and Special Studies, New Orleans, La., 28-October 1977.				X				X				
Bailey, Robert L. <u>Minority Admissions</u> . Lexington, Mass.: Lexington Books, 1978.				X			X					
Bailey, Stephen K. "The Impact of Federal Policy on Education." An address for the University Lecture Series, Department of Educational Administration College of Education, Temple University, Philadelphia, Pa., 2 November 1977.	X					X						



Selected Equity Bibliography

	Discrimination										
	1	2	3	4	5	6	7	8	9	10	11
	Handbook/ Guides/Sources	Legislation/Regulatory/ Court Decisions	Women	Minorities	General & Other	General AAJIEO	Access to Education & Services	Access to Programs & Services	General AAJIEO	Access to Employment	Access to Equal Factors
"Bakke Wins, Quotas Lose." <u>Time</u> , July 10, 1976, pp. 8-16.	X			X		X					
Balderston, Frederick E. "Challenge for the Universities: Managing through the Transitions of the 1980s." <u>International Journal of Institutional Management in Higher Education</u> 3 (May 1979): 21-32.						X					
Ballard, Allen B. <u>The Education of Black Folk: The Afro-American Struggle for Knowledge in White America</u> . New York: Harper & Row, 1973.			X				X				
Barber, Catherine Miller. "Section 504: Private College Receiving Federal Assistance Must Provide Funds for Interpreter Services for Deaf Students-- Barnes v. Converse College." <u>University of Dayton Law Review</u> 3 (Summer 1978): 449-58.	X			X			X				
Barkin, Thomas G. "Legal Implications of Office of Education Criteria for the Self-Supporting Student." <u>Journal of College and University Law</u> 2 (Spring 1975): 229-47.	X						X				
Barnett, Rosalind C., and Baruch, Grace K. <u>The Competent Woman</u> . New York: Irvington, 1978.			X								
Bartnoff, Judith. "Title VII and Employment Discrimination in 'Upper Level' Jobs." <u>Columbia Law Review</u> 73 (December 1973): 1614-40.	X									X	
Bell, T. H. "The Federal Commitment to Higher Education." Speech given at the 31st Annual Meeting of the National Association of College Admissions Counselors, Atlanta, Ga., October 1975a.	X					X					

Selected Equity Bibliography

	Handbooks/ Guides/Services		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
_____. "Increasing Access to Postsecondary Education--The Federal Role." Paper presented at the 35th International Conference on Education of the International Bureau of Education, Geneva, Switzerland, August 1975b.		X					X				
Benham, Loe. <u>Women's Economic Returns from College, Graduate Education and Nurses' Training Through Earnings and Marriage</u> . Chicago, Ill.: Chicago University, Center for Health Administration Studies, 1973.			X				X				X
Benokraitis, Nijole V., and Feagin, Joe R. <u>Affirmative Action and Equal Opportunity: Action, Inaction, Reaction</u> . Boulder, Colo.: Westview Press, 1978.								X			
Bergmann, Barbara R., and Maxfield, Myles, Jr. "How to Analyze the Fairness of Faculty Women's Salaries on Your Own Campus." <u>AAUP Bulletin</u> 61 (October 1975): 262-65.	X		X								X
Bernard, Jessie. <u>Academic Women</u> . University Park, Pa.: The Pennsylvania State University Press, 1964.			X			X		X			
Berry, Margaret, ed. <u>Women in Educational Administration: A Book of Readings</u> . Washington, D.C.: NAWDAC, 1979.			X							X	
Bickel, Robert D., and Vandercreek, William. "Class Action Aspects of Federal Employment Discrimination Litigation." <u>Journal of College and University Law</u> 2 (1974-75): 143-56.		X						X			
Biehl, Richard. <u>Guide to the Section 504 Self-Evaluation for Colleges and Universities</u> . Washington, D.C.: National Association of College and University Business Officers [NACUBO], 1978.	X				X		X			X	

Selected Equity Bibliography

	Handbook Guides/Sources		Legislation/Regulatory Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Blackwell, James E. <u>In Support of Preferential Admissions and Affirmative Action in Higher Education: Pre- and Post-Bakke Considerations</u> . Arlington, Va./ERIC Document Reproduction Service, ED138351, 1977.					X			X			
_____. <u>Access of Black Students to Graduate and Professional Schools</u> . Atlanta, Ga.: Southern Education Foundation, 1975.				X			X	X			
Blake, Cecil A. "Critical Issues in Black Studies: Edward Blyden's Rhetoric on Black Education." <u>Western Journal of Black Studies</u> 2 (Summer 1978): 157-60.				X		X					
Blakely, Edward J. "Equal Employment Opportunity on Campus: A Case Study of the University of Pittsburgh." <u>NACUBO Studies in Management</u> 3 (December 1973): 1-4.									X		
Bloom, Judith Ilene. "Constitutional Law--Equal Protection--'Benign' Discrimination--Minority Admissions Programs--Supreme Court's Response to Preferential Treatment--DeFunis v. Odegaard, 416 U.S. 312 (1974); Kahn v. Shevin, 416 U.S. 351 (1974); Morton v. Mancari, 417 U.S. 535 (1974)." <u>Loyola of Los Angeles Law Review</u> 8 (1975): 191-211.	X				X	X	X				
Blumer, Dennis H. <u>Legal Issues for Postsecondary Education</u> . Briefing Papers I. Washington, D.C.: AACJC, 1975.	X								X		
Blumer, Dennis H., ed. <u>Legal Issues for Postsecondary Education</u> . Briefing Papers II. Washington, D.C.: AACJC, 1976.	X								X		
Bolden, Wiley S. "The Role of the College Board in the South: Improving Access to College for Black Students." <u>College Board Review</u> 84 (Summer 1972): 18-22.				X			X				

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination		Student Related		Employee Related		
	1	2	3	4	5	6	7	8	9	10	11
Boring, Phyllis Zatlín. <u>The Double Use of Availability Data</u> . Washington, D.C.: Women's Equity Action League, 1976.						X		X			
Boulding, Kenneth E. "Quality Versus Equality: The Dilemma of the University." <u>Daedalus</u> 104 (Winter 1975): 298-305.								X			
Bowen, William G. "Commentary: How Should Higher Education Be Financed?" Paper presented at the 25th National Conference of the American Association for Higher Education [AAHE], Chicago, Ill., 2 March 1970.						X					
Bowles, Frank. "Education, Universities, and Economic Development." Speech presented at commencement exercises at the Trinidad campus of the University of West Indies, 29 January 1966.						X					
Boyd, William M. <u>Desegregating America's Colleges: A Nationwide Survey of Black Students, 1972-73</u> . New York: Praeger Press, 1974.				X		X					
Boyer, Laura G. "The Potential of Expanded Arbitration in Resolving Title VII Claims in Light of Alexander v. Gardner: Denver and New Equal Employment Opportunity Commission Policy." <u>Loyola University Law Journal</u> 7 (Spring 1976): 334-50.		X						X			X
Branam, Robert D. "Personnel Policies and Federal Concerns." <u>Journal of the College and University Personnel Association</u> 26 (October/November 1975): 26-33.	X	X						X			
Branson, Herman. "A Prime Assessment for Black Colleges: Role of Blacks in Sciences and Related Fields. In <u>Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political, and Social Development</u> , pp. 240-51. Boston, Mass.: Boston University, Martin Luther King, Jr. Center for Academic Services and Minority Affairs, 1978.								X		X	

Selected Equity Bibliography

	Handbook/Guides/Sources		Legislation/Regulatory/Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Braskamp, Larry A.; Muffo, John A.; and Langston, Ira W., III. "Determining Salary Equity: Policies, Procedures, and Problems." <u>Journal of Higher Education</u> 49 (May/June 1978): 231-46.			X								X
Brazziel, William F. "Blacks, Whites and College Training: Manpower Pools and Training Rates." Paper presented at the Conference of the National Association for Equal Opportunity in Higher Education, Washington, D.C., 23 April 1976.				X			X			X	
Brekke, Beverly. "Women in Higher Education: A Selected Bibliography." <u>Journal of Teaching and Learning</u> 3 (June 1977): 9-13.	X		X			X			X		
Brooks, Gary Thomas. "Section 504 of the Rehabilitation Act of 1973 and the Private College: Barnes v. Converse." <u>Mercer Law Review</u> 29 (Spring 1978): 745-59.		X			X		X	X			
Brooks, Glenwood C., Jr. "A Non-Technical Summary of Cultural Study Center Research 1969-72." Remarks presented to the Chancellor's Commission of Minority Students, University of Maryland, December 1972.				X			X				
Broschart, Kay Richards. "The Avoidance Syndrome and Professional Careers for Women." <u>Journal of the National Association for Women Deans, Administrators, and Counselors</u> 42 (Winter 1979): 34-36.			X							X	
Brown, Frank, and Stent, Madelon D. <u>Minorities in U.S. Institutions of Higher Education</u> . New York: Praeger, 1977.				X		X					

Selected Equity Bibliography

	Discrimination											Student Related		Employee Related	
	1 Handbooks/ Guides/Sources	2 Legislation/Regulatory/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEO	7 Access to Education & Services	8 Access to Programs	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors				
<p>Brown, Ronald M. "Equity Packaging of Student Financial Aid." New York: College Entrance Examination Board [CEEB], College Scholarship Service [CSS], 1976. Paper distributed to the membership of CSS Assembly for discussion and 1976 Regional Meeting of CEEB/CSSA.</p>								X	X						
<p>Bryant, Barbara Everitt. <u>American Women Today and Tomorrow</u>. National Commission on the Observation of International Women's Year. Washington, D.C.: GPO, 1977.</p>			X												
<p>Buchanan, E. T., III, and Brothers, Constance F. <u>Mobility through Work Experience Education</u>. Final Report. Portsmouth, Va.: Tidewater College, Virginia Beach Campus, 1976.</p>									X						
<p>Bugenhagen, Denise, and Curtice, John K. <u>Title IX Self-Assessment Guide for Financial Aid Officers</u>. Syracuse, N.Y.: Syracuse University 1976.</p>	X	X	X					X	X						
<p>Bullard, Melissa Merlam. "The Roots of Higher Education for Women." <u>Graduate Women</u> 73 (May-June 1979): 23-27.</p>				X				X							
<p>Bulpitt, Mildred. "Women's Programs In Community Colleges." <u>Community College Frontiers</u> 5 (Spring 1977): 4-7.</p>				X				X							
<p>Burkhead, Marie. "Underrepresentation of Women in University-Sponsored Management Development Programs." <u>Journal of Business Education</u> 48 (December 1972): 109-10.</p>				X										X	
<p>Burstein, Paul. "Equal Employment Opportunity Legislation and the Income of Women and Nonwhites." <u>American Sociological Review</u> 44 (June 1979): 367-91.</p>		X	X	X										X	

60

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulatory/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors	
Butler, Veronica J. "Career Awareness: Recruiting Minority, Disadvantaged and Handicapped Students." <u>Wisconsin Vocational Educator</u> 2 (March 1978): 9-11.					X		X	X				
California State Legislature. Assembly Permanent Subcommittee on Postsecondary Education. <u>Unequal Access to College: Postsecondary Opportunities and Choices of High School Graduates</u> . Staff Report. Sacramento, Calif.: California State Legislature, 1975.							X					
California State Postsecondary Education Commission [CPEC]. <u>Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979</u> . Sacramento, Calif.: CPEC, 1978.						X	X	X				
California University. <u>A Report to the Legislature on Women in Athletic Programs at the University of California</u> . Berkeley, Calif.: California University, 1974.			X					X				
Calvert, Robert, Jr. <u>Affirmative Action: A Comprehensive Recruitment Manual</u> . Garrett Park, Md.: Garrett Park Press, 1979.	X									X		
Cardona, Cameron C. <u>Training Opportunities . . . Access to Quality Education for a Brighter Future</u> . DHEW, Office of Education. Spanish-Speaking Program Staff. Washington, D.C.: GPO, 1977.	X			X			X					
Carey, Phillip. "The Dynamics of Black Higher Education: A Sociological Perspective." <u>Negro Educational Review</u> 27 (July-October 1976): 241-70.				X		X						
Carnegie Commission on Higher Education. <u>Opportunities for Women in Higher Education: Their Current Participation, Prospects for the Future, and Recommendations for Actions</u> . New York: McGraw-Hill, 1973.				X		X		X				

Selected Equity Bibliography

			Discrimination				Student Related			Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
	Handbooks/ Guides/Sources	Legislation/Regulations/ Court Decisions	Women	Minorities	General & Other	General AA/EEO	Access to Education	Access to Programs & Services	General AA/EEO	Access to Employment	Access to Equal Factors
<p>Carnegie Council on Policy Studies In Higher Education [CCPSHE]. <u>Fair Practices In Higher Education: Rights and Responsibilities of Students and Their Colleges In a Period of Intensified Competition for Enrollments</u>. San Francisco: Jossey-Bass, 1979.</p>						X					
<p>_____. <u>The Relevance of Race In Admissions: A Summary of the Position of the Carnegie Council on Policy Studies In Higher Education as Reported In "Selective Admission In Higher Education: Public Policy and Academic Policy"</u>. Berkeley, Calif.: CCPSHE, 1977.</p>				X		X					
<p>_____. <u>Making Affirmative Action Work In Higher Education: An Analysis of Institutional and Federal Policies with Recommendations</u>. San Francisco: Jossey-Bass, 1975.</p>	X							X			
<p>Carter, Donald L., ed. "Debate and Understanding-- Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges In Higher Education." <u>Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political and Social Development</u>, pp. 240-51. Boston, Mass.: Boston University, Martin Luther King, Jr. Center for Academic Services and Minority Affairs, 1978.</p>				X		X					
<p>Carter, Allan M., and Ruhter, Wayne E. <u>The Disappearance of Sex Discrimination In First Job Placement of New PhDs</u>. HERI Research Report 75-1. Los Angeles: HERI, 1975.</p>			X						X		
<p>Caruso, Robert G.; Peterson, Stephen; Beeler, Kent; Hammond, Edward; Merman, Stephen; and Kauffman, Marcy. <u>Bibliography Supplement on Campus Judicial Affairs & Legal Issues</u>. Washington, D.C.: American College Personnel Association [ACPA], 1977.</p>	X	X				X					



Selected Equity Bibliography

	Handbooks/Guides/Sources		Legislation/Regulations/Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Cassimere, Raphael, Jr. "Crisis of Public Education in Louisiana." <u>Integrated Education</u> 13 (September-October 1975): 8-13.					X	X					
Casso, Henry J., and Roman, Gilbert D., eds. <u>Chicanos In Higher Education: Proceedings of a National Institute on Access to Higher Education for Mexican Americans</u> . Albuquerque, N. Mex.: New Mexico University, 1975.				X				X			
Center for Continuing Education of Women. <u>Newsletter</u> . Vol. XIII, No. 1 (Winter 1980). Ann Arbor, Mich.: University of Michigan.	X			X		X			X		
Center for Policy Research. <u>Post Secondary Education and the Disadvantaged: A Policy Study</u> . New York: Center for Policy Research, 1969.					X	X					
Centra, John A. "Women With Doctorates." <u>Change</u> February 1975, p. 61.				X						X	X
Centra, John A., and Kuykendall, Nancy M. <u>Women, Men and the Doctorate</u> . Princeton, N.J.: Educational Testing Service, [ETS], 1974.				X						X	X
Chambers, M. M. <u>The Colleges and the Courts: The Developing Law of the Student and the College</u> . The 1976 Updating Supplement. Normal, Ill.: Illinois State University, Department of Educational Administration, 1976a.		X				X					
_____. <u>The Colleges and the Courts: Faculty and Staff before the Bench</u> . Updating Supplement. Normal, Ill.: Illinois State University, Department of Educational Administration, 1976b.		X							X		X

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislative/Regulatory/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 General AAJEEC	9 Access to Employment	10 Access to Equal Factors	
Chavez, Gilbert, and Cardona, Carmen C. <u>U. S. Office of Education Programs Serving Hispanic Americans, Fiscal Year 1977</u> . DHEW, Office of Education, Spanish-Speaking Program Office. Washington, D.C.: GPO, 1977.	X	X	X		X						
Cheek, James E. "Higher Education's Responsibility for Advancing Equality of Opportunity and Justice." Paper presented at the Conference of the Institute for the Study of Educational Policy, Washington, D.C., May 1977.				X		X					
Christoffel, Pamela; Ehrlich, Nancy; and Macy, Francis. <u>Federal Programs Authorizing Educational and Occupational Information Services</u> . New York: CEEB, 1978.	X					X					
Christoffel, Pamela, and Rice, Lois. <u>Federal Policy Issues and Data Needs in Postsecondary Education: Final Report</u> . DHEW, Office of Education, National Center for Education Statistics [NCES]. Washington, D.C.: GPO, 1975.	X	X				X					
Clampa, Bartholomew J. <u>Multicultural Education: Where Do We Go From Here?</u> Arlington, Va.: ERIC Document Reproduction Service, ED166137, 1978.					X	X					
Clark, Donald L. "Discrimination Suits: A Unique Settlement." <u>Educational Record</u> 58 (Summer 1977): 233-49.		X			X						X
Clayton, Claude F., Jr. "Equal Protection and Standardized Testing." <u>Mississippi Law Journal</u> 44 (November 1973): 900-27.							X	X			
Cole, Jonathan R. <u>Fair Science: Women in the Scientific Community</u> . New York: The Free Press, 1979.			X					X		X	

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Cole, Nancy S. <u>On Measuring the Vocational Interests of Women.</u> Iowa City, Iowa: American College Testing Program [ACTP], 1972.			X					X			
College and University Personnel Association [CUPA]. <u>1979-80 Administrative Compensation Survey.</u> Washington, D.C.: CUPA, 1980.	X										X
College Entrance Examination Board [CEEB]. <u>Retrospect and Prospect: Six Seminars on The Baake Decision.</u> New York: CEEB, 1978.		X			X		X				
_____. <u>Who is the Independent Student?: A Study of the Status and Resources of Independent Students.</u> Washington, D.C.: CEEB, 1976.							X	X			
_____. <u>Toward Equal Opportunity for Higher Education: Report of the Panel on Financing Low-Income and Minority Students in Higher Education.</u> New York: CEEB, 1973.					X		X	X			
_____. <u>Barriers to Higher Education.</u> A College Entrance Examination Board Colloquium, Racine, Wis., 24-25 June 1970. Princeton, N.J.: CEEB, 1971.			X		X	X					
_____. <u>New Approaches to Student Financial Aid: Report of the Panel on Student Financial Need Analysis.</u> Princeton, N.J.: CEEB, 1971.							X	X			
Commission on Non-Traditional Study. <u>Diversity by Design.</u> San Francisco: Jossey-Bass, 1973.							X	X			
Committee on the Education and Employment of Women. <u>The Stanford Woman in 1972.</u> Stanford, Calif.: Stanford University, 1972.			X				X			X	

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Conley, Houston; Bailey, Judith; Studstill, Charles; and White, Carmon. <u>Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans--Year 2000</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 141450, 1977.		X			X	X					
Conrad, Clifton, and Cosand, Joseph. <u>The Implications of Federal Education Policy</u> . Report no. GWU-ECHE-RR-1. Washington, D.C.: George Washington University, 1976.		X				X					
"Constitutional Law--State Action--Hiring and Promotion Practices of Private University Receiving Public Funds Held State Action--Braden v. University of Pittsburgh." <u>New York University Law Review</u> 52 (December 1977): 1401-27.		X	X							X	X
Conway, Jill. "Women's Place." <u>Change</u> , March 1978, pp. 8-9.			X			X					
Cook, Samuel DeBois. "Politics and the Future of Black Colleges: A Commentary." <u>Western Journal of Black Studies</u> 2 (Fall 1978): 173-81.				X		X					
Cord, Steven B. "Equal Rights: A Provable Moral Standard." <u>American Journal of Economics and Sociology</u> 38 (January 1979): 73-82.									X		
Corwin, Thomas M., and Gross, Anne C. <u>Higher Education Responds to Changing Retirement Laws: A Follow-up Report</u> . Washington, D.C.: ACE, 1979.		X			X						
Costick, Rita M.; Fran Hereth; and Cirksena, Kathy, comps. <u>Nonsexist Career Counseling for Women: Annotated Selected References and Resources--Part II</u> . Women's Educational Equity Communications Network [WEECN] Bibliography Series no. 4. San Francisco: Far West Lab, WEECN, 1978.	X		X				X	X		X	

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					5 General & Other	6 General AAJEO	7 Access to Education & Services	8 Access to Programs	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors
Cottle, Thomas J. "Billy Kowalski Goes to College." <u>Change</u> , March-April 1971, pp. 35-42.					X	X					
Council of State Governments [CSG]. <u>The Age of Majority</u> . Lexington, Ky.: CSG, [1972].					X	X					
Cross, K. Patricia. <u>Account on Learning: Improving Instruction and Reshaping the Curriculum</u> . San Francisco: Jossey-Bass, 1976.					X		X	X			
_____. <u>Planning Non-Traditional Programs</u> . San Francisco: Jossey-Bass, 1974.							X	X			
_____. "Women Want Equality In Higher Education." <u>Educational Horizons</u> 52 (Winter 1973-74): 72-76.			X				X	X			
_____. <u>Beyond the Open Door: New Students to Higher Education</u> . San Francisco: Jossey-Bass, 1971.					X		X				
_____. "Equality of Educational Opportunity." Position paper prepared for the Education Task Force of the White House Conference on Youth, Estes Park, Colo., 18-22 April 1971.						X	X	X			
Crossland, Fred E. <u>Equality, Equity or Equilibrium: Policy toward Access to Higher Education</u> . Issues in International Education Series, no. 8. New York: Institute of International Education, 1976.								X			
_____. <u>Minority Access to College</u> . New York: Schocken Books, 1971.			X				X				

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislation/Regulatory Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					5 General & Other	6 General AAJEO	7 Access to Education & Services	8 Access to Programs	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors
Crowfoot, James E.; Bryant, Bunyan I, Jr.; and Chesler, Mark A. "Whatever Happened to Affirmative Action?" <u>Integrated Education</u> 14 (November-December 1976): 5-7.									X		
Davis, June H. <u>The New Learners and the Community College: A Report of the National Dissemination Project for Post-Secondary Education</u> . Seattle, Wa.: Washington State Board for Community Colleges, Research and Planning Office, 1974.							X	X			
_____. "Can the Enforcement of Civil Rights Laws Protect Minority Gains in Higher Education During a Period of Retrenchment?" Speech presented before the Black Council on Higher Education, New York City, 7 May 1977.		X		X						X	
Dean, Richard H. "Equal Employment Opportunity in Engineering Education." <u>Engineering Education</u> 66 (May 1978): 800-5.									X		
Decker, Ann Folger; Jody, Ruth; and Brings, Felicia, eds. <u>Handbook on Open Admissions: Success, Failure, Potential</u> . Boulder, Colo.: Westview Press, 1976.	X						X				
DeGraff, Alfred H. <u>Attendees and Attendants: A Guidebook of Helpful Hints</u> . Washington, D.C.: College and University Personnel Association.[CUPA], 1979.	X				X		X			X	
"Desegregating Black Public Colleges: What Will It Mean?" <u>Civil Rights Digest</u> 7 (Winter 1975): 26-35.					X	X	X				
Dinerman, Beatrice. "Sex Discrimination in Academia." <u>Journal of Higher Education</u> 42 (April 1971): 253-64.			X						X		

Selected Equity Bibliography

	1	2	3	4	5	Discrimination		Student Related		Employee Related	
						6	7	8	9	10	11
	Handbook/ Guides/Sources	Legislation/Regulatory/ Court Decisions	Women	Minorities	General & Other	General AAJEEC	Access to Education & Services	Access to Programs	General AAJEEC	Access to Employment	Access to Equal Factors
Donovan, Richard A. "Bakke and 'Qualified' Under-Graduates." In <u>Admitting and Assisting Students after Bakke</u> , pp.85-94. <u>New Directions for Higher Education</u> , no. 9. Edited by Alexander W. Astin, Bruce Fuller, and Kenneth C. Green. San Francisco: Jossey-Bass, 1978.							X				
Dorsey, Carolyn A. "Blacks and Higher Education: Reconstruction or Restoration?" <u>Western Journal of Black Studies</u> 1 (June 1977): 70-75.				X		X					
Drake, St. Clair. "Reflections on Anthropology and the Black Experience." <u>Anthropology and Education Quarterly</u> 9 (Summer 1978): 85-109.				X			X			X	
Dresch, Stephen P. <u>Equity and Efficiency in Access to Advanced Education: A Reconsideration</u> . New Haven, Conn.: Institute for Demographic and Economic Studies, 1977.							X	X			
Druyan, B. Martin. "After Albermarle: Class-wide Recovery of Back Pay Under Title VII." <u>Fordham Urban Law Journal</u> 4 (1976): 369-83.	X										X
Ducey, Walter J. "Equal Employment Opportunity Comes to the Campus." <u>Journal of the College and University Personnel Association</u> 25 (January 1974): 1-13.							X		X		
Dunkle, Margaret C., and Sandler, Bernice. <u>Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972</u> . Washington, D.C.: AAC Project on the Status and Education of Women, 1975.	X	X					X		X		
Edington, Everett D., and Angel, Frank. <u>Recruitment of Spanish-Speaking Students Into Higher Education</u> . Papers presented at Conference on Increasing Opportunities for Mexican-American Students in Higher Education, Long Beach, Calif., 15-17 May 1969. Long Beach, Calif.: California State College, 1969.				X			X				

Selected Equity Bibliography

	Discrimination				Student Related			Employee Related			
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs & Services	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors
Edmonds, Edmund P. "Postsecondary Athletics and the Law: A Selected Bibliography." <u>Journal of College and University Law</u> 5 (Fall 1977): 65-76.		X					X				
"Education Amendments of 1972." <u>Georgetown Law Journal</u> 61 (March 1972): 1007-86.		X				X					
Egerton, John. "Equality of Access In Postsecondary Education: A Report from the Conference." Proceedings of the Conference on Equality of Access In Higher Education, Atlanta, Ga., 17-19 July 1975.							X				
Elam, Ada M. "White Students In Black Institutions." Paper presented at the 61st Annual Conference of the National Association of Women Deans, Administrators, and Counselors, Denver, Colo., 30 March-2 April 1977.				X	X						
Elder, Peggy. "Women In Higher Education: Qualified, Except for Sex." <u>NASPA</u> 13 (Fall 1975): 9-17.			X			X		X			
El-Khawas, Elaine H. <u>New Expectations for Fair Practice</u> . Washington, D.C.: ACE, 1976.	X					X					
Elliott, T. Michael, and Others. <u>Endangered Service: Independent Colleges, Public Policy and the First Amendment</u> . Nashville, Tenn.: National Commission on United Methodist Higher Education, 1976.						X					
Ellis Associates, Inc. <u>State Action on Sex Equity In Vocational Education: A Compilation of Selected States' Approaches to the Legislated Functions of Full-Time Sex Equity Personnel In Vocational Education</u> . College Park, Md.: Ellis Associates, 1978.	X	X	X								

Selected Equity Bibliography

	Discrimination				Student Related			Employee Related			
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors
Epstein, Cynthia Fuchs. "Separate and Unequal: Notes on Women's Achievement." <u>Social Policy</u> 6 (March/April 1976): 17-23.			X								
<u>Equal Opportunity in Higher Education</u> . Washington, D.C.: Capitol Publications. The BI-Weekly Newsletter on Title IX and Civil Rights Compliance.	X					X	X	X			
Etzioni, Amitai. <u>Postsecondary Education and the Disadvantaged: A Policy Study</u> . New York: Center for Policy Research, 1970.					X	X					
Evans, Robert C. <u>Higher Education and Unemployment--Some Paradoxes</u> . San Jose, Calif.: San Jose State College, 1966.						X		X			
Farris, Charlotte J. <u>Expanding Adolescent Role Expectations</u> . Ithaca, New York: Cornell University, College of Human Ecology, 1977.			X			X					
Feasley, Charles E. "The Impact of a Taste for Equal Opportunity." Paper presented at the Annual Meeting of the American Educational Research Association, New York City, 5 April 1975.						X					
Federal Interagency Committee on Education [FICE]. <u>Keeping Your School or College Catalog in Compliance with Federal Law and Regulation</u> . Washington, D.C.: FICE, 1978.	X	X				X					
Ferber, Marianne A., and Westmiller, Anne. "Sex and Race Difference in Nonacademic Wages on a University Campus." <u>Journal of Human Resources</u> 11 (Summer 1976): 366-73.			X	X							X

Selected Equity Bibliography

	Discrimination		Student Related			Employee Related					
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEO	7 Access to Education	8 Access to Programs & Services	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors
Ferrin, Richard I. <u>A Decade of Change in Free-Access Higher Education</u> . New York: CEEB, 1971.						X					
Fife, Jonathan D. <u>Applying the Goals of Student Financial Aid</u> . ERIC/Higher Education Research Report, no. 10. Washington, D.C.: George Washington University, ERIC Clearinghouse on Higher Education, 1975.						X	X				
Fife, Jonathan D., and Leslie, Larry. "The College Student Grant Study: The Effectiveness of Student Grant and Scholarship Programs in Promoting Equal Educational Opportunity." <u>Research in Higher Education</u> 4 (1976): 317-33.						X					
Figuera-McDonough J. "Discrimination in Social Work: Evidence, Myth, and Ignorance." <u>Social Work</u> 24 (May 1979): 214-23.			X	X							
Fincher, Cameron. "The Access-Placement-Retention-Graduation of Minority Students in Higher Education." Paper presented at a Conference on Equality of Access in Postsecondary Education, Atlanta, Ga., 17-19 July 1975.				X		X	X				
Fishel, Andrew. "Organizational Positions on Title IX." <u>Journal of Higher Education</u> 47 (January/February 1976): 93-105.	X	X					X				
Fishel, Andrew, and Pottker, Janice. <u>National Politics and Sex Discrimination in Education</u> . Lexington, Mass.: Lexington Books, 1977.			X		X						
Fiske, Edward B. "Report Backs Colleges on Use of Race as Entry Criterion." <u>New York Times</u> , 12 October 1977, sec. B, p. 12.				X		X					

Selected Equity Bibliography

	Handbook/Guides/Sources		Legislation/Regulatory Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Fleming, Virginia; Davis, Jerry S.; Hill, Watts, Jr.; and Van Alstyne, Carol. "Financial Barriers to Access in Higher Education." Paper presented at the Conference on Equality of Access in Postsecondary Education, Atlanta, Ga., 17-19 July 1975.								X			
Florida State Department of Education. <u>Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education</u> . Tallahassee, Fla.: Florida State Department of Education, 1978.						X			X		
Florida State University-[FSU]. <u>Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions</u> . Tallahassee, Fla.: FSU, Office of University Minority Affairs, 1974.	X								X		
Folger, John K. <u>The South's Commitment to Higher Education: Progress and Prospects</u> . Atlanta, Ga.: Southern Regional Education Board [SREB], 1978.						X					
Forbes, Jack D. <u>Racism, Scholarship and Cultural Pluralism in Higher Education</u> . Davis, Calif.: California University, Tecumseh Center, 1977.				X			X				
Ford, Nick Aaron. "The English Department and the Challenge of Racism." <u>ADE Bulletin</u> 20 (January 1969): 16-22.				X		X					
Fort, Vance. "Affirmative Action in the 80s: Toward a Politics of Equality." <u>A Journal of Public Policy and Multicultural Education</u> 1 (March-April 1978): 182-209.					X		X				
Foxley, Cecelia. <u>Locating, Recruiting, and Employing Women: An Equal Opportunity Approach</u> . Garrett Park, Md.: Garrett Park Press, 1976.	X		X							X	

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislation/Regulatory Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AAJIEO	7 Access to Education	8 Access to Programs & Services	9 General AAJIEO	10 Access to Employment	11 Access to Equal Factors	
Franklin, Mayer J.; Martin, Terry; and Sanchez, Corrine, eds. <u>Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education</u> . Long Beach, Calif.: California State College, 1969. Conference held at Los Angeles Harbor College, 15-17 May 1969.				X			X					
Frelberg, Robert, ed. <u>The Manager's Guide to Equal Employment Opportunity</u> . New York: Executive Enterprises Publications, 1977.	X									X		
Fresno City College. <u>Project MOBILITY: A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students: Affirmative Action and Sex Fairness Management Plans</u> . Fresno, Calif.: Fresno City College, 1978.		X			X	X						
_____. <u>Project MOBILITY: Introduction and Summary</u> . Fresno, Calif.: Fresno City College, 1978.					X	X						
Frohmyer, David B. "Current Developments in Federal Law Affecting Equal Employment Opportunity in Higher Education." <u>Journal of College and University Law</u> 1 (Fall 1973): 1-15.			X					X				
Froschel Merle; Howe, Florence; and Kaylen, Sharon. <u>Women's Studies for Teachers and Administrators: A Packet of Inservice Educational Materials</u> . SUNY College at Old Westbury, N.Y.: The Feminist Press, 1975.	X		X			X						
Fuller, Bruce. "Increasing Student Financial Aid Programs: A Misdirected Means of Expanded Access?" <u>Research in Higher Education</u> 5 (1976): 27-38.							X					

Selected Equity Bibliography

	1	2	3	4	5	6	7	8	9	10	11
	Handbooks/ Guides/Sources	Legislation/Regulations/ Court Decisions	Women	Minorities	General & Other	Discrimination	General AAJEE	Access to Education & Services	Student Related	General AAJEE	Employee Related
Fuller, Bruce, and McNamara, Patricia P. "Defining and Assessing Disadvantage." In <u>Admitting and Assisting Students After Bakke</u> , pp. 61-73. New Directions for Higher Education, no. 23. Edited by Alexander W. Astin, Bruce Fuller, and Kenneth C. Green. San Francisco: Jossey-Bass, 1978.					X		X				
Furniss, W. Todd. "Time for the Houyhnhms: Personnel Policies and Government Controls." Paper prepared for a Conference on Academic Planning for the Eighties and Nineties, Los Angeles, Calif., 23 January 1976.	X								X		
_____. "Steady-State Staffing: Issues for 1974." <u>Educational Record</u> 55 (Spring 1974): 87-95.									X		
Furniss, W. Todd, and Graham, Patricia Albjerg, eds. "Women in Higher Education." Paper prepared for the American Council on Education's 55th annual meeting, Washington, D.C., 1974.			X			X			X		
Furth, Dorotea. "Selection and Equity: An International Viewpoint." <u>Comparative Education Review</u> 22 (June 1978): 259-77.							X				
Gappa, Judith M. <u>Improving Equity in Postsecondary Education: New Directions for Leadership</u> . DHEW, Office of Education, National Institute of Education [NIE]. Washington, D.C.: GPO, 1977. A Report on the Equity Workshop held in Keystone, Colorado, 17-20 July 1977.						X			X		
Gappa, Judith M., and Uehling, Barbara S. <u>Women in Academia: Steps to Greater Equality</u> . AAHE-ERIC Higher Education Research Report, no. 1. Washington, D.C.: AAHE, 1978.		X					X	X		X	X

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Gappa, Judith M.; Hurst, Rex L.; and Swenson, Richard, M. "Equalizing Faculty Women's Salaries: A Case Study In Cooperation." Paper presented at the 19th Annual Forum of the Association for Institutional Research [AIR], San Diego, Calif., 13-17 May 1979.			X								X
Gappa, Judith M.; Jauquet, Ann M.; and Ragan, Barbara M. <u>Self-Evaluation Package: Designed to Meet Requirements of the Department of Health, Education and Welfare for Compliance by Institutions of Higher Education with Title IX of the Education Amendments of 1972 and Its Implementing Regulations.</u> Logan, Utah: Utah State University, 1976.	X	X	X					X			
Garfin, Molly; Julius, Daniel J.; and Egan, Joseph M., eds. <u>Collective Bargaining in Higher Education: Bibliography No.4.</u> New York: Bernard Baruch College, National Center for the Study of Collective Bargaining in Higher Education, 1976.	X										X
<u>Gateways and Barriers for Women in the University Community.</u> Proceedings of the Mary Donlon Alger Conference for Trustees and Administrators, Ithaca, N.Y., September 1976. Ithaca, N.Y.: Cornell University, 1977.			X					X	X	X	
Cerber, David A. "Segregation, Separatism and Sectarianism: Ohio Blacks and Wilberforce University's Effort to Obtain Federal Funds, 1891." <u>Journal of Negro Education</u> 45 (Winter 1976): 1-20.				X		X					
Giele, Janet Zollinger, and Smock, Audrey Chapman, eds. <u>Women: Roles and Status in Eight Countries.</u> New York: John Wiley & Sons, 1977.			X								

Selected Equity Bibliography

	Discrimination				Student Related			Employee Related			
	1 Handbooks/ Guides/Sources	2 Legislative/Regulatory/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
Gittell, Marilyn. "The Illusion of Affirmative Action." <i>Change</i> , October 1975, pp. 39-43.			X						X	X	
Glazer, Nathan. "Are Academic Standards Obsolete?" <i>Change</i> , November/December 1970, pp. 38-44.						X					
Goldman, Freda H., ed. <u>Educational Imperative: The Negro in the Changing South</u> . CSLEA Notes and Essays on Education for Adults no. 37. Brookline, Mass.: Center for the Study of Liberal Education for Adults [CSLEA], 1963.				X	X						
Goltermann, Glen, and Doelker, Richard E., Jr. <u>The Effect of Traditional Versus Non-Traditional Grading Policy on Minority Social Work Students</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 118648, 1975.			X				X				
Gordon, Edmund W. "Equal Opportunity in Higher Education: The Current State of the Art." <i>Freedomways</i> 17 (Fall 1977): 202-10.						X					
_____. <u>Opportunity Programs for the Disadvantaged in Higher Education</u> . ERIC Higher Education Research Report, no. 6. Washington, D.C.: George Washington University, ERIC Clearinghouse on Higher Education, 1975.					X	X					
_____. <u>An Annotated Bibliography on Higher Education of the Disadvantaged</u> . New York: Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, 1970.	X			X	X						
Gordon, Edmund W., ed. <u>Access and Appraisal: Continuing Education, Higher Education, Career Entry: The Report of the Commission on Tests to the College Entrance Examination Board</u> . New York: Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, [1970].							X				

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulatory/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs & Services	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors	
Gordon, Edmund W., and Fahrer, Kimberly. "Equal Opportunity in Higher Education: The Current State of the Art and Recommendations for Change." <i>LRCD Bulletin</i> 11 (Winter 1976): 1-6.						X						
_____. "Equal Opportunity in Higher Education: A Review of the Studies of the Programs." <i>LRCD Bulletin</i> 11 (Winter 1976): 7-15.							X	X				
Gordon, Kenneth F., and Errecart, Michael. <i>A Survey of Lenders in the Guaranteed Student Loan Program</i> . Bethesda, Md.: Resource Management Corporation, 1975.							X	X				
Gornick, Vivian, and Moran, Barbara K., eds. <i>Women in Sexist Society: Studies in Power and Powerlessness</i> . New York: Basic Books, 1971.			X									
Gottfredson, Linda S. <i>Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation</i> . Baltimore, Md.: Johns Hopkins University, Center for Social Organization of Schools, 1978.			X	X						X		
Gould, Ketayun H., and Kim, Bok-Ilm C. "Salary Inequities Between Men and Women in Schools of Social Work: Myth or Reality?" <i>Journal of Education for Social Work</i> 12 (Winter 1976): 50-55.			X									X
Grace, James L., Jr. <i>The Law and Private Colleges</i> . Topeka, Kans.: National Organization on Legal Problems of Education, 1979.		X				X		X				
Grant, W. Vance, and Lind, C. George. <i>Digest of Education Statistics: 1979</i> . DHEW, Office of Education, NCEC. Washington, D.C.: GPO, 1979.	X											

Selected Equity Bibliography

	Handbook/ Guides/Sources		Legislation/Regulations/ Court Decisions	Women	Minorities	Discrimination		Student Related		Employee Related	
	1	2				6	7	8	9	10	11
Grasso, John T. "The Effects of School Curriculum on Young Women." Paper presented at the 1978 Annual Meeting of the American Education Research Association, Toronto, Ontario, Canada, 27-31 March 1977.				X			X				
Gray, Mary W. "Report of Committee W, 1975-76." <u>AAUP Bulletin</u> 62 (August 1976): 192-94.				X							X
Greeley, Andrew M. "Anti-Catholicism In the Academy." <u>Change</u> , June 1977, pp. 40-43.					X	X			X		
Green, Edith. "The Future Is Now." <u>College and University</u> 51 (Fall 1975): 5-16.	X		X				X	X			
Green, Robert L. "Minority Admissions and Support: Higher Education and the Quest for Equality." <u>College Board Review</u> 88 (Summer 1973): 14-18.					X		X				
Green, Thomas F. "Breaking the System: The Redistribution of Educational and Non-Educational Goods." <u>Notes on the Future of Education</u> 2 (Summer 1971): 20-23.							X				
Greene, Maxine. "Honorable Work and Delayed Awakenings: Education and American Women." <u>Phi Delta Kappa</u> 58 (September 1976): 25-30.				X			X		X		
Griswold, Erwin N. "Some Observations on the DeFunis Case." <u>Columbia Law Review</u> 75 (April 1975): 512-19.	X				X		X				
Grosgebauer, Clare. "The Little Courses That Grew." <u>American Education</u> 13 (June 1977): 10-13.				X			X				
Gurin, Patricia, and Prullt, Anne. <u>Counseling Implications of Black Women's Market Position, Aspirations and Expectancies</u> . DHEW, NIE. Washington, D.C.: GPO, 1978.				X	X			X		X	X

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Habecker, Eugene G. <u>Affirmative Action in the Independent College: A Practical Planning Model</u> . Washington, D.C.: CASC, 1977.	X	X				X			X		
Haines, Patricia Foster. "Collegiate Womenhood: 'The Woman Question' in American Higher Education, 1890-1910." Paper presented at the American Educational Research Association, San Francisco, Calif., 8-12 April 1979.			X			X					
"The Handicapped: HEW Moving on Civil Rights in Higher Education." <u>Science</u> 194 (December 1976): 1399-1401.		X			X						
Handley, Alice A., and Sedlacek, William E. <u>Characteristics and Work Attitudes of Women Working on Campus</u> . Research Report, no. 5-76. College Park, Md.: Maryland University, Counseling Center, 1976.			X					X			
Hanford, George H., and Nelson, James E. "Federal Student Loan Plans: The Dangers Are Real." <u>College Board Review</u> 75 (Spring 1970): 16-21.							X	X			
Hansen, L. Sunny, and Rapoza, Rita S., eds. <u>Career Development and Counseling of Women</u> . Springfield, Ill.: Charles C. Thomas, 1978.			X					X	X	X	
Harmon, Lenore W. "The Childhood and Adolescent Career Plans of College Women." <u>Journal of Vocational Behavior</u> 10 (January 1971): 45-56.			X			X					
Harmon, Linda A., comp. <u>Status of Women in Higher Education: 1963-1972--A Selective Bibliography</u> . Series in Bibliography, no. 2. Ames, Iowa: Iowa State University Library, 1972.	X		X								

89

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors	
Haro, Carlos Manuel, ed. <u>The Bakke Decision: The Question of Chicano Access to Higher Education</u> . Chicano Studies Center Document no. 4 for the MALDEF-Higher Education Task Force. Los Angeles: California University, 1977.	X			X			X					
Harris, Major L. <u>Testing and Evaluation in Higher Education and Its Effect on Racial Minorities</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 053213, 1971.				X			X	X				
Hart, Donna. "Enlarging the American Dream, A Review of the Culture and Heritage of Minority Women." <u>American Education</u> , May 1977, pp. 10-16.			X	X								
Harway, Michele, And Astin, Helen S. <u>Sex Discrimination in Career Counseling and Education</u> . New York: Praeger, 1977.			X				X	X				
Haynes, Leonard L., III. <u>The Adams Mandate: A Blueprint for Realizing Equal Educational Opportunity and Attainment</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 173496, 1979.	X			X		X						
Haywood, Eisle D., and Hoffman, Elise. "An Investigation Into the Discrimination of Standardized Tests for Older Students." Ed.D. practicum, Nova University, 1975.					X		X	X				
Healy, Timothy; Quinn, Edward; Astin, Alexander W.; and Rossman, Jack. "The Case of Open Admissions." <u>Change</u> , Summer 1973, pp. 24-37.							X					
Hendrickson, Robert M., and Mangum, Ronald Scott. <u>Governing Board and Administrator Liability</u> . ERIC Higher Education Research Report, no. 9. Washington, D.C.: George Washington University, ERIC Clearinghouse on Higher Education, 1977.						X			X			

Selected Equity Bibliography

	Handbooks/Guides/Sources		Legislation/Regulatory/Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Henkin, Louis. "DeFunis, Symposium: DeFunis, An Introduction." <u>Columbia Law Review</u> 75 (April 1975): 483-94.		X			X		X				
Hennig, Margaret, and Jardim, Anne. <u>The Managerial Woman</u> . Garden City, N.Y.: Anchor Press/Doubleday, 1977.			X								X
Herman, Alexis M. "Progress and Problems for Working Women." <u>Labor Law Journal</u> 30 (April 1979): 195-204.		X	X						X		
Hernandez, Edward Jr. "An Examination of the Chicano Advisory Committee's Effect on the Establishment of College Policy and An Examination of the Committee's Implementation of a Chicano Recruitment Project." Ed.D. practicum, Nova University, 1974.				X		X			X		
Heslep, Robert D. "Response to Sokolow." <u>Educational Theory</u> 28 (Summer 1978): 238-40.				X		X	X				
_____. "Preferential Treatment and Compensatory Education." <u>Educational Theory</u> 26 (Spring 1976): 147-53.				X		X	X				
Higher Education and the Handicapped [HEATH]. <u>Higher Education and the Handicapped 1980</u> . Washington, D.C.: HEATH, 1980.	X				X		X			X	
_____. <u>Accessibility Information</u> . Washington, D.C.: HEATH, 1979.	X				X		X			X	
_____. <u>Steps Towards Campus Accessibility</u> . Washington, D.C.: HEATH, 1979.	X				X		X			X	

Selected Equity Bibliography

	Discrimination				Student Related			Employee Related			
	1 Handbook/ Guides/Sources	2 Legislation/Regulations Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEEC	7 Access to Education	8 Access to Programs & Services	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors
_____. <u>Creating an Accessible Campus</u> . Washington, D.C.: HEATH, 1978.	X			X		X			X		
_____. <u>Recruitment, Admissions, and Handicapped Students</u> . Washington, D.C.: HEATH, 1978.	X			X		X					
_____. <u>Technical Assistance Corps Directory</u> . Washington, D.C.: HEATH, 1978.	X			X		X			X		
_____. <u>Higher Education and the Handicapped: Quarterly Newsletter</u> . Washington, D.C.: HEATH.	X			X		X			X		
Hilliard, Asa G., III. "Equal Educational Opportunity and Quality Education." <u>Anthropology & Education Quarterly</u> 9 (May 1978): 110-26.						X					
Hochman, William R. "Advanced Placement: Can It Change With the Times?" <u>College Board Review</u> 77 (Fall 1970): 16-19.							X				
Hoffman, L.W. "Changes In Family Roles, Socialization and Sex Differences." <u>American Psychologist</u> 32 (August 1977): 644-57.			X								
Hollander, Harriett E.; Penney, Sherry; and Haines, John R., eds. <u>Women: Their Future In the University and the Community</u> . Conference Proceedings. Saratoga Springs, N.Y.: Skidmore College, 1974.			X			X		X			
Holleb, Doris B. <u>Colleges and The Urban Poor: The Role of Public Higher Education in Community Service</u> . Lexington, Mass.: D.C. Heath and Company, 1972.				X	X						

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
Hornby, D. Brock. "Implications of the DeFunis Case for Underground Admissions." <u>Liberal Education</u> 61 (May 1975): 216-26.		X			X		X				
Horne, Gerald C. "Affirmative Action-A Benefit to All." <u>Freedomways</u> 19 (May 1979): 71-74.				X		X					
Horner, Matina S. "Toward an Understanding of Achievement-Related Conflicts In Women." <u>Journal of Social Sciences</u> 28 (February 1972): 157-75.			X								
Hornsby, Alton, Jr. "Historical Overview of Black Colleges in the United States." <u>Western Journal of Black Studies</u> 2 (Fall 1978): 162-66.				X		X					
Houghton, Owen R. "A Comprehensive Personnel System for Colleges and Universities." <u>NACUBO Studies in Management</u> 3 (January 1974): 1-5.								X			
Houle, Cyril O. <u>The Design of Education</u> . San Francisco: Jossey-Bass, 1972.							X				
Howard University. <u>Affirmative Action for Blacks in Higher Education: A Report</u> . Washington, D.C.: Howard University, Institute for the Study of Educational Policy, [1978].				X		X	X				
_____. <u>Summary of Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment</u> . Report no. 1. Washington D.C.: Howard University, 1975.				X		X	X				
Hoyt, Donald P., and Stewart, Michael O. "Faculty Rewards, Faculty Accomplishments, and Sex Discrimination." Paper presented at the Annual Forum of the AIR, Los Angeles, Calif., 3-6 May 1976.			X								X

84

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related			Employee Related	
	1	2	3	4	5	6	7	8	9	10	11	
Hull, Marc E. <u>Vocational Education for the Handicapped: A Review</u> . Information Series, no. 119. Columbus, Ohio: Ohio State University, ERIC Clearinghouse on Career Education, 1977.					X		X	X				
Hull, W. Frank, IV. <u>Higher Education and the Black Atypical Student</u> . CSHE Report, no. R-4. University Park, Pa.: Pennsylvania State University, Center for the Study of Higher Education [CSHE], 1970.				X		X						
Human Affairs Research Center [HARC]. <u>The Expansion of Equal Opportunities: An Evaluation Study of the New York State Higher Education Opportunity Program</u> . Final Report, Part Two. New York: HARC, 1970.						X						
Hunter, Larry O. "A Method for Monitoring University Faculty Salary Policies for--Sex Bias." In <u>Salary Equity: Detecting Sex Bias in Salaries Among College and University Professors</u> , pp. 79-88. Edited by Thomas R. Pezzullo and Barbara E. Brittingham. Lexington, Mass.: D.C. Heath and Company, 1979.			X								X	
Hyde, William D. Jr. <u>Student Financial Aid for Higher Education: An Evaluation Study of Proposed Federal Legislation</u> . Washington, D.C.: National Academy of Education, 1975.	X						X	X				
Hyde, William D., Jr., ed. <u>Issues in Postsecondary Education Finance: Summaries of Six Issues</u> . Report no. F78-2. Denver, Colo.: Education Commission of the States [ECS], Education Finance Center, 1978.						X						
Hyman, Seymour C. <u>The City University of New York's Open Admissions Program: A Reply to an Article by Rowland Evans and Robert Novak</u> . New York: City University of New York [CUNY], [1971].							X					

Selected Equity Bibliography

	Handbooks/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related			Employee Related	
	1	2	3	4	5	6	7	8	9	10	11	
"Implementing Title IX: The HEW Regulations." <u>University of Pennsylvania Law Review</u> 124 (January 1976): 806-42.		X	X					X				
Institute for the Study of Educational Policy [ISEP]. <u>Affirmative Action for Blacks in Higher Education: A Report</u> . Washington, D.C.: Howard University, ISEP, [1978].				X		X						
_____. <u>Equal Educational Opportunity for Blacks in U.S. Higher Education</u> . Washington, D.C.: Howard University, ISEP, 1976.				X		X						
_____. <u>Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment</u> . Report no. 1, 1973-74 Academic Year. Washington, D.C.: Howard University, ISEP, 1975.				X		X						
_____. <u>Summary of Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment</u> . Report no. 1. 1973-74 Academic Year. Washington, D.C.: Howard University, ISEP, 1975.				X		X						
Institute of Government and Public Affairs. <u>Higher Education Public Service Responsibilities in the Black Community</u> . Urbana, Ill.: Illinois University, 1972.				X		X						
Isbell, Gail F. <u>Availability Data in Academic Professions and Related Occupations</u> . Boulder, Colo.: The University of Colorado, 1975.	X					X			X			
Jackson, Dorothy J. "Feasibility of an Internship Program for Women and Minorities in Educational Research." DHEW, Office of Education, NIE. Paper presented at the Eastern Educational Research Association, 10 March 1978.									X			

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors
Jackson, Gregory A., and Weathersby, George B. "Individual Demand for Higher Education: A Review and Analysis of Recent Empirical Studies." <u>Journal of Higher Education</u> 46 (November/December 1975): 623-52.							X				
Jallade, Jean-Pierre. "Financing Higher Education: The Equity Aspects." <u>Comparative Education Review</u> 22 (June 1978): 309-25.					X						
Janeway, Elizabeth. <u>Man's World, Woman's Place: A Study in Social Mythology</u> . New York: Morrow and Co., 1971.			X			X		X			
Johnson, John D., Jr. "Sex Discrimination and the Supreme Court--1975." <u>UCLA Law Review</u> 23 (December 1975): 235-65.	X	X									
Jones Larry G. "A New Caveat: Let the Buyer Be Aware." Paper presented at the Annual Forum of the AIR, Los Angeles, Calif., 3-6 May 1976.						X					
Jones, Phillip E. "The Changing Profile of Black Administrators In Predominantly White Colleges and Universities." Paper presented at the 2nd Annual Conference on Blacks in Higher Education, Washington, D.C., 14 March 1977.				X					X		
Jones, Phillip E., ed. <u>Historical Perspectives on the Development of Equal Opportunity in Higher Education</u> . Iowa City, Iowa: ACTP, 1978. Six addresses delivered at the University of Iowa Training Institute for EOP Administrators, 1973-74.							X				

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislation/Regulatory/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related			
					5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors	
Jordan, Barbara. "Impact of Emerging Public Policy on Educational Planning." In <u>Education Tomorrow: For Whom</u> , pp.1-5. New York: CEEB, 1975.	X					X						
Jordan, Vernon E., Jr. "The Historically Black Public College In an Integrated Society." Address at the National Urban League Inaugural Ceremonies, Nashville, Tenn., 24 October 1975.				X		X						
Joseph, Ellen R. "Last Hired, First Fired, Seniority, Layoffs, and Title VII: Questions of Liability and Remedy." <u>Columbia Journal of Law and Social Problems</u> 11 (Spring 1975): 343-402.	X							X				
Juarez, Rinaldo Z., and Kuvlesky, William P. "Ethnic Group Identity and Orientations toward Educational Attainment: A Comparison of Mexican American and Anglo Boys." Paper presented at the Annual Meeting of the Southwestern Sociological Association, Dallas, Tex., April 1968.				X		X						
Julius, Daniel J., and Allen, John C. <u>Collective Bargaining in Higher Education: Bibliography no. 3</u> . New York: Bernard Baruch College, National Center for the Study of Collective Bargaining in Higher Education, 1975.	X										X	
Kahne, Hilda. "Women in the Professions: Career Considerations and Job Placement Techniques." <u>Journal of Economic Issues</u> 5 (September 1971): 28-45.									X			
Kane, Roslyn D. <u>Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel, Vol. I - Study Report, Vol. II - Annotated Bibliography</u> . DHEW, NCEC. Washington, D.C.: GPO, 1976.									X			
Kaplan, William A. "An Overview of Legal Principles and Issues Affecting Postsecondary Athletics." <u>Journal of College and University Law</u> 5 (Fall 1977): 1-9.	X							X				

Selected Equity Bibliography

	Discrimination				Student Related			Employee Related			
	1 Handbook Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AAJEEC	7 Access to Education & Services	8 Access to Programs	9 General AAJEEC	10 Access to Employment	11 Access to Equal Factors
Katz, Jerry M.; Gold, Donna F.; and Jones, Elliott T. "Equality of Opportunity In a Democratic Institution: The Public Junior College." <u>Education and Urban Society</u> 5 (May 1973): 261-76.							X				
Kerr, Clark. "Higher Education: Paradise Lost?" <u>Higher Education</u> 7 (August 1978): 261-78.					X						
Khosh, Mary N. <u>A Career Planning Program for Women: The Experience Cue</u> . Washington, D.C.: NAWDAC, 1977.			X						X		
Kleft, Raymond N. "Salary Equity Adjustments: For Whom and How Much?" <u>Journal of the College and University Personnel Association</u> 26 (July/August 1975): 28-32.										X	
Kilberg, William J. "Application of Equal Employment Laws to Higher Education." <u>Journal of the College and University Personnel Association</u> 27 (April-May 1976): 23-27.										X	
King, Elizabeth comp. "The Status of Women Educators in Community Colleges." <u>American Vocational Journal</u> 49 (November 1974): 8.			X						X	X	
Knight, Gary A., and Schotten, Peter. "Liberal Education." <u>College Board Review</u> 97 (Fall 1975): 6-9, 21.						X					
Knight, Louise W. "Education, Work, and Values at Berea College." <u>Change</u> , June 1975, pp. 13-17.				X		X			X		
Koontz, Elizabeth Duncan. <u>Plans for Widening Women's Educational Opportunities</u> . DHEW, Women's Bureau. Washington, D.C.: GPO, 1972.			X			X	X				

Selected Equity Bibliography

	1	2	3	4	5	6	7	8	9	10	11	Discrimination		Student Related		Employee Related		
												Handbooks/Guides/Sources	Legislation/Regulations/Court Decisions	Women	Minorities	General & Other	General A/E/EC	Access to Education
Kreps, Juanita. <u>Sex in the Marketplace: American Women at Work</u> . Baltimore, Md.: Johns Hopkins Press, 1971.			X						X									
Kronovet, Esther. <u>The Management of Affirmative Action Programs: A Follow-up Report</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 104216, 1975.									X									
Ladd, Everett Carll, Jr., and Lipset, Seymour Martin. <u>Survey of the Social, Political, and Educational Perspectives of American College and University Faculty: Final Report</u> . 2 vols. Storrs, Conn.: Connecticut University, 1976.									X									
Lambert, Linda, and Others. <u>Access of Black Americans to Higher Education: How Open is the Door?</u> Washington, D.C.: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1979.				X				X										
LaNoue, George R. "Athletics and Equality: How to Comply with Title IX Without Tearing Down the Stadium." <u>Change</u> , November 1976, pp. 27-30, 63-64.		X	X					X										
_____. "Tenure and Title VII." <u>Journal of College and University Law</u> 1 (Spring 1974): 206-21.		X																X
"Latest in Education--Tuition Aid . . . Political Ignorance . . . Race Guidelines." <u>U.S. News and World Report</u> . February 20, 1978, p. 71.						X		X										
Lavin, David E. <u>From Selective to Free Access Higher Education: Institutional Responses to Open Admissions at the City University of New York</u> . Bronx, N.Y.: Herbert H. Lehman College, 1976.								X										
Lavinsky, Larry M. "DeFunis v. Odegaard: The 'Non-Decision' with a Message." <u>Columbia Law Review</u> 75 (April 1975): 520-33.		X			X			X										

Selected Equity Bibliography

	1 Handbook/ Guides/Sources	2 Legislation/Regulatory Court Decisions	3 Women	4 Minorities	Discrimination		Student Related			Employee Related	
					5 General & Other	6 General AAJEO	7 Access to Education	8 Access to Programs & Services	9 General AAJEO	10 Access to Employment	11 Access to Equal Factors
Lawrence, Ben. "The Just Community at What Price?" <u>College Board Review</u> 102 (Winter 1977): 16-19, 31-33.						X	X				
Leitka, Eugene. <u>Sources of Financial Aid for American Indian Students</u> . Oglala, S. Dak.: American Indian Resource Associates, 1974.				X			X				
Lester, Richard A. "The Equal Pay Boondoggle." <u>Change</u> , September 1975, pp. 38-43.											X
Lipman-Blumen, Jean. "Changing Sex Roles in American Culture.: Future Directions for Research." <u>Archives of Sexual Behavior</u> 4 (April 1975): 433-46.			X								
Likins, Jeanne M. "Six Factors in the Changing Relationship between Institutions of Higher Education and the Courts." <u>Journal of the National Association for Women Deans, Administrators, and Counselors</u> 42 (Winter 1979): 17-23.		X				X		X			
Linnell, Robert H.; Sandler, Bernice Resnick; and Newman, Frank. <u>Employment Practices in Academe</u> . Current Issues in Higher Education, 1979 monograph series. Washington, D.C.: AAHE, 1979.								X			
Linney, Thomas J. <u>Changing Values in Higher Education</u> . AAHE-ERIC Higher Education Research Currents, April 1979. Washington, D.C.: AAHE, 1979.						X					
Liss, Lora. "Why Academic Women Do Not Revolt: Implications for Affirmative Action." <u>Sex Roles</u> 1 (1975): 209-23.			X								X

Selected Equity Bibliography

	Handbooks/ Guides & Sources		Legislation/Regulatory/ Court Decisions		Discrimination			Student Related		Employment Related	
	1	2	3	4	5	6	7	8	9	10	11
_____. <u>The Status of Women at Fairleigh Dickinson University: A Report</u> . Rutherford, N.J.: Fairleigh Dickinson University, [1974].			X								X
Litt, Edgar. "Liberty Above Equality: The Counter-reformation in Higher Education Policy." <u>American Behavioral Scientist</u> 17 (April 1974): 531-54.							X	X			
Lloyd, Cynthia B.; Andrews, Emily S.; and Gilroy, Curtis L., eds. <u>Women in the Labor Market</u> . New York: Columbia University Press, 1979.			X							X	X
Loftus, Elizabeth. "Follies of Affirmative Action." <u>Society</u> 14 (January/February 1977): 21-24.						X			X		
Los Rios Junior College District [LRJCD]. <u>An Affirmative Action Program for Ethnic Minorities: Part I: Present Practices and Procedures for Los Rios District</u> . Sacramento, Calif.: LRJCD, 1970.				X		X	X		X		
Lynch, Jean M. <u>Maximizing Productivity in Thirty-Two Black Graduate Schools: Final Report</u> . DHEW, Office of Education. Washington, D.C.: GPO [1978].	X					X			X		
Lycns, Charles A. <u>Toward Equity for Blacks in Higher Education</u> . Arlington, Va.: ERIC Document Reproduction Service, ED 141455, 1977.				X			X				
Lyons, James E. "The Black Public Colleges: To Stay Open or To Close?" <u>Integrated Education</u> 12 (July-August 1974): 22-23.				X		X					



Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination			Student Related		Employee Related	
					5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Education & Services	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
MacGugan, Kirk. "An Analysis of the Implications of Section 504 of the 1973 Rehabilitation Act Related to Leeward Community College." Ed.D. practicum, Nova University, 1978.		X			X		X			X	
Mahon, Lee, and Peterson, Barbara. "The Growing Momentum for Sex Equity: Case Studies from California." Paper presented at the Annual Meeting of the American Research Association, San Francisco, Calif., 8-12 April 1979.	X		X			X					
Manning, Esther. <u>Barriers to Women's Participation in Postsecondary Education: A Review of Research and Commentary as of 1973-74</u> . DHEW, Office of Education, NCES. Washington, D.C.: GPO, 1975.				X			X				
Marcus, Lawrence C. "Affirmative Action in Higher Education." <u>Journal of Intergroup Relations</u> 6 (April 1977): 24-53.								X			
_____. "Has Advertising Produced Results in Faculty Hiring?" <u>Educational Record</u> 57 (1977): 247-50.								X		X	
Marland S. P., Jr. "Life, Work, and the Career Education Concept." Paper presented at the Annual Meeting of the American Association of Junior Colleges, Dallas, Tex., February 1972.							X			X	
Marsee, Stuart E. "Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt?" Speech presented to the UCLA Leadership Committee, Avalon, Calif., February 1975.				X				X		X	
Martin, Carole. "Working for Women: Organizations and Services in Education." <u>College Board Review</u> 111 (Spring 1979): 14-15.	X		X							X	

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources		2 Legislative/Regulatory/ Court Decisions		Discrimination			Student Related			Employee Related	
	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors			
Maryland State Board for Higher Education [MSBHE]. <u>Fourth Midyear Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland</u> . Annapolis, Md.: MSBHE, [1978].				X		X						
_____. <u>Study of Salary Between Male and Female Faculty Members of the State of Maryland Public 4-Year Institutions</u> . Annapolis, Md.: MSBHE, 1978.			X									X
Mason, Karen Oppenheim; Denison, Daniel R.; and Schact, Anita J. <u>Sex-Role Attitude Items and Scales from U.S. Sample Surveys</u> . Rockville, Md.: National Institute of Mental Health, 1975.			X									
Mateer, Carolyn; Rohfeld, Rae; and Zell, Laverne. <u>Research Guide to Women's Issues</u> . Cleveland, Ohio: Cleveland State University, Institute of Urban Studies, 1976.	X			X								
Mather, Anne D. <u>University-Wide Planning for the Minority Student</u> . Regional Spotlight, no. 3 Atlanta, Ga.: Southern Regional Education Board [SREB], 1975.				X		X						
Matthews, Martha, and McCune, Shirley. <u>Complying with Title IX: Implementing Institutional Self-Evaluation</u> . Washington, D.C.: National Foundation for the Improvement of Education, 1976.	X	X	X					X				
_____. <u>Title IX Grievance Procedures: An Introductory Manual</u> . Washington, D.C.: National Foundation for the Improvement of Education, 1976.	X	X	X					X				
Mayes, Sharon S. "Women in Positions of Authority: A Case Study of Changing Sex Roles." <u>Signs: Journal of Women in Culture and Society</u> 4 (Spring 1979): 556-68.			X						X			

Selected Equity Bibliography

	Handbook/ Guides/Sources		Legislation/Regulations/ Court Decisions		Discrimination			Student Related		Employee Related	
	1	2	3	4	5	6	7	8	9	10	11
McCarthy, Joseph L., and Wolfe, Dael. "Doctorates Granted to Women and Minority Groups Members." <u>Science</u> 189 (September 1975): 856-59.	X		X	X		X					
McCarthy, Marilu H., and Galambos, Eva C. <u>Supply and Demand for College Graduates in the South, 1985</u> . Atlanta, Ga.: SREB, 1978.						X			X		
McClain, Benjamin R. "The Need for Black Colleges--A Black Perspective." <u>Crisis</u> 86 (May 1979): 151-54.				X		X					
McClellan, Frank M. "A Black Student Looks at the Present System of Financial Aid." <u>College Board Review</u> 77 (Fall 1970): 10-12.				X			X	X			
McClure, Phyllis. <u>Race and Sex Compliance Issues in Vocational Education</u> . New York: National Association for the Advancement of Colored People Legal Defense and Educational Fund, 1977.			X	X				X			
McCune, Shirley, and Matthews, Martha. <u>Complying with Title IX: The First Twelve Months</u> . Washington, D.C.: National Foundation for the Improvement of Education, 1976.	X	X						X	X		
_____. <u>Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples</u> . Washington, D.C.: National Foundation for the Improvement of Education, 1976.					X	X			X		
McDonald, Gabrielle K. "Quotas Are Not Reverse Discrimination." <u>Texas Southern University Law Review</u> 3 (Spring 1975): 77-84.	X				X				X		

Selected Equity Bibliography

	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination		Student Related		Employee Related	
					5 General & Other	6 General AA/EEO	7 Access to Education & Services	8 Access to Programs	9 General AA/EEO	10 Access to Employment
McGill, William J. <u>Equality and Excellence: The Challenge of the 1970's in American Higher Education</u> . Washington, D.C.: American Personnel and Guidance Association, 1971.				X		X				
McGuire, John F. "The NCAA--Institution Under Constitutional Siege." <u>Journal of College and University Law</u> 2 (Winter 1974/75): 175-91.	X						X			
McPartland, James M. <u>Desegregation and Equity in Higher Education and Employment: Is Progress Related to the Desegregation of Elementary and Secondary Schools?</u> Report no. 251. Baltimore, Md.: Johns Hopkins University, Center for Social Organization of Schools, 1978.				X		X			X	
Medsker, Leland L., and Edelstein, Steward L. <u>Policymaking Guidelines for Extended Degree Programs: A Revision</u> . Washington, D.C.: ACE, 1977.	X						X			
Meyers, Michael. "The New Black Apartheid." <u>Change</u> , October 1972, pp. 8-9.			X		X					
Michigan State Board of Education. <u>Equality of Access to Postsecondary Education</u> . Lansing, Mich.: Michigan State Board of Education, 1974.						X				
Mickelson, Susan, comp. <u>Women Graduates: A Statistical Survey of the Proportion of Women Earning Degrees in Higher Education in the United States</u> . A WEAL Fund Report for International Woman's Year. Washington, D.C.: Women's Equity Action League [WEAL], 1975.			X				X			
Miller, Albert H. "Problems of the Minority Student on the Campus." Paper presented to the 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pa., 15 January 1969.			X		X					

CHAPTER V

CONCLUSION

The role of visuals as a learning aid is undeniable; studies over the past few years have conclusively established that. What is still interesting researchers is the way visual material is absorbed, the ways in which visuals should be used, and how they should be designed, developed and presented, and research already shows that their usefulness notwithstanding, they should be used intelligently with a realistic appraisal of their uses. Clearly they are not endlessly applicable, nor is one type of visual useful in all circumstances.

The variables are many. The subject matter influences the kinds of visuals used: geography, for example, is likely to use a large number of maps and graphs. Similarly the behavioural objective will have an effect: whether it is factual or visual information which needs to be understood, explained or rehearsed, and what needs to be recalled from the experience - concepts or facts.

The students themselves influence not only what is likely to be recalled but what form the visuals should take. Children, for example, learn differently from adults

who, because of their greater experience and knowledge, learn concepts with the pictures. Mental ability has been examined in its bearings on learning from visuals, and it appears that high IQs learn readily from either the visual or verbal approach. Lower IQs achieve better from visual aids than they do from verbally emphasized work as long as those aids are keyed to the level of the students. Indeed, visuals, in these circumstances, can act as excellent motivational devices.

Motivation is another variable in the effectiveness of visual education, as it is in most educational circles. Students learn any content matter much better when they are interested in what is before them. For this, visuals can be both a cause and an effect. Visual materials play an important role in raising motivation and interest, and the information they contain is better transmitted when motivation and interest are high. This situation is achieved, too, when the visuals are part of a programme which is seen by the students to be valid and attuned to their needs, a factor especially true of adults, and when the visuals are well incorporated with the material being taught.

Cultural factors may affect what students interpret as important and what they see as worthwhile learning techniques. In addition, such factors will influence what they absorb from a visual. Objects and concepts which are not in their own culture or which that culture underemphasizes may be

misinterpreted, or, indeed, not noticed at all in visual materials. Visuals can be very effective in this context in realigning cultural acceptance patterns.

The way in which the illustrations are presented is yet another variable. Are they to be in a programme paced by the teacher or one where the students work at a more leisurely or self-controlled pace? Whichever is chosen, the matter of exposure time becomes increasingly important, as numerous studies have shown. A system such as charts allows the students to refer to the visual at any time they need. So, too, do textbook and workbook illustrations. Slides and transparencies may have much the same advantage if the students are given enough viewing time. Films, television and the like are excellent for the presentation of concepts involving movement, but frame time is externally dictated, and the speed at which visualized information passes before students may become a cause of interference.

Interference must be kept in mind when considering what form the visuals will take, and here one should give attention to the ideas of design and realism. All visuals should be clear to all students which means that their size, clarity, spacing and color are all important. It sounds unnecessary to say that a picture in education should not be too small and should not be too large. If it is too small, many details will be indecipherable and hence confusing; if it is too big, a sense of unity will be sacrificed as students,

in trying to scan the whole picture, will tend to have their attention taken by a small section. Spacing is part of this concern as well. When parts of the visual are spaced well, the scanning eye moves smoothly and logically from one to another.

The matter of complexity or simplicity is a feature which is in the context of interference. As was noted in Chapter II the realism continuum does not reflect the "learning continuum" and increasing detail tends, instead, to decrease the teaching potential of the visual. However, this remains an inconstant feature. Dwyer found in his study that realistic, colored photographs were useful in certain proscribed areas of a lesson on the part of the heart. All the same, on the whole, studies suggest that less complex illustrations are more readily understood and better for the transfer of information.

In the context of realism should be considered the matter of color. Again it is hard to be definite in any conclusions for sometimes it is true that black and white illustrations can be extremely effective - the contrast is strong. On the other hand, color can be important for clarification, for attention-getting, for visibility considerations, for the interpretation of relationships and for the subtle transmission of attitudes. Children tend to react to color, especially strong color, more definitely than adults who are accustomed to the symbolism of black

and white and the ideas it transmits, but all people can absorb a great deal from color. Wise use of color can add to the learning experience; undisciplined use adds nothing and can become an overload, resulting in a decrease of understanding.

Using the visuals requires cueing methodology. Adults in particular need to feel in touch with the work being presented and prefer to be told of the learning objectives in front of them. This has the advantage of focusing their attention and receptive concentration. Questions have a similar effect, written or oral, and are also vital for follow-up recall. Printed material, such as arrows, may continue this role. This rehearsal is important to the retention of learned material. All of these gambits, including patches of color in an otherwise black and white illustration, are further variables.

What this points to is that there is no single approach to visuals, and that there are no hard and fast rules for their use. The variables are vitally concerned in what is right for one situation and what is right for another; in order to adapt a visual for another use it may be necessary to change only one or two of these aspects. Educational effectiveness is dependent upon small things and cannot be made constant.

The variables do not change the fact that visuals are useful but they do mean that commercially made products can

seldom fit this fluctuating mould. They cannot take into account the varying needs of students in different learning environments. The whole idea of visuals is that they should respond to just those environments and the needs assessed on an individual basis, that they should deal with learning problems and learning situations which may be unique to an age group, a subject, a cultural attitude or a teaching form. Here lies the great strength of the teacher-made visual aid. No matter what the artistic skills of the teacher, it is he or she alone who recognizes and understands the variables. Only the teacher can produce visual materials which are that immediate response to the situation, and only those are effective teaching aids.

The teacher, then, should not be daunted by the artistic requirements. Experience teaches a lot of ways to deal with these needs, and furthermore brings more ideas. There is no need to turn to another person to translate ideas, for this introduces the potential interference of a third party and his/her interpretations. Necessity is the mother of invention, and it is that which makes teacher-made visual aids a continually vital part of the ESL classroom.

APPENDIX I

Sample Passage for Listening
Comprehension with Visual

I SIMPLE

(a) This woman is tired. She has been shopping most of the day. She is wearing a brown coat and on her head she has an orange hat. She is carrying two bags.

(b) This girl has been at school but now she is going home with her mother. She is wearing blue jeans, a blue hat and a red sweater.

II SLIGHTLY HARDER

(a) Mark Booth's waiting for the bus and he's been waiting quite a while. He's cold so he's put his hands in his pockets to keep them warm. He's wearing dark jeans and a yellow jacket, as well as a blue hat.

(b) Jane Stevens is talking to a friend of hers. She's going home from school. She's got on a blue coat and red boots and she's a blonde.

III CONVERSATION

/A/ Goodness, aren't these buses slow. If it doesn't come soon, I think I'll drop. I'm so tired.

/B/ I thought you looked rather weary. What've you been doing? Shopping?

/A/ Yes, I thought I'd get a few things I needed. But a few things always turns into a lot more. What have you been doing?

/B/ Oh, I had to take my daughter to the dentist so I picked her up from school. When I left the house this morning it was really quite cold so I put on this quilted coat and my fur hat. Now I'm so hot! I'll be glad to get home and shed everything.

/A/ Ah, I'm just looking forward to getting rid of parcels, hat, coat and shoes and putting my feet up.

APPENDIX II

POSSIBLE SCRIPT FOR ORDER! ORDER!

It was spring. The tree was in bud and flowers were beginning to appear. Within a few weeks, the tree was a mass of blossom in pink and red. As the weeks passed, spring faded into summer. The blooms on the tree gave way to leaves. The days grew warmer and the tree provided shade for people walking in the park and for the children who played under it with their toys in the long days.

Gradually these long days began to shorten. The green leaves began their change to red and gold. Before many more weeks had passed the snow had arrived once more. Winter had returned.

BIBLIOGRAPHY

BOOKS

- Bartley, Diane E. (ed). The Adult Basic Education TESOL Handbook. Collier McMillan, New York, 1979.
- Bischoff, L. J. Adult Psychology. Harper and Row, New York, 1969.
- Broadbent, D. E. Perception and Communication. Pergmon Press, New York, 1958.
- Cornsweet, T. N. Visual Perception. Academic Press, New York, 1970.
- Dale, Edgar. Audio Visual Methods in Teaching (3rd Edition) Dryden Press, New York, 1969.
- Brunner, E. de S; Wilder, David S.; Kirchner, Corinne; Newberry jr., John S. An Overview of Adult Education Research. Adult Education Association, Chicago, 1959.
- Dwyer, Francis M. A Guide for Improving Visualized Instruction. Learning Services, Pa. 1972.
- Garvey, Mona. Teaching Displays: Their Purpose, Construction and Use. Linnet Books, Hamden, Conn. 1972.
- Gerlach, Vernon S., and Ely, Donald P. Teaching and Media: A Systematic Approach. Prentice-Hall, Inc., Inglewood Cliffs, N.J. 1971.
- Haber, R. N. Information-Processing Approaches to Visual Perception. Holt, Rinehart and Winston. New York, 1969.
- Haber, R. N. and Hershenson, M. The Psychology of Visual Perception. Holt, Rinehart and Winston. New York, 1973.
- Ilyin, Donna, and Tragardh, Thomas (eds). Classroom Practices in Adult ESL. TESOL, Washington, D.C. 1978.

- Knox, Alan B. Adult Development and Learning - A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions. Jossey-Bass, Inc., San Francisco, 1977.
- Lister, Susan. A Potpourri of Foreign Language Aids. Californian Foreign Language Teachers' Association, San Jose. 1977.
- Miller, James Dale. The Visual Adjunct in Foreign Language Teaching. Chilton Books, for Center for Curriculum Development. Philadelphia, 1965.
- Tanzman, J. and Dunn, K. J. Using Instructional Media Effectively. Parker Publishing Company, West Nyack, New York. 1971.
- Williams, Catharine M. Learning from Pictures. National Education Association, Washington, D.C. 1968.

PAMPHLETS

- Allen, William H. and Daehling, W.A. Exploratory Study of Form Perception as applied to the Production of Educational Media. U.S.C., Los Angeles, June 1968.
- Arnheim, Rudolf. A Study of Visual Factors in Concept Formation. Department of Health, Education and Welfare, 1968.
- Boguslavsky, George W. A Study of Characteristics Contributing to the Effectiveness of Visual Demonstrations. Rensselaer Polytechnic Institute. Troy, N.Y. 1967.
- Craig, Eugene A. Acquisition of Visual Information. Department of Health, Education and Welfare, Washington, D.C. 1972.
- Dwyer, Francis M. Effect of Varying the Amount of Realistic Detail in Visual Illustrations Designed to Complement Programmed Instruction. Penn State University, June 1968.
- Dwyer, Francis M. Study of the Relative Effectiveness of Varied Visual Illustrations. Department of Health, Education and Welfare. Washington, D.C. 1967.

- Gagne, Robert M. and Gropper, George L. Individual Differences in Learning from Visual and Verbal Presentations. American Institutes for Research, Washington, D.C. 1965.
- Galfo, Armand J. A Study of the Effects on Pupil Achievement of Certain Audio and Visual Presentation Sequences. College of William and Mary, Williamsburg, Va., (no date). /E.R.I.C. ED.029.505/
- Gropper, George L. The Role of Visuals in Verbal Learning. Department of Health, Education and Welfare Washington, D.C. 1958.
- Holliday, William G. Using Pictures in the Classroom. University of Calgary. 1979.
- Linker, Jerry M. Designing Instructional Visuals: Theory, Composition, Implementation. Instructional Media Center, University of Texas. 1968.
- Norris, Robert G. Characteristics of Adults that Facilitate and/or Interfere with Learning. Department of Postsecondary Education, Florida State University, 1977.
- Thomas, James L. The Use of Pictorial Illustrations in Instruction: Current Findings and Implications for Further Research. 1976. /E.R.I.C. ED. 160.108/

PRESENTED PAPERS

- Berry, Louis H. "Effects of Color Realism on Pictorial Recognition". Paper presented at Annual Conference of the Association for Educational Communications, New Orleans, La. March, 1979.
- Bikkar, S. Randhara et al. "Visual Learning Revised". Paper presented at Annual Conference of the Association for Educational Communications, Miama Beach, Fla. April, 1977.
- Borg, Walter R. and Schulter, Charles F. "The Use of Detail and Background in Visuals and Its Effect on Learner Achievement and Attitude". Paper presented at Annual Meeting of the American Educational Research Association. Toronto, Canada. March, 1978.

- Brody, Philip J. and Legenza, Alice. "The Effects of Picture Type and Picture Location on Comprehension." Paper presented at the Annual Conference of Association for Educational Communication. New Orleans, La. March, 1979.
- Froese, V. "The 'Arts' in Language Arts." Paper presented at the Annual Meeting of the National Council of Teachers of English. New York City. Nov. 24-26, 1978.
- Gummerman, Kent and Others. "Age and Visual Information Processing." Paper presented at Annual Meeting of the Psychonomic Society. Denver, Colo. November 1975.
- Joseph, John H. "Instructional Effectiveness of Integrating Abstract and Realistic Visualization." Paper presented at the Annual Conference of Association for Educational Communications. New Orleans, La. March, 1979.
- Lamberski, Richard J. and Roberts, Dennis M. "Efficiency of Students' Achievement Using Black/White and Color-coded Learning and Test Materials." Paper presented at Annual Conference of Association for Educational Communications. New Orleans, La. March, 1979.
- Lockard, James. "Educational Media in the Foreign Language Classroom." Paper presented at Conference on New Methodologies in Modern Language Teaching. October 1977.
- Smith, Roger A. "Educational Games in Today's Learning." Paper presented at Annual Convention of American Industrial Arts Association. April, 1976.
- Tong, John S. "Visual Aids and Language Learning - An Experimental Study." Speech presented at Rocky Mt. Modern Language Association, Las Vegas. October, 1971.
- Winn, William and Everett, Richard J. "Differences in the Affective Meaning of Color versus Black/White Pictures." Paper presented at Annual Conference of Association for Educational Communications. Kansas City, Mo. April, 1978.

ARTICLES

- Allen, William H. "Intellectual Abilities and Instructional Media Design." Audio Visual Communication Review, Vol. 23, Summer 1975, pp. 139-170.
- Allport, D.A. "The Rate of Assimilation of Visual Information." Psychonomic Science, Vol. 12, 1968, pp.231-2.
- Arnheim, Rudolf. "What do the Eyes Contribute?" Audio Visual Communication Review, Vol. 10. September-October, 1962, pp.10-21.
- Beck, Harry S. and Dunbar, Ann M. "The Consistency of Color Associations to Synonymous Words." Journal of Educational Research, Vol. 58, September, 1964, pp. 41-3.
- Bireaud, Anne. "The Role of the Teacher in a Resource-Based System." Educational Media International, Vol. 4, 1975. pp.8-9.
- Briggs, G. E. and Blaha, J. "Memory Retrieval and Central Comparison Times in Information Processing." Journal of Experimental Psychology, Vol. 79, 1969, pp. 395-402.
- Broadbent, D. E. "Information Processing in the Nervous System." Science, Vol. 150, 1965, pp. 457-62.
- Broadbent, D. E. "Word Frequency Effect and Response Bias." Psychology Review, Vol. 74, 1967, pp. 1-15.
- Brown, Thomas H. "Using Visual Cues as an Aid for Memorizing a Dialog." Modern Language Journal, Vol. 47, December, 1963, pp. 363-66.
- Clark, John. "The Involvement of the Teacher in the Developer of Learning Materials." Educational Media International, Vol. 4, 1975, pp. 10-12.
- Corballis, M. C. "Rehearsal and Decay in Immediate Recall of Visually and Aurally Presented Items," in Haber, R. N. (ed). Information-Processing Approaches to Visual Perception, Holt, Rinehart and Winston, New York, 1973.
- Dallett, K. and Wilcox, S. "Remembering Pictures versus Remembering Descriptions." Psychonomic Science, Vol. 11, 1968, pp. 139-40.

CHAPTER V

CONCLUSION

The role of visuals as a learning aid is undeniable; studies over the past few years have conclusively established that. What is still interesting researchers is the way visual material is absorbed, the ways in which visuals should be used, and how they should be designed, developed and presented, and research already shows that their usefulness notwithstanding, they should be used intelligently with a realistic appraisal of their uses. Clearly they are not endlessly applicable, nor is one type of visual useful in all circumstances.

The variables are many. The subject matter influences the kinds of visuals used: geography, for example, is likely to use a large number of maps and graphs. Similarly the behavioural objective will have an effect: whether it is factual or visual information which needs to be understood, explained or rehearsed, and what needs to be recalled from the experience - concepts or facts.

The students themselves influence not only what is likely to be recalled but what form the visuals should take. Children, for example, learn differently from adults

who, because of their greater experience and knowledge, learn concepts with the pictures. Mental ability has been examined in its bearings on learning from visuals, and it appears that high IQs learn readily from either the visual or verbal approach. Lower IQs achieve better from visual aids than they do from verbally emphasized work as long as those aids are keyed to the level of the students. Indeed, visuals, in these circumstances, can act as excellent motivational devices.

Motivation is another variable in the effectiveness of visual education, as it is in most educational circles. Students learn any content matter much better when they are interested in what is before them. For this, visuals can be both a cause and an effect. Visual materials play an important role in raising motivation and interest, and the information they contain is better transmitted when motivation and interest are high. This situation is achieved, too, when the visuals are part of a programme which is seen by the students to be valid and attuned to their needs, a factor especially true of adults, and when the visuals are well incorporated with the material being taught.

Cultural factors may affect what students interpret as important and what they see as worthwhile learning techniques. In addition, such factors will influence what they absorb from a visual. Objects and concepts which are not in their own culture or which that culture underemphasizes may be

misinterpreted, or, indeed, not noticed at all in visual materials. Visuals can be very effective in this context in realigning cultural acceptance patterns.

The way in which the illustrations are presented is yet another variable. Are they to be in a programme paced by the teacher or one where the students work at a more leisurely or self-controlled pace? Whichever is chosen, the matter of exposure time becomes increasingly important, as numerous studies have shown. A system such as charts allows the students to refer to the visual at any time they need. So, too, do textbook and workbook illustrations. Slides and transparencies may have much the same advantage if the students are given enough viewing time. Films, television and the like are excellent for the presentation of concepts involving movement, but frame time is externally dictated, and the speed at which visualized information passes before students may become a cause of interference.

Interference must be kept in mind when considering what form the visuals will take, and here one should give attention to the ideas of design and realism. All visuals should be clear to all students which means that their size, clarity, spacing and color are all important. It sounds unnecessary to say that a picture in education should not be too small and should not be too large. If it is too small, many details will be indecipherable and hence confusing; if it is too big, a sense of unity will be sacrificed as students,

in trying to scan the whole picture, will tend to have their attention taken by a small section. Spacing is part of this concern as well. When parts of the visual are spaced well, the scanning eye moves smoothly and logically from one to another.

The matter of complexity or simplicity is a feature which is in the context of interference. As was noted in Chapter II the realism continuum does not reflect the "learning continuum" and increasing detail tends, instead, to decrease the teaching potential of the visual. However, this remains an inconstant feature. Dwyer found in his study that realistic, colored photographs were useful in certain proscribed areas of a lesson on the part of the heart. All the same, on the whole, studies suggest that less complex illustrations are more readily understood and better for the transfer of information.

In the context of realism should be considered the matter of color. Again it is hard to be definite in any conclusions for sometimes it is true that black and white illustrations can be extremely effective - the contrast is strong. On the other hand, color can be important for clarification, for attention-getting, for visibility considerations, for the interpretation of relationships and for the subtle transmission of attitudes. Children tend to react to color, especially strong color, more definitely than adults who are accustomed to the symbolism of black

and white and the ideas it transmits, but all people can absorb a great deal from color. Wise use of color can add to the learning experience; undisciplined use adds nothing and can become an overload, resulting in a decrease of understanding.

Using the visuals requires cueing methodology. Adults in particular need to feel in touch with the work being presented and prefer to be told of the learning objectives in front of them. This has the advantage of focusing their attention and receptive concentration. Questions have a similar effect, written or oral, and are also vital for follow-up recall. Printed material, such as arrows, may continue this role. This rehearsal is important to the retention of learned material. All of these gambits, including patches of color in an otherwise black and white illustration, are further variables.

What this points to is that there is no single approach to visuals, and that there are no hard and fast rules for their use. The variables are vitally concerned in what is right for one situation and what is right for another; in order to adapt a visual for another use it may be necessary to change only one or two of these aspects. Educational effectiveness is dependent upon small things and cannot be made constant.

The variables do not change the fact that visuals are useful but they do mean that commercially made products can

seldom fit this fluctuating mould. They cannot take into account the varying needs of students in different learning environments. The whole idea of visuals is that they should respond to just those environments and the needs assessed on an individual basis, that they should deal with learning problems and learning situations which may be unique to an age group, a subject, a cultural attitude or a teaching form. Here lies the great strength of the teacher-made visual aid. No matter what the artistic skills of the teacher, it is he or she alone who recognizes and understands the variables. Only the teacher can produce visual materials which are that immediate response to the situation, and only those are effective teaching aids.

The teacher, then, should not be daunted by the artistic requirements. Experience teaches a lot of ways to deal with these needs, and furthermore brings more ideas. There is no need to turn to another person to translate ideas, for this introduces the potential interference of a third party and his/her interpretations. Necessity is the mother of invention, and it is that which makes teacher-made visual aids a continually vital part of the ESL classroom.

APPENDIX I

Sample Passage for Listening
Comprehension with Visual

I SIMPLE

(a) This woman is tired. She has been shopping most of the day. She is wearing a brown coat and on her head she has an orange hat. She is carrying two bags.

(b) This girl has been at school but now she is going home with her mother. She is wearing blue jeans, a blue hat and a red sweater.

II SLIGHTLY HARDER

(a) Mark Booth's waiting for the bus and he's been waiting quite a while. He's cold so he's put his hands in his pockets to keep them warm. He's wearing dark jeans and a yellow jacket, as well as a blue hat.

(b) Jane Stevens is talking to a friend of hers. She's going home from school. She's got on a blue coat and red boots and she's a blonde.

III CONVERSATION

/A/ Goodness, aren't these buses slow. If it doesn't come soon, I think I'll drop. I'm so tired.

/B/ I thought you looked rather weary. What've you been doing? Shopping?

/A/ Yes, I thought I'd get a few things I needed. But a few things always turns into a lot more. What have you been doing?

/B/ Oh, I had to take my daughter to the dentist so I picked her up from school. When I left the house this morning it was really quite cold so I put on this quilted coat and my fur hat. Now I'm so hot! I'll be glad to get home and shed everything.

/A/ Ah, I'm just looking forward to getting rid of parcels, hat, coat and shoes and putting my feet up.

APPENDIX II

POSSIBLE SCRIPT FOR ORDER! ORDER!

It was spring. The tree was in bud and flowers were beginning to appear. Within a few weeks, the tree was a mass of blossom in pink and red. As the weeks passed, spring faded into summer. The blooms on the tree gave way to leaves. The days grew warmer and the tree provided shade for people walking in the park and for the children who played under it with their toys in the long days.

Gradually these long days began to shorten. The green leaves began their change to red and gold. Before many more weeks had passed the snow had arrived once more. Winter had returned.

BIBLIOGRAPHY

BOOKS

- Bartley, Diane E. (ed). The Adult Basic Education TESOL Handbook. Collier McMillan, New York, 1979.
- Bischoff, L. J. Adult Psychology. Harper and Row, New York, 1969.
- Broadbent, D. E. Perception and Communication. Pergmon Press, New York, 1958.
- Cornsweet, T. N. Visual Perception. Academic Press, New York, 1970.
- Dale, Edgar. Audio Visual Methods in Teaching (3rd Edition) Dryden Press, New York, 1969.
- Brunner, E. de S; Wilder, David S.; Kirchner, Corinne; Newberry jr., John S. An Overview of Adult Education Research. Adult Education Association, Chicago, 1959.
- Dwyer, Francis M. A Guide for Improving Visualized Instruction. Learning Services, Pa. 1972.
- Garvey, Mona. Teaching Displays: Their Purpose, Construction and Use. Linnet Books, Hamden, Conn. 1972.
- Gerlach, Vernon S., and Ely, Donald P. Teaching and Media: A Systematic Approach. Prentice-Hall, Inc., Inglewood Cliffs, N.J. 1971.
- Haber, R. N. Information-Processing Approaches to Visual Perception. Holt, Rinehart and Winston. New York, 1969.
- Haber, R. N. and Hershenson, M. The Psychology of Visual Perception. Holt, Rinehart and Winston. New York, 1973.
- Ilyin, Donna, and Tragardh, Thomas (eds). Classroom Practices in Adult ESL. TESOL, Washington, D.C. 1978.

- Knox, Alan B. Adult Development and Learning - A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions. Jossey-Bass, Inc., San Francisco, 1977.
- Lister, Susan. A Potpourri of Foreign Language Aids. Californian Foreign Language Teachers' Association, San Jose. 1977.
- Miller, James Dale. The Visual Adjunct in Foreign Language Teaching. Chilton Books, for Center for Curriculum Development. Philadelphia, 1965.
- Tanzman, J. and Dunn, K. J. Using Instructional Media Effectively. Parker Publishing Company, West Nyack, New York. 1971.
- Williams, Catharine M. Learning from Pictures. National Education Association, Washington, D.C. 1968.

PAMPHLETS

- Allen, William H. and Daehling, W.A. Exploratory Study of Form Perception as applied to the Production of Educational Media. U.S.C., Los Angeles, June 1968.
- Arnheim, Rudolf. A Study of Visual Factors in Concept Formation. Department of Health, Education and Welfare, 1968.
- Boguslavsky, George W. A Study of Characteristics Contributing to the Effectiveness of Visual Demonstrations. Rensselaer Polytechnic Institute. Troy, N.Y. 1967.
- Craig, Eugene A. Acquisition of Visual Information. Department of Health, Education and Welfare, Washington, D.C. 1972.
- Dwyer, Francis M. Effect of Varying the Amount of Realistic Detail in Visual Illustrations Designed to Complement Programmed Instruction. Penn State University, June 1968.
- Dwyer, Francis M. Study of the Relative Effectiveness of Varied Visual Illustrations. Department of Health, Education and Welfare. Washington, D.C. 1967.

- Gagne, Robert M. and Gropper, George L. Individual Differences in Learning from Visual and Verbal Presentations. American Institutes for Research, Washington, D.C. 1965.
- Galfo, Armand J. A Study of the Effects on Pupil Achievement of Certain Audio and Visual Presentation Sequences. College of William and Mary, Williamsburg, Va., (no date). /E.R.I.C. ED.029.505/
- Gropper, George L. The Role of Visuals in Verbal Learning. Department of Health, Education and Welfare Washington, D.C. 1958.
- Holliday, William G. Using Pictures in the Classroom. University of Calgary. 1979.
- Linker, Jerry M. Designing Instructional Visuals: Theory, Composition, Implementation. Instructional Media Center, University of Texas. 1968.
- Norris, Robert G. Characteristics of Adults that Facilitate and/or Interfere with Learning. Department of Postsecondary Education, Florida State University, 1977.
- Thomas, James L. The Use of Pictorial Illustrations in Instruction: Current Findings and Implications for Further Research. 1976. /E.R.I.C. ED. 160.108/

PRESENTED PAPERS

- Berry, Louis H. "Effects of Color Realism on Pictorial Recognition". Paper presented at Annual Conference of the Association for Educational Communications, New Orleans, La. March, 1979.
- Bikkar, S. Randhara et al. "Visual Learning Revised". Paper presented at Annual Conference of the Association for Educational Communications, Miama Beach, Fla. April, 1977.
- Borg, Walter R. and Schulter, Charles F. "The Use of Detail and Background in Visuals and Its Effect on Learner Achievement and Attitude". Paper presented at Annual Meeting of the American Educational Research Association. Toronto, Canada. March, 1978.

- Brody, Philip J. and Legenza, Alice. "The Effects of Picture Type and Picture Location on Comprehension." Paper presented at the Annual Conference of Association for Educational Communication. New Orleans, La. March, 1979.
- Froese, V. "The 'Arts' in Language Arts." Paper presented at the Annual Meeting of the National Council of Teachers of English. New York City. Nov. 24-26, 1978.
- Gummerman, Kent and Others. "Age and Visual Information Processing." Paper presented at Annual Meeting of the Psychonomic Society. Denver, Colo. November 1975.
- Joseph, John H. "Instructional Effectiveness of Integrating Abstract and Realistic Visualization." Paper presented at the Annual Conference of Association for Educational Communications. New Orleans, La. March, 1979.
- Lamberski, Richard J. and Roberts, Dennis M. "Efficiency of Students' Achievement Using Black/White and Color-coded Learning and Test Materials." Paper presented at Annual Conference of Association for Educational Communications. New Orleans, La. March, 1979.
- Lockard, James. "Educational Media in the Foreign Language Classroom." Paper presented at Conference on New Methodologies in Modern Language Teaching. October 1977.
- Smith, Roger A. "Educational Games in Today's Learning." Paper presented at Annual Convention of American Industrial Arts Association. April, 1976.
- Tong, John S. "Visual Aids and Language Learning - An Experimental Study." Speech presented at Rocky Mt. Modern Language Association, Las Vegas. October, 1971.
- Winn, William and Everett, Richard J. "Differences in the Affective Meaning of Color versus Black/White Pictures." Paper presented at Annual Conference of Association for Educational Communications. Kansas City, Mo. April, 1978.

ARTICLES

- Allen, William H. "Intellectual Abilities and Instructional Media Design." Audio Visual Communication Review, Vol. 23, Summer 1975, pp. 139-170.
- Allport, D.A. "The Rate of Assimilation of Visual Information." Psychonomic Science, Vol. 12, 1968, pp.231-2.
- Arnheim, Rudolf. "What do the Eyes Contribute?" Audio Visual Communication Review, Vol. 10. September-October, 1962, pp.10-21.
- Beck, Harry S. and Dunbar, Ann M. "The Consistency of Color Associations to Synonymous Words." Journal of Educational Research, Vol. 58, September, 1964, pp. 41-3.
- Bireaud, Anne. "The Role of the Teacher in a Resource-Based System." Educational Media International, Vol. 4, 1975. pp.8-9.
- Briggs, G. E. and Blaha, J. "Memory Retrieval and Central Comparison Times in Information Processing." Journal of Experimental Psychology, Vol. 79, 1969, pp. 395-402.
- Broadbent, D. E. "Information Processing in the Nervous System." Science, Vol. 150, 1965, pp. 457-62.
- Broadbent, D. E. "Word Frequency Effect and Response Bias." Psychology Review, Vol. 74, 1967, pp. 1-15.
- Brown, Thomas H. "Using Visual Cues as an Aid for Memorizing a Dialog." Modern Language Journal, Vol. 47, December, 1963, pp. 363-66.
- Clark, John. "The Involvement of the Teacher in the Developer of Learning Materials." Educational Media International, Vol. 4, 1975, pp. 10-12.
- Corballis, M. C. "Rehearsal and Decay in Immediate Recall of Visually and Aurally Presented Items," in Haber, R. N. (ed). Information-Processing Approaches to Visual Perception, Holt, Rinehart and Winston, New York, 1973.
- Dallett, K. and Wilcox, S. "Remembering Pictures versus Remembering Descriptions." Psychonomic Science, Vol. 11, 1968, pp. 139-40.