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ABSTRACT

This report of the Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina includes its first annual report of project activities, presenting information on the eight Educational Research Fellows, the mentorship program, a workshop on oral presentation of research findings, and participation in conferences, associations, and workshops. Also described are the project's evaluation activities, dissemination activities, and financial status. A continuation proposal is presented which calls for continuing the fundamental goals and purposes of the original proposal with modifications. An evaluation plan and budget are also proposed. Appendices contain letters of agreement and endorsement, curriculum vitae of project personnel, descriptions of Educational Research Fellows studies during 1987-88, mentorship training and monitoring materials, and evaluation charts. Papers presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, April 1988) are reprinted, including: "Strategies for Stimulating Educational Research by the Faculties of Historically Black Universities" (Richard Jaeger); "An Open System Perspective on the Research Role of Historically Black Colleges and Universities" (Edwin Bell); "Perceptions of Needs for Research Support among Faculty in Historically Black Universities" (Cynthia Cole); "Developing Mentorship Relationships in Support of Faculty Research: Experience with Faculties of Historically Black Universities" (Marilyn Haring-Hidore); and "The Results of a Project to Increase the Educational Research Participation of the Faculty in the Historically Black Institutions of the University of North Carolina" (Rita O'Sullivan). (JDD)

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ED318348

CONTINUATION PROPOSAL TO THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (1988-89)

for

A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

Richard M. Jaeger

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University of North Carolina at Greensboro

HE 023 424

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Continuation Proposal to the Fund for the Improvement of Postsecondary Education (1988-89) for A Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina

ANNUAL REPORT

Introduction

The FIPSE-supported Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina has progressed well, in accordance with the plans advanced in our 1987 proposal. Although several components of the project have been modified on the basis of our increasing knowledge of strategies that are effective in meeting project goals, most activities have been conducted as envisioned in our proposal, or will take place as proposed, during the remaining months of our first-year grant period. We have realized many of the first-year goals for the project, and look forward to accomplishing others during the remainder of our initial grant period.

Current Project Activities

The Educational Research Fellows

All eight of the Educational Research Fellows who had been participants during the first year of the project elected to continue for a

second year. Each one has continued to develop his or her research project and to take advantage of the components of the project described below, as appropriate to his or her needs. Five of the Fellows are employed in Schools of Education, one is in a department of political science, one is in a department of mathematics, and one is in a department of chemistry. Six of the Fellows are women and two are men; seven are black and one is white. Seven of the Fellows hold doctorates and one is currently completing a doctoral dissertation. Seven are assistant professors and one is an associate professor. Each Fellow's name, institutional affiliation, and study title appear in Table 1. A more detailed description of each study is contained in Appendix C.

TABLE 1

Etta Gravely, North Carolina A&T State University. Research study title: Evaluation of a Preparatory Chemistry Course at a Historically Black Institution.

Merdis McCarter, Winston-Salem State University. Research study title: Faculty Perceptions of Institutional Goals and Faculty Influence at a Historically Black State University.

Barbara Ellis, North Carolina Central University. Research study title: An Exploratory Study of an Academic Retention Program for University Freshmen.

Bertram Coppock, Fayetteville State University. Research study title: An Assessment of Teacher Preparedness for Meeting the Educational Needs of Culturally and Ethnically Diverse Behaviorally/Emotionally Handicapped Children.

Charlotte Boger, Fayetteville State University. Research study title: The Effects of Teaching Test-Wiseness, Test Construction, and Higher Level Thinking Skills on the Scores of Blacks Taking Core Batteries I, II, or III of the National Teachers Examination.

Janice Harper, North Carolina Central University. Research study title: An Investigation of the Relationship Between Self-Perception, Self-Concept, and Academic Achievement of Learning Disabled Children.

Jane Walter, North Carolina A & T State University. Research study title: Enhancing Faculty Development Through Quality Circles: A Pilot Study.

George Wilson, North Carolina Central University. Research study title: An Assessment of Incarcerated Juveniles' School Reentry Problems in North Carolina.

Mentorship Program

The mentorship program was carefully evaluated after one year of pilot-study operation. Based on the evaluation results, which were described in the final report submitted to FIPSE in December of 1987, a number of changes were made in the mentorship program. Dr. Haring-Hidore, the Mentorship Coordinator, recommended changes in the conceptual framework of the program, in personnel, and in procedures. The suggested changes were reviewed by project staff and incorporated into the program.

The first-year evaluation suggested that, for many of the Fellows, their mentoring relationships had been more general and less focused than would be most desirable. Dr. Haring-Hidore prepared a training paper for the UNCG mentors to assist them in conceptualizing the specific needs of their Fellows. The paper described a theoretical framework, based on empirical

research, that she believed would be useful for developing mentors' understanding of the needs of the majority of Fellows. She recommended that Fellows be given the opportunity to select new mentors if they wished, that mentors become much more active in providing research support, and that procedures be implemented to encourage frequent mentor-Fellow contact.

In order to facilitate communications and to provide more immediate responses to questions or requests, Dr. O'Sullivan became the primary staff liaison with four Fellows: Drs. Wilson, Ellis, and Walter and Ms. McCarter. Dr. Jaeger became the primary staff liaison with the remaining four Fellows: Drs. Boger, Harper, Gravely, and Coppock. Each of the Fellows was given the opportunity to continue working with the UNCG-based mentor from the pilot program or to request a new assignment. Six Fellows chose to retain their original mentors Two Fellows requested new mentors: Dr. Charlotte Boger has been assigned to Dr. Treana Adkins and Dr. Bertram Coppock has been assigned to Dr. Richard Jaeger. Dr. Barbara Ellis did not request a formal change in mentors, but she relied heavily on Dr. Rita O'Sullivan to review her work and suggest modifications.

In addition to personnel changes, a variety of new procedures were implemented to ensure regular contact between mentors and Fellows. For example, a monthly report form was developed to document the number and nature of Fellow-Mentor contacts. The changes in the mentoring program were presented to the mentors for 1987-88 at a meeting in the fall of 1987.

The new materials developed for the mentorship component of the project appear in Appendix D.

Workshop on Oral Presentation of Research Findings

On Saturday, March 26, 1988 Dr. James Impara and Dr. Donata Renfrow presented a day-long workshop on Effective Oral Presentation of Research Findings at Winston-Salem State University. Over the last few years, Dr. Renfrow and Dr. Impara have presented similar workshops at several annual AERA meetings, and have received positive responses from those attending. Their workshop was commissioned for this project so as to permit the Educational Research Fellows, and some of their faculty colleagues, to develop paper presentation skills in a supportive environment.

The Vice-Chancellor for Academic Affairs from each participating Historically Black university was asked to nominate three faculty members, in addition to the FIPSE Educational Research Fellows at each institution, who were then invited to participate in the workshop. Thirteen faculty members from the participating institutions attended the workshop. The workshop focussed on effective oral communication skills, structuring of effective presentations, use of visual reinforcers, and framing informative responses to questions. During the course of the workshop, those who wished to do so had the opportunity to present portions of the papers they were preparing for the 1988 AERA Annual Meeting, or for the Statewide Conference on Educational Research in Historically Black Universities, to

the presenters, and to an audience, for feedback. An evaluation of the workshop is summarized in a later section of this report.

Participation in the North Carolina Association for Research in Education (NCARE)

The annual meeting of the North Carolina Association for Research in Education (NCARE) was held in Raleigh, NC on February 17 and 18, 1988. Four of the eight Fellows attended and one presented a paper to an audience of approximately 25. In the context of the individual paper sessions at this meeting, this represented excellent attendance. Audience responses to the paper and the subsequent discussions were lively and productive. Particularly noteworthy, in light of the goals of this project, was the transition on the part of the presenting Fellow from marked anxiety to pleased surprise at the success of her presentation. It is apparent that, without the support of her colleagues in the project and the project staff, she would have been very unlikely to make her presentation. The Fellows' participation in this meeting also contributed to the dissemination of information on our project.

Participation in the American Educational Research Association (AERA)

The annual meeting of the American Educational Research Association (AERA) was held in New Orleans from April 5-9, 1988. All eight Fellows attended the meting, and five of the eight (Etta Gravely, Merdis McCarter, Barbara Ellis, Bertram Coppock, and Charlotte Boger) presented papers at a symposium entitled "Program Evaluation Efforts at Four Historically Black

Campuses of the University of North Carolina: Different Approaches for Different Needs," held on Saturday, April 9. The titles of the presentations are the same as those listed in Table 1.

A second symposium, organized by Dr. Richard Jaeger under the title "Increasing the Educational Research Participation of Faculty in the Historically Black Campuses of the University of North Carolina," was held on Friday, April 8. At that symposium, five of the project staff (Richard Jaeger, Edwin Bell, Marilyn Haring-Hidore, Rita O'Sullivan, and Cynthia Cole) presented papers covering different aspects of the project. Copies of these papers have been included in Appendix E.

All Fellows attending the AERA meeting were provided with tickets to an excellent minicourse on Publishing in Scholarly Journals. The staff and the national faculty were available for consultation, and to introduce the Fellows to colleagues working on research topics of shared interest.

Seminar with Association Presidents and Leading Researchers

On Tuesday, April 5, 1988 (the first evening of the annual meeting of the American Educational Research Association and the National Council on Measurement in Education), a seminar and reception was held for the benefit of the FIPSE Fellows. The seminar was intended to introduce the Fellows to leading educational researchers at the beginning of the meetings, so that they might have the time to pursue opportunities for building their professional networks. It was also intended to give the Fellows a clear picture of the nature of the organizations represented and the meetings themselves, so that they might make best use of the time available to

attend sessions and to schedule individual meetings with other researchers. The Presidents, Program Chairs, and the Executive Officer of the American Educational Research Association and the National Council on Measurement in Education were asked to make brief presentations to the Fellows about the organizations, their roles, and the modes of participation that were open to the Fellows. Following these introductory remarks, the Fellows took a few minutes to introduce themselves and to describe their research projects. The remainder of the evening was spent in informal conversation with the invited guests, and with appropriate introductions and consultations facilitated by the project staff.

Working Seminars on Fellows' Research Projects

Two additional working seminars were held on the second and fourth nights of the annual meeting of the American Educational Research Association. On April 6, Professors Lloyd Bond and Carol Camp Yeakey met with the Fellows to provide consultation on their projects and on April 8 Professors Edmund Gordon and Sylvia Johnson met with the Fellows. Immediately following the Friday night seminar, Drs. Gordon and Johnson escorted the Fellows to a concurrent meeting of the AERA Special Interest Group: Research Focus on Black Education. Several weeks before the annual meeting, the Fellows and these national faculty members exchanged vitae, and the national faculty were provided with brief descriptions of the Fellows' research projects. The Fellows were asked to read the vitae of the national faculty carefully so that they would be prepared to make the best use of their consultation time.

Workshop on Writing Effective Grant Proposals for Research

On May 16 and 17, 1988, Dr. Eva Baker (Co-Director of the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California at Los Angeles) will present a workshop on Securing Extramural Support for Educational Research. The workshop will be held on the campus of North Carolina Central University in Durham, North Carolina. Dr. Baker has a strong national reputation for her ability to secure and administer funds to support an active research program. The current annual budget of the CRESST Center exceeds $2,000,000.

As was the case for the workshop on Effective Oral Presentation of Research Results, the Vice Chancellors for Academic Affairs at the four participating institutions have been asked to nominate three faculty, in addition to the Educational Research Fellows, to participate in this workshop. Whenever possible, faculty in addition to the Fellows have been asked to participate in project activities in order to extend its benefits as broadly as possible.

Workshop on Writing for Publication in Scholarly Journals

On May 17 and 18, 1988, a workshop on Writing for Publication in Scholarly Journals will be presented at North Carolina Central University for the benefit of the Fellows and the additional faculty who have been nominated by the four Vice Chancellors for Academic Affairs. The workshop leader is Dr. Walter Doyle, Associate Editor of the *American Educational*

Research Journal, former Editor of the *Elementary School Journal,* and a prominent researcher on teacher education. Dr. Doyle is widely sought as a workshop leader because of her extensive experience in editorial positions for a variety of educational research journals. At least half of the Fellows attended the mini-course on research publishing offered at the 1988 AERA Annual Meeting and this two-day workshop will build on that foundation. The timing of the workshop is excellent, in that a majority of the Fellows will have presented papers on their research projects twice and all will have presented at least once, either at national or state professional meetings. The next logical step in the research process would be to prepare a paper for publication. The two-day workshop will provide the impetus needed to translate the Fellows' work into publishable form.

Conference on Educational Research in Historically Black Universities

On Friday, April 22, 1988, a statewide Conference on Educational Research in Historically Black Universities was held at North Carolina A&T State University. The conference had a number of purposes. It served as a natural deadline for the completion of a significant body of work for the Fellows. It also served several important dissemination purposes. It involved a large group of educational researchers in this aspect of the project, both directly and indirectly. Those who attended the conference are now likely to be more aware of the importance of participation in the research process by faculty in Historically Black universities. The videotapes of the proceedings will be provided to each Historically Black

institution in the University of North Carolina system, and their availability will be advertised nationally.

Over 1800 personal invitations to the conference were mailed to appropriate faculty at the constituent institutions of the University of North Carolina and to faculty at all Historically Black private colleges and universities in North Carolina. Flyers were also widely distributed for posting at the same institutions. Copies of the letter of invitation, program, and flyer announcement are included in Appendix F. Approximately 100 people attended the conference.

The Policy Advisory Board

The Policy Advisory Board for the project continued to provide excellent guidance during the 1987-88 academic year. After the bimonthly meetings of the previous academic year, it was possible to reduce the number of meetings held because most major policy decisions had already been formulated. This enabled project staff to conduct needed communications with the Policy Advisory Board via telephone or letter. There were two formal meetings of the Board during the year. The first, held on March 17, 1988, was called to review proposed changes in project activities for the 1988-89 academic year. The second was held on April 22 at a luncheon meeting during the Conference on Educational Research in Historically Black Universities. The Policy Advisory Board was asked to respond to a draft of the continuation grant proposal that had been mailed previously, and Vice Chancellors for Academic Affairs at all participating

universities had an opportunity to present each of the Fellows from their university with a plaque recognizing her/his participation in the project.

Project Evaluation Activities

Evaluation Design and Program

The project evaluator, Dr. Rita O'Sullivan in collaboration with the professional project staff, designed the evaluation for the project. Evaluation questions were organized hierarchically and placed in an evaluation crosswalk that linked evaluation questions with data collection sources. The details of the first-year evaluation plan are portrayed in the crosswalk contained in Appendix G; a synopsis follows.

Project objectives were divided into two categories: continuation of existing Educational Research Fellowships; and increasing the educational research awareness of faculty members in the Historically Black Institutions of the University of North Carolina. For each category, evaluation questions were further organized to reflect evaluative requirements to document project activities, improve project operation (formative evaluation), and assess project outcomes (summative evaluation).

Documentary evidence of project activities was and is collected through systematic record keeping on project correspondence and activities. All meetings with Policy Advisory Board members, Educational Research Fellows, and project staff members have included a recorder, whose meeting notes have been placed on file. Telephone logs and notes on

meetings involving individual project staff members and Educational Research Fellows have also been retained.

Formative evaluation has been focused on detecting problems early in the project so as to effect timely solutions and contribute to the achievement of the project's objectives. In September 1987, the Project's Director and Evaluator divided the Educational Research Fellows into two groups in order to assist the Fellows with their on-going research projects. This arrangement was maintained until research mentors for the 1987-88 academic year could be selected. Once mentors were identified, the Project Evaluator and the Project Coordinator continued periodic monitoring of the Fellows' progress through individual meetings and phone contacts. A needs assessment was conducted in October 1987. The assessment focused on the Educational Research Fellows and was designed to ensure that a workshop on oral presentation skills would meet individual Research Fellows' needs; that Research Fellows were aware of course offerings in educational research and evaluation available at UNCG; that Fellows' research interests would match those of mentors; and that selected summer workshop topics were appropriate. At the same time, a survey was conducted to assess the Research Fellows' perceptions of their individual and institutional needs for enhanced educational research productivity. Mentor contacts with Educational Research Fellows have been monitored monthly via a mentorship log, and the Mentorship Coordinator has assumed responsibility for continued monitoring. In March 1988, during the first meeting of the Policy Advisory Board, a time was set aside to present project accomplishments,

and a written mid-project evaluation was conducted. Educational Research Fellows were also asked to provide mid-project evaluation data in March.

Summative evaluation of the project centers on increasing the Educational Research Fellows' scholarly productivity and increasing the educational research awareness of other faculty at the Historically Black campuses of the University of North Carolina. Although these outcomes are not directly measurable some indices are available. The following summative evaluation indices are included in the evaluation plan: the perceptions of the Educational Research Fellows, Mentors, and Policy Advisory Board members regarding the attainment of these outcomes; participants' evaluations of the Oral Presentation Workshop, the statewide conference held at North Carolina A&T State University, and two summer workshops; and user evaluation of videotapes and curriculum materials developed from the conference presentations.

In March, an evaluation of the Oral Presentation Workshop was completed by participants. Other activities in the evaluation plan include the Educational Research Conference held on April 22nd, the workshops on grant writing and writing for publication to be held in May, and review of the conference video tapes and curriculum materials in August.

Preliminary Evaluation Results

Documentary evidence of project activities was summarized in the preceding section of this report entitled "Current Project Activities". With the exception of the summative evaluation of the Oral Presentation

Workshop held in March 1988, the preliminary evaluation results presented below are formative in nature.

Overall Progress in Meeting Project Goals. The seven Policy Advisory Board members (representing all five participating institutions) in attendance at the first Policy Advisory Board meeting in March rated overall progress of the project in meeting its goals as excellent (4) to good (3). The four Fellows who completed their Mid-Project Survey were more divided, with ratings of excellent (1), good (1), and good to fair (1). One Fellow did not respond to the question.

Monitoring of Individual Research Fellow's Progress. On-going, periodic monitoring of each Fellow's progress in the project has proven very successful. The results of individual contacts with Fellows were shared with Project Staff members and mentors when appropriate, so that specific problems encountered by the Fellows could be addressed and successes could be noted. As a result, project staff were much more attuned to Fellows' needs and were in a much better position to respond. For example, one Fellow was having difficulty in structuring the data analysis section of his research study. When the Project Evaluator (calling on another matter) was made aware of this problem, a meeting with the Fellow's mentor and the Project Evaluator was quickly arranged with positive results. Similarly, during a periodic call to another Fellow, it was discovered that she was having difficulty obtaining needed data. The Project Director interceded on her behalf and the data were obtained.

Not only did regular contact with the Fellows facilitate important technical assistance, but it also made Project Staff, through more personalized contact, more sensitive to the Fellow's individual status. It brought recognition that a baby had been born, or a new administrative assignment had been added, or someone had been out with the flu for two weeks and was just getting back.

Mentorships. The revised mentorship component of the project, with a stronger emphasis by mentors and mentor coordinators on structuring the mentoring relationships, appears to be more effective than it was during the pilot study. Each of the eight Educational Research Fellows has consulted with his or her Mentor at least twice. One Fellow reported that during the month of March, she consulted with her mentor almost on a daily basis. Fellows wrote, "The mentorship has been very helpful since the Fall of 1987," "The mentorship has worked fair/good, however, I am responsible for not taking full advantage of my mentor," "On a scale of 1 to 10, about 3 to 3 and a half," and "Met expectations which were minimal." In the case of the Fellow who rated the mentorship a 3 to 3 and a half, she has, in effect, had two mentors. In addition to her formerly assigned mentor, she has continued the mentorship begun in the Fall of 1987 with the Project Director whom she characterizes in other parts of the mid-project evaluation as being "extremely helpful and encouraging." Perhaps two mentors are too many. The Fellow who feels that the mentorship is meeting her minimal expectations is a tenured associate professor and beyond the stage of professional development normally associated with being a protege

in a mentoring relationship. This fact may account for her difficulty in entering a mentoring relationship fully.

Needs Assessment & Institutional Support. Data from both the needs assessment in the Fall of 1987 and the Mid-Project evaluation completed by Fellows and Policy Advisory Board members indicate that time and material support to conduct research are high priorities. In the needs assessment, Fellows ranked released time higher than similar faculty surveyed a year earlier. In the Mid-Project evaluations, all of the Fellows responding identified lack of time to conduct research as a major constraint. Two Fellows were assigned graduate research assistants by their institutions. One Fellow reported, "I received a graduate assistant in February 1988, which was an enormous asset." Four Policy Advisory Board members identified funding as an institutional constraint, two identified released time, and two indicated there were no constraints to conducting research.

Additional Mid-Project Evaluation Data from the Policy Advisory Board Members. All Policy Advisory Board members surveyed felt that the Historically Black Institutions have been adequately involved in project planning. Members cited "enthusiasm manifested" at meetings, "representation on the Policy Advisory Board where planning is done", "updates and briefings soliciting member input", "considerable involvement through meetings and individual contacts", "gratifying receptiveness of project staff to planning input," and "every effort made to involve the members in project planning" as evidence to support their assessments. When asked how project participation could be improved, two members

were satistified with the current level of participation, two members recommended increasing the number of Educational Research Fellows involved, one member wanted more lead time to study project proposals and discuss funding priorities, one wanted more activities that directly involved the Historically Black Institutions, and one suggested using two-way simultaneous audio-visual conference communication to increase meeting participation. The only suggestions for project improvement were laboring long and hard to continue the project, continuing to get more institutions involved, and including more Educational Research Fellows.

Additional Mid-Project Evaluation Data from the Educational Research Fellows. Fellows reported that they were between "extremely" and "very satisfied" with their project participation since the beginning of the Fall 1987 semester. Benefits of project participation listed were: learning "how to initiate as well as carry out research;" "Mentor has given me feedback on my current project and on another project I plan to submit for publication;" "provided an opportunity to establish a network among faculty members at other institutions, an opportunity to discuss research ideas and motivation to stick to goals set for research ideas;" and "continued research focus on identified project."

Oral Presentation Workshop Evaluation. The Oral Presentation Workshop was generally seen as a postitive experience. Thirteen participants (81%) returned workshop evaluations. Overall ratings by those participating in the workshop are presented below. From the summary, it can be seen that participants felt that the workshop's organization, content,

relevance, and presenters were generally excellent to good. The facility where the work-shop was held was most highly rated, followed by the topics covered and the usefulness of the workshop for future oral presentations of research.

Summary of Oral Presentation Workshop Evaluation

	Excellent	Good	Fair	Poor
Organization				
Information received prior to the workshop	4	6	1	1
Facility where workshop was held	6	6	1	0
Content				
Topics covered during the workshop	5	7	1	0
Activities conducted during the workshop	2	7	4	0
Relevance				
Usefulness of workshop for future oral presentation of research	5	7	1	0
Presenters				
Effectiveness of presenters in conveying the material	3	9	1	0

When asked how the workshop had increased skills at presenting research results orally, three participants responded that it had made them more aware of their obligation to the audience. Additional individual comments included: "Convinced me I should prepare!" "More inclined to structure presentations in the 3-part way suggested," "Received additional good constructive ideas," " Not sure it has," "I don't know now, but I'll know later," "Audience analysis, presentation design, speech design," "I hope so," "There has been an increase in knowledge about presentation. Too early to tell about skills," and "It has given me a foundation to build upon."

Project Dissemination Activities

Dissemination Activities to Date

As noted earlier in this report, several project activities have contributed to achievement of our first-year dissemination goals. Our initial assessment of the perceived needs and desires of faculty members in the Historically Black institutions of the University of North Carolina to participate in educational research activities was presented as a paper at the 1987 meeting of the North Carolina Association for Research in Education, and has appeared in the premier issue of the *National Forum of Applied Educational Research Journal (1,* pp. 14-22) as a paper by Richard M. Jaeger and Cynthia M. Cole.

The participating FIPSE Educational Research Fellows presented the results of their project-supported research at the 1988 meeting of the North Carolina Association for Research in Education and the 1988 meeting

of the American Educational Research Association. The project staff also presented a symposium on the development and operation of the project at the 1988 meeting of the American Educational Research Association. The project has received statewide publicity through announcements of the grant from FIPSE in a news release that was carried by most of the major newspapers in the state, and the research work of one of the FIPSE Educational Research Fellows was the feature of a front-page article in the major minority-owned newspaper in Winston-Salem, North Carolina. In addition, over 1800 faculty members and educational researchers throughout the state of North Carolina were introduced to the project through letters of invitation to attend the April 22nd Conference on Educational Research in Historically Black Universities, and by receiving Conference Programs.

Planned Dissemination Activities

Several additional dissemination activities are planned for the initial year of the project. First and foremost, the April 22nd Conference on Educational Research in Historically Black Universities has been video taped. These video tapes will be edited during the coming summer, and copies will be sent to all Historically Black institutions in the University of North Carolina system. In addition, the availability of the video tapes will be advertised nationally in appropriate research journals such as the *Educational Researcher* and the *Journal of Negro Education*. A proposal to present a symposium on building inter-institutional faculty-development partnerships will be submitted to Division J (Postsecondary Education) of

the American Educational Research Association, for the 1989 annual meeting of the Association. The symposium will convey the generalizable results derived from the experience of conducting the project and the final project evaluation.

One of our National Faculty members (Dr. Carol Camp Yeakey) has repeatedly encouraged the Project Director to write a book based on the project. She suggests that the project is unique in its focus and in the level of cooperation realized among Historically Black universities and a doctoral-granting university that has, in the past, enrolled principally non-minority students. An additional year of project experience will be necessary to determine the likely merits of this idea. Although this dissemination idea is intriguing, and will be explored further, active pursuit of the idea is far from certain.

If supported for a second year, the dissemination activities pursued during the first year of the project will likely be replicated. It is anticipated that a substantial number of the FIPSE Educational Research Fellows will participate as presenters in the 1989 annual meetings of the North Carolina Association for Research in Education and the American Educational Research Association. A second Conference on Educational Research in Historically Black Universities will be held in the spring of 1989, and will receive statewide publicity. Finally, additional dissemination of information through journal articles and other print media is almost certain.

Financial Status

The current financial status of the project, and the status anticipated at the end of the current funding period, are as shown in the following tabular summary. Expenditures, obligations prior to the end of the current funding period, and projected end-of-funding-period balances are shown for each major budget category. The accounting system at the University of North Carolina-Greensboro allocates all travel expenditures (whether for project staff, consultants, or the FIPSE Educational Research Fellows) to a TRAVEL budget line. In our 1987 proposal, only travel allocations for project staff were allocated to the TRAVEL budget line; travel expenditures for consultants and Fellows were allocated to the OTHER budget line, in accordance with FIPSE accounting policy. The expenditure data shown below are in accordance with the University of North Carolina-Greensboro accounting system, and also reflect authorized budget transfers across budget categories.

Expenditures, Obligated Funds, and Projected Balances as of 15 April, 1988

Budget Category	$ Expended	$ Obligated	$ Proj. Balance
1. Salaries and Wages (Professional and Clerical)	20,564	10,281	0
2. Employee Benefits	2,003	1,001	0
3. Travel	494	12,715	80

Expenditures, Obligated Funds, and Projected Balances as of 15 April, 1988 (continued)

Budget Category	$ Expended	$ Obligated	$ Proj. Balance
4. Equipment Purchase	0	0	0
5. Materials and Supplies	345	1,560	20
6. Consultants or Contracts	600	5,900	150
7. Other (Printing, etc.)	1560	2,370	0
TOTAL	**$24,966**	**$34,428**	**$250**

CONTINUATION PROPOSAL

Introduction and Rationale

The essential purposes of this project, as defined in our proposal of May 3, 1987, remain unchanged: To expand the educational research awareness and increase the educational research participation and capabilities of faculty in the Historically Black campuses of the University of North Carolina (UNC). And, in addition, to strengthen a project-developed network of partnerships among faculty in the Historically Black campuses of UNC, experienced minority educational researchers throughout the United States, and educational research faculty at the University of North Carolina at Greensboro. It also remains the case that this project will meet critical needs in the University of North Carolina system and will provide a replicable demonstration of methods that can be used to address the problem of underrepresentation of Black educational researchers throughout the nation.

Although this proposal for continuation funding reflects no change from the fundamental goals and purposes described in our original proposal, several proposed strategies have been modified on the basis of knowledge we have gained from evaluation of a pilot project and the first year evaluation of the current project. For example, a seminar on advanced research methods will be offered again in the fall of 1988. However, it will be more tightly focussed on the research projects of individual Educational Research Fellows than was true last year, and will be scheduled so as to better meet the needs, and other obligations of participating Fellows.

Workshops proposed for the 1988-89 academic year will emphasize development of the Fellows' methodological capabilities, as well as development of their research process skills. For example, their capability to use both microcomputers and mainframe computers as research tools will be strengthened and broadened.

More keenly than was clear at the time we submitted our original proposal, we recognize the need to focus our second-year project activities on further development of the capabilities of the Historically Black universities that engage in our current partnership, to maintain their faculties' involvement in educational research. We therefore propose several new strategies that will substantially increase the likelihood that the major activities and benefits of this FIPSE-supported project will long outlive support from the Fund. For example, we propose to involve a senior faculty member at each Historically Black university, as well as to continue the project involvement of the most productive current Educational Research Fellow at each Historically Black university, in addition to broadening the impact of the project through the recruitment of a new Educational Research Fellow at each Historically Black university. This strategy will create a locus of educational research activity within each participating university that will be supported during its initial year of operation through a repository of documents produced in conjunction with proposed project workshops, and by the engagement of all of its Fellows in statewide and national professional educational research organizations. This cadre of faculty members will engage cooperatively in the development

of their educational research capabilities and will receive critical institutional support in addition to the benefits of this proposed project. To further increase the long-term impact of this project, in addition to realizing immediate dissemination benefits, we will attempt to institutionalize an annual Conference on Educational Research in Historically Black Universities within the state of North Carolina by organizing and conducting such a conference for the second year in a row.

In short, although our goals are unchanged, our strategies have been informed by thoughtful evaluation of our first-year experiences, and several have been modified to materially increase the likelihood of short-term success as well as long-term project impact. The following sections contain detailed descriptions of proposed strategies and activities.

Proposed Project Design

Most of the Year 2 activities described in our proposal of May 3, 1987 will be maintained during the 1988-89 academic year; however, some will be augmented as noted earlier. We will recruit a second cohort of Educational Research Fellows as soon as notification of continuation funding is received (hopefully during the current spring 1988 semester, as originally proposed). Both New Educational Research Fellows and Continuing Educational Research Fellows (described below) will engage in a Seminar on Advanced Research Methods during the fall 1988 semester. Experienced educational researchers on the faculty of the University of North Carolina at

Greensboro will serve as research mentors to the New and Continuing Educational Research Fellows -- in the case of the Continuing Fellows, an opportunity will be provided to maintain existing research partnerships. All Fellows will be supported in their engagement in the annual meetings and other activities of the North Carolina Association for Research in Education and the American Educational Research Association. Seminars with the Presidents of leading educational research organizations and with nationally renowned minority and non-minority educational researchers, recently held in the context of the 1988 annual meetings of the American Educational Research Association and the National Council on Measurement in Education, will be replicated during 1989. Several workshops designed to increase the Fellows' methodological capabilities as well as increase their research process skills will be held during the spring and summer of 1989. Repositories of educational research materials that derive from these workshops will be established in each participating university so that other faculty can benefit from the workshops. A Policy Advisory Board composed of the Vice Chancellor for Academic Affairs and the Dean of Education from each participating university will continue to provide oversight and policy guidance to the project. Finally, a second conference on Educational Research in Historically Black Universities will be held on the campus of one of the participating universities during the spring of 1989. This conference will provide statewide dissemination of the research results of the project's Educational Research Fellows, and introduce minority faculty

throughout North Carolina to the benefits of engaging in educational research.

All of the project activities mentioned here are shown schematically in Figure 1 and are described in greater detail in the following sections.

Continuing Educational Research Fellows

One faculty member from each of the four Historically Black universities who has participated in the project from the outset will be identified as a Continuing Educational Research Fellow during the second year of the project. Based on our experience with the Fellows who have been project participants in the past, project staff will recommend to the Vice Chancellor for Academic Affairs of each Historically Black university, the one Fellow from that institution whom we judge most likely to benefit from continued project involvement and to have the capability of fulfilling the demanding role defined for Continuing Fellows during the second year of the project. However, final selection of Continuing Fellows for 1988-89 will be reserved to the Vice Chancellors for Academic Affairs.

Continuing the involvement of the most capable of the current Educational Research Fellows is central to our strategy for increasing the institutional capability of the Historically Black universities to continue the educational research involvement of their faculty members beyond the term of FIPSE project support. The Continuing Fellows will contribute to the achievement of this goal in two ways. First, they will assume as their personal research task, development and submission of a proposal for external funding of their research in the area they explored during their

Figure 1

A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

SCHEDULE OF PROPOSED ACTIVITIES

Spring 1988	Summer 1988	Fall 1988	Spring 1989	Summer 1989
Continue Policy Advisory Board	Orientation for New and Senior Fellows	Seminar in Advanced Research Methods	Continuation of Mentorships	Continuation of Mentorships
Recruit Senior FIPSE Fellows	Establish Mentorships	Mentorships	Conference on Educational Research in Historically Black Universities	Workshop on Writing for Publication in Scholarly Jour.
Recruit New FIPSE Fellows	Establish Materials Repositories	Workshop on Use of Computers in Research	Workshop on Structural Equation Modeling	
		Policy Advisory Board Meeting	AERA Annual Meeting	
		Mentor Training	NCARE Annual Mtg.	

initial years of project support. By securing external funding for their research, the Continuing Fellows will provide a firm basis for continued educational research activity within their academic units in the years following their FIPSE project involvement. They will also demonstrate to their colleagues, the feasibility of augmenting the limited funds for research that are available within their universities' regular budgets. Second, each Continuing Fellow will assume a specialized mentorship role, focussed on the socialization of a New Educational Research Fellow, who will be named by his/her Vice Chancellor for Academic Affairs to participate in the project during its second year. The Continuing Fellow will assist the New Fellow in learning about the opportunities afforded by the North Carolina Association for Research in Education and the American Educational Research Association and, in particular, the opportunities and responsiblities associated with participation in the annual meetings of these professional organizations. The Continuing Fellows will also assist the New Fellows in developing the structural elements of a research project, such as a realistic management plan, including use of the Project Evaluation and Review Technique (PERT), a Gantt chart, and a personnel allocation plan.

As noted elsewhere in this proposal, in recognition of the added responsibilities to be assumed by Continuing Fellows, their universities will provide them with in-kind support equivalent to a 25 percent reduction in teaching load during both semesters of the 1988-89 academic year.

A New Cohort of Educational Research Fellows

One New Educational Research Fellow will be named by the Vice Chancellor for Academic Affairs at each of the four Historically Black universities participating in the project. In naming a New Fellow, each Vice Chancellor for Academic Affairs will employ the selection criteria adopted by the project's Policy Advisory Board during the 1987-88 academic year. These criteria ensure that the selected Fellows will be faculty members who are most likely to benefit from the types of activities the project offers, and will be those most likely to continue active, productive scholarship as a result of their Fellowship experiences. Preference will be given to faculty members who 1) hold terminal degrees in their respective fields, 2) have completed basic courses in applied research methodology, 3) express strong interest in gaining educational research and evaluation skills so that they can conduct research on education or evaluate instructional programs, 4) propose to examine some researchable question within the broad field of Education during the period of their Fellowship, 5) propose to participate fully in all components of the Educational Research Fellowship Program, and 6) are black applicants, since blacks are seriously underrepresented in the field of educational research and in professional educational research organizations.

During the term of their Fellowships, the New Educational Research Fellows will design and initiate individual research projects that focus on a

topic within the broad field of Education. They will be supported in their research in a variety of ways that are more fully discussed elsewhere in this proposal, but include mentorships with Continuing Educatonal Research Fellows and Senior Educational Research Fellows at their own institutions, mentorships with experienced educational researchers at UNC-Greensboro, participation in a specially-developed seminar on advanced research methods, participation in a series of workshops on research techniques and research processes, and partcipation in a statewide Conference on Educational Research in Historically Black Universities.

Senior Educational Research Fellows

One Senior Educational Research Fellow will be named by the Vice Chancellor for Academic Affairs at each of the four Historically Black universities participating in the project. In naming a Senior Fellow, each Vice Chancellor for Academic Affairs will employ selection criteria that complement those adopted by the Policy Advisory Board for New Educational Research Fellows. The Senior Educational Research Fellows will be Associate Professors or Professors who 1) have a history of engagement in the field of educational or social science research, 2) are willing to make a commitment to the guidance and nurturance of the New Educational Research Fellow and the Continuing Educational Research Fellow at their university, 3) are capable of serving as a mentor to the New Educational Research Fellow and the Continuing Educational Research Fellow at their university, with a specific focus on research methodology and use of on-campus

computers for analysis of research data, and 4) agree to participate in all appropriate components of the project, including a workshop on mentoring and the annual meetings of the North Carolina Association for Research in Education and the American Educational Research Association.

The Senior Educational Research Fellows will contribute to the establishment of a viable locus of educational research activity at each of the participating Historically Black universities, and thereby increase the likelihood that the activities and benefits of this project will endure long beyond the period of support from FIPSE. The Senior Educational Research Fellows will develop research partnerships with junior faculty members, provide a critical methodological resource to junior faculty members within the confines of their own institutions, and engage with the junior faculty at their institutions, in the activities of the major state and national professional organizations in the field of educational research.

In acknowledgement of their contribution to achievement of the goals of the project, the Senior Educational Research Fellows will receive reimbursement of expenses they incur in attending the annual meetings of the North Carolina Association for Research in Education and the American Educational Research Association.

Seminar on Advanced Research Methods

During the fall 1988 semester, a Seminar on Advanced Research Methods will be provided at UNC-Greensboro for all New Fellows and Continuing Fellows. Senior Educational Research Fellows will be invited to participate in the Seminar as well, but their participation will be voluntary.

The Seminar will be held for a full day on every third Saturday. It will be taught jointly by Dr. Richard M. Jaeger, Project Director, and Dr. Rita G. O'Sullivan, Project Administrative Coordinator and Evaluator. The Seminar will provide each participating Fellow with guidance on the design, development, and implementation of his/her research project or grant proposal. Fellows will provide brief reports on the status of, and planned next steps in the development of, their projects and proposals at every meeting of the Seminar. Following these reports, Seminar leaders will guide all participants in a detailed, methodology-focused analysis of four of the projects at each Seminar meeting. A different set of projects will be discussed at each Seminar meeting, ensuring that each Fellow's research project or grant proposal will be analyzed intensively at least every six weeks. These project-focussed analyses will be used by the Seminar leaders as vehicles for discussion of generalizable methodological strategies for research project design, research proposal development, data collection procedures, data editing and reduction procedures, the appropriate use of various quantitative and qualitative data-analytic tools, and procedures for computerized analyses of quantitative data. By offering the Seminar on the UNCG campus, the Seminar leaders will have on-line access to the University's VAX 8700 and 11/780 computer network right in the Seminar meeting room.

Because the Fellows hold terminal degrees in their respective fields, it would be of no direct benefit to them to enroll in the Seminar for University credit. The Seminar will therefore be offered on an informal basis, making

use of the facilities and resources of the University of North Carolina at Greensboro, but without formal registration and grade assignment to the participants. Instruction and use of facilities and resources will be an institutional contribution to the project by the University of North Carolina at Greensboro.

Mentorship Program

As has been the case during the first year of the project, each New Fellow and each Continuing Fellow will be paired with an experienced, productive, educational or social science researcher who is on the UNC-Greensboro faculty. Each UNCG mentor will provide substantive, procedural and methodological consultation to his/her Fellow, in addition to encouragement and motivational support, as the Fellows progress with the difficult task of developing and conducting their research projects or designing and writing their grant proposals.

Dr. Edwin Bell will serve as the project's Mentorship Coordinator. In that role, he will monitor the progress of all mentorship relationships and help mentors and Fellows to adjust their relationships when necessary. He will also coordinate the multi-faceted mentorships that are to be provided by Continuing Fellows, Senior Fellows, and UNC-Greensboro faculty members for each New Fellow. It is envisioned that mentoring by Continuing Fellows will focus on socialization to the field of educational research; mentoring by campus-based Senior Educational Research Fellows will focus on data-analytic methodology and the use of research resources (such as the computing facilities at the New Fellow's university); mentoring by UNC-

announcements of events that are likely to be of interest to educational researchers. In addition, the organization hosts an annual meeting that is devoted to presentations of scholarly papers and symposia concerned with research in education.

During the pilot study and the initial year of the current project, the Educational Research Fellows described the annual meeting of NCARE as a highlight among their research activities. For the past two years, a majority of the Educational Research Fellows have attended the NCARE meeting, and this year, one Fellow presented an NCARE paper on research she developed in the course of this project.

NCARE provides the Fellows with opportunities to hear reports on the educational research activities of their university-based and school-system-based colleagues throughout the state, to build networks of relationships with other researchers, to become socialized in the culture of educational research, to become recognized as educational researchers, and to disseminate the results of their own research to an audience of practitioners and fellow researchers.

In response to the Fellows' overwhelmingly positive evaluation of their NCARE experiences, and in view of the advantages just enumerated, we propose to maintain the Fellows' participation in NCARE by supporting their travel and lodgings at the 1989 annual meeting.

Participation in the American Educational Research Association (AERA)

We also propose to maintain the Fellows' participation in the major national organization for professional educational researchers, the American Educational Research Association (AERA). In particular we will provide subsidized travel to, and per diem during, the annual meeting of AERA in the spring of 1989. By maintaining their memberships in AERA, the Fellows will continue to receive three professional educational research journals, including the *American Educational Research Journal* and the *Educational Researcher*.

Membership in AERA and participation in the annual meeting of AERA are essential to the Fellows' socialization to the field. As already noted, membership includes subscriptions to three leading educational research journals. Attending the annual meeting assures that the Fellows will be exposed to the ideas and findings of the nation's leading educational researchers, will view models of good research practice and effective reporting of research findings, and will have an opportunity to present the results of their own research (thus increasing the possibility of developing collaborative relationships with others who are engaged in research similar to theirs). It is noteworthy that five of the eight current Educational Research Fellows presented the results of their project-developed research at the 1988 annual meeting of AERA.

As was true of NCARE, during the pilot study, the Fellows judged their participation in the 1987 AERA meeting to be an important component of their development as practicing educational researchers.

Seminar with Association Presidents and Leading Researchers

On the first evening of the 1988 annual meeting of AERA, the current Fellows attended a specially developed seminar that was designed to help them learn about the structure and history of the American Educational Research Association and the National Council on Measurement in Education (NCME is a professional organization of researchers and practitioners concerned with assessment and evaluation that holds its annual meeting in conjunction with AERA). Presidents of NCME and AERA, chairs of the annual meeting programs of NCME and AERA, and the Executive Officer of NCME and AERA gave brief presentations on the structure and history of the organizations, and methods the Fellows could use to become more actively involved in the organizations and in their annual meeting programs. In addition, the Fellows were provided an opportunity to discuss their research with a dozen of the most outstanding minority and non-minority educational researchers in the nation; e.g., Dr. Robert Stake of the University of Illinois, Dr. Gladys Stiles Johnson of the University of Arizona, Dr. Robert Linn of the University of Colorado, and Dr. Harry O'Neil of the University of Southern California. We propose to structure, arrange and host a similar seminar for all twelve Fellows at the 1989 annual meeting of AERA.

Working Seminars on Fellows' Research Projects

During the 1988 annual meeting of AERA, the current Fellows attended one or both of two working seminars with four outstanding minority educational researchers (Dr. Edmund Gordon of Yale University, Dr. Carol

Camp Yeakey of Purdue University, Dr. Sylvia Johnson of Howard University, and Dr. Lloyd Bond of the University of Pittsburgh). These two seminars were scheduled and developed solely for the Educational Research Fellows, and were devoted principally to discussions of further development and dissemination of the Fellows' own research projects. Prior to the seminar, synopses of the Fellows' projects and the Fellows' curriculum vitae were distributed to the four seminar leaders listed above. In addition, the Fellows received the curriculum vitae of the seminar leaders. Thus the seminar leaders were familiar with the Fellows' research prior to the working seminars (and vice versa), and were able to move immediately to consultation and recommendations on the further development and dissemination (through publication in scholarly journals, seeking external funding for follow-on studies, etc.) of the Fellows' work.

We propose to replicate these successful working seminars at the 1989 annual meeting of AERA. We will again select a cadre of seminar leaders who represent to beginning minority educational researchers.

Workshops on Building Methodological Skills for Research

We propose to conduct two workshops on building methodological skills for research during the 1988-89 academic year. All twelve Fellows will be invited to attend both workshops, as will twelve additional faculty members who will be nominated by the Vice Chancellors for Academic Affairs of the four Historically Black universities that participate in this project. By broadening faculty attendance at these workshops, we will

increase the institutional impact and benefits of this project and provide an opportunity for additional members of the faculty of the four Historically Black universities to gain essential research skills.

The proposed workshops are described in greater detail in the following subsections. Because each of the two workshops will require access to specialized microcomputer facilities and specialized computer software (e.g., a linear structural relationships program called LISREL, that is now an optional component of SPSS-X), the workshops will be held at the University of North Carolina at Greensboro.

Workshop on Using Microcomputers as Research Tools

During the initial year of the project we discovered that virtually all of the Historically Black universities participating in the project make available to their faculty members, microcomputers that can be used for research purposes. We also discovered that few of the FIPSE Educational Research Fellows avail themselves of this opportunity because they have not received instruction on how to use microcomputers in their research. We propose to alleviate this problem by providing a one-day workshop early in the fall of 1988 that will focus on using microcomputers for such tasks as data storage and retrieval, data editing, data synthesis, statistical analysis, budget accounting, and report preparation.

The workshop will take place in a well-equipped laboratory that contains a variety of microcomputers and an array of well-known software that can be used to support research applications in Education. The

workshop leader, Mr. Gerald Donnelly, is Director of Computer Education for the High Point, North Carolina public schools and has substantial experience conducting successful workshops with objectives similar to those proposed here.

Instructional content will be adapted to the varied microcomputer experience levels of the FIPSE Educational Research Fellows, and each will be given ample opportunity to test and apply newly-acquired microcomputer skills.

Workshop on Structural Equation Modeling (LISREL)

During the spring1989 semester, the FIPSE Educational Research Fellows and twelve additional faculty members nominated by the Vice Chancellors for Academic Affairs of the four Historically Black universities will participate in a two-day workshop on structual equation modeling and use of the LISREL VI computer program for analysis of research data.

In reviewing the research projects of the current FIPSE Educational Research Fellows, we noted that the vast majority are conducting what sociologists would term "field research" rather than experimental research. Linear structural modeling is ideally suited to the analysis of data resulting from this type of research. It involves specification of latent variables that represent the constructs underlying the research being pursued by most of the Fellows (e.g., self-concept, self-esteem, achievement, attitude, etc.), and manifest variables that are the observable measures of these constructs. It requires the researcher to hypothesize relationships among

latent variables and to specify which of the observable variables are measures of each latent variable. It accomodates very simple models in which one latent variable is "caused by" a number of others, somewhat more complex models in which some latent variables moderate the effects of others on one or more dependent variables, and very sophisticated models in which variables share causation (e.g., achievement is a cause of attitudes, and vice-versa).

By engaging in this workshop, the Fellows and other faculty members employed by participating Historically Black universities will learn to conceptualize their field research in terms of causal models, to structure their data for analysis using the LISREL feature of the SPSS-X statistical analysis programs, and to interpret the results produced by the LISREL program. Optional evening sessions will give the participants opportunities to apply what they have learned and to practice their newly-acquired skills.

Facilities for conducting the workshop and computer time will be provided as an institutional contribution by the University of North Carolina at Greensboro. We will attempt to engage Dr. Erik Hayduk of McGill University, author of the newly-released book, *Structural Equation Modeling with LISREL*. New York: Lawrence Erlbaum, as instructor for the workshop.

Workshop on Writing for Publication in Scholarly Journals

We plan to replicate the two-day workshop on writing for publication in scholarly journals, scheduled to be held at North Carolina Central University in Durham on May 18-19, 1988, during the summer of 1989. This

workshop will provide initial instruction in the process of writing for publication in scholarly educational research journals for the four New FIPSE Educational Research Fellows, and supplementary instruction for the eight Continuing and Senior Educational Research Fellows. The workshop will include instruction on extraction of pertinent material from final research project reports, organization of writing for journal publication, selection of appropriate research journals for submission of prospective articles, the journal review process, and development of successful responses to the recommendations of reviewers and journal editors. We will attempt to engage the services of Dr. Penelope Peterson of Michigan State University and one other educational researcher who is conducting a mini-course on this topic at the 1988 annual meeting of the American Educational Research Assocation, to conduct our 1989 workshop.

Twelve additional faculty members will be nominated by the Vice Chancellors for Academic Affairs of the four Historically Black universities to participate in this workshop, so that its benefits can be realized by the largest feasible group of faculty members.

Conference on Educational Research in Historically Black Universities

We propose to replicate the Conference on Educational Research in Historically Black Universities that was held on April 22, 1988 at North Carolina A&T State University. Our purposes in seeking funds for replication of this conference are threefold. First, the conference will

provide a forum for presentation of the research findings of the FIPSE Educational Research Fellows who participate in this project. Second, it will serve as a vehicle for dissemination of the results of this project throughout the state of North Carolina and will inform a large number of additional faculty members employed by North Carolina's Historically Black colleges and universities of the significant educational research conducted by their colleagues. Third, by replicating the 1988 conference, we will establish a pattern of annual statewide conferences devoted to educational research conducted in Historically Black universities. We will thus attempt to reinforce a currently embryonic tradition that can persist beyond the life of this project.

The structure of the 1989 conference will be similar to that of the April 1988 conference. The New FIPSE Educational Research Fellows and the Senior Fellows will present the results of their research studies during well-organized symposia. The Continuing Fellows will describe the grant proposals they have developed and the process of identifying appropriate funding sources. A nationally-prominent minority educational researcher will be invited to serve as a keynote speaker.

Invitations to attend the conference and conference programs will be sent to all appropriate faculty members in the 15 comprehensive institutions of the University of North Carolina and in all Historically Black colleges and universities in the state of North Carolina. Over 1800 invitations were distributed for the April 22, 1988 conference. We anticipate a similar mailing for the second annual conference proposed here.

Repositories of Research Guidelines in Participating Universities

To further increase the likelihood that the activities and benefits of this project will continue beyond the period of FIPSE support, we propose to establish repositories of research guidelines and materials at each of the participating Historically Black universities. These materials will be derived from each of the project workshops that have taken place or will take place between May, 1988 and August, 1989. The repositories will house, at a minimum, materials on making effective oral presentations of research findings, materials on using microcomputers in educational research, materials on writing for publication in scholarly research journals, and materials on using linear structural models in the analysis of educational research data. Suitable physical facilities for these repositories will be provided by the four Historically Black universities that are currently participating in this project.

The Policy Advisory Board

From the inception of this project, we have benefitted from the continuing support, effective oversight, and wise counsel of a Policy Advisory Board composed of the Vice Chancellors for Academic Affairs and the Deans of Education of the five institutions (including UNC-Greensboro) that have participated in this project. We propose that the Policy Advisory Board be continued during the second year of the project.

As noted in our proposal of May 3, 1987, the Policy Advisory Board is essential to this project for several reasons. First, its members are in key positions to promote faculty involvement in educational research at their respective universities. Second, since its membership includes the Senior Academic Officers of each participating institution, maintenance of a Policy Advisory Board greatly increases the likelihood that the activities of this project will be continued on the respective campuses of the participating Historically Black institutions, beyond the period of FIPSE support. Third, Policy Advisory Board members provide critical information on the environment in which their faculty members attempt to engage in research activities, and thereby help to shape the project in ways that are realistic, feasible, and most effective.

All current Policy Advisory Board members have expressed their willingness to continue in that role, and have agreed to absorb the costs of their participation in the work of the Board, including periodic meetings, as an institutional contribution to the project. Letters of endorsement of the project, including agreements to participate, can be found in Appendix A.

Personnel and Management

Since the current project staff has effectively realized almost all of the goals established for the first year of the project and continues to work well and to be committed to the project, we propose only those changes in

project personnel necessitated by personnel changes at the University of North Carolina at Greensboro.

Dr. Richard M. Jaeger will continue to serve as Project Director and Principal Investigator. He will continue to be responsible for planning and management of all project activities, including recruitment of New FIPSE Educational Research Fellows and Senior Educational Research Fellows. Dr. Jaeger will also continue to serve as Executive Officer to the project's Policy Advisory Board. A current vita for Dr. Jaeger is provided in Appendix B.

Dr. Rita G. O'Sullivan will serve as project evaluator and administrative officer. In these roles she will be responsible for the design, planning, and management of all project evaluation activities, including data collection, data analysis, and reporting the results of all formative and summative evaluations. As administrative officer, Dr. O'Sullivan will be responsible for administrative oversight of all non-professional project personnel, maintenance of budget and accounting records, and liaison with support offices, such as the University's Office of Sponsored Programs and the University Accounting Department. A current vita for Dr. O'Sullivan is provided in Appendix B.

Dr. Edwin Bell will serve as the project's Mentorship Coordinator. In this role, he will assist the Project Director in establishing effective mentorships for New Educational Research Fellows with research-productive Education and Social Science faculty at UNC-Greensboro. He will also coordinate instructional programs for mentors based at UNC-

Greensboro and at the participating Historically Black universities so that each Fellow's mentor can fulfill his or her roles in complementary and productive ways. Dr. Bell will also monitor the progress of all mentorships during the second year of the project, and, following appropriate consultation with the Project Director, will initiate such actions as are necessary to ensure the continued effectiveness of all mentorships. A current vita for Dr. Bell is contained in Appendix B.

During the first project year, Dr. Marilyn Haring-Hidore served as the project's Mentorship Coordinator. Although Dr. Haring-Hidore's will soon assume the position of Dean of the School of Education at the University of Massachusetts, she remains committed to the success of this project. Because of her extensive research on the development of faculty expertise through mentorships, we propose to engage Dr. Haring-Hidore as a consultant to the mentorship component of the project. In that role, she will (1) conduct a workshop on effective mentoring of junior faculty members for all persons who will serve as mentors during the second year of the project (the workshop will be held early in the fall semester of the 1988-89 academic year), (2) conduct an external formative evaluation of the effectiveness of mentoring relationships involving mentors at UNC-Greensboro and the four participating Historically Black universities, and (3) consult with Dr. Bell on efficient coordination and monitoring of the multiple-mentor networks that are proposed for each participating FIPSE Fellow. Dr. Haring-Hidore's current vita can be found in Appendix B.

As was the case during the first year of project operation, our support staff will be modest in size. The project will require the services of a half-time Graduate Research Assistant who will support the Project Director and the Project Evaluator by completing various program development and evaluation tasks. In addition, the project will require the services of a three-fourths-time (30 hours per week) Clerk Typist III to assist with maintenance of budget records, correspondence, preparation of instructional materials, preparation of project reports, etc.

Evaluation Plan for the Second Year of the Project

Operational Goals for the Second Project Year

Operational goals of this project can be divided into three tiers--outcomes that are observable during the project's implementation which directly document proposed project activities, outcomes that contribute to identified goals for institutional self-sufficiency through faculty development, and outcomes that are expected to become evident following the requested period of support.

Specific Outcomes to Document Project Activities

1. Four faculty members in the Historically Black institutions of the University of North Carolina will continue as Educational Research Fellows.

2. Four faculty members in the Historically Black institutions of the University of North Carolina will be identified as Senior Educational Research Fellows.

3. Four faculty members in the Historically Black institutions of the University of North Carolina will be identified as New Educational Research Fellows.

4. Eight faculty members in the Historically Black institutions of the University of North Carolina will be paired with research mentors.

5. Eight faculty members in the Historically Black institutions of the University of North Carolina will participate in an advanced educational research seminar.

6. Between 20 and 30 faculty members in the Historically Black institutions of the University of North Carolina will participate in three special workshops designed to build methodological skills for research, and writing for publication.

7. Twelve faculty members in the Historically Black institutions of the University of North Carolina will hold memberships in the American Educational Research Association and the North Carolina Association for Research in Education.

8. Twelve faculty members in the Historically Black institutions of the University of North Carolina will attend the annual meetings of the American Educational Research Association and the North Carolina Association for Research in Education.

9. One hundred to two hundred faculty members in the Historically Black institutions of the University of North Carolina will attend a conference on educational research in Historically Black Universities.

10. Four Historically Black institutions of the University of North Carolina will have repositories of research guidelines for improving the participation of their faculty in educational research.

Specific Faculty Development Outcomes

1. Between 20 and 30 faculty members in the Historically Black institutions of the University of North Carolina will develop and demonstrate increased skill in writing for journal publication, computer analysis of data, statistical analysis, experimental design, proposal writing, and securing support for educational research.

2. Administrators in four Historically Black institutions of the University of North Carolina will demonstrate increased commitment to faculty research by facilitating and supporting, the educational research activities of their faculty.

3. A strong network of inter-university and multidisciplinary relationships will be developed and maintained in support of the educational research activities of the Educational Research Fellows.

4. Collaboratively-developed educational research papers will be produced by the Educational Research Fellows and their mentors.

5. Educational Research Fellows will present papers at the annual meetings of such professional educational research organizations as the American Educational Research Association or the North Carolina Association for Research in Education.

6. The careers of 20 to 30 faculty will be enriched through increased educational research capability and productivity.

Specified Outcomes Expected Beyond the Funding Period

1. Educational Research Fellows will serve as research mentors for other faculty members who join the faculties of their institutions.

2. Educational Research Fellows will remain active in professional educational research organizations.

3. Educational Research Fellows will continue to engage in educational research through the successful preparation of research proposals, presentation of research study results at professional meetings, and publication of research articles in professional journals.

4. Educational Research Fellows will serve on the editorial boards of educational research publications.

5. Institutions of higher education outside North Carolina will adopt the project's model for increasing the educational research participation of minority faculty members.

6. Educational Research Fellows who do not hold terminal degrees will use course work taken during the project in partial fulfillment of the requirements of various doctoral programs, and will earn doctoral degrees.

Evaluation of the Operational Goals

The project evaluator, in collaboration with the professional project staff, will be responsible for designing and conducting all three tiers of the evaluation. Both formative evaluation (identifying needed improvements in the project's operation) and summative evaluation (determining the effects and results of the project) will be conducted.

Formative Evaluation

Formative evaluation will focus on developing a project monitoring system that will provide early detection of problems and contribute to the timely achievement of the project's objectives. An additional focus of the

formative evaluation will be conducting an assessment of the needs of each Educational Research Fellow so that appropriate individual courses of study can be developed, mentors with interests that are similar to those of the Educational Research Fellows can be identified, and summer workshop topics can be selected on the basis of their relevance to the interests and needs of the Educational Research Fellows.

The components of the formative evaluation will include:

1. A demographic survey of the Educational Research Fellows, focusing particularly on their previous education, work, and research experiences.

2. A needs assessment, focusing in more detail on Educational Research Fellows' self-reports of knowledge and skills directly related to the training program; e.g., knowledge and use of a variety of statistical techniques, research designs, methods of data collection, report writing skills and journal publication skills.

3. Individual interviews with Educational Research Fellows will add to the information collected in 1. and 2., will identify specific concerns about Fellows' participation in the project and will assess the Fellows' professional and career interests. These data will be used as a basis for pairing Educational Research Fellows with mentors.

4. Fellows' participation in the project, i.e., meetings with project staff, contacts with local or national mentors, and course contacts, will be evaluated using participant log books. Log entries will summarized for all participants at the conclusion of each phase of the project.

5. Formal periodic evaluation of meetings scheduled with Educational Research Fellows will be conducted at the end of meetings.

6. An evaluation questionnaire will be administered at the conclusion of each phase of the project (course or workshop).

Summative Evaluation

The summative evaluation will assess the attainment of the expected faculty development outcomes enumerated earlier. These outcomes, together with the information needed to evaluate them, are summarized below. The outcomes or objectives of the project focus on increases in technical skills in the areas of research design, statistical analysis techniques, use of computers as research tools and in the substantive areas of the Fellows' research, as well as increases in indices of the Fellows' scholarly productivity. Indices of Fellows' scholarly productivity will include their preparation and submission of research review articles, research studies, and the development and submission of grant or contract proposals.

Other indices of attainment of project outcomes include the degree of support that the Educational Research Fellows' institutions provide to facilitate their participation in the project and their attainment of project goals. These support mechanisms can include reduced teaching loads, provision of research or teaching assistants, travel support for the purpose of presenting research papers, and reduced committee work for a specified period of time.

Program Evaluation Outline

Outcome	Information Sources
1. Educational Research Fellows will develop and demonstrate increased skill in writing for journal publication, computer analysis of data, statistical analysis, experimental design, proposal writing, and securing support for educational research.	Measures of skill attainment will be obtained from the Educational Research Fellows' course and workshop records, research outlines, proposals, reports, paper presentations, and publications.
2. Administrators in four Historically Black institutions of the University of North Carolina will demonstrate increased commitment to faculty research by facilitating and supporting the educational research activities of the Educational Research Fellows.	Number of reduced course loads, teaching or research assistants, equipment, reduced committee assignments, etc., negotiated by the Fellows with their institutions.
3. A strong network of inter-university and multidisciplinary relationships will be developed and maintained in support of the educational research activities of minority faculty.	Number of professional contacts made with mentors, other Fellows, project staff.
4. Educational Research Fellows will become actively involved in such professional educational research organizations as the American Educational Research Association.	Travel to AERA and NCARE meetings, number of sessions attended, presentations made, committee memberships, etc.
5. Collaboratively-developed educational research papers will be produced by Fellows with mentor assistance.	Number of papers produced, type of dissemination, publications submitted and accepted, proposals funded.
6. The careers of the Educational Research Fellows will be enriched through increased educational research capability and productivity.	Detailed job descriptions and career expectations will be obtained from each Fellow at the beginning and near the end of the project.

Proposed Evaluation Procedures

During the initial recruitment phase of the project a detailed evaluation plan will be prepared for approval by the Policy Advisory Board. The evaluation plan will include an evaluation crosswalk similar to the one used during the completed planning/pilot study of this project (see Appendix G). The individual Fellows' surveys, needs assessments, mentor pairings, meeting evaluations, and the log entry evaluations were successfully field tested, and examples of the evaluation instruments developed during the pilot study are included in Appendix H.

Evaluation Results to be Provided

Formative evaluation results will be summarized and made available to the project staff on a continuing basis. These evaluative findings will also be included in the background materials distributed to Policy Advisory Board members prior to each meeting, and agenda time will be made available for discussion or action as needed. Summative evaluation results will be compiled twice a year, in January and August, for presentation at Policy Advisory Board meetings.

Dissemination and Diffusion of Evaluative Findings

Evaluative findings will be disseminated in several ways, as described earlier in the proposal. Presentation of project findings at professional meetings will be a prime mode of dissemination. During the planning/pilot study completed in preparation for this proposal, a paper on the mentorship component of the project was prepared by Dr. Marilyn Haring-Hidore and a paper presenting the results of the needs assessment survey was presented

at the 1987 Annual NCARE meeting by Dr. Richard Jaeger and Ms. Cynthia Cole. Project Staff participated in a symposium presenting papers on the pilot project year's activities at the 1988 Annual Meeting of the American Educational Research Association. Planning/pilot study results were also presented at an educational research conference held on April 22nd, 1988 at North Carolina A & T State University. For the proposed project, a summary of evaluative findings will be compiled and made available to the Educational Resources Information Center (ERIC) for distribution in the *Resources in Education* microfiche collection, which has a nationwide distribution.

Budget

We are requesting approval of a total continuation budget of $91,791, which is less than the $92,374 requested for the 1988-89 academic year in our original proposal. Modest savings have been realized by modifying some originally-proposed activities, and judicious reallocation of funds requested for support of several other activities.

Budget Summary

A summary budget is shown below, and on an attached FIPSE budgeting form:

A. Direct Costs:	
1. Salaries and Wages (Professional and Clerical)	$ 33,548
2. Employee Benefits	3,507
3. Travel	5,581

A. Direct Costs (continued):		
4. Equipment (Purchase)		0
5. Materials and Supplies		4,655
6. Consultants or Contracts		9,600
7. Other (Equipment rental, Printing, etc.)		28,100
B. Indirect Costs:		6,800
TOTAL Requested from the Fund		**$ 91,791**
Institutional Support (Project costs not requested from the Fund)	$ 61,365	

Narrative Budget Justification

A detailed narrative budget justification that includes a full listing of proposed expenditures by major and minor budget category, and a description of the bases and assumptions used in preparing the budget, is provided on the following pages.

FIPSE BUDGET NARRATIVE 1988-89

1. Salaries and Wages

Project Director Dr. Richard M. Jaeger (10%)	9,548
Administrative Coordinator & Evaluator Dr. Rita G. O'Sullivan (10%)	4,107
Mentorship Coordinator Dr. Edwin Bell (5%)	2,948
Clerk-Typist III (75%) (6 mos. at $6.39/hour; 6 mos. at $7/hour)	10,445
Research Assistant (20 hours/week)	6,500

Sub-Total Salaries and Wages..... 33,548

2. Employee Benefits

FICA (7.51% for Professional & Clerical Staff)	2,032
Retirement (7.62% for Professional Staff)	1,266
Unemployment (2% for Clerical Staff)	209

Sub-Total Employee Benefits..... 3,507

3. Staff Travel

a. Fipse Project Directors' Meeting (R.M. Jaeger)

Roundtrip airfare Greensboro-Washington, D.C.	350
Ground transportation	25
Per diem ($118/day x 3 days [rate set by FIPSE])	354
Registration fee (set by FIPSE)	55

b. Annual Meeting of the North Carolina Association for Research in Education (R.M. Jaeger, R.G. O'Sullivan and one Research Assistant)

Mileage reimbursement (300 miles x $.20 x 3 staff)	180
Per diem ($60/day x 2 days x 3 staff)	360

c. Annual Meeting of the American Educational Research Association (R.M. Jaeger, R.G. O'Sullivan and one Research Assistant)

Roundtip airfare Greensboro-San Francisco ($960 x 3 staff)	2,880	
Ground transportation ($25 x 3 staff)	75	
Per diem ($70/day x 5 days x 3 staff)	1,050	
d. Workshop on Writing for Publication (R.M. Jaeger, R.G. O'Sullivan and one Research Assistant)		
Mileage reimbursement ($.20 x 120 miles x 3 staff)	72	
Per diem ($60 x 1 day x 3 staff)	180	
Sub-Total Travel.....		5,581
4. Equipment		0
5. Materials & Supplies		
a. Seminar on Advanced Research Methods		
Computer based literature searches ($40 x 2 x 8 Fellows)	640	
Instructional materials ($60 x 8 Fellows)	480	
Research funding newsletter	200	
b. Workshops on Methodological Skills		
Handouts ($10 x 25 participants)	250	
Instructional materials ($40 x 2 workshops x 12 Fellows)	960	
c. Workshop on Writing for Publication		
Notebook of materials ($15 x 25 participants)	375	
d. Fellow Recruitment	250	
e. Repositories of Research Guidelines ($100 x 4 instutional repositories)	400	
f. General Office Supplies (including evaluaton materials)	1,100	
Sub-Total Materials & Supplies.....		4,655

6. Consultants

a.	Mentors ($400 honoraria x 8 mentors)	3,200
b.	National Faculty ($250 honoraria x 4 faculty)	1,000
c.	Mentorship evaluator ($200 x 5 days)	1,000
d.	Workshop Presenters - Methodological Skills ($200/workshop day x 7.5 days, including preparation)	1,500
e.	Workshop Presenters - Writing for Publication ($200/workshop day x 6 days, including preparation x 2 presenters)	2,400
f.	Conference Keynote Speaker ($200/day x 2.5 days, including preparation)	500

Sub-Total Consultants..... 9,600

7. Other

a. FIPSE Educational Research Fellows' Travel

1) Annual Meeting of the North Carolina Association for Research in Education (4 New Fellows, 4 Continuing Fellows, and 4 Senior Fellows)

Mileage reimbursement (300 miles x $.20 x 12 Fellows)	720
Per diem ($60/day x 2 days x 12 Fellows)	1,440

2) Annual Meeting of the American Educational Research Association (4 New Fellows, 4 Continuing Fellows, and 4 Senior Fellows)

Roundtip airfare Greensboro-San Francisco ($960 x 12 Fellows)	11,520
Ground transportation ($25 x 12 Fellows)	300
Per diem ($70/day x 5 days x 12 Fellows)	4,200

3) Workshop on Writing for Publication (4 New Fellows, 4 Continuing Fellows, and 4 Senior Fellows)

Per diem ($60 x 1 day x 12 Fellows)	720

Sub-Total Fellows' Travel..... 18,900

b. Consultant Travel

1) Mentorship evaluator

air transportation ($355 x 2 trips)	710
ground transportation ($25 x 2 trips)	50
per diem ($60/day x 4 days)	240

2) Workshop Presenter - Methodological Skills		
air transportation	750	
ground transportation	25	
per diem ($60/day x 2 days)	120	
3) Workshop Presenters - Writing for Publication		
air transportation ($600 x 2 trips)	1,200	
ground transportation ($25 x 2 trips)	50	
per diem ($60 x 3 days x 2 presenters)	360	
4) Conference Keynote Speaker		
air transportation	600	
ground transportation	25	
per diem ($60 x 2 days)	120	
Sub-Total Consultant Travel.....		4,250
c. Space Rental & Food		
Space AERA annual meeting research seminars	1,350	
Food AERA annual meeting research seminars	100	
Workshop refreshment breaks ($50/day x 4 days)	200	
Policy Advisory Board meeting luncheon ($10 x 15 people x 2 meetings)	300	
Conference luncheon ($6 x 40 people)	240	
Conference refreshment breaks ($1 x 260 people)	260	
Sub-Total Space Rental & Food.....		2,450
d. Communications		
Mailing of Conference programs	300	
General telephone & postage	1,200	
Sub-Total Communications.....		1,500
e. Printing & Copying		
Conference program	500	
General printing & copying (including final report)	500	
Sub-Total Printing & Copying.....		1,000

TOTAL DIRECT.....	$ 84,991
INDIRECT (EDGAR RATE: 8% TOTAL DIRECT)	6,800
TOTAL REQUESTED.....	**$ 91,791**

INSTITUTIONAL SUPPORT (In kind):

Instructors for Seminar on Advanced Research Methods (salary contribution at one-third course load for Assistant Professor and Professor for one semester)	17,069
In kind contribution comparable to tuition and fees for Fellows — Fall 1988, Spring 1989 (8 Fellows x 2 semesters x $120)	1,920
Participant Travel to Workshops (25 participants x 120 mi. x 3 meetings x 0.20)	1,800
Released-Time or Equivalent Research Support (8 Fellows x 2 semesters x $2500)	40,000
Travel to Policy Advisory Board Meetings (12 members x 120 mi. x 2 meetings x $.20)	576
TOTAL INSTITUTIONAL SUPPORT.....	$ 61,365

FAYETTEVILLE
STATE
UNIVERSITY

1200 Murchison Road, Newbold Station, Fayetteville, NC 28301-4298 (919) 486-1369

OFFICE OF PROVOST &
VICE CHANCELLOR FOR ACADEMIC AFFAIRS

April 21, 1988

Dr. Richard M. Jaeger
Professor and Director
Center for Educational Research
and Evaluation
School of Education
The University of North Carolina
at Greensboro
Greensboro, NC 27412-5001

Dear Dr. Jaeger:

Fayetteville State University has been an active participant in the FIPSE Project to Increase the Educational Research Participation of Faculty in the Historically Black Institutions of The University of North Carolina since it's inception. We are very much committed to the objectives of the project and have been very pleased with the involvement which our faculty has had.

There is a dire need for continuation of this effort with current and future Educational Research Fellows. Not only will current fellows benefit, but the potential for other faculty at our institution will be greatly enhanced by opportunitities for interaction in selected project activities.

Fayetteville State University fully expects to support this project in every feasible way that it can. Included in that support is our commitment to:

1. Facilitate the research fellows' participation in all activities through creative allocation of schedules, administrative endorsement of participation, reduction in certain normally required duties of faculty fellows, and facilitation of access to campus resources which will be useful in the research activities.

Fayetteville State University is a constituent institution of The University of North Carolina

2. Facilitate the total project through wide dissemination of project information and materials to faculty, encouragement for utilization of project products in graduate and undergraduate instructional programs, promotion of participation of other faculty and graduate students in conferences and symposia sponsored by the project.

3. Provide administrative assistance to the project through advisory mechanisms and other available avenues.

We look forward to continued participation in the project, if funded.

Sincerely,

Valeria P. Fleming
Vice Chancellor for
Academic Affairs

me

Vice-Chancellor for Academic Affairs

March 28, 1988

Dr. Richard M. Jaeger
FIPSE Project Director
The University of North Carolina at Greensboro
Greensboro, North Carolina 27412-5001

Dear Dr. Jaeger:

North Carolina Central University enthusiastically supports the continuing efforts of the University of North Carolina at Greensboro in providing a project whose main objective is to generate more minority participation in Educational Research Professional Organizations. We believe this to be a very noteworthy and worthwhile effort as is evidenced by North Carolina Central University's whole-hearted endorsement, support, and participation.

If we can provide additional information or testimonies of support, please let us know.

Sincerely,

Mickey L. Burnim
Vice-Chancellor for Academic Affairs

cpg

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Winston-Salem State University
WINSTON-SALEM, NORTH CAROLINA 27110

Office of the Vice Chancellor
for Academic Affairs

Telephone 919 / 761-2160

March 18, 1988

Dr. Richard M. Jaeger, Director
FIPSE Project
Center for Educational Research and Evaluation
School of Education
The University of North Carolina at Greensboro
Greensboro, North Carolina 27412-5001

Dear Dr. Jaeger:

Winston-Salem State University is pleased to support the continuing efforts of The University of North Carolina at Greensboro in implementing the FIPSE program. We endorse your efforts to seek funds from FIPSE for the continuation of this worthwhile program. The renewal proposal as discussed at our March 17, 1988 meeting contains a number of items that I believe will strengthen the program on the individual campuses and should lead to an enhancement of educational research on our campus.

Please advise if we may be of further assistance to you as you move towards completion of the proposal.

Sincerely,

Richard Bennett, Jr.
Vice Chancellor
for Academic Affairs

RB/es

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

GREENSBORO 27411

WILLIE T. ELLIS
Acting Vice Chancellor
for Academic Affairs

Telephone (919) 334-7965

April 22, 1988

Dr. Richard M. Jaeger, Director
Center for Educational Research and
Evaluation of Education
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Re: Letter of Support

Dear Dr. Jaeger:

This letter of commitment will insure that North Carolina Agricultural and Technical State University will support the program and the stated objectives set forth in the FIPSE proposal. It will continue to cooperate and support the FIPSE Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina for 1988-89 AY.

Yours truly,

Willie T. Ellis

WTE:db

An Equal Opportunity / Affirmative Action Employer

January, 1988

Richard M. Jaeger

PERSONAL:

Home Address:	902 Willowbrook Drive Greensboro, North Carolina 27403
Office Address:	University of North Carolina at Greensboro School of Education Greensboro, North Carolina 27412-5001
Telephone:	(919) 299-2145 (home) (919) 334-5100

For additional personal and background information, see *American Men and Women of Science, or Who's Who in the South and Southwest.*

EDUCATION:

1962 B.A., Mathematics (Minor in Physics), Pepperdine College
1964 M.S., Mathematical Statistics, Stanford University
1970 Ph.D., Educational Research, Stanford University

INSTITUTIONAL APPOINMENTS:

University of North Carolina at Greensboro:

1980 -	Director, Center for Educational Research and Evaluation
1976 -	Professor, Educational Research Methodology, School of Education

University of South Florida:

1974 - 1977	Professor, Educational Research Methodology, College of Education
1971 - 1974	Associate Professor, Educational Research Methodology, College of Education

United States Department of Health, Education, and Welfare,
U.S. Office of Education

1967 - 1971 Mathematical Statistician, National Center for Educational Statistics;
Chief of Evaluation Design, Bureau of Elementary and Secondary Education;
Chief of Evaluation Methodology, Bureau of Elementary and Secondary Education;
Director, Federal-State Development Staff, Office of the Deputy Commissioner for Development

Stanford Research Institute

1965 - 1967 Mathematical Statistician, Mathematical Sciences Department

General Motors Corportation, Research Laboratories

1964 - 1965 Senior Research Engineer

Philco Corporation, Western Development Laboratories

1962 - 1964 Mathematical Statistician

The Aerospace Corporation, Space Technology Laboratories

1958 - 1962 Analyst and Statistician

PART TIME AND SUMMER INSTITUTIONAL APPOINTMENTS:

Caribbean Research Institute, College of the Virgin Islands:

1983 Visiting Research Fellow

Oregon State University

1976 (summer) Visiting Professor, Department of Statistics

Educational Testing Service

1973 (summer) Visiting Research Psychologist, Developmental Research Division

Nova University

1973 - National Lecturer in Evaluation

Virginia Polytechnic Institute and State University

1970 - 1971 Visiting Assistant Professor, College of Education

Howard University

1969 - 1970 Visiting Lecturer in Statistics, Department of Education

LONG TERM AND CONTINUING CONSULTANTSHIPS:

1982 - **State of Virginia, Department of Education**
Technical Consultant on assessment of beginning teachers for renewable certification (measurement research and development).

1981 - 1984 **State of Virginia, Department of Education**
Technical Consultant on validation and standard-setting, National Teachers Examination (measurement research and development).

1981 - **State of Georgia, Department of Education**
Technical Consultant on statewide assessment programs and teacher certification testing programs (measurement research and development).

1980 - **Association of American Medical Colleges**
Member of the Technical Advisory Committee on the Medical College Admissions Test (measurement research).

1979 - **State of California, Department of Education**
Member of the Technical Advisory Committee on the California Assessment Program (measurement research and development).

1972 - 1973 **National Institute of Education**
Chairman of the Specialist Panel on Evaluation and Management Programs, Spring Review of Research Programs in Regional Laboratories and Research and Development Centers (program evaluation).

1972 - 1973	**U.S. Office of Education**, National Center for Educational Research and Development (evaluation of research programs and plans).
1971 - 1976	**U.S. Office of Education**, National Center for Educational Statistics (Meta-evaluation, evaluation design, and psychometrics).

SELECTED SHORT-TERM CONSULTANTSHIPS:

Universities and Colleges:

University of Illinois, Center for Instructional Research and Curriculum Evaluation (research design
George Peabody College, John F. Kennedy Center for Human Development (analysis of time series experiments)
University of Miami (National Assessment)
The Ohio State University, Evaluation Center (design of statewide assessment)
Nova University, External Ed.D. Program (plan for evaluation of early childhood cluster)
The Ohio State University, Faculty of Eduational Administration (training in measurement and evaluation)
Hillsborough Community College, Consultant to President's Committee on Accountability
University of Alabama (training in educational measurement)
University of Georgia, College of Education (meta-evaluation)
University of South Florida (instruction in evaluation)
University of Iowa (computerized data analysis system review)
University of South Carolina, College of Education (research design, analysis of differential achievement)
Georgia State University (assessment program design)
Boston College (academic program evaluation)
University of Toronto, Ontario Institute for Studies in Education (assessment program design)
University of California (evaluation and measurement research)
University of Missouri (sampling design for statewide assessment)

Federal Government Agencies.

United States Geological Survey, Astrogeology Division (lunar trafficability)
U.S. Office of Education, National Center for Educational Communication, (research design)
U.S. Office of Education, Right to Read Office, (design of national program evaluation)
National Institute of Education, Washington, D.C. (program evaluation)
Department of the Army, Combat Arms Training Board (cost-effectiveness modeling and analysis, and program evaluation)
Department of the Army, Recruiting Command (program evaluation design)
Department of Health, Education and Welfare, National Center for Education Statistics (meta-evaluation)
National Science Foundation (survey design and analysis)
U.S. Department of Agriculture (evaluation design, school nutrition program)
U.S. Department of Defense, Office of the Secretary of Defense (test equating methodology)

State Government Agencies:

State of California, Department of Education, Office of Program Research and Evaluation, (matrix sampling for statewide assessment)
State of Ohio Department of Education, (design of accountability program)
State of Florida, Department of Education (statewide assessment analysis and interpretation)
State of New Jersey, Department of Education (statewide assessment analysis, test equating methodology)
State of Hawaii, Department of Education (sampling design, program evaluation)
State of Georgia, Department of Education (statewide assessment design)
State of Virginia, Department of Education (measurement research and development)

Admissions, Licensure and Certification Boards:

Law School Admission Council (test equating methodology)
Association of American Medical Colleges (test equating design)
American Board of Family Practice Physicians (test development)

Forensic Statistics:

Pfefferkorn and Cooley, Attorneys and Counselors, Winston-Salem, NC
Badgett, Calaway, et al., Attorneys and Counselors at Law, Winston-Salem, NC
Mayressa Schoonmaker, Attorney and Counselor, Winston-Salem, NC

EDITORIAL APPOINTMENTS, EDITORIAL BOARDS AND CONSULTANTSHIPS:

1974 - 1978	Editor, *Journal of Educational Measurement*
1984 -	Editorial Board, *Educational Measurement*, 3rd. Edition. Washington, DC: American Council on Education and the National Council on Measurement in Education.
1978 - 1982	Board of Editorial Advisors, *Educational Researcher*
1978 -	Advisory Editor, *Journal of Educational Measurement*
1973 - 1980	Consulting Editor, *Catalog of Selected Documents in Psychology*
1971 - 1974	Advisory Editor, *Journal of Educational Measurement*

Editorial Consultant to: Rand McNally, Inc.; Prentice-Hall, Inc.; Holt, Rinehart and Winston, Inc.; Longman, Inc.; Sage Publications.

GRANTS AND AWARDS:

1987	Fund for the Improvement of Postsecondary Education, U.S. Department of Education. A Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina. Two-year grant; $64,416 awarded for the first year.

1986 Randolph County, North Carolina Public Schools. Survey of the Knowledge, Attitudes and Beliefs of Registered Voters Concerning the Randolph County Public Schools. One-year allocation; $5,000.

1986 Fund for the Improvement of Postsecondary Education, U. S. Department of Education. A Project to Increase the Educational Research Participation of Faculty in the Historically Black Institutions of the University of North Carolina. One-year grant; $50,819.

1986 National Board for Certified Counselors, Inc. An Assessment of the Job Relevance of the National Board for Certified Counselors Examination; $7,000.

1986 RJR-Nabisco, Inc. Design of a Comprehensive Evaluation of the National Programs of the Close-Up Foundation; $18,239.

1986 State Department of Education, State of Georgia. Evaluation of the Georgia Teacher Certification Testing Program, Phase II; $40,000.

1985 University Research Council, University of North Carolina at Greensboro. An Examination of the Psycho-social Effects of Habituated Exercise on Adults with Chronic Obstructive Pulmonary Disease; $4,000.

1985 State Department of Education, State of Georgia. Evaluation of the Georgia Teacher Certification Testing Program, Phase I; $59,110.

1984 State Board of Education, State of North Carolina. Examination of the Validity of, and Establishment of Standards for, the National Teacher Examinations, for use in Screening Applicants to North Carolina Teacher Education Programs. Main Study Award; $49,963.

1983 State Board of Education, State of North Carolina. Examination of the Validity of, and Establishment of Standards for, the National Teacher Examinations, for use in Screening Applicants to North Carolina Teacher Education Programs. Pilot Study Award; $55,690.

1983 Newberry County, South Carolina Board of Education. Longitudinal Assessment of the Effects of Ability Grouping on the Achievement of Elementary School Students; $5,750.

1982	State Board of Education, State of North Carolina. Design of a Procedure to Examine the Validity of, and Establish Standards for, the National Teacher Examinations, for use in Screening Applicants to North Carolina Teacher Education Programs; $5,000.
1978	State Board of Education, State of North Carolina. Establishment of Standards on the North Carolina High School Competency Tests. Main Study Award; $23,000.
1977	National Study of School Evaluation, Research Grant Competition Award. Examination of the Sensitivity of Parents' Judgments of the Importance of Curricular Components to Mode of Inquiry; $5,000.
1973	Research Council Grant, College of Education, University of South Florida; $1,200.
1972 - 1973	University Research Council Grant, University of South Florida; $1,500.
1969 - 1970	Mid-Career Educational Award, U.S. Office of Education; $18,500.
1966 - 1967	Pre-Doctoral Research Traineeship at Stanford University, U.S Department of Health, Education and Welfare
1962 - 1964	Honors-Cooperative Program Tuition Award, Stanford University and Philco Corporation
1962	Named to *Who's Who in American Colleges and Universities*
1956 - 1962	Full- or Part-Tuition Scholarship, Pepperdine College

PROFESSIONAL ACTIVITIES:

1987 -	Member, National Academy of Sciences Committee on the General Aptitude Test Battery.
1983 - 1985	Chair, Defense Advisory Committee on Military Personnel Testing, Office of the U. S. Secretary of Defense
1981 - 1984	Member, Research Training Committee, American Educational Research Association
1981 - 1983	Member, Defense Advisory Committee on Military Personnel Testing, Office of the U. S. Secretary of Defense
1981	Program Chair, Annual Meeting of the North Carolina Association for Research in Education, Greensboro, NC
1980	Co-chair, 18th Southeastern Invitational Conference on Measurement in Education, Greensboro, NC.

1978	Chair, Second Topical Conference (Minimum Competency Achievement Testing), American Educational Research Association, Washington, DC.
1978	Co-chair, 17th Southeastern Invitational Conference on Measurement in Education, Greensboro, NC
1977 - 1980	Technical Advisory Committee, North Carolina High School Competency Test Commission
1976	Program Chair, Gulf Coast Invitational Conference on Measurement in Education
1976	Co-Director, American Educational Research Association Training Institute, Sampling Design and the Statistics of Sampling for Educational Researchers
1976	Instructor, American Educational Research Association Training Institute, Practical Issues in Educational Evaluation
1974	Advisory Committee on College Level Examination Programs, Board of Regents, State University System of Florida
1973	Co-Director, American Educational Research Association Training Institute, Sampling Design and the Statistics of Sampling for Educational Research
1972 - 1974	Committee on Computer-Based Teacher Education Management, Board of Regents, State University System of Florida
1970 - 1973	Advisor on Statewide Assessment, Department of Education, State of Florida

PROFESSIONAL ASSOCIATIONS:

American Educational Research Association: Chair, Research Training Committee, 1977-79.
National Council on Measurement in Education: Board of Directors, 1982-1985; Chair, Publications Committee, 1982-1985; Vice-President,1985-86; President, 1986-87; Past President, 1987-88.
American Statistical Association
American Evaluation Association
International Consortium on Educational Evaluation
North Carolina Association for Research in Education: Board of Directors 1977-1980; President-elect, President, Past President, 1981-1983.
Florida Educational Research Association: President-elect, President, Past President, 1975-78.

PUBLICATIONS:

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Jaeger, R. M. (1982, December). Validating components of the new NTE examination for teacher selection and certification. Keynote address, presented by invitation before the Second Annual University of Georgia Symposium on Educational Improvement, Atlanta, GA.

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Jaeger, R. M. & Barnes, E. (1981, November). Methodological influences on the dimensions of instructor performance. Presented at the Annual Meeting of the North Carolina Association for Research in Education, Greensboro, NC.

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Jaeger, R. M. & Register, R. (1973, May). Some psychometric questions in the evaluation of professors. Presented before the Annual Meeting of the Florida Educational Research Association, Tampa, FL.

Jaeger, R. M. (1973, March). The national test-equating study in reading--Origins of the study and its historical antecedents. Presented before the Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education, New Orleans, LA.

Jaeger, R. M. (1973, March). An evaluation of sampling designs for school testing programs. Presented before the Annual Meetings of the American Educational Research Research Association and the National Council on Measurement in Education, New Orleans,LA.

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Jaeger, R. M. (1972, February). A national study for the equating of reading tests. Presented by invitation before the Annual Meeting of the College Reading Association, Bethesda, MD.

Jaeger, R. M. (1972, February). The anchor test study: A new dimension in standardized achievement testing. Presented before the 104th Annual Meeting of the American Association of School Administrators, Atlantic City, NJ.

Jaeger, R. M. (1971, May). A national test-equating study in reading. Presented before the National Meeting of the Psychometric Society, St. Louis, MO.

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Jaeger, R. M. (1970, March). Evaluation of national education programs: The goals and the instruments. Presented before the Annual Meeting of the American Educational Research Association, Minneapolis, MN.

Jaeger, R. M. (1969, April). The 1968 survey on compensatory education--problems and findings. Presented before the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

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Jaeger, R. M., O'Sullivan, R., Bell, E., Harri g-Hidore, M., Cole, C. & Wagner, M. (1987, November). *Final Report: 1986-87 FIPSE Project to Increase the Educational Research Participation of Faculty in the Historically Black Institutions of the University of North Carolina.* Greensboro, N.C.: Center for Educational Research and Evaluation, University of North Carolina at Greensboro. pp. 20 + appendices.

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Rita O'Sullivan is Assistant Professor in the School of Education at the University of North Carolina at Greensboro (UNC-G), where she teaches graduate courses in research, statistics, measurement, and evaluation; and where she also serves as a research associate with the Center for Educational Research and Evaluation. Dr. O'Sullivan received her doctorate in educational leadership with a specialization in curriculum and instruction from Auburn University in June 1984. Her dissertation, "Evaluation in Developing Countries: A Case Study of the St. Kitts Teenage Family Life Education Program," focuses on the advantages of and need for responsive program evaluations.

Prior to her association with UNC-G, which began in 1984, Dr. O'Sullivan held a number of positions which provided a wealth of employment experience. As International Programs' Associate for a social action agency in Boston, Dr. O'Sullivan was responsible for project development, implementation, management and evaluation of international programs which focused on the areas of health, nutrition, community development, training, and research. Dr. O'Sullivan was the coordinator for the Benin, West Africa "Community Financing of Primary Health Care Operations Research Grant," program evaluator for the St. Kitts "Teenage Family Life Education Project," technical specialist for the Young Women's Urban Training Center in Senegal, and project officer for the Pahou Demonstration Primary Health Care Project (Benin). Her work has also included fund raising, proposal and report writing, as well as constituency education. She has used her knowledge of microcomputers to establish a working electronic information system in Benin and to prepare the feasibility study which brought computers to the headquarters office in Boston.

As Health Education - Human Resources Development Specialist at Tuskegee Institute's Office of International Health, Dr. O'Sullivan was curriculum specialist on a three member committee which developed a Master's program in rural development and designed both microcomputer training and faculty exchange programs. She has served as a consultant for a regional development study of the Ivory Coast, conducted Peace Corps technical training and was the Administrative Assistant/Education Specialist with the Guyana Baseline Study of Research, Extension and Education.

In the U.S. she has taught and provided administrative support in school settings primarily with early adolescents in both traditional and non-traditional environments. Teaching in the Greensboro Public Schools' continuation junior high school program, working with a 7th - 8th grade public school and a K-6 private elementary school in California, and developing a 4th - 8th grade private elementary school grouping in Tuskegee have exposed her to a wide range of middle and elementary school experiences. She also has provided evaluation, training and technical assistance in health and nutrition to Alabama Head Start Centers.

Dr. O'Sullivan's community service activities in Greensboro include: assisting Dr. D. M. Irwin with an undergraduate course in human development at UNC-G; volunteer teaching at Bessemer, Erwin and Peeler Elementary Schools; serving on the Erwin School PTA Board; assessing the microcomputing needs for cataloguing the collection at North Carolina A & T State University's African Heritage Center; working on the implementation plan for Greensboro's Open Middle School and conducting in-service training for Greensboro's Elementary School Math Teachers to Validate the 4th and 5th grade mathematics tests which are used as student promotion criteria.

EVALUATION RESEARCH

Field test of a decision-making curriculum for use with a program to improve school success rates of adolescents at-risk, in progress.

Conference evaluation of "Educational Reform: Making the Best Choices for North Carolina" sponsored by the Department of Educational Administration, Higher Education, and Educational Research and Evaluation, University of North Carolina at Greensboro, in progress.

Evaluation Team Member, FIPSE Project to Increase the Educational Research Participation of the Faculty at the Historically Black Campuses of the University of North Carolina, Center for Educational Research and Evaluation, University of North Carolina at Greensboro, 1986.

Co-Principal Investigator, Modular Design for an Evaluation of the Close Up Foundation Programs Sponsored by RJR Nabisco, Center for Educational Research and Evaluation, University of North Carolina at Greensboro, 1986.

Project Coordinator, Georgia Evaluation Project, Center for Educational Research and Evaluation, University of North Carolina at Greensboro, 1985 - 1986.

Microcomputing needs assessment for cataloguing the 3,000 piece collection at the African Heritage Center, North Carolina A & T State University, Greensboro, North Carolina. 1985.

Survey of parent interest in and concerns about the open middle schools program Erwin Open School PTA, Greensboro Public Schools, 1985.

Design of data collection requirements for an evaluation of the Listeners Program at East Junior High School, Alexander County Public Schools, North Carolina, 1985.

Design and planning phase implementation of an operations research evaluation of community financing schemes for primary health care in Benin, West Africa, 1983-84.

Final evaluation design, implementation and report writing for the Teenage Family Life Education Project, St. Kitts-Nevis sponsored by the Ministry of Education, Health and Social Affairs and the Unitarian Universalist Service Committee, 1983.

Microcomputer feasibility study for the headquarters of the Unitarian Universalist Service Committee, Boston, 1982.

Design, field testing and preliminary data analysis of a pilot baseline study of perceived health problems in Macon County, Alabama. Tuskegee Institute, Office of International Health, 1981

Education Specialist/Administrative Assistant for a baseline evaluation of the research, extension, and education system in the country of Guyana, 1981.

Design and implementation of a parent, student, and teacher needs assessment which was used for program planning at the Tuskegee Laboratory and Learning Center, Tuskegee Institute, Alabama, 1981.

Evaluation study of the relationship between 4th through 8th grade students' achievement and the number of years students had been enrolled at Tuskegee Laboratory and Learning Center, Tuskegee Institute, Alabama, 1980.

Performance Standards Evaluator in Health and Nutrition for the 29 county Head Start Centers in Alabama, 1977 - 1978.

School based evaluation design for Odyssey Junior High School, Berkeley Unified School District as part of the federally funded Experimental Schools Project, 1971 - 1972.

PUBLICATIONS, PAPERS, & PRESENTATIONS:

O'Sullivan, R. G. "National Survey by State of Educational Measurement and Evaluation Coursework Required for Teacher Certification and Renewal." Paper to be submitted to the National Council for Measurement in Education Committee on the Enhancing of Teachers' Measurement Skills. (in progress)

O'Sullivan, R. G. "Evaluation Crosswalks: Improving the Effectiveness of Evaluations," paper presented at the 1987 annual meeting of the North Carolina Association for Research in Education.

Strahan, D. B & O'Sullivan, R. G. "Cognitive Reasoning as a Predictor of Achievement Test Scores in the Middle Grades," (submitted to Journal of Educational Psychology).

O'Sullivan, R. G. "A Model to Improve School Success among Adolescents At-Risk: Behavior,
Achievement, and Decision Making Ability," (submitted to the Education Forum).

O'Sullivan, R. G. [Review of Essential of Educational Measurement]. Educational and Psychological Measurement, Winter 1987.

O'Sullivan, R. G. "Improving the Effectiveness of Program Evaluations through the Use of an Information Tracking Grid," Colloquium presentation at the School of Education, University of North Carolina at Greensboro, 1986.

Strahan, D. B & O'Sullivan, R. G. "Cognitive Level as a Determinant of Achievement as Measured by Standardized Test Scores of Middle School Students," round table paper to be presented at the 1986 annual meeting of the American Educational Research Association.

O'Sullivan, R. G. "Helping Your Child at Home with Math," paper presented at Erwin Open School Parent Education Workshop, Greensboro Public Schools, 1986.

O'Sullivan, R. G. "Non-Formal Education in Africa: Impact on Health," paper presented at the 1984 annual meeting of the African Studies Association Conference.

O'Sullivan, R. G. "Advocacy for Teen Mothers in the Caribbean: Evaluation Concerns and the St. Kitts-Nevis Teenage Family Life Education Project," paper presented at the 1984 annual meeting of the National Council for International Health.

O'Sullivan, R. G. "Using Microcomputers in Development Settings," Peace Corps Times, vol. 7, no. 3, Oct-Nov 1983.

O'Sullivan, R. G. "Appropriate Technology: The Case for Microcomputers," paper presented at the 1983 annual meeting of the African Studies Association Conference.

O'Sullivan, R. G. "Developing Appropriate Models of International Classroom Achievement Using Partial Least Squares," Research Proposal submitted to I. E. A., 1982.

Howze, G., O'Sullivan, R. G., & Morgan, L. International Development & Tuskegee Institute. Tuskegee Institute: Center for Rural Development, 1981.

O'Sullivan, R. G. "Education of the Mother & Infant Mortality in Africa," Proposal submitted to Fulbright-Hays, 1981.

O'Sullivan, R. G., & Baber, C.R. Improving Elementary School Mathematics Achievement in the Classroom," Proposal submitted to N.I.E., 1980.

O'Sullivan, R. G. "Non-formal Education in Africa - Impact on Health," paper presented at the 1981 annual meeting of the African Studies Association.

O'Sullivan, R. G. Head Start Health Emergency Plan Handbook. Tuskegee Institute: Alabama State Training Office, 1978.

O'Sullivan, R. G. "Children's Center: An Experience in Starting an Educational Elementary School Aged Day Care Center," (mimeo) San Luis Obispo Economic, Summer 1974.

EMPLOYMENT HISTORY

Position/Title	Employer	Date
Assistant Professor Research, Measurement, & Evaluation	School of Education Univ. of North Carolina Greensboro, NC 27412	8/86 - Present
Visiting Assistant Prof. Research, Measurement, & Evaluation	School of Education Univ. of North Carolina Greensboro, NC 27412	1/85 - 7/86
Jr. High Sch. Teacher	Gillespie Park Ed. Center Greensboro Public Schools	9/84 - 1/85
Program Associate International Programs	U.U. Service Committee 78 Beacon Street Boston, MA 02108	9/82 - 12/83
Health Education/Human Resources Development Specialist	Office of Int'l Health Tuskegee Institute Tuskegee, AL 36088	2/81 - 9/82
Administrative Ass't/ Education Specialist	Tuskegee Institute Guyana Baseline Study	12/80 - 1/81
Ass't Director/Teacher (4th - 8th grade)	Tuskegee Lab & Learning P.O. Box 1233 Tuskegee, AL 36088	9/78 - 8/80
Health/Nutrition Specialist	Alabama State Training Head Start Office Tuskegee, AL 36088	12/77 - 9/78
Program Assistant African Graduate Student Program	African American Inst. 833 U.N. Plaza New York, NY 10017	6/77 - 10/77
Substitute Teacher (K - 8th grade)	Lucia Mar School Dist. Pismo Beach, CA	9/75 - 6/76
Administrative Ass't Northwest Study	Development & Resources Abidjan, Ivory Coast	11/74 - 7/75
Director (K - 8th grade)	Children's Center San Luis Obispo, CA	9/73 - 9/74
Director/Teacher (4th - 6th grade)	Wildwood School Santa Monica, CA	6/72 - 5/73
Co-Director/Teacher (7th - 8th grade)	Odyssey Jr. High School Berkeley, CA	1/71 - 5/72
Rural Health Peace Corps Volunteer	Peace Corps Ivory Coast	2/68 - 2/70

EDUCATIONAL BACKGROUND

Auburn University Auburn, AL	Ed. Leadership/ Curriculum & Inst.	Ed.D.	6/84
Calif. Poly. Univ. San Luis Obispo, CA	Educational Administration	M. A.	7/76
Univ. of California Berkeley, CA	Anthropology	A. B.	12/71

CERTIFICATIONS:

Intermediate Grades (4-6)		North Carolina	6/89
Middle Grades (6-9)	Soc. Studies	North Carolina	6/89
Standard Elem. Teaching (K-8)	Soc. Science	Calif.	Life
Standard Sec. Teaching (9-12)	Soc. Science Phy. Science	Calif.	Life
Administrative Services (K-Superintendent)		Calif.	6/91

PROFESSIONAL MEMBERSHIPS & ASSOCIATIONS

American Educational Research Association
American Evaluation Association
Association for Supervision and Curriculum Development
National Council on Measurement in Education
National Middle School Association
North Carolina Association for Research in Education
North Carolina Society of Applied Research and Evaluation

RESUME

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Greensboro, NC 27420

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Education:

1985	Ed.D. in Higher Education Administration at the University of North Carolina at Greensboro
1970	Applied Behavioral Science Intern Program of the National Training Laboratory Institute for Applied Behavioral Science
1969	M.A. in Community and Social Psychology at Boston College
1966	B.A. in Psychology with honors at Bowdoin College

Experience:

1970-	Consultant to government, industry, and education in the areas of organizational development, planning, institutional research, and management information systems.
1985-	Visiting Associate Professor in the School of Education, University of North Carolina at Greensboro.
1982-85	Senior Program Associate for the Office of Institutional Research and Planning at North Carolina A&T State University.
1976-82	Director of Planning/MIS and Assistant Professor of Psychology at North Carolina A&T State University.
1975-76	Instructional Developer and Assistant Professor of Psychology at North Carolina A&T State University.
1973-75	Program Manager for the National Laboratory for Higher Education (NLHE) Durham, NC.
1972	Acting Associate Director of the Administrative and Organizational Systems (AOS) Division of NLHE.
1971	Program Associate in the AOS Division of NLHE.
1970	Research staff member of the Community-University Center for Inner City Change, Boston, Massachusetts.
1969-71	Instructor of Sociology, Simmons College, Boston, Massachusetts.

Professional Memberships:

North Carolina Association for Institutional Research
Society for College and University Planning
Southern Association for Institutional Research

Papers and Publications:

Administrative Planning, Journal of the Society of Ethnic and Special Studies, Vol. 5, No. 1, Fall, 1980.

Administrative Planning: Science or Art? Planning for Higher Education, Vol. 7, No. 3, December, 1978.

Development of a Management Information System: a Case Study. Proceedings of the Association for Educational Data Systems 17th Annual Convention, May, 1979.

Monograph on the Educational Development Officer, National Laboratory for Higher Education, 1[illegible]

Monograph on Management by Objectives, Co-editor and Contributor, National Laboratory for Higher Education, 1975.

References:

Available on request

VITA

MARILYN HARING-HIDORE

(919) 379-5100 (Work telephone)

(919) 854-0061 (Home telephone)

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Greensboro
North Carolina 27407

ACADEMIC PREPARATION:

Ph.D, Arizona State University, 1978, Educational Psychology (specialization in Human Development)

MA Ed., Arizona State University, 1966, Counseling and Student Personnel

BA Ed., With High Distinction, Arizona State University, 1963, History

ADMINISTRATIVE SEMINARS:

Leadership Symposium on Educational Reform for Deans of Major Colleges. 1986. Sponsored by the University of Tennessee-Knoxville and the Tennessee Valley Authority.

Seminar in Evaluating College Faculty. 1985. Sponsored by the Center for Faculty Evaluation and Development, Kansas State University.

Management Development Seminar for Assistant and Associate Academic Deans. 1984. Sponsored by the National Association of Academic Affairs Adminstrators.

PROFESSIONAL EXPERIENCE:

1985-86

Associate Dean, School of Education, and Associate Professor of Counseling and Specialized Educational Development, University of North Carolina at Greensboro.

Duties: Director of graduate studies; chair Graduate Studies Council; chair committee on off-campus degree programs; chair committee on educational forums; coordinate class scheduling; program evaluation; serve on Academic Council; recruitment and retention; serve on Women's Studies Committee; teach graduate course on the scientist/practitioner; serve on dissertation committees; research on mentoring.

1984-1985
Acting Associate Dean, School of Education,
University of North Carolina at Greensboro.
Duties: Coordinate program review (NCATE, SDPI, and internal self study); chair Graduate Studies Council; coordinate class scheduling for the school; develop program evaluation plan; design and execute follow-up studies of graduates; serve on Academic Council; Chair Doctoral Studies Committee; address School's enrollment, recruitment, and retention.

1984 (Spring)
Leave of absence from Arizona State University.
Adjunct Associate Professor, Department of Educational Administration, Higher Education, and Research
University of North Carolina at Greensboro.
Duties : Special assignment to Student Affairs; chair university committee on future of the counseling center; collaborative research with faculty and students.

1980-1983
Assistant Professor, Department of Counselor Education,
Arizona State University.
Duties: Teach graduate courses in Psychology of Careers, Research Methods, Women's Sense of Identity, and Field Experience; research on facilitating women's career development, and on life satisfaction.

1979-80
Visiting Assistant Professor (three-quarters time), I. D. Payne Laboratory for Multicultural Education, College of Education, Arizona State University.
Duties: Conducting research and evaluation studies.

Faculty Associate, Department of Educational Psychology,
Arizona State University.
Duties: Teaching graduate courses in Learning and Behavior Modification.

1978-79
Visiting Assistant Professor (one-half time), Department of Educational Psychology, Arizona State University.
Duties: Teaching courses in Human Development and Learning; supervising students in research on classroom competence.

1978-79
Visiting Assistant Professor (one-half time), I. D. Payne Laboratory for Multicultural Education, College of Education, Arizona State University.
Duties: Conducting research and evaluation studies.

Consultant, Project on Developmental Literacy in the Classroom.
Duties: Determining for this project the appropriateness of past research on developmental aspects of classroom competence.

1977-Present
Private Consultant in Learning, Research, Statistics, and Affirmative Action.
Duties: Assessment of individuals and design of learning programs; design group studies of learning and analyze data; conduct survey research; examine equity issues in education.

PREPROFESSIONAL EXPERIENCE:

1977
Graduate Associate, Department of Educational Psychology, Arizona State University.

1973-74
Counselor in private psychological practice, Tempe, Arizona.

1971-1972
Counselor and tutor for Professional Scholastic Services, Phoenix, Arizona.

1969-70
Counselor and tutor in private psychological practice, Tempe, Arizona.

1966-69
Counselor at Tempe High School, Tempe, Arizona.

1963-66
Social studies teacher at Tempe High School, Tempe, Arizona.

PROFESSIONAL ACTIVITIES:

Chair-Elect, Women Educators (1986-87)

Treasurer (elected), Women Educators (national organization) (1985-86)

Assistant Chair for Membership (elected), Special Interest Group on Research on Women and Education of A.E.R.A. (1983-85)

University Representative, Higher Education Resources Services (HERS/West) (1983-84)

Secretary (elected), Arizona Mental Health Counselors Association (1983-1984)

Vice President (elected), Faculty Women's Association of A.S.U. (1983-84)

Conference Co-Chair, Midyear Conference of Special Interest Group on Research on Women and Education of A.E.R.A. (1983)

Special Projects Officer (elected), Faculty Women's Association of A.S.U. (1982-83)

Conference Chair, Western Regional Counseling Conference (1981)

Consulting Editor, Rehabilitation Psychology (1977-79)

PROFESSIONAL AFFILIATIONS:

American Psychological Association

American Counseling and Development Association

American Educational Research Association

A.E.R.A. SIG: Research on Women and Education

Women Educators

National Council for Measurement in Education

Southern Association for Counselor Education and Supervision

North Carolina Association for Counseling and Development

Chi Sigma Iota (national counseling honorary)

Women Administrators in North Carolina Higher Education

HONORS AND AWARDS:

Who's Who In American Universities and Colleges

Phi Kappa Phi

Kappa Del a Pi

Mortar Board

Phi Alpha Theta

State Officer, The Delta Kappa Gamma Society

National Officer, International Order of the Rainbow for Girls

Grand Worthy Advisor of the International Order of the Rainbow for Girls in Arizona

Academic Scholarship (two years), Masonic Grand Lodge of Arizona

Academic Scholarship (four years), Valley National Bank

County, State, and National Scholarships, Elks Most Valuable Student

Natani

Spurs

Alpha Lambda Delta
Gammage Hall Women of the Year, 1959

Valedictorian, 1959 graduating class of Prescott (Arizona) High School

INVITED ADDRESSES:

"The Climate for Women at Appalachian State University." Presentation for Women's Week at Appalachian State University, sponsored by Faculty Womens Association and Committee on Status of Women, March 14, 1985.

"Mentoring: We Must Do Our Work." Address given at the Susan B. Anthony Dinner, Sponsored by the Association of Women Faculty and Administrative Staff and Women's Resource Center, University of North Carolina at Greensboro, Febuary 15, 1985.

"The Challenges of Meta-Analysis." Fifth Annual Joseph Meyer Rice Memorial Lecture in Research and Evaluation, University of North Carolina at Greensboro, 1984.

GRANTS:

Marilyn J. Haring. Facilitating Vocational Growth, Exploration, and Entry through Mentoring. Funded by Arizona Department of Education, Division of Vocational Education, 1983-84 ($10,341).

Marilyn J. Haring and K.C. Beyard-Tyler. Research Program on Nontraditional Careers. Funded by Vice President's Fund at Arizona State University, 1982-83 ($4500).

Mark Russa, Judy Creighton, and Marilyn J. Haring. Research and Counseling for Stressed Families. Funded by Vice President's Fund at Arizona State University, 1982-83 ($4500).

Marilyn J. Haring. Vocational Experience Training Program. Funded by Tempe United Way, 1983 ($9350).

Marilyn J. Haring. Vocational Readiness and Exploration for Disadvantaged Youth. Funded by the Arizona Department of Education, Division of Vocational Education, 1982-1983 ($9350).

Marilyn J. Haring. Summer Program for Vocational Readiness. Funded by the Arizona Department of Education, Division of Vocational Education, 1982 ($8000).

William A. Stock, Morris A. Okun, and Marilyn J. Haring. Meta Analysis of Research on Life Satisfaction. Funded by the Provost and the College of Education at Arizona State University for 1981 (approximately $14,000).

Marilyn J. Haring. Training Withdrawn Preschoolers as Peer Confederates to Engage Others in Social Activity. Funded by College of Education at Arizona State University for 1981 ($1180).

Marilyn J. Haring and K.C. Beyard-Tyler. Investigating Attitudes of Special Populations Toward Nontraditional Careers. Funded by College of Education at Arizona State University, 1981 ($4320).

PUBLICATIONS:

Marilyn Haring-Hidore and Wanda C. Powers. The Case for Practice Informing Research: Observations on Pictures and Learning. Journal of Instructional Psychology, in press.

Marilyn Haring-Hidore, William A. Stock, Morris A. Okun, and Robert A. Witter. Marital Status and Subjective Well-Being: A Research Synthesis. Journal of Marriage and Family, 47(4), 947-953.

Melanie R. Schockett and Marilyn Haring-Hidore. Factor Analytic Support for Psychosocial and Vocational Mentoring Functions. Psychological Reports, 1985, 57(2), 627-630.

Marilyn Haring-Hidore and K.C. Beyard-Tyler. Counseling and Research on Nontraditional Careers: A Caveat. Vocational Guidance Quarterly, 1984, 33(2), 113-119.

Robert A. Witter, Morris A. Okun, William A. Stock, and Marilyn Haring-Hidore. Religion and Subjective Well-Being in Adulthood: A Quantitative Synthesis. Review of Religious Research, 1985, 26(4), 332-342.

Marilyn Haring-Hidore. In Pursuit of Students Who Do Not Use Computers for Career Guidance. Journal of Counseling and Human Development, 1984, 63(3), 139-140.

William A. Stock, Morris A. Okun, Marilyn J. Haring, and Robert A. Witter. Race and Subjective Well-Being in Adulthood: A Black-White Research Synthesis. Human Development, 1985, 28(4), 192-197.

Robert A. Witter, Morris A. Okun, William A. Stock, and Marilyn J. Haring. Education and Subjective Well-Being: A Meta-Analysis. Education Evaluation and Policy Analysis, 1984, 6, 165-173.

Marilyn J. Haring, Morris A. Okun, and William A. Stock. A Quantitative Synthesis of Literature on Work Status and Subjective Well-Being. Journal of Vocational Behavior, 1984, 25, 316-324.

Marilyn J. Haring, William A. Stock, and Morris A. Okun. A Research Syntnesis of Gender and Social Class as Correlates of Subjective Well-Being. Human Relations, 1984, 37 (8), 645-657.

Jeffrey J. Gray, Marilyn J. Haring, and N. Mark Banks. Mental Kenearsal for Sport Performance: Exploring the Relaxation Imagery Paradigm. Journal of Sport Behavior, 1984, 7(1).

Karen Beyard-Tyler and Marilyn J. Haring. Navajo Students Respond to Nontraditional Occupations: Less Information, Less Bias? Journal of Counseling Psychology, 31, 1984, (2), 270-273.

Jan S. Muchow and Marilyn J. Haring. A Community Based Career Program for Young People. Journal of the New Jersey Career Counselor Association, 4, 14-16, 1984.

Karen Beyard-Tyler and Marilyn J. Haring. Gender-Related Aspects of Occupational Prestige. Journal of Vocational Behavior, 1984, 24, (2), 194-203.

Morris A. Okun, William A. Stock, Marilyn J. Haring, and Robert A. Witter. Health and Subjective Well-Being: A Meta-Analysis. The International Journal of Aging and Human Development, 1984, 19, (2), 111-132.

Morris A. Okun, William A. Stock, Marilyn J. Haring, and Robert A. Witter. Social Activity and Subjective Well-Being: A Meta Analysis. Research on Aging, 1984, 6(1), 45-65.

Marilyn J. Haring, Karen Beyard-Tyler, and Jeffrey Gray. Sex Biased Attitudes of Counselors: The Special Case of Nontraditional Careers. Counseling and Values, 1983, 27, 242-247.

William A. Stock, Morris A. Okun, Marilyn J. Haring, and Robert A. Witter. Age Differences in Subjective Well-Being: A Meta-Analysis. In R.J. Light (Ed.), Evaluation Studies Review Annual (Vol. 8), Beverly Hills: Sage, 1983, 279-302.

Marilyn J. Haring and Karen Beyard-Tyler. Counseling with Women: The Challenge of Nontraditional Careers. The School Counselor, 1983, 31, 301-309.

Maurine A. Fry, Marilyn J. Haring, and Joyce H. Crawford. Visual Auditory Matching of Trigrams in First-Grade and Third-Grade Reading Achievement. Contemporary Educational Psychology, 1982, 7, 325-326.

Marilyn J. Haring. Social Skills Training for Withdrawn Children. In R. B. Rutherford (Ed.) Severe Behavior Disorders of Children and Youth: CCBD Monograph Vol. 5. Reston, Va.: Council for Children with Behavior Disorders, 1982, 42-48.

William A. Stock, Morris A. Okun, Marilyn J. Haring, Wendy Miller, Clifford Kinney, and Robert W. Ceurvorst. Rigor in Data Synthesis: A Case Study of Reliability in Meta-Analysis. Educational Researcher, 1982, 11, 10-14, 20.

Marilyn J. Haring. Picture Enrichment of Delayed Recall: Support from a Unique Source. British Journal of Educational Psychology, 1982, 52, 104-108.

Marilyn J. Haring and Kathleen E. Ritchie. Encouraging Social Behavior in Young Children: A Case Study. Arizona Personnel and Guidance Journal, 1981, 7, 31-32.

Marilyn J. Haring and Maurine A. Fry. Facilitating Prose Recall with Externally-Produced Mnemonics. Journal of Instructional Psychology, 1980, 7 147-152.

Bonnie J. F. Meyer, Marilyn J. Haring, David M. Brandt, and Carol Walker. Comprehension of Stories and Expository Text. Poetics, 1980, 9, 203-211.

Marilyn J. Haring and Lee Meyerson. Attitudes of College Students toward the Sexual Behavior of Disabled Persons. Archives of Physical Medicine and Rehabilitation, 1979, 60, 257-260. (Reprinted in Rehabilitating People with Disabilities into the Mainstream of Society, 1981, A. D. Spiegel, S. Pocair, and E. Fiorito, Eds.)

Marilyn J. Haring and Maurine A. Fry. Effect of Pictures on Children's Comprehension of Written Text. Educational Communication and Technology Journal, 1979, 27, 185-190.

BOOKS AND TEST REVIEWS:

L. Lloyd Haring and Marilyn J. Haring. Problem Solving in World Geography. Education and Research Associates Publishers. 1975.

L. Lloyd Haring and Marilyn J. Haring. Introduction to Geography as a Social Science. Education and Research Associates. 1973.

Marilyn J. Haring. Review of Child Behavior Therapy: Principles, Procedures, and Empirical Basis by Alan O. Ross. In Behavioral Disorders, 8, 1982, 73-74.

Marilyn J. Haring. Review of Kraner Preschool Math Inventory. Accession number AN-09032567, Buros Institute Database, Bibliographic Retrieval Services. Also in the The Ninth Mental Measurements Yearbook. in press.

Marilyn J. Haring. Review of Potential for Foster Parenthood Scale. Accession number Buros Institute Database, Bibliographic Retrieval Services. Also in The Ninth Mental Measurements Yearbook. in press.

TECHNICAL REPORTS:

Marilyn Haring-Hidore. Survey of Employers of 1979-1983 Graduates of Teacher Education Programs at the University of North Carolina at Greensboro: Perceptions of Teacher Preparation. University of North Carolina at Greensboro, 1984.

Marilyn J. Haring, Edward Nelsen, Michael Tansy, Jan Whitaker, Stan Zucker, Lou Carey, and Morrison F. Warren. Follow-up Study of Bachelor's Degree Programs in Special Education, 1976-1977. Arizona State University, 1980.

Edward A. Nelsen, Marilyn J. Haring, and Morrison F. Warren. Follow-up Study of Beginning Teachers from Campus and Field-Based Programs in Elementary Education. Arizona State University, 1980.

Jan Whitaker, Marilyn J. Haring, Edward A. Nelsen, and Stan Zucker. Follow-up Study of Master's Graduates of the Special Education Department. Arizona State University, 1980.

Edward A. Nelsen and Marilyn J. Haring. Follow up Study of Undergraduate Elementary Education Programs—Report V. Arizona State University, 1979.

John H. Maher Jr., Edward A. Nelsen, Marilyn J. Haring, and Morrison F. Warren. Follow-up Study of 1972-1979 Graduates from Educational Psychology Programs at A.S.U.: School Psychology Program. Arizona State University, 1979.

Margaret M. Camarena, Marilyn J. Haring, and Edward A. Nelsen. Follow-up Survey of 1972-1977 Graduates of the Counselor Education Ph.D. Program. Arizona State University, 1979.

PROFESSIONAL PRESENTATIONS:

Marilyn Haring-Hidore and Linda Brooks. The Rest of the Story: Proteges' Problems in Mentoring Relationships. Paper presented at the American Educational Research Association, San Francisco, 1986.

Marilyn Haring-Hidore. Power Issues in Mentoring. Paper presented at the meeting of the Southeastern Women's Studies Association, Greensboro, 1986.

Marilyn Haring-Hidore. Considerations for Implementing a Mentoring Program for Retention of High Risk Students. Paper presented at the School of Education Retention Conference, Greensboro, 1986.

Marilyn Haring-Hidore. Assertive Women Experiencing Problems in Cross-Gender Mentoring. Paper presented at the Eleventh Annual Research Conference of Research on Women and Education, A.E.R.A., Boston, 1985.

Melanie R. Schockett and Marilyn Haring-Hidore. Preferences of Teacher Trainees for Mentor Gender and Mentor Functions. Paper presented at the American Educational Research Association, Chicago, 1985.

Jeffrey J. Gray and Marilyn Haring-Hidore. Effects of Activation State and Imagery Content on Imagery Vividness. Paper presented at the meeting of the American Educational Research Association, Chicago, 1985.

Marilyn Haring-Hidore, Karen Beyard-Tyler, Robbi Cunningham, Ellen Yoshimura, and Melanie Schockett. Life Roles of People in Academia, Business Management, and Law. Paper presented at the meeting of the American Psychological Association, Toronto, 1984.

Marilyn Haring-Hidore. Issues in Research on Gender of Mentors and Proteges: A Planned Interaction. Paper presented at the meeting of the Tenth Annual Midyear Conference on Research on Women and Education, A.E.R.A, Long Beach, California, 1984.

Marilyn Haring-Hidore. Sex Role Attitudes of Women in the Man's Workplace: Implications for the Women's Movement. Paper presented at the meeting of the Southeastern Women's Studies Association, Columbia, S.C, 1984.

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DISSERTATIONS AND THESES ADVISED:

Jeffrey J. Gray. Activation State (Arousal/Relaxation) and Imagery Content: Effects on Imagery Vividness. Ph.D. dissertation, Arizona State University, 1984.

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COURSES TAUGHT:

Psychology of Careers (Graduate Level)
An in-depth analysis and integration of theories of career choice and development; included a 6-session practicum in counseling clients from the community.

Field Experience in Counseling (Graduate Level)
Supervision of students interning in schools and community agencies.

Research Methods (Graduate Level)
Study of inquiry and concepts in descriptive and inferential statistics, including group and N=1 designs.

The Counselor as Scientist/Practitioner (Graduate Level)
Study of ways in which counselors in a variety of settings can achieve accountability.

Learning Theory (Graduate Level)
Analysis and integration of major cognitive and behavioral views of learning.

Behavior Modification (Graduate Level)
Study of principles of behavioral engineering; included supervision of applied projects.

Psychology of Exceptionality (Graduate Level)
Study of theoretical bases related to exceptionality and practical approaches; included supervision of applied projects.

Women: Sense of Identity (Graduate Level)
Study of biological, social, psychological, and affective domains of femaleness.

Descriptions of Educational Research Fellows' Research Studies
FIPSE Project for Academic Year 1987-88

Evaluation of a Preparatory Chamistry Course at a Historically Black Institution. Etta C. Gravely, North Carolina Agricultural and Technical State University.

The Chemistry Department of North Carolina A&T State University provides instruction in general chemistry for undergraduate students. In the 1970's student attrition and failure rates in the general chemistry classes approached 50%. In order to address the problems of attrition and failures, the Chemistry Department developed an optional preparatory course for students who had little or no background in chemistry. The purposes of this evaluation study are to: 1) determine the overall effectiveness of the preparatory course; and 2) assess the degree to which the preparatory course grade predicts the course grade in general chemistry.

The data source for the study consisted of all students enrolled in the preparatory chemistry course and the general chemistry course at North Carolina A&T State University from fall semester 1978 through fall semester 1985. Relative success of the preparatory chemistry course was assessed by comparing general chemistry grades of students who had chosen to take the preparatory chemistry class and those who had not.

Results of the study show that students successful in the preparatory chemistry course tend to succeed in general chemistry. It was also found that the course assists undergraduates in selecting their major.

Faculty Perceptions of Institutional Goals and Faculty Influence at a Historically Black State University. Merdis J. McCarter, Winston-Salem State University.

In recent years, North Carolina's public colleges and universities have been asked to become more accountable for the quality of education, to redefine educational access, and to make maximum use of resources. Institutional goals of each of North Carolina's fifteen state universities have been modified to address these accountability issues and to reflect statewide educational goals. The present study evaluates faculty perceptions of one institution's response to external pressure for academic change by examining faculty perceptions of institutional goals and faculty influence.

Public documents, questionnaires, and interviews provided the data for the study. The questionnaire was administered to all full-time tenure track faculty at Winston-Salem State University. Faculty members will be divided into two groups: those who have taught for at least seven years; and those who have taught for fewer than seven years. Comparison of the groups will then be made in terms of whether there is congruence between perceived and preferred goals and perceived and preferred faculty influence ratings.

The following results are anticipated, based on correlational analysis and the Kolmogorov-Smirdnov two-sample test: 1) incongruence exists between perceived and preferred insitutional goals and between perceived and preferred influence of the faculty in university governance; and 2) the incongruence is greater for those faculty members who have less than seven years teaching experience at the institution. Conflict over goals and influence can threaten the implementation of institutional goals. Faculty commitment to institutional goals and state-mandated educational goals might be increased by involving faculty in institutional planning.

An Exploratory Study of an Academic Retention Program for University Freshmen. Barbara H. Ellis, North Carolina Central University.

The proposed study reviews the development and operation of a student retention program at a Historically Black University in the southesast. The objectives of the study are to: describe and document the overall program design of the Academic Retention Program for freshmen; identify the processes involved in the selection and implementation of the academic intervention treatment programs; and assess the effectiveness of the Academic Retention Program in providing developmental education, improving student achievement in English and mathematics, and maintaining students at the University.

Data for the study will be collected from the 6 program administrators and 10 faculty members who are involved with the administration and implementation of the Academic Retention Program. In addition, samples selected from the 1984 freshmen class will be used to gather data about participation in the program, student achievement in English and mathematics, and retention rates.

From an analysis of program documents, student records, and interviews with program administrators, faculty, and students, it is anticipated that the program will be shown effective for high risk freshmen who possess below average skills in English and mathematics. It is also expected to show that the problem of student retention includes students of average and above average academic ability who are not being served. Conclusions of the study would therefore include a recommendation for a more comprehensive developmental model for individualizing educational programs for freshmen to increase student retention.

An Assessment of Teacher Preparedness for Meeting the Educational Needs of Culturally and Ethnically Diverse Behaviorally/Emotionally Handicapped Children. Bertram A. Coppock, Jr., Fayetteville State University.

The purpose of this study is to ascertain the extent to which master's degree students enrolled in a certification program for behaviorally/emotionally handicapped (BEH) children feel prepared to plan, implement, and evaluate an educational program for culturally and ethnically diverse BEH children. This is an objective of the graduate program leading to BEH certification at

Fayetteville State University, and the results of the study will suggest areas where current coursework can be strengthened and new coursework developed.

All current and former master's degree cnadidates for BEH certification at Fayetteville State University will provide the data source for the study. Students will be surveyed by mail to assess their perceptions about their instructional preparation to plan, implement, and evaluate an educational program for African-American, Hispanic-American, Native American, and Asian American BEH children. Additionally, examples of student constructed instructional units for culturally/ethnically diverse students will be collected and examined.

Results of the Likert scale survey and other evaluation data gathered are expected to show that students feel that they were generally well prepared to plan, implement, and evaluate an educational program for culturally and ethnically diverse BEH children. Recommendations for course improvement are also expected to result from the study.

The Effects of Teaching Test-Wiseness, Test Construction, and Higher Level Thinking Skills on the Scores of Blacks Taking Core Batteries I, II, or III of the National Teachers Examination. Charlotte G. Boger, Fayetteville State University.

The purpose of this study is to investigate the effects of teaching test-wiseness, test construction, and higher level thinking skills on the scores of blacks taking Core Batteries I, II, or III of the National Teachers Examination (NTE) at Fayetteville State University. The issue of the decline of black teachers as a result of state mandated testing is a concern among school districts nationwide as well as among Historically Black Colleges.

Data for the study will be collected from student volunteers who are enrolled in the School of Education at Fayetteville State University with sophomore status or higher. Among these students are those who have already failed a portion of the NTE Core Battery and those who have never taken any portion of the test. The first group of 50 students will be instructed in test-wiseness and higher level thinking skills for two hours per week for 9 weeks. The second group of 25 students will be taught test construction and development during regular educational methods courses for the same amount of time. A matched comparison group of 25 students will be selected based on Scholastic Aptitude Test scores and will not receive any supplementary preparation for the NTE.

The results of an analysis of variance are expected to show that students who participate in either of the two NTE preparatory experiences perform significantly better on the NTE than the comparison group. The findings of this study have important implications for minority students who tend to score below the mean on standardized tests and point the way to addressing the current inequity of differential passing rates.

An Assessment of Incarcerated Juveniles' School Reentry Problems in North Carolina. George P. Wilson, North Carolina Central University.

One of the most critical problems for society today is the increasing number of juvenile crimes. The most recent statistics (Children in Custody, 1986) report 82,272 long term residents in 2900 public and private juvenile detention and correctional facilities in the United States. There were 624,928 admissions to juvenile facilities during 1982, and the number of juveniles committed to facilities continues to increase at an alarming rate.

As early as 1977 the U.S. Senate Committee on juvenile delinquency summarized a long held belief of many criminologists and educators -- that there is a link between the increasing number of juvenile crimes and the nature of the educational process in the schools. The sub-committee concluded that "since the schools are responsible for educating virtually everyone during most of the formative years, and since so much of an adolescent's time is spent in school it seems logical to assume that there must be some relationship between the rising delinquency rate and what is happening or not happening in classrooms throughout the country."

Introduction

It would seem logical that society, seeing this problem, would intervene to remedy it. However, the general public believes that these juveniles should be punished. They believe that punishment and incarceration will whip these juveniles into shape. This view is reflected by the judges who continue to place large numbers of juveniles into reformatories and training schools without considering what will happen to the juveniles who will eventually return to the community.

The Problem

In North Carolina all incarcerated juveniles under the age of 16 are required by law to attend school after returning to their communities. They must return to the same environment that may have contributed to their initial problems. Upon release, these juveniles need a very structured, highly supervised setting where instruction is individualized, allowing the students to progress at their own pace. The majority of these students are sent back to public schools that do not have the time, resources, or suportive services needed to help these students. In addition they often have little time to make the transition from incarceration to being free in the community again. It is not surprising that the majority of these students drop out of school within months of their return, and thus continue the cycle of unemployment, crime, and associated social problems. The purpose of this study will be to follow the progress of students returning to the community from incarcerations and to assess their success in returning to school as well as to identify the problems they face. The objectives of the study are: 1) to develop profiles of successful and unsuccessful juveniles who return to school; and 2) to identify supportive services that would decrease the drop-out rate of these students.

Methodology

The sample for this study will be all juveniles released from incarceration from Durham, North Carolina during 1986 who are required by law to return to

school (approx. 100 students). Pre and post measurements collected during incarceration will be used to assess academic achievement for all participants prior to reentry into the community. Available data will also be collected on school placement criteria, race, academic achievement, school attendance, and further criminal involvement. In addition, interviews with a sample of students who drop out pf school will take place to further identify reasons for dropping out of school. The students will be tracked for 12 to 18 months after being released.

Results and Conclusions

This study will provide information on the effectiveness of institutional education programs and whether the learning that takes place there is continued when the juvenile returns to the community. The profile generated by the study should also indicate those students who would most likely succeed. This information should be helpful in improving programs at the institutions and in the placement of students who are released. The study will indicate areas where schools could provide supportive services which would decrease the drop-out rate of this population of students.

An Investigation of the Relationship Between Self-Perception, Self-Concept, and Academic Achievement of Learning Disabled Children. Janice A. Harper. North Carolina Central University.

Objective/Purpose

The affective characteristics of handicapped children are considered critical components in their academic achievement. According to Bloom (1976), affective characteristics consist of student interest attitudes, and self-view, which include academic self-concept. The academic self-concept is considered the most sensitive predictor of school achievement. There appears to be evidence that the willingness of low achievers to expend effort on academic tasks may decreases with the number of years in school. Only in recent years has the affective and social aspect of learning disabilities been addressed in clinical and research situations. This lack of investigation may be due to the traditional emphasis on diagnosis and remediation and possibly the belief that affective and social problems are by-products of academic failure. Thus, as by-products, these factors would be expected to be eliminated gradually as remediation progresses (Bryan, 1978). However, there is research to support the urgent need to treat affective and social problems of learning disabled as a separate entity. Therefore, it is essential that research focus be placed on affective beliefs, attrubutions, motivation, and achievement.

The purpose of this investigation is to determine the relationship between 1) self-perception, self-concept, and academic achievement; 2) self-perception, and age of children; and 3) self-perception (global self-worth) and self-concept of learning disabled children.

Methodology

Subjects. The subjects will be 100 randomly selected learning disabled students from grades 5, 6, 7, and 8. The students will be randomly selected from schools within one school district.

Instruments. The Self-Perception Profile for Children (Harter, 1985), formerly the Perceived Competence Scale for Children, is divided into six subscales, including: 1) scholastic competence; 2) social acceptance; 3) athletic competence; 4) physical appearance; 5) behavioral conduct; and 6) global self-worth. The social and athletic scales focus directly on competence. The remaining scales emphasize various forms of self-adequacy. The reliability data of the insturment is based on Cronbach's Alpha. The internal consistency reliabilities for each of the subscales from four samples are as follows: scholastic competence .80-.85; social acceptance .75-.80; athletic .80-.86; physical appearance .75-.80; behavioral conduct .71-.77; and global self-worth scholastic competence, non-academic areas and global judgment of ones' worth as a person of self-esteem.

The Piers-Harris Childrens Self-Concept Scale will be used to measure self-concept. This scale is an 80 item scale designed for children ages 8-16. The respondent indicates "yes" or "no" to whether the item describes the way he/she feels about himself or herself. The positive and negative items are equally balanced. The test manual reports test-retest reliability ranged from 0.71 to 0.77. Other reliability information includes Kuder-Richardson Formula 21 homogeneity coefficients ranging from 0.78 to 0.93.

The California Achievement Test (CAT) will be used to measure academic achievement.

Statistical Analysis

To determine the relationshhip between self-perception, self-concept, academic achievement, and age, a correlational analysis will be conducted. Significance level wil be set at .01 level.

Data Source

Data will be collected from a suburban school district in the Southeastern part of the United States. The school district has 4.5 percent of the school aged population labeled as learning disabled.

Results

This research is currently in progress. The results have not been collected. However, it is hypothesized that 1) there is a positive relationship between learning disabled students' self-perception of scholastic competence, global self-worth, and actual academic achievement; 2) There is a negative relationship between learning disabled students' age, self-concept, self-perception of scholastic competence, and global self-worth; 3) There is no relationship between self-perception of global self-worth and self-concept of learning disabled students.

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Enhancing Faculty Development Through Quality Circles: A Pilot Study. Jane H. Walter, North Carolna A&T State University.

At the present time, institutions of higher education are being required to more effectively utilize their human resources. Administrators are encouraged to ensure that each faculty member has the opportunity to work at his/her fullest potential. The implementation of Quality Circles (Q.C.s) may provide one means of achieving this important goal (Holt & Wagner, 1983).

The literature review reveals that Q.C.s have been attempted in limited settings involving groups of university administrators, faculty or students (McMillen, 1985; Lawson & Tubbs, 1985; Kogart, 1984; McIntire & Feld, 1983; and Nichols, 1982). The results of such studies indicate mixed reviews of the application of the concept to higher education. The negative results, however, suggest that like industry, managerial support is essential to foster a climate of increased faculty productivity and subsequent educational quality (Lawson & Tubbs, 1985). On the more positive side, Q.C. participants have indicated an identification with a more democratic leadership style as favored by the Theory Z advocates (Nichols, 1982). In summary, the literature suggests that Q.C.s are more likely to be successful when administrators encourage a more fertile, innovative organization.

Purpose of the Research

The purpose of the proposed research project is to conduct an exploratory study of Q.C.s within the School of Education at North Carolina Agricultural & Technical State University, with a group of non-supervisors (faculty) who volunteer to identify, objectively analyze and develop solutions to problems. The study shall attempt to examine attitudinal measures of effectiveness in terms of before/after analysis of job satisfaction and organizational climate.

Since the Dean of the School has indicated both his support of the proposed project as well as a willingness to seriously consider recommendations as a result of the group's output, the positive administrative atmosphere suggested by the literature for successful implementation should be present.

Methodology

An experimental and control group will be identified. Both shall consist of faculty members from the School of Education. The measurement will consist of a non-equivalent control group quasi-experimental design (Campbell & Stanley, 1963). Since the primary focus of Q.C.s is on voluntary participation, the researcher proposes to publicize the opportunity during the fall orientation sessions through printed materials and announcements. The participants will be limited to faculty from the School of Education at North Carolina A&T State University. The maximum size for each circle and the matching control group will be ten.

The circle activities will begin on a weekly basis in early September. The sessions will be limited to one hour. The duration of the circle will be determined by participants.

The role of the circle members will include: 1) attend weekly meetings; 2) identify problems, contribute ideas, conduct research and investigation, and assist in the development of solutions; and 3) focus on work related problems.

The role of the facilitator will consist of: 1) coordinate activities; 2) encourage circle participation; and 3) monitor and measure results.

The study will focus on attitudinal measures of effectiveness in the before/after analysis of job satisfaction and perceived organizational climate. The second dimension will assess post hoc the influence of the Q.C., i.e., team support, communication, personal growth, and acquisition of knowledge and skills.

The Instruments

The instrumentation utilized in the study have previously been tested in higher education settings (Kay & Healy, 1987). The Q.C. and comparison groups will be administered the Job Description Index (JDI) (Smith, Kendall, Huling, 1969) to assess job satisfaction. Three scales, i.e., satisfaction with supervision, co-workers, and the job itself will be utilized. This instrument will be administered before and after Q.C. activities to both groups. The second instrument, a 25 item scale measuring organizational climate (Quality Circle Institute, 1980) will attempt to assess employees' perception of this criterion. The statistical analysis will utilize a before/after T-test significant at $p<.10$ for the experimental and control groups.

The final instrument represents a departure from the before/after design. The Post Hoc Questionnaire will be administered only to Q.C. participants in order to determine perceptions as a result of Q.C. participation. The experimental group will only be administered the Post Hoc Questionnaire. Responses to this questionnaire will be treated as change scores in statistical analysis.

Conclusions

The concept of apply Q.C.s to higher education is still at the experimental stage. The intent of this study, thus, is to provide additional research in terms of its application to a specific faculty group at a minority institution. The results of the study should indicate further direction for such applications to higher education faculty in addition to blue and pink collar University employees.

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Situational Management/Mentoring Style

Marilyn Haring-Hidore

A local mentoring component was incorporated into the design of the FIPSE Project in which mentoring is done by university faculty (at UNCG) of university faculty (at historically Black institutions). The fact that university faculty are peers presents special challenges for establishing good mentoring relationships, since by its nature mentoring is hierarchical. It is important, therefore, to keep in mind that the mentoring hierarchy in this project is derived from the fact that mentors have been selected because of their advanced standing as researchers; and Research Fellows are faculty who aspire to be productive researchers. Thus, mentors and Research Fellows are colleagues in the general sense of being university faculty; but in the area of research productivity, a hierarchy exists at the present time.

In research, then, university faculty who are serving as local mentors are charged with assisting university faculty who are Research Fellows. Earlier in the FIPSE Project, the assistance which was needed and/or desired was ambiguous and, in some cases, may have been complicated by confusion over peer vs. hierarchical relationships. Presently, however, the nature of the assistance needed is well defined. The purpose of this paper is to conceptualize management/mentoring styles which are appropriate for assisting Research Fellows to complete their tasks. Emphasis is placed on a mentor estimating the amount of competence a Research Fellow has on a particular task and then using a management/mentoring style which is appropriate for facilitating accomplishment of that task. A figure is presented on the next page which is a conceptualization of interactions that result in appropriate management/mentoring styles for different situations.

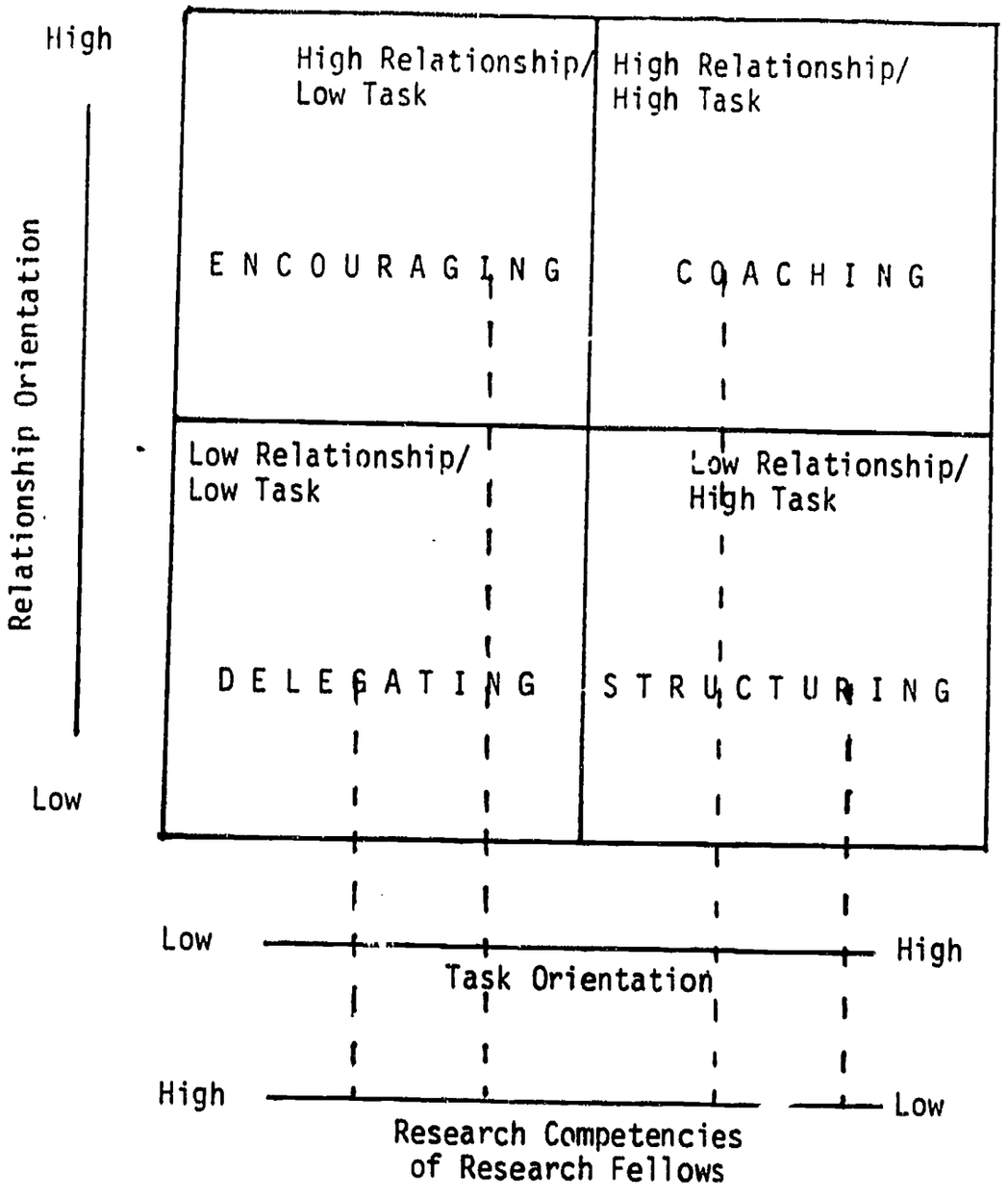

Figure 1. Situational Management/Mentoring Style. © 1987.

Overview of the Figure

Incorporated in Figure 1 are continua for how high the orientation should be toward task and toward the mentoring relationship in a given mentoring situation. These two orientations by the mentor are determined by how competent a Research Fellow is on a particular research task. The figure extends the work of Hersey and Blanchard (1982) to mentoring situations.

Research Competencies

It is apparent that the Research Fellows possess varying degrees of the many skills needed to be productive researchers. It is just as inaccurate to assume they have few or no skills as it is to assume they are highly skilled across the board because they are university faculty. Thus, it is important to determine how much of a task-specific skill each Fellow possesses early in working toward accomplishing a particular task. Sometimes a Research Fellow will aid in this assessment (e.g., "I don't know anything about inputting data" or "I have lots of experience in technical writing but need some help with APA style"). These self assessments will be more or less accurate. At all times, a mentor should be alert to cues from performance as well as self report and adjust his or her management/mentoring style accordingly.

Task Orientation

On any task on which a mentor and protege work, it is possible for the mentor to assume varying degrees of focus on the task. If, for example, the mentor has a low task orientation, then he or she looks at the task globally, does little instructing on specific steps for accomplishing the task, and simply makes known the expectation that the Research Fellow should accomplish that task. On the other hand, if the mentor has a high task orientation, he or she emphasizes the steps in accomplishing the task and plays an important instructive role in assuring that the Research Fellow completes the task successfully.

Relationship Orientation

Particular mentoring situations require varying degrees of focus on the relationship between mentor and Research Fellow. For example, when a great deal of focus is on the task to be accomplished (high task orientation),

it is not necessary to emphasize the personal relationship a great deal (low relationship orientation). In fact, in this situation too much emphasis on the relationship may be counterproductive because it may personalize a situation that is more productive when it is handled in a business like manner.

Sometimes, however, it is highly appropriate to emphasize the personal or mentoring relationship, especially when task is deemphasized. In such situations, the mentor focuses on the Research Fellow (high relationship orientation) and offers general encouragement rather than specific task instructions.

Examination of Figure 1 reveals that research competencies of Research Fellows result in different combinations of task and relationship orientation that are appropriate for mentors to use in specific situations. Each task/relationship combination is a style of mentoring, and the four styles are explained in the following paragraphs.

Management/Mentoring Styles

Structuring. This style is appropriate when a Research Fellow's competence for a particular task is quite low. In structuring, the mentor teaches the skill and completely outlines procedures for accomplishing the task. The best orientation combination for structuring is high task/low relationship.

Coaching. This style is appropriate when a Research Fellow has some competence for doing a particular task. Thus, the mentor has some teaching to do but also must build confidence in the Fellow to dare to use whatever skill is already present. In this case the best orientation combination is high task/high relationship.

Encouraging. When a skill already is well developed in a Research Fellow but he or she is not using it (perhaps due to lack of confidence or lack of practice), encouraging is the appropriate management/mentoring style. Thus, the mentor has little or no teaching to do but instead gives psychosocial support to the Fellow. This orientation combination is low task/high relationship.

Delegating. Finally, there are situations in which a Research Fellow possesses necessary skill and confidence to use it in order to perform the required task. At these times, little is needed of the mentor; the mentor can simply delegate the task to the Fellow. The appropriate orientation combination in such situations is low task/low relationship.

A Final Note

Material has been presented in this paper which I hope will persuade mentors to vary their management/mentoring styles according to the competencies Research Fellows have for particular tasks. Instead of relying consistently on the style that comes naturally (usually encouraging or coaching) or that is easiest for busy people to adopt (delegating), mentors should assess each situation and required competencies as well as the competencies of the Research Fellows in order to select the appropriate management/mentoring style.

Triumphs and Tribulations in Mentoring Relationships: Guidelines for Mentors and Research Fellows in the FIPSE Project

Marilyn Haring-Hidore

One of the most important aspects of the FIPSE Project is that each Research Fellow will receive the guidance and assistance of both a local and a national mentor. To facilitate the proposed mentoring, these materials have been prepared as an orientation for mentors and Research Fellows. These materials should enable those who engage in the mentoring sponsored by the Project to participate in an informed and mutually beneficial way.

In the pages that follow, descriptions are given of the history and development of mentoring, benefits to be gained from mentoring, roles that mentors play, and problems that have been reported in mentoring relationships in academe. The final section of the materials focuses on participation in the mentoring phase of the FIPSE Project.

Background

Historical Basis of Mentoring

The history of the concept of mentoring is rich with variations on the mythological theme from Homer's Odyssey. According to that epic, young Telemachus was entrusted to the guidance and counsel of the wise guardian, Mentor, during his father's 10-year absence. With Mentor's assistance, Telemachus learned to carry out his father's reign and ultimately to navigate his own path t adulthood. In the end, Homer disclosed that the wise Mentor was actually the goddess Athena in disguise.

Recent Resurgence of Interest in Mentoring

Attention to the concept of mentoring was spurred by the publication of the widely-read Season's of a Man's Life (Levinson, Darrow, Klein, Levinson, & McKee, 1978). In their study, Levinson, et al. concluded that the need for a mentor is common among men. Similarly, Sheehy (1974) described the "mentor connection" as the secret link in the successful woman's life. By 1980, Fury wrote of "mentor mania;" and Collins and Scott (1978) proclaimed that "everyone who makes it has a mentor." Perhaps the culmination of the vast amount of recent attention given to mentoring (especially in the business world and to a lesser extent in education) will be the publication of the first issue of The International Journal of Mentoring in Spring, 1987.

A Definition of Mentoring

Since its origin in Greek mythology, mentoring has come to mean many things to many people. For a number of reasons, no consistent definition has emerged. Much of the inconsistency and confusion about the term mentoring, particularly with the notion of sponsorship, stems from the difficulty in defining a mentoring experience. Many investigators have believed that it may not be who the mentor is, but what he or she does that defines this experience. As a consequence, numerous lists of mentor activities have been developed, some as long as 123 items. Others have felt that it is the relationship itself--its characteristics, developmental stages, and overall functions--which serve to define mentoring. Still others have defined

mentoring in terms of the personality characteristics that the mentor and protege bring to the relationship.

Based on all of those considerations a definition of mentoring which seems generally acceptable is:

> **A mentor is a more experienced professional who makes a commitment and provides significant assistance to a less experienced professional during a transitional period.**

A key part of this definition is that the protege is in a transition period. For Research Fellows in the FIPSE Project, the transition is to consistently productive educational researcher. Thus, this definition of mentoring seems appropriate for the purposes of the Project.

Benefits to be Gained from Mentoring

For Proteges (Research Fellows)

The most obvious and global benefit of mentoring which is derived by proteges is that they are aided in an important transition. Other important benefits were summarized by Phillips-Jones (1982). They included:

1. Receiving new or improved skills and knowledge. Although there are many ways to obtain skills and knowledge, mentoring provides special access, much as a master teaches a craft to an apprentice in a close working relationship.
2. Gaining new opportunities and resources. By virtue of having a mentor, a protege finds more open doors and has a wider variety of possibilities for career development.
3. Obtaining advice on career goals. Proteges become insiders and can benefit from the personal experiences of

their mentors and also from the mentor's perspective of having made it through the transitional experience successfully.

4. Increased exposure and visibility. Proteges seek mentors partly because they seek entry to new arenas. Mentors facilitate that entry and sometimes share the spotlight by asking proteges to join in presentations, important tasks, or even meetings with important colleagues.

Other benefits that proteges gain from mentoring can be gleaned from the upcoming section on roles that mentors play.

For Mentors

While the emphasis in mentoring is on assistance for proteges, there also are benefits to be gained by mentors. These include:

1. Vicariously achieving through proteges. For some professionals, pleasure is derived from knowing that they contributed to another's success.

2. Investing in proteges' futures. One way of reaching some professional goals is to build networks of people who share similar values and who are committed to each other.

3. Repaying past debts. Most mentors have been assisted by others as they successfully negotiated transitions. Often the very ones who provided the assistance cannot be repaid directly, so mentors help others as a form of generosity and gratitude.

4. Helping others like themselves reach positions of significance. Women, racial and ethnic minorities, disabled persons, to name a few, may have overcome barriers in order to reach their present positions; and they commit themselves to helping others attain skills, expertise, and posicions similar to theirs.

Roles Fulfilled by Mentors

Despite the benefits that accrue to mentors, focus in mentoring relationships is on what mentors can do to facilitate the professional growth of proteges. Schockett and Haring (1984) found factor-analytic support for two types of functions or roles that were synthesized from the vast literature on mentoring: vocational and psychosocial. Vocational roles fulfilled by mentors aid proteges in adjusting to and advancing within their professions. Psychosocial roles of mentors enable proteges to clarify their sense of identity and to develop a greater sense of competence and self-worth. Brief discussions follow of the roles in each of these categories.

Vocational Roles

Educating (teaching, challenging, evaluating): Enhancing a protege's skills and intellectual development by providing suggestions on challenging tasks, constructive criticism, and evaluation of potential.

Consulting and coaching: Introducing a protege to political dynamics and a profession's values, norms, and resources. Also, clarifying a protege's goals and methods of implementing them, and enabling a protege to develop a set of personal and professional standards.

Sponsoring and providing visibility and exposure: Providing "good press" for a protege and vouching for that person's capabilities. Also, assisting a protege in establishing contacts in the professional community.

Protecting: Shielding a protege from unwarranted negative publicity or potentially damaging contacts with other persons of influence.

Psychosocial Roles

Role modeling. Providing an opportunity for a protege to observe the mentor carrying out professional responsibilities, interacting with other professionals, dealing with conflict, and balancing professional and personal demands.

Encouraging. Building self-confidence in a protege by providing emotional support and positive feedback. Also, motivating a protege to do his or her best.

Counseling. Discussing a protege's concerns.

Moving from a transitional figure to a colleague. Assisting a protege to perceive himself or herself as a colleague or peer whose assistance and ideas are valued.

Not all mentors will fulfill all of the roles described here. However, the greater the number of roles fulfilled, the richer the mentoring relationships. It also seems beneficial to engage in both vocational and psychosocial roles. Ordinarily, the vocational roles emerge early in the mentoring relationship, and so there may be a tendency in this short program to over-emphasize vocational roles to the exclusion of the psychosocial roles. In the only study of preferences for roles that has been

reported, Schockett (1983) found that education students preferred psychosocial assistance from their mentors.

Problems in Mentoring Relationships in Academe

Although no problems are anticipated to occur in mentoring relationships in the FIPSE Project, this section on problems has been included for two reasons. First, both mentors and Research Fellows may be asked questions about mentoring when others learn of their participation in the project. Most people are at least vaguely aware of the mentoring concept and benefits individuals can derive from such relationships. The present section, however, addresses recent research conducted by a project staff member and a colleague; and it will provide mentors and Research Fellows with new information that could make their conversations about mentoring more knowledgeable and interesting!

Another reason for presenting material on problems in mentoring relationships, even when it does not necessarily apply to the FIPSE Project, is that such information may be useful to mentors and Research Fellows in other situations in which they engage in mentoring relationships. Also, we will ask that mentors and Fellows provide evaluative information that can be used to improve the mentoring elements of future projects. In the paragraphs that follow, results are presented of two studies by Haring-Hidore and Brooks (1986a, 1986b) in which perceived problems in mentoring relationships in academe were examined first from the point of view of proteges and then from the perspective of mentors.

Proteges' Perceived Problems

Haring-Hidore and Brooks (1986?) surveyed 204 tenure-track assistant professors at two doctoral-granting universities in the Southeast. Participants responded to a questionnaire which defined mentoring and asked for descriptions of problems they had perceived in their mentoring relationships. Of the 66 women and 88 men who reported having a mentor at some time in their academic careers, 78 (38 women and 40 men) described a total of 94 problems. The investigators classified these problems into four categories using procedures recommended by Guba and Lincoln (1981).

By far the largest group of problems reported were those that proteges perceived as being created by mentors' behavior, personality, or attitudes (n=36). An example of this problem is, "A certain distancing during graduate work--probably related to mentor's shyness combined/opposed by intermittent exhibitionism (clannish behavior, making spectacle of himself)--personality problem." An additional 20 problems were related to the failure of mentors to fulfill expected roles and functions (including being accessible). As one protege wrote, "My mentor is an extremely busy person, with many commitments. Thus, she did not always have time to devote to me. I recognized this immediately." Another 17 problems perceived by proteges were related to difficulties in achieving colleague status with mentors; and in establishing and maintaining identities, style, and content of work which were separate from their mentors. As stated by one protege, the problem was in "establishing a separate identity in my field of research. (This) occurred when

I took a faculty position at the same university as my mentor, thus, moving out of his lab but not to a different location." Finally, six problems reportedly resulted from personal aspects of mentoring relationships complicating professional aspects of those relationships. (Fifteen problems were nonclassifiable due to inadequate or poor descriptions or to the problems being other than mentoring ones).

Mentors' Perceived Problems

Haring-Hidore and Brooks (1986b) also surveyed 281 tenured associate professors at the two Southeastern universities where they conducted the study on proteges' perceptions of mentoring problems. Using an instrument similar to that developed for the first study, they queried the associate professors about problems they had experienced as mentors of either junior faculty or graduate students. Of the 158 who reported they had been mentors, 67 described 94 problems they had experienced with proteges.

Using the Guba and Lincoln (1981) procedures, the investigators classified the problems as (a) being integral to the mentoring relationship (i.e., related to the roles, functions, and stages of mentoring as described in the literature), and (b) not being integral to the mentoring relationship. In the first category ("integral to the mentoring relationship"), 58 problems were cited. By far the largest group of these problems involved deficiencies in the proteges in the mentoring relationship with regard to attitudes, commitment, motivation, effort, skill, honesty, following advice, and/or

meeting mentors' expectations (e.g., "Not being productive, yet wanting to be rewarded"). A smaller group of the 58 problems concerned difficulties in establishing collegial/equal relationships (by proteges) and overdependence of proteges on mentors (e.g., "some barriers to cooperation and equal interaction because of status differences--protege's interpretation of the meaning of the differences"). Finally, an even smaller group of the "integral" problems was focused on establishing what mentors perceived as "proper" balance between the personal and professional in mentoring relationships (i.e., problems occurred when proteges overemphasized personal aspects of their relationships). An example is, "The protege confessed to being `in love'."

Of the problems cited which were not integral to the mentoring relationship, most concerned proteges' affect (e.g., emotionalism) and proteges encountering outside problems which affected their mentoring situations.

Mentoring Phase of the FIPSE Project

The FIPSE proposal established that each Research Fellow would be assisted by one local and one national mentor in developing and/or carrying out a research project of the Fellow's choice. No specifics were proposed for the kind(s) of mentoring assistance to be provided or for how long assistance would be given. It would appear that the individuals and the research projects that are involved will to some extent determine the details of each mentoring relationship. However, some general considerations are worth mentioning for relationships with local mentors and with national mentors.

Research Fellows and Local Mentors

The first opportunity for Research Fellows to meet their local mentors will be at a meeting near the end of January. In addition to beginning to get acquainted with each others' work, each Research Fellow-mentor dyad can begin to explore the possible need for assistance and the mechanics through which assistance can be provided. This conversation might well focus on the following:

1. The present status of the proposed research project (e.g., how specific is the research question, has a literature review been initiated or completed, etc.)
2. Barriers in the research project that need to be overcome (e.g., particular types of data analysis, design problems, or problems in instrumentation);
3. present skills of the Research Fellow that could be augmented by interaction with the local mentor;
4. particular strengths of the local mentor that he or she wishes to offer the Research Fellow;
5. particular needs (e.g., vocational or psychosocial) which the local mentor could help meet;
6. a strategy for the Research Fellow and local mentor to have continued and meaningful interaction (e.g., weekly phone calls, monthly meetings, regular written correspondence, etc.)

Each dyad is urged to develop an informal or formal plan for working together. This should help avoid the problems which often occur when busy people leave future interactions "open," i.e., despite good intentions, nothing happens (e.g., "Let's have

lunch sometime"). Fellows will report on mentoring activities as they occur in a log they will keep for the project; and mentors will give evaluative feedback on this phase of the project at its completion.

Research Fellows and National Mentors

Although fully-supported Research Fellows will have the opportunity to meet with their national mentors at AERA in April, it is recommended that Research Fellows contact their national mentors in February (information on Fellows will be forwarded to mentors prior to that time). Contact initially should be by letter and this should be followed by a telephone call. In either case, the initial contact by a Research Fellow should facilitate an exchange with the national mentor on research interests. Possible items for discussion include:

1. A summary of the Fellow's proposed research project and the present status of that project;
2. advice and assistance which the mentor might offer concerning participation in professional activities such as research meetings;
3. advice and assistance which the mentor might offer concerning publication of research findings by the Fellow;
4. the kinds of feedback that the mentor can provide on particular research projects and on the Fellow's program of research;
5. career strategies that could assist the Fellow in developing and reaching goals; and

6. a strategy for the Research Fellow and national mentor to have continued and meaningful interaction (e.g., regular correspondence, weekly telephone calls, etc.)

As with Research Fellows and local mentors, each dyad is urged to develop a plan by which maximum benefit can be derived from their mentoring relationship.

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Situational Management/Mentoring Style

Marilyn Haring-Hidore

A local mentoring component was incorporated into the design of the FIPSE Project in which mentoring is done by university faculty (at UNCG) of university faculty (at historically Black institutions). The fact that university faculty are peers presents special challenges for establishing good mentoring relationships, since by its nature mentoring is hierarchical. It is important, therefore, to keep in mind that the mentoring hierarchy in this project is derived from the fact that mentors have been selected because of their advanced standing as researchers; and Research Fellows are faculty who aspire to be productive researchers. Thus, mentors and Research Fellows are colleagues in the general sense of being university faculty; but in the area of research productivity, a hierarchy exists at the present time.

In research, then, university faculty who are serving as local mentors are charged with assisting university faculty who are Research Fellows. Earlier in the FIPSE Project, the assistance which was needed and/or desired was ambiguous and, in some cases, may have been complicated by confusion over peer vs. hierarchical relationships. Presently, however, the nature of the assistance needed is well defined. The purpose of this paper is to conceptualize management/mentoring styles which are appropriate for assisting Research Fellows to complete their tasks. Emphasis is placed on a mentor estimating the amount of competence a Research Fellow has on a particular task and then using a management/mentoring style which is appropriate for facilitating accomplishment of that task. A figure is presented on the next page which is a conceptualization of interactions that result in appropriate management/mentoring styles for different situations.

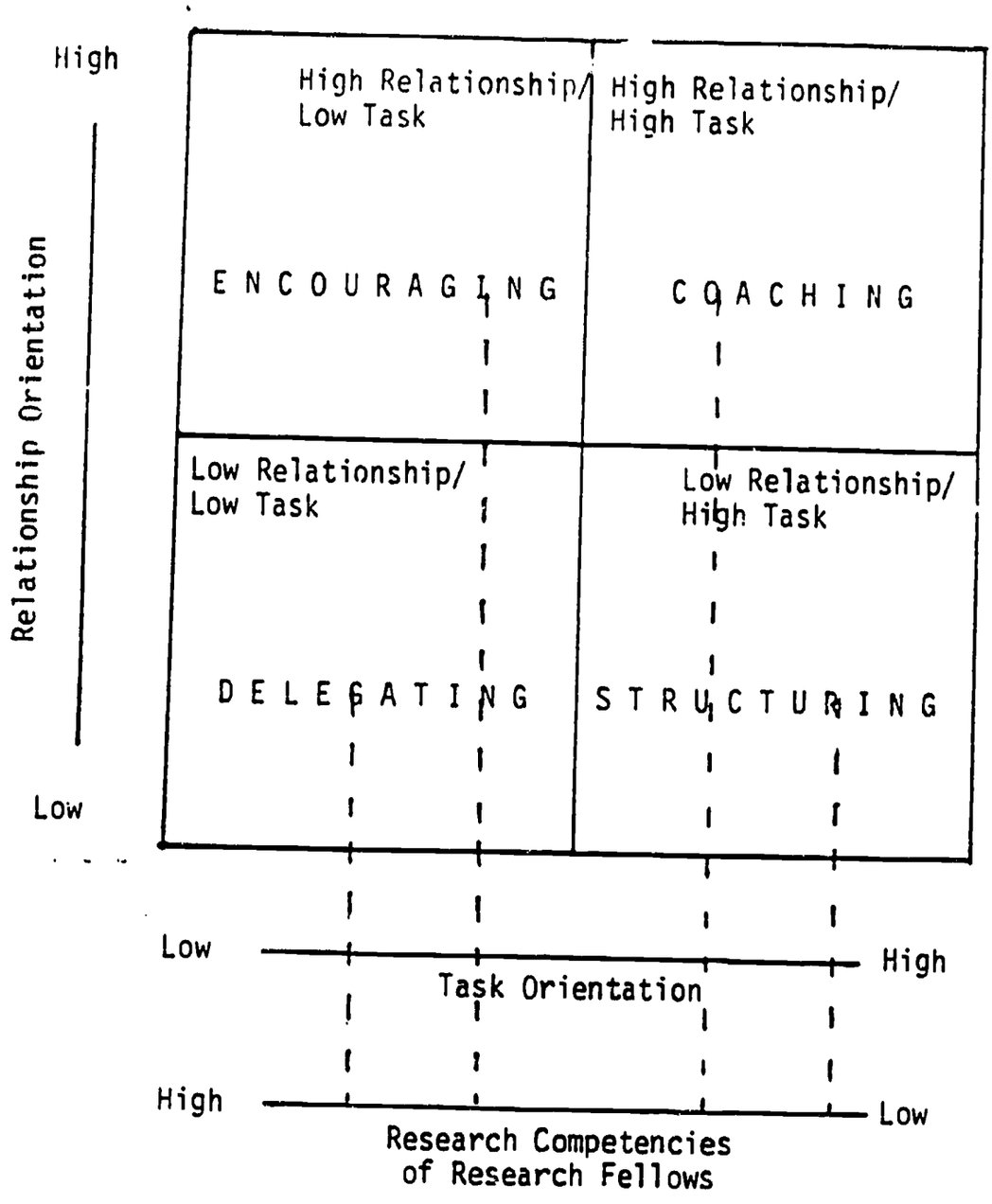

Figure 1. Situational Management/Mentoring Style. © 1987.

Overview of the Figure

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FIPSE PROJECT
Mentoring Report

Mentor _____ Research Fellow _____

Reporting Period:
January 1, 1988 through January 31, 1988

Due Date of this Report:
February 15, 1988

INSTRUCTIONS: Please respond to the following questions for this reporting period, fasten the page, and send it through campus mail **(IT IS PRE-ADDRESSED FOR YOUR CONVENIENCE).**

RECENT INTERACTIONS

1. During the reporting period, how many of the following kinds of contact have you had with your Research Fellow?

_____ Telephone _____ Face-to-Face _____ Written

2. Generally, on what have these interactions focused?

3. Generally, how would you describe these interactions? **(check one)**

____ Satisfactory ____ So-so ____ Unsatisfactory

Comments:

PROGRESS

4. At this point, is your Research Fellow's project on schedule (according to the timetable which was developed in the Fall)? ____ Yes ____ No

5. If you answered "no" in # 4, about how far behind is the project?

____ 1 week ____ 2 weeks ____ 1 month ____ more than 1 month

PRESENT NEEDS

6. What, if anything, does your Research Fellow need at the present time that you can't supply (e.g., should the Project Director "lean on" your Fellow or otherwise get involved, does (s)he need some additional resources)?

OTHER

7. Is there anything you think the Project Staff should know about your Fellow's progress or your mentoring relationship with your Fellow (that has not been covered above)?

FIPSE PROJECT
Mentoring Report

Mentor _____ Research Fellow _____

Reporting Period:
February 1, 1988 through February 28 1988

Due Date of this Report:
March 15, 1988

INSTRUCTIONS: Please respond to the following questions for this reporting period, fasten the page, and send it through campus mail **(IT IS PRE-ADDRESSED FOR YOUR CONVENIENCE).**

RECENT INTERACTIONS

1. During the reporting period, how many of the following kinds of contact have you had with your Research Fellow?

_____ Telephone _____ Face-to-Face _____ Written

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Strategies for Stimulating Educational Research by the Faculties of Historically Black Universities

Richard M. Jaeger
University of North Carolina at Greensboro

Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana
April, 1988

In this symposium, my colleagues and I will describe an ongoing project that is intended to address the problem of underrepresentation of minority educational researchers in the United States. The project began as a small-scale experiment. It might now be classified as a small-scale demonstration of feasible and effective strategies for increasing the ranks of minority educational researchers. The project is in its second year of operation, is supported by the Fund for the Improvement of Postsecondary Education (FIPSE) of the U. S. Department of Education, and is grounded in cooperation among five campuses of the University of North Carolina -- the University of North Carolina at Greensboro (a Doctoral-granting II institution in the Carnegie classification), and four historically black institutions that are classified as Comprehensive Universities in the Carnegie system.

I will discuss three topics in this paper: Evidence on the underrepresentation of minorities (and blacks in particular) among educational researchers in the United States; the brief literature that provides speculations on the reasons for underrepresentation of minorities among educational researchers, and suggestions of ways to increase minority participation in the field; and finally, an overview of the strategies used in the project and the rationale underlying their selection. My colleagues will provide greater detail on several critical elements of the project.

Underrepresentation of Minorities

The degree of underrepresentation of minorities in educational research can be characterized in a variety of ways, depending on one's choice of norm or goal. If one were to assert that the proportion of minority educational researchers should equal the proportion of minority students in the nation's public schools, one would conclude that minorities are vastly underrepresented. In 1984, minority enrollment in U. S. public schools was

almost 29 percent. In the same year, black enrollment was 16.2 percent. (Stern, 1987, p. 211). In 1987, the American Educational Research Association (AERA) had 12,206 members, only 483 (4 percent) of whom, were black (American Educational Research Association, 1987). Since AERA is the principal professional organization of educational researchers in the United States, it is reasonably safe to generalize the four percent figure to representation of blacks among the nation's educational researchers. So by the metric of proportionality to elementary and secondary school enrollment, there should be four times as many black educational researchers as the nation now can claim. Among doctoral degrees in Education awarded in the United States in 1984-85 (the most recent year for which data are available), 9.1 percent were earned by black educators (Snyder, 1987, p. 212). So by the metric of proportionality to doctoral degree-holders in Education, there should be 2.3 times as many black educational researchers as the nation now can claim. However, against the base of black doctoral degree recipients in all fields, the proportion of black educational researchers is close to the value that would be expected. In the most recent year for which federal statistics are available (1984-85), just over 31,000 doctorates were awarded in the United States (Snyder, 1987, p. 199). Only 1,265 of those degrees (3.9 percent) were awarded to blacks.

Underrepresentation of blacks among the nation's educational researchers is a highly resistant problem. The statistics on black membership in the American Educational Research Association have been essentially unchanged for at least a decade, despite the existence of an active Association committee on minority representation. The same situation exists for the National Council on Measurement in Education (NCME), the principal professional organization of specialists in educational testing (Schmeiser,

1987). Since test bias and test item bias are pervasive as practical and theoretical issues, and the mean score of black examinees on standardized achievement tests is typically a standard deviation below the mean score of majority whites, it is particularly unfortunate that blacks are underrepresented among researchers who specialize in educational measurement.

The Causes of Underrepresentation, and some Strategies

The causes of underrepresentation of blacks (and other minorities) among the ranks of the nation's educational researchers are difficult to trace. Underrepresentation of minority educational researchers might be attributed to underrepresentation of minorities among all advanced-degree holders, or even to the underrepresentation of minorities among undergraduate students in our nation's colleges and universities. In 1976 there were 604 thousand black students attending 4-year colleges and universities. Eight years later, the number had only increased by nine thousand, while the percentage of black students among the nation's undergraduates had actually decreased to eight percent (Snyder, 1987, p. 211). Frierson (1981) traced the underrepresentation of minorities in research and development (R&D) fields generally to cumulative underrepresentation of minorities among doctoral-degree holders, graduate students in R&L fields, and undergraduates in fields that lead to R&D careers. He stated (p. 402):

> Although conditions in the late sixties and the early seventies allowed minorities greater access to doctoral programs than had been previously experienced, a number of those programs with significant R&D orientations were either inaccessible or not chosen as fields of study. For example, very few minority graduate students entered

doctoral programs in educational psychology, particularly the more quantitative areas of that discipline such as statistics and research design, or measurement and evaluation.

Morrison (1977) attributed low participation in R&D by minority graduate students to four factors: (1) the mathematical content of R&D fields, (2) the perception that R&D has been used against minorities, (3) the belief that most researchers engage in work that is abstract, and unrelated to the "real world," and (4) the desire to engage in work that will more-directly help minorities.

Several commentators have enumerated reasons why there are so few minority educational researchers, and in so doing, suggested strategies for ameliorating the problem of underrepresentation. Valverde (1980) identified two significant problems facing minority educational researchers: lack of adequate technical training, and lack of access to the power networks that dominate educational research (journals, prominent positions in educational research organizations, prominent professional positions). He strongly suggested an intervention strategy that integrated mentorships into technical training programs, so as to address both problems simultaneously.

Wright (1980) surveyed 40 prominent blacks to learn their responses to the questions: "What, in your judgment, are the reasons for the paucity of of policy research by blacks on black higher education?" and "What can be done to stimulate such research?". Responses to the first question (on reasons for lack of black participation) fell into six major categories: an inadequate number of competent black researchers; deficiencies in the training of black researchers; scarcity of funding sources; the conditions of

employment of black faculty members; discrimination based on race; and difficulties with publishers and publications.

Frierson (1986, pp. 7-8) summarized the problem of underrepresentation of blacks in educational research as follows:

> Overall, the plight of black faculty in research and development is serious, and probably more so than we realize when the large picture is considered. The obstacles are many and couched so subtly that they are difficult to address effectively. The more sophisticated forms of discrimination, the long term effects from not having mentors, isolation, and the continual subtle messages that black academicians are not on the same level as their white peers are but some of the obstacles blacks face. Under such circumstances, there is little wonder why the numbers of black academicians significantly involved in educational research is relatively low, and given the current state of the times, likely to remain low.

Statistics on underrepresentation of minorities among educational researchers provided a significant stimulus to the development of this project. However, it was the comments and speculations of researchers such as Frierson, Wright, and Valverde that shaped the design of the intervention. I will briefly summarize our approach, and leave to my colleagues, the task of providing details.

Design of the Project

The literature strongly suggests that underrepresentation of minorities among educational researchers must be addressed as an institutional problem *and* an individual problem. The institutional barriers to faculty engagement in educational research that derive from the historical

teaching missions of historically black universities must be reduced or eliminated at the same time individual faculty members are encouraged and supported in their efforts to engage in educational research. This project incorporated components with institutional foci as well as components designed to facilitate the research engagement of individual faculty members.

The project was designed and developed with the support of senior academic officers from all five historically black institutions in the University of North Carolina system. A critical component of the project was the establishment of a Policy Advisory Board composed of the Vice Chancellors for Academic Affairs and heads of academic units responsible for the field of Education, in all participating universities. The Policy Advisory Board held four-hour, bi-monthly meetings during the initial year of the project, and has continued to meet during the second year. The Board provides policy guidance on the operation of the project, and meetings of the Board have provided a forum in which senior academic officers of the historically black universities have exchanged ideas on methods of reducing institutional barriers to faculty engagement in educational research and creative methods for marshalling the resources necessary to support faculty engagement in educational research. An example of the Board's activities is the development and approval of criteria for the selection of faculty who participated in the project, and the actual selection of those faculty in accordance with the approved criteria.

The components of the project that were designed to facilitate the educational research engagement of individual faculty members were based on a premise of guided induction into the practice of educational research. Faculty members selected for project participation (termed FIPSE

Educational Research Fellows), had to agree to design, develop, and conduct an educational research study during the term of their Fellowship. Each has done so. Individually focussed project components were intended to support the Fellows' individual research activities and to help them develop the networks of professional support that Valverde (1980) and Wright (1980) deemed essential to the long-term educational research participation of minority faculty members.

Eight faculty members from UNC's four historically black universities that are most proximate to the University of North Carolina at Greensboro are participating in the project. Five of the Fellows are employed in schools or departments of education, one is in a department of mathematics, one is in a department of criminal justice, and one is in a department of chemistry. Six of the Fellows are women and two are men; seven are black and one is white. Seven of the Fellows hold doctorates and one is currently completing a doctoral dissertation. Seven are assistant professors and one is an associate professor. Despite their diverse academic fields, all are pursuing research topics within the broad field of Education.

During the first six months of the project, the Fellows participated in a bi-weekly research seminar that was designed to provide a structured support system for their engagement in educational research and a forum for the exchange of ideas on their individual research projects. Each Fellow was paired with a research-productive faculty member at the University of North Carolina at Greensboro, who served as a mentor to the Fellow. Mentor-Fellow pairings were based on commonality of research interests, and the ability of the mentor to provide methodological and/or substantive advice on the Fellow's research study. Data on the functioning and efficacy of these mentorship relationships were collected monthly.

Memberships in the American Educational Research Association and the North Carolina Association for Research in Education were purchased for each Fellow, and each Fellow was provided support to attend the annual meetings of these organizations. During the first year of the project, the Fellows participated in the annual meetings of the professional organizations as observers. During the second year, one Fellow presented a paper on her research findings at the annual meeting of the North Carolina Association for Research in Education, and five will present papers at this meeting of the American Educational Research Association.

Targeted workshops designed to enhance the Fellows' research knowledge and skills were developed during the second year of the project. Last month, Fellows participated in a one-day workshop entitled "Effective Oral Presentation of Research Findings" that was based on a former AERA mini-course. During the summer of 1988, the Fellows will participate in a four-day workshop that will focus on strategies for securing funding for educational research, and writing for publication in scholarly educational research journals. This workshop will be conducted by Prof. Eva Baker, Director of the Center for the Study of Evaluation at UCLA, and Prof. Virginia Koehler, Editor of the *American Educational Research Journal*.

At the end of this month, all Fellows will present the results of their research at a statewide conference developed by the project and entitled "Educational Research in Historically Black Universities." The conference will feature a keynote address on the role of research in the development of a scholarly academic career by Prof. Edmund Gordon of Yale University, and two symposia in which the Fellows will present their research findings. Over 1600 faculty members in schools and departments of education and allied fields from all campuses of the University of North Carolina and all non-

public historically black colleges and universities in the state ve been invited to attend the conference. The conference will be video-taped, and the tapes will be edited for use in courses that would benefit from instructional materials that feature educational research studies conducted in the context of historically black universities.

To help the Fellows establish supportive networks of colleagues outside their own institutions, several activities have been held in conjunction with this AERA meeting. At the beginning of the meeting, the Presidents and Program Chairs of AERA and the National Council on Measurement in Education, and the Executive Officer of both organizations met with the Fellows to describe the structure of the organizations and to suggest ways of becoming more actively engaged in their annual meeting programs. Nationally prominent minority and non-minority educational researchers from the nation's most distinguished research-intensive universities also met with the Fellows during this session. In addition, four prominent black educational researchers have served as a "National Faculty" to the Fellows during the term of their Fellowships. As a part of that activity, they met with the Fellows during this AERA meeting in conversation hours that focused on the Fellows' research studies and their further research development.

This listing of the major components of the project cannot do justice to its dynamics and complexity, but hopefully will convey its rationale and texture. Some components of the project have been highly successful, while others were near-complete failures. Engagement in the project has been a rich and rewarding experience that was more demanding than I could have imagined and more instructive than I would have dreamed possible. I will leave to my colleagues, the task of reporting on our triumphs and failures,

and what we have learned that generalizes beyond our experience in North Carolina.

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An Open System Perspective on the Research Role of Historically Black Colleges and Universities

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Introduction

The purpose of this paper is to explain the context and rationale for the Fund for the Improvement of Postsecondary Education project that is being implemented at the University of North Carolina at Greensboro. The project's goal is to increase the participation of Black faculty and other faculty from Historically Black Institutions in the University of North Carolina system in the practice and organizations of educational research. The problem is quite clear. The majority of Blacks who have terminal degrees are in the field of education, but fewer than four percent of the members of the American Association for Educational Research (AERA) are Black (American Educational Research Association, 1987). Valverde (1980) showed that every protected minority group except Orientals and Native Americans was severely underrepresented in the AERA membership. However, the most severe underrepresentation was suffered by Blacks. This raises the questions of the access of Blacks to these organizations and the diversity of perspective of within these organizations. There is also an important related question. What role will educational researchers from Historically Black Institutions have in shaping the educational policy of the University of North Carolina?

These questions will be addressed through analysis of the context of the Historically Black Institutions in the

University of North Carolina. The context is inferred from public documents, interviews and discussions with retired administrators and faculty, and observations. Open systems theory is the conceptual framework that is used in the analysis.

Open systems theory was chosen as the conceptual framework for this paper because it is not reductionistic (Von Bertalanffy, 1968), it accepts empirical, logical, and intuitive data as legitimate (Sutherland, 1973), and it explains why diversity of perspective is important in organizations (Weick, 1969). This framework was applied to the organizations for educational research and the institutions of the University of North Carolina, but the results of the analysis have much broader implications.

Open Systems Theory

Open or general systems theory was formalized by a biologist, Ludwig Von Bertalanffy, in Germany before World War II. He built on the Aristotelian notion that the sum of the whole is greater than the sum of its parts. Von Bertalanffy observed that even when the cells of an embryo were rearranged slightly the embryo developed normally. He argued that organisms had an entelechy, i.e., purpose, that guided their interaction with the environment (Von Bertalanffy, 1968, 1975).

Social scientists (Boulding, 1956; Katz & Kahn, 1966) argued that the concept of a general system could be applied

to any organized entity from a simple organism to a complex society. Moreover, they argued that these general systems had certain common characteristics. For example, these systems were open, i.e., they affected and were affected by their environment. If the systems were not open, entropy would destroy them. The systems were composed of interdependent subsystems; the subsystems varied in their levels of autonomy and control; and the subsystems and the system had boundaries which varied in permeability and location. The significance of these characteristics are reflected in a number of theories of how organizations learn and adapt.

Karl Weick (1969, 1976) argued that educational institutions were "loosely coupled systems" that were, on occasion, unable to respond appropriately to feedback that was available to them in their environment because the perspective within the organizations was too homogeneous. Argyris and Schon (1974, 1978) argued that because individuals adopt coping strategies which do not permit them to see the discrepancies between the behavior they espouse and the behavior they practice, organizations can not effectively learn and adapt. Moreover, Nightingale and Toulouse (1977) argued that five variables, environment, values, structures, process, and the reactions and adjustments of the individuals in an organization are interdependent and tend toward congruence over time. Their

results indicated that the strongest relationship was between the reactions and adjustments of the individuals in the organization and the process of the organization, i.e., how the members of the organization were treated.

Context

History

The five Historically Black Institutions in the University of North Carolina system, Elizabeth City State University (ECSU), Fayetteville State University (FSU), North Carolina Agricultural and Technical State University (NCA&TSU), North Carolina Central University (NCCU), and Winston-Salem State University (WSSU), were originally established to provide vocational training for Black people. One institution, NCA&TSU was also established so that North Carolina State University could receive funds fro. Morrill Act of 1890.

There was little emphasis on education in the broader sense in the explicit goals of the institutions. The implicit goals of these institutions were not only vocational but also educational. The administrators and faculty of these institutions wanted to produce graduates who could help change this nation. As one former administrator described it, "they had to make bricks without straw." Historically, the leaders of these institutions had to balance the pressures and demands of an often hostile environment and the

needs, aspirations, and dreams of the students and faculty within their institutions. The achievements of the graduates of the Historically Black Institutions in the University of North Carolina are a testimony to the success of the implicit goals of those institutions.

When the North Carolina state legislature passed the Higher Education Reorganization Act of 1971, it created a single statewide governing board, with planning and governance responsibility for all public senior higher education institutions. The Board of Governors was implemented the following year. This body is the corporate entity of the University of North Carolina and it determines the mission and the allocation of state resources to the 16 senior higher education institutions in the University of North Carolina system.

Given input from the administration of the respective institutions and the general administration of the University of North Carolina, the Board of Governors established new missions for all 16 institutions in the system and specified these missions in its long range planning documents.

The five Historically Black Institutions of the University of North Carolina are identified as Comprehensive University I or II in the Carnegie Classification System, i.e., they can offer only bachelor's or master's degrees. The Board of Governors (1985) specified the current

classification and mission of the five institutions as follows:

> Elizabeth City State University (ECSU) is a Comprehensive University II, authorized to offer degree programs at the baccalaureate level. Graduate programs at the master's degree level are offered for the northeastern region of the State through a graduate Center on the ECSU campus, particularly for teachers and administrators in the public schools. (p. 154)
>
> Fayetteville State University is a Comprehensive University I, ... Master's level programs are currently offered in elementary, educational administration and supervision, special education, and business administration, and other new programs at this level are now authorized for planning. (p. 156)
>
> North Carolina Agricultural and Technical State University is one of the State's two land-grant institutions and is a Comprehensive University I offering degree programs at the baccalaureate and master's level. It has one of the three engineering schools in North Carolina .... It has one of only two schools of agriculture in North Carolina and its teaching and research programs in animal science have been developed as a related activity to the School of Veterinary Medicine (at North Carolina State University). (p. 159)
>
> North Carolina Central University is a Comprehensive University I, offering programs at the baccalaureate and master's level, and the first professional degree in law. No major change in the educational mission is contemplated during the 1984-89 planning period.... (p.163)
>
> Winston-Salem State University is a Comprehensive University II, authorized to offer degree programs at the baccalaureate level. Master's and educational specialist's level programs are offered through the Winston-Salem University Graduate Center, a cooperative interinstitutional venture. No major change in educational mission is contemplated for this planning period (1984-89). (p. 202)

Only the mission statement of North Carolina Agricultural and Technical State University makes any reference to research. The Board of Governors (1985)

emphasizes research in graduate education, especially at the doctoral level. However, eight of the ten Historically White Institutions and two of the five Historically Black Institutions received state appropriations for research in FY 1983-84 (Board of Governors, 1985).

The two Historically Black Institutions, NCA&TSU and NCCU, that received state appropriations for research are tied to two different historical traditions in Black higher education. NCA&TSU is a land grant institution; it comes out of the tradition of Booker T. Washington and George Washington Carver. The emphasis is on applied research in agriculture, engineering, the biological, and physical sciences and the institution is very successful in this endeavor. Only UNC-Chapel Hill and North Carolina State University, both classified as Research Universities I, received a greater dollar amount in federal contracts and grants than NCA&TSU in FY 1983-84 (Board of Governors, 1985).

NCCU comes out of the tradition of W. E. B. Dubois; when the institution was the North Carolina College for Negroes, many administrators and faculty at the institution perceived it as "The public Black liberal arts institution." A number of Black social scientists produced and published research that continued DuBois' intellectual struggle with our society.

Environment

One of the major forces in the environment of the five Historically Black Institutions in the University of North Carolina is that the officials of the University state that since 1974 the allocation of programs and resources have not been based on race. It is my perception that the University does not wish to acknowledge that any problems related to racial discrimination still exist in the University of North Carolina. The view that the problem is solved seems to the accepted norm and alternative view points are not encouraged. This creates a strange constraint on some of the campuses of the Historically Black Institutions. A faculty member who has been very outspoken in confronting what he perceives to be discriminatory behavior, has been called by colleagues at home to explain why they did not want to be seen speaking to him on campus.

Another major force in the environment of the five Historically Black Institutions is the consent decree between North Carolina and the Department of Education that was filed in the United States District Court for the Eastern District of North Carolina on April 25, 1979. The Decree is in effect until December 31, 1988, but the section on the commitments to increase minority presence and employment was originally planned to end on December 31, 1986. However, the Board of Governors has voluntarily extended the commitments in this

section to December 31, 1988. The purpose of the Decree is quite clear:

> This Consent Decree is occasioned by the desire of all parties to resolve eleven years of disagreement regarding the compliance of the public senior higher education institutions of the State of North Carolina with the fourteenth amendment of the constitution of the United States, Title VI of the Civil Rights Act of 1964, as amended, ... and the rules, regulations, and criteria promulgated thereunder. (Consent Decree, 1979, p. 1)

Section VII of the Decree describes the commitments for the further development of the Historically Black Institutions. There is no mention of encouraging or facilitating research at the Historically Black Institutions. However, the language of the Decree does infer that the quality of the faculties at Historically Black Institutions is inferior to their white counterparts because of the lower percentage of terminal degrees (Consent Decree, 1979). The Consent Decree proposes two solutions to this problem.

> The University shall continue the Faculty Doctoral Study Assignment Program at its present level of funding ($400,000 annually). In making awards under this program, priority shall continue to be given to faculty in the predominantly black institutions.
>
> The University shall require the doctorate or other appropriate terminal degree for all new full-time faculty appointments to the predominantly black institutions and for the conferral of tenure on any faculty member, unless there are exceptional circumstances. Each such exception must be approved by the President (of the University of North Carolina System) in the instance of new faculty appointments and by the President and the Board in the conferral of permanent tenure. (Consent Decree, 1979, p. 27)

An additional force in the environment of the Historically Black Institutions is the renewed importance of standardized test scores and core curriculum. The students and graduates of the institutions have to do well on the appropriate standardized exams, e.g., the National Teachers Exam. Moreover, a core high school curriculum will be required of all students who enter any senior institution in the University of North Carolina in the Fall of 1990. Some former administrators and faculty of Historically Black Institutions perceive the pressure for increased standards as way to alter one of the most important implicit goals of Black higher education, i.e., "to provide an opportunity to those who have been discriminated against in their educational preparation because of race or socioeconomic status to achieve the American Dream." This concern is directly related to the changing value structures that are operating in the Historically Black Institution.

Values

The history and context of the Historically Black Institutions shaped the value structures of the organizations. Many of the former administrators and faculty members seemed to have an ambivalent relationship with the values and goals of the "white society." They wanted their students to have all the things that the majority society could offer, but they often expressed a distaste for things

that were "white." In fact, one of the resisting forces that the FIPSE project encountered on the campuses of the Historically Black Institutions was that a "white institution", UNCG, was implementing the project.

At one time, it was clear that one of the basic values expected of all faculty members, was loyalty. There were to be loyal to the institution, its mission, and the leaders of the institution. This loyalty was often interpreted to mean that one did not examine critically the practices of the institution and one did not get involved in any research or debate that might injure the institution's position in the white community.

Some former administrators felt they paid a heavy price for the loyalty that they demanded. They had to play what they felt were demeaning roles to secure the well-being of their institutions. One individual described how he and his colleagues had to use white intermediaries to submit their institution for accreditation in the Southern Association of Colleges and Schools at the annual meeting of the Association. They were told that they would not be allowed in the hall when the vote was taken, but they walked in and stood in the back of the hall so they that they could hear their institution receive its accreditation.

Structure and Process

A set of values and norms based on loyalty to the head of the organization does not facilitate the collegial model

of governance. The University of North Carolina System tends to be more centralized and bureaucratic than many of its counterparts and the Historically Black Institutions have been bureaucratic and at times autocratic in responding to what was perceived to be a hostile environment.

The descriptions of the process of the organizations vary widely, but there is a fairly common description of the use of power. Condign power, the ability to punish, and compensatory power, the ability to reward, are more commonly used than what Galbraith (1983) called conditioned power, the ability to change beliefs and shape values. Unfortunately, both condign power and compensatory power generate over time countervailing forces in the system. This process undermines commitment to the goals that its seeks (Galbraith, 1983).

The changes that have been imposed on the Historically Black Institutions have been implemented through the use of condign and compensatory power, e.g., the loss of programs if certain scores are not achieved by students on standardized tests, no tenure unless there is an increase in research productivity, or an increase in faculty and resources if an proposed program is implemented. This type of organizational change strategy can have a major impact on the members of the organization.

Reactions and Adjustments

The faculty the Historically Black Institutions of the University of North Carolina hear conflicting messages and

receive ambiguous signals as the result of the interaction among the changing environment, values, structure, and process. They are told that race is not an issue in the University of North Carolina System, but some people believe race is a factor in tenure decisions. They are told to be open and aggressive, but it is not uncommon for people who are too aggressive to have problems in the organization. They are told that the Consent Decree has been quite successful, but the limited number of Black faculty at Historically White Institutions is painfully obvious. They are told to take pride in the heritage and mission of their institution, but it seems to some that the mission is being changed. They are told explicitly to get involved in professional organizations like AERA and the North Carolina Association for Research in Education (NCARE), but they are told implicitly that these organizations have no interest in the issues that are critically important to Historically Black Institutions. They are told to get actively involved in research, but the people in education and educational research are faced with overwhelming teaching and service responsibilities and little explicit facilitation of their research efforts. It is not surprising that the participation of faculty from UNC's Historically Black Institutions in the practice and organizations of educational research is limited.

Although the reactions and adjustments of the individuals in the organization are affected by the environment, values, structure, and process of the organization, these reactions and adjustments can also affect those variables. This mutual relationship is a key assumption in the rationale for the project.

Rationale

If the project can demonstrate to the participants that AERA and NCARE are not only relevant to their concerns but supportive of their research interests, it can start to shape the perceptions of these organizations on the campuses of Historically Black Institutions. If the mentors and staff of the project can persuade and model the idea that educational research has an intrinsic value as well as an instrumental value to the participants,.they can start to influence the value structure of the institutions. If the mentors and staff of the project can provide the technical support and emotional support, the participants will develop their own momentum that will affect them, their colleagues, and the administrators of the institutions. If the Policy Advisory Board discusses the project and receives feedback from the project, the members of the Board may be able to determine the discrepancies between their explicit statements in support of research and their organizational behavior. If the project is successful, it will continue to diversify the

perspective of the active members of AERA; it will facilitate educational research at Historically Black Institutions that will hopefully frame and shape the debate of educational policy in the State of North Carolina and the Nation; and it will provide a model for educational change and development that can be replicated in other disciplines in the Historically Black Institutions of the University of North Carolina.

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Perceptions of Needs for Research Support Among Faculty in Historically Black Universities

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INTRODUCTION

This study was conducted to ascertain the perceived needs for various types of research support among two groups of faculty employed by the historically black institutions of the University of North Carolina: those who responded to a faculty needs assessment in the fall of 1987 and those who subsequently participated as Educational Research Fellows in a year-long, integrated set of activities intended to increase their research skills, knowledge, and participation. Results of the initial faculty assessment have been published elsewhere (Jaeger & Cole, (1987-88). This paper will focus on a comparison of the results of the larger-scale faculty assessment with similar data collected from five of the eight Educational Research Fellows.

The Center for Educational Research and Evaluation at UNC-Greensboro is currently engaged in the second year of a cooperative project with four of the five Historically Black Universities of the University of North Carolina: North Carolina A & T State University, North Carolina Central University, Fayetteville State University, and Winston-Salem State University. Strategies are now being developed which will encourage and facilitate increased educational research participation of faculty at these four Historically Black Universities.

Various aspects of the background and design of the project, supported by the U. S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), are more fully described in the other papers presented as a part of this symposium presented at the 1988 Annual Meeting of the American Educational Research Association under the title "Increasing the Educational Research Participation of Faculty in the Historically Black Campuses of the University of North Carolina". Briefly, based on prior research and current information about the severity of the problem of underrepresentation of black faculty among educational researchers, and on the results of the faculty needs

assessment, the pilot project and planning study referred to here were designed to investigate the utility of a variety of activities that could reduce institutional barriers and enhance the skills and motivation of faculty at North Carolina's historically black institutions to participate in educational research. Eight Educational Research Fellows were selected by the Vice Chancellors for Academic Affairs at their respective institutions to participate in one year of activities. The Fellows were then asked to respond to a survey that was very similar to the one completed by the larger group of faculty before the project began.

Increasingly rigorous criteria for promotion and appointment to tenure, including requirements that faculty members engage in research and publish their findings, are being applied in UNC's Historically Black Universities. Faculty members, therefore, have strong extrinsic incentives to increase their research participation. The assessment conducted for this study provided information on the nature of the assistance faculty perceive as useful in meeting increased expectations for research productivity under two conditions. First, in the absence of a special program to assist them, volunteer faculty were asked to respond to a set of options and to identify those they perceived to be helpful. Second, after a year of participation in a special program of activities, five of the eight Educational Research Fellows responded to the same set of options. Two of the five were among the respondents to the faculty survey distributed prior to the implementation of the project.

METHODOLOGY

Collection of Data

Data for our assessment of the utility of various types of educational research assistance were collected through a survey of faculty at North Carolina A & T State University, North Carolina Central State University, Fayetteville

State University, and Winston-Salem State University. Although uniform questionnaires were used, methods for distributing and collecting questionnaires were determined by senior academic officers at each institution. In one institution, questionnaires were distributed by the Dean of Education to selected, tenure-track junior faculty members. In a second institution, questionnaires were distributed via the campus mail system to all education faculty and to all department heads in the School of Arts and Sciences. In a third institution, questionnaires were distributed to and collected from volunteer faculty of the School of Education, at an announced faculty meeting. In a fourth institution, questionnaires were distributed via the campus mail system to all full-time faculty by the Vice Chancellor for Academic Affairs. Completed questionnaires were obtained from 73 faculty members employed by these institutions.

Although respondents to the survey were effectively self-selected at all institutions, generalizability of findings was not jeopardized by self-selection. Since the purpose of the survey was to estimate the numbers of faculty who might volunteer to participate in various activities intended to improve their educational research productivity and capabilities, self-selection was consistent with the survey's goals.

Structure and Format of the Questionnaire

The faculty assessment questionnaire (see Appendix A for the full text) contained six major sections. Section I presented respondents with a 17-item list of activities and conditions that "might help to improve your research skills and knowledge, or allow you to more readily engage in educational research." Four types of assistance and/or conditions were listed: coursework covering a variety of methodological topics, summer workshops concerned with components of research production and dissemination or with the development of

specific methodological skills, reduction of institutional barriers to research productivity (such as lack of time or funds), and various types of personal research assistance. Respondents were asked to indicate which of these 17 activities and conditions would be personally helpful to them, and then to rate the degree of helpfulness of items they had identified. A five-point Likert scale was used for the latter ratings.

The second major section of the questionnaire provided titles and brief descriptions of 10 graduate educational research methodology courses offered by the University of North Carolina at Greensboro. Respondents were first asked to indicate which of the courses they felt would be useful to them in preparing to do research in education. They were then asked to indicate the order in which they would choose to enroll in courses they had identified as personally useful.

In the third major section of the questionnaire, respondents were asked to select from a list of eight options, potentially helpful outcomes of their participation as Educational Research Fellows (as faculty participants in the pilot study are termed). Five of the listed options could be described as intrinsic benefits (e.g., "Provide you with an opportunity to enhance your research skills"), and three could be described as extrinsic benefits (e.g., "Enhance your opportunities for promotion").

In Section IV of the questionnaire, respondents were asked to select from a list of six options, the potential institutional benefits they associated with educational research conducted by faculty members. Three of the listed options could be characterized as intra-institutional outcomes (e.g., "Development of your institution's curricula"), and three could be described as enhancements of institutional prestige (e.g., "Provide national visibility for your institution").

The fifth section of the questionnaire described the requirements and benefits of participation as an Educational Research Fellow, and then asked

respondents to identify which of a list of six programmatic and institutional conditions would be major constraints to their ability to participate as an Educational Research Fellow. This section was intended to secure information that would be useful in planning future programs for increasing the research participation of faculty at historically black universities.

The final structured section of the questionnaire sought information on respondents' academic background and status, and on their racial or ethnic group membership.

In each structured section of the questionnaire, respondents were given an opportunity to add to the list of options provided. Additional comments and suggestions were also sought in a final section of the questionnaire.

The questionnaire distributed to the Educational Research Fellows after their first year of project participation (see Appendix B for the full text) was almost identical to the original faculty assessment questionnaire. The minor changes made in the questions and the instructions were intended only to reflect the fact that the Fellows had been participating in the project for a year.

RESULTS AND DISCUSSION

Characteristics of Respondents

Seventy-three faculty members at four universities responded to the needs assessment survey. Of these, 68 provided information on their academic backgrounds and current academic status. Discussion and interpretation of results will be restricted to data provided by these 68 faculty members. Five of the eight Educational Research Fellows responded to the second survey and their responses will serve as the basis for discussion and interpretation of those results.

Academic Rank. Among responding faculty, about a third (34 percent)

reported that they held the rank of Instructor or Assistant Professor, 41 percent reported that they held the rank of Associate professor, and 25 percent reported that they held the rank of Professor. Two-thirds of the respondents would therefore be classified as "senior faculty." Because we expected to find that faculty members' perceived benefits of research participation, perceptions of extrinsic motivation to participate in research, and perceptions of the value of additional research training would be different for junior and senior faculty, our analyses of these factors considered academic rank. Among the Educational Research Fellows, one is an associate professor and the remainder are assistant professors. Thus, eighty percent of the respondents to the second survey are junior faculty, reflecting the fact that this project is directed primarily toward junior faculty.

Tenure Status. Fifty-seven percent of the original faculty respondents reported that they held tenure, and 43 percent reported that they did not hold tenure. One might expect that perceived external press to engage in educational research would be more strongly felt among untenured faculty, and that habituation to a pattern of research participation (or lack thereof) would be more prevalent among tenured faculty. Among the Educational Research Fellows, only one (20 %) is a tenured associate professor. The remainder are untenured assistant professors.

Highest Degree Held. Seventy-nine percent of responding faculty reported that they held a doctorate, 19 percent reported that a master's degree was their highest degree, and two percent reported that a bachelor's degree was their highest degree. The need to secure additional education for purposes of credentialing would therefore not be present for four out of five respondents. Likewise, eighty percent of the Educational Research Fellows already possess the doctorate. One of the five respondents is currently completing her Ph.D. and the remainder already hold the doctorate.

Race. Seventy-nine percent of responding faculty reported their racial or ethnic group to be "black or Afro-American," 11 percent classified themselves as "white or Anglo," and 10 percent placed themselves in other groups, including "American Indian" and "Asian." Of the Fellows, four (80 %) are black and one is white. The academic and ethnic characteristics of respondents are summarized in Table 1.

Facilitative Research Activities

In the first portion of the needs assessment survey, the questionnaire listed activities and conditions that faculty members might perceive as facilitating their research participation or skills. The stimulus statement at the head of this list was as follows: "Following is a list of activities that might help improve your research skills and knowledge, or allow you to more readily engage in educational research. Please check each of the activities that, in your judgment, would be personally helpful to YOU. (Check all that apply.)" The identical stimulus statement was used in the version of the questionnaire administered to the Fellows.

The list of activities and conditions was composed of four broad categories: coursework, summer workshops, reduction of institutional barriers to research participation, and personal assistance with research. Respondents' judgments of these categories of assistance and conditions are summarized in Tables 2 through 5.

Coursework. Coursework in five topic areas was listed for faculty consideration: educational research methods, applied statistics, educational measurement, educational program evaluation, and research design. As shown in Table 2, only one-in-two to one-in-three respondents judged coursework in any topic area to be personally helpful. Coursework in educational program evaluation and research design were judged to be helpful by the largest

percentages of respondents. Faculty members holding the rank of Instructor or Assistant Professor (junior faculty) expressed more positive judgments on the personal value of coursework, than did faculty members overall. Thirty percent of these faculty indicated that coursework in educational measurement would be personally h ul, and about four in ten indicated that coursework in the other four topic areas would be personally helpful. Coursework in research design was desired by almost half of responding junior faculty.

Responding faculty members were asked to rate the degree of helpfulness of their choices of activities on a five-point Likert scale with anchors at "Somewhat Helpful" and "Extremely Helpful." For every topic area, the largest percentages of these ratings were in the "Moderately Helpful" to "Extremely Helpful" range.

Coursework was judged to be even less helpful by the Educational Research Fellows. Their responses were similar to the larger faculty group in that evaluation and research design courses were the only ones selected as helpful. In each case, however, only one of the five Fellows indicated that a course on that topic would be of assistance.

Summer Workshops. Summer workshops in six topic areas were listed for faculty consideration. Three topics concerned the process of research production and dissemination: writing for publication, publishing your research, and securing research funding. The other three topics concerned development of enhanced research skills: designing your research studies, analyzing your research data, and using computers for data analysis. As summarized in Table 3, the first category of summer workshops was judged to be personally helpful by a larger proportion of responding faculty (53 percent) than was the second category (41 percent). Six out of ten responding faculty judged a summer workshop on securing research funding to be personally helpful.

As was true of their judgments of the helpfulness of coursework, a higher percentage of junior faculty than of senior faculty judged summer workshops to be personally helpful. About three-fourths of responding junior faculty judged a summer workshop on securing research funding to be personally helpful. Workshops on the process of research production and dissemination, and workshops on the enhancement of research skills were judged to be helpful by equal percentages of junior faculty (65 percent), although there was some variation within categories.

The largest percentage of respondents who judged a workshop topic to be helpful, rated it as "Extremely Helpful."

The same general pattern was evident in the responses of the Educational Research Fellows, with one Fellow selecting each of the workshops in the first category as helpful, but only one workshop in the second category was selected as helpful by any Fellow.

Comparison of the results summarized in Tables 2 and 3 indicates that summer workshops were judged to be helpful by substantially higher percentages of respondents than was coursework. This generalization applies to all faculty respondents and to junior faculty. Among the Fellows, a somewhat larger percentage responded positively to summer workshops than to coursework, but the numbers supporting either option were extremely small, ranging from 0 to 20 percent.

Reduction of Institutional Barriers to Research. Faculty were asked to judge the helpfulness of three conditions that could be characterized as reductions of institutional barriers to their engagement in research: having released time from teaching responsibilities, having released time from university service activities, and having a small grant to defray the costs of conducting research. As summarized in Table 4, large percentages of all responding faculty (60 percent on average), and even larger percentages of

junior faculty (77 percent on average), indicated that reduction of these institutional barriers would be personally helpful. Having a small grant to defray research costs was selected as helpful by three-fourths of all responding faculty, and by 87 percent of responding junior faculty. This condition was judged to be helpful by a larger percentage of all faculty and by a larger percentage of junior faculty than was any other condition or type of assistance. The same could be said of the entire category of conditions characterized as reduction of institutional barriers to conducting research. Also, the vast majority of respondents who indicated that these conditions would be helpful to their research productivity indicated that they would be "Extremely Helpful."

The same perception is true of the Educational Research Fellows, with over half (53%) indicating that reduction of institutional barriers to research would be helpful. Of particular help, in their view, would be released time from teaching. This emphasis the need to reduce teaching responsibilities was in contrast to the other categories of faculty, who selected small grants to defray research costs as the most important assistance to research productivity that could be offered by their institutions.

Personal Assistance with Research. Three of the categories of assistance faculty were asked to judge could be characterized as having personal assistance in conducting research: having a personal mentor, having assistance in planning a program of research, and having assistance with analysis of research data. Forty-six percent of all responding faculty indicated that these categories of assistance would be personally helpful to them, and three-fourths of responding junior faculty responded similarly. As shown in Table 5, having a personal mentor was judged to be helpful by half of all respondents, and by 78 percent of the responding junior faculty. Having assistance with planning a program of research, one of the important functions likely to be provided by a personal

research mentor, was also judged to be important by 78 percent of the junior faculty.

is noteworthy that every category of research assistance and all potentially facilitative institutional conditions were judged to be personally helpful by larger percentages of junior faculty than by all faculty respondents. For three of the four categories of assistance discussed above (all except coursework), between two-thirds and three-fourths of responding junior faculty identified the category as being personally helpful to them in improving their research skills and knowledge, or allowing them to more readily engage in educational research.

The Educational Research Fellows indicated that personal assistance with research was the second most helpful category of assistance, after reduction in institutional barriers to educational research participation. As was true of all categories of assistance, however, their endorsement of the varied activities that were incorporated into the FIPSE-sponsored project during their year of participation was much lower than that of the faculty respondents to the original survey.

Preference for Research Courses

In the second section of the needs assessment questionnaire, respondents were given a list and brief description of each of ten graduate research methodology courses that are offered by the University of North Carolina at Greensboro. Respondents were asked to read the course descriptions and then "check the courses that would BE USEFUL TO YOU in preparing to do research in education." Respondents were then asked to rank the courses they had checked, in the order they would choose to enroll.

The courses described on the questionnaire can be placed in five topical categories. Two courses could be described as covering general research methods. One is a "special topics" course designed to meet the needs of

Educational Research Fellows. The other is an introductory course designed for consumers of educational research. The first course was judged to be useful by almost half of the respondents, and the second by more than a fourth. Courses in this category were ranked one or two by a fourth of all respondents. As shown by the data in Table 6, the responses of junior faculty were similar to those of all respondents, in judging the utility of these courses.

Two of the ten courses cannot be placed within generic categories. One of these, educational program evaluation, was judged to be useful by 35 percent of respondents, and the other, survey research methods in education, was judged to be useful by more than a fourth of the respondents. Again, the judgments of junior faculty did not differ appreciably from those of all respondents. Relatively small percentages of respondents ranked these courses first or second, in terms of their desire to enroll.

Four of the listed courses can be classified as applied statistics courses. They ranged in complexity and prerequisite knowledge from a first course in descriptive statistics with no prerequisites, to a course in multivariate statistical analysis that presumed the other three courses as prerequisites. Collectively, these applied statistics courses were judged to be useful by 36 percent of all respondents and by 45 percent of responding junior faculty.

The final category of courses included a consumer's-level course on testing and measurement and a measurement theory course. These courses were judged to be useful by a fourth of the respondents; the consumer's-level course was so judged by almost a third of all respondents, but less than a fourth of responding junior faculty. Neither of these courses was highly ranked as a first or second choice, in terms of enrollment preference.

Analysis of the comparative utility of specific courses leads to the conclusion that a specially designed course on research methods was most

preferred, followed closely by an initial course in descriptive statistics and a course on design and analysis of experiments (described as a course on linear statistical models).

A somewhat different pattern of responses was noted among the Educational Research Fellows. The majority of them had already taken the Special Topics in Educational Research Methods as part of their Fellowship, and no one chose that course as helpful. Two selected Evaluation of Educational Programs as helpful, one selected Intermediate Statistical Methods in Education and one selected Survey Research Methods in Education.

Perceived Personal Benefits of Educational Research Participation

Respondents were asked to select from a prescribed list, ways they felt that "participation as an Educational Research Fellow would be helpful to you." Of eight listed benefits, five could be described as intrinsic and three could be described as extrinsic. Among intrinsic benefits were: an opportunity to enhance your research skills, becoming a more active educational researcher, contacts with other educational researchers throughout the state and nation, facilitate acceptance of research publications and presentations, and make your job more interesting and/or challenging. About three-fourths of all respondents, and 85 percent of responding junior faculty identified these intrinsic benefits as helpful outcomes of their program participation. The two extrinsic benefits listed included enhancement of opportunities for promotion, and opportunities for tenure. About a third of all respondents, and 47 percent of responding junior faculty identified these benefits as helpful outcomes of their program participation. Understandably, 61 percent of the junior faculty identified enhancement of opportunities for promotion as a potentially helpful benefit. More detailed data on these perceived personal benefits are shown in Table 7.

Among the Fellows, three of the five respondents selected "Opportunity to

Enhance Research Skills" as a helpful intrinsic benefit of their activities in the project. Two of the five selected each of the next three categories, and only one selected the option, "Make Job More Interesting and/or Challenging." The two extrinsic benefits were each selected by only one of the five, a pattern that corresponds with responses to the larger faculty survey.

Perceived Institutional Benefits of Educational Research Participation

Respondents were asked to select from a prescribed list, ways they felt that "educational research by faculty members could be helpful to your institution." Of six listed institutional benefits, three could be characterized as intra-institutional and three could be characterized in terms of external perceptions of the quality of the institution. Typical of the intra-institutional benefits was "Development of your institution's curricula." Benefits related to external perceptions of the institution included "Provide national visibility for your institution."

Benefits of faculty educational research classified as external perceptions of the institution were identified by 80 percent of respondents (this percentage applies to all respondents and to responding junior faculty). Intra-institutional benefits were identified by 56 percent of all respondents and by 64 percent of responding junior faculty. A more-detailed report of these data is provided in Table 8.

Respondents to the larger faculty survey selected personal benefits as helpful outcomes approximately as often as they selected institutional benefits. For example, 75% of the junior faculty selected personal benefits as a helpful outcome while 72% of them selected institutional benefits as a helpful outcome. In contrast, an average of 34% of the Educational Research Fellows acknowledged the overall personal benefits of faculty educational research participation but nearly twice as many (60% on average) recognized the institutional benefits.

Summary

Many personal and institutional benefits of participation in educational research were recognized by nearly three-fourths of responding faculty. Research participation was recognized as being personally and institutionally beneficial by larger percentages of junior faculty than by all responding faculty. Perhaps junior faculty feel more "institutional press" to engage in educational research, or more frequently reflect the values of research-productive role models than do senior faculty.

With the exception of coursework offerings, all categories of activities and conditions offered by the current pilot program were identified as helpful or useful by a majority of responding faculty members. These activities and conditions were consistently recognized as helpful or useful by even larger percentages of junior faculty respondents. Taking additional coursework, the least preferred activity, was identified as helpful by almost four out of ten responding junior faculty. These results clearly indicate that the current pilot program, and programs with similar design that provide faculty with options for participation in specific program components, are perceived to offer opportunities for enhanced research participation and skill development that are judged to be important by faculty at North Carolina's Historically Black State Universities. The implications of the much lower percentages of Educational Research Fellows who see the elements of this program as helpful will be addressed in Rita O'Sullivan's paper, "The Results of a Project to Increase the Educational Research Participation of Faculty in the Historically Black Campuses of the University of North Carolina," to be presented later in this symposium.

REFERENCE

Jaeger, R. M. & Cole, C. M. (1987-88). An assessment of the utility of types of educational research assistance: Perceptions of faculty at the Historically Black Institutions of the University of North Carolina. National Forum of Applied Educational Research Journal, 1, 14-22.

TABLES

Table 1. Academic Background and Status, and Racial-Ethnic Group Membership of Survey Respondents (n = 58) and Educational Research Fellows (n = 5).

	SURVEY RESPONDENTS	EDUC'L RESEARCH FELLOWS
Percent by Faculty Rank		
Instructor or Assistant Professor	34	80
Associate Professor	41	20
Professor	25	0
Percent by Tenure Status		
With Tenure	57	20
Without Tenure	43	80
Percent by Highest Degree Held		
Bachelor's Degree	2	0
Master's Degree	19	20
Doctoral Degree	79	80
Percent by Racial/Ethnic Group		
Black/Afro-American	79	80
White/Anglo	11	20
Other	10	0

Table 2. Percent of All Survey Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Various Coursework Topics as Personally Helpful in Improving their Research Skills and Knowledge or Allowing them to More Readily Engage in Educational Research.

Coursework Topic	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fellows
Educational Research Methods	25	39	0
Applied Statistics	22	39	0
Educational Measurement	21	30	0
Educational Program Evaluation	29	39	20
Research Design	28	48	20
Mean	25	39	8

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 3. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Various Summer Workshop Topics as Personally Helpful in Improving their Research Skills and Knowledge or Allowing them to More Readily Engage in Educational Research.

Summer Workshop Topic	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fell.
Writing for Publication	51	61	20
Publishing your Research	48	61	20
Securing Research Funding	60	74	20
Designing your Research Studies	41	70	0
Analyzing your Research Data	35	56	20
Using Computers for Data Analysis	48	70	0
Mean	47	65	13

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 4. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Various Reductions of Institutional Barriers to Research as Personally Helpful in Improving their Research Skills and Knowledge or Allowing them to More Readily Engage in Educational Research.

Institutional Condition Altered	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fell.
Released Time from Teaching	60	83	80
Released Time from University Service	43	61	40
A Small Grant to Defray Research Costs	75	87	40
Mean	60	77	53

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 5. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Various Types of Personal Assistance with Research as Helpful in Improving their Research Skills and Knowledge or Allowing them to More Readily Engage in Educational Research.

Type of Personal Assistance	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fells.
Having a Personal Research Mentor	50	78	40
Assistance in Planning a Research Program	43	78	0
Assistance with Analysis of Research Data	46	70	40
Mean	46	75	27

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 6. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified as Useful in Preparing to do Research in Education, and Ranked as First or Second Choices, Various Graduate Research Methodology Courses.

Title of Course	Percent Responding "Useful"			Percent Ranking 1 or 2		
	All Respondents	Junior Faculty	Ed. Res. Fells.	All Respondents	Junior Faculty	Ed. Res. Fells.
Special Topics in Educational Research Methods	48	52	0	31	35	0
Methods of Educational Research	28	26	0	18	17	0
Evaluation of Educational Programs	35	35	40	13	9	40
Educational Measurement and Evaluation	32	22	0	7	4	0
Foundations of Educational Measurement Theory	22	26	0	7	13	0
Statistical Methods in Education	41	52	0	20	30	0
Intermediate Statistical Methods in Education	29	39	20	13	26	20
Design and Analysis of Educational Experiments	40	48	40	16	13	0
Seminar in Advanced Research Methods	32	39	0	12	13	0
Survey Research Methods in Education	28	26	40	6	0	20

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 7. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Specific Ways that Participation as an Educational Research Fellow would be Personally Helpful.

Type of Personal Outcome	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fells.
Intrinsic Benefits			
Provide an Opportunity to Enhance Research Skills	74	96	60
Enable Becoming a More Active Researcher	81	91	40
Provide Contacts with Other Educational Researchers in State and Nation	71	78	40
Facilitate Acceptance of Research Articles for Publication or Presentation	74	83	40
Make Job More Interesting and/or Challenging	74	78	20
Extrinsic Benefits			
Enhance Opportunities for Promotion	43	61	20
Enhance Opportunities for Tenure	21	35	20
Mean	63	75	34

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Table 8. Percent of All Respondents (n = 68), of Junior Faculty*, and of Educational Research Fellows (n = 5) who Identified Specific Ways that Educational Research by Faculty Members Could be Helpful to Their Institution.

Type of Institutional Benefit	Percent Responding "Helpful"		
	All Respondents	Junior Faculty	Educ'l Res. Fells.
Intra-Institutional Benefits			
Development of Institution's Curricula	62	70	40
Evaluation of Institution's Educational Programs	53	70	80
Help Institution Become More Accountable	54	52	60
Enhancement of Institutional Prestige			
Provide National Visibility for Institution	85	83	80
Establish Leadership in Investigating Particular Areas of Education	77	87	60
Enhance Collegial Relations with Other Univ. of North Carolina Institutions	77	70	40
Mean	68	72	60

*Junior faculty are defined as those holding the academic ranks of Instructor or Assistant Professor.

Developing Mentorship Relationships in Support of Faculty Research: Experience with Faculties of Historically Black Universities

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Paper presented at the meeting of the American Educational Research Association, New Orleans, 1988

Designing the Mentorship Component

Primary considerations in designing the mentorship component of the project involved basing the practical aspects of mentoring in the project on theory.

Theoretical Considerations

"Triumphs and Tribulations..." was prepared and presented both to national mentors (in writing) and to local mentors (in a workshop) in order to apprise them of theoretical aspects of mentoring, especially the definition of mentoring derived from the mentoring literature and the types of mentoring roles or functions which had been supported through research. It seemed especially important that mentors adopt a theoretical perspective in the kind of assistance they rendered the Research Fellows, rather than relying on instincts as to what might be needed.

Practical Considerations

On a local level, mentors were selected on the basis of their advanced research expertise, commonality of interest with the Research Fellow whom each would mentor, and availability to fulfill an additional commitment. Informally, project staff attempted to find senior reseaarchers at the home institution (UNCG) who had qualities commonly attributed to mentors, e.g., being supportive and facilitative and generous in sharing their wealth of expertise. Each received a small stipend for his/her efforts.

On the national level, minority mentors were selected who had considerable visibility in educational research. Emphasis was placed on their potential for being role models for the Research Fellows. It was hoped that each of these four very active researchers would be available at the annual AERA conference to meet his/her two assigned Research Fellows. It was not possible to match national mentors as closely to the interests of the Research Fellows as it was in the case of the local mentors. National mentors also received a small stipend for participation in this project.

Implementation

First Year

The first year of the project, the mentorship component was carried out as specified in "Triumphs and Tribulations ..." Thus, each Research Fellow had both a local and a national mentor. As will be seen in Results and Discussion, the results were mixed; and the mentorship component was adjusted for the second year.

Second Year

In the second year of this project, adjustments were made in (a) persons who served as local mentors, (b) the training in theory which local mentors received, and (c) monitoring of the mentorship component. With regard to local mentors, very naturally two members of the project staff had begun to fulfill the roles and responsibilities of mentor for two of the Research Fellows. In this phase, they became local mentors. In addition, one other local mentor

was replaced by a UNCG faculty member with more time and investment in the project. To provide additional training (partly for improved mentoring assistance for all local mentors), "Situational Management/Mentoring Style" was developed by the mentorship coordinator and presented workshop-style to all local mentors. Finally, in order both to increase knowledge of the project staff of ongoing mentorship activities and to facilitate more mentoring contact by local mentors, a new form was developed for monthly reporting ("FIPSE Project Mentoring Report" form is appended). Each of these adjustments were made in order to increase the effectiveness of mentoring in this project.

Results and Discussion

Data obtained on the mentorship component of the FIPSE project for the first year indicated mixed results, both on the local and national levels of mentoring.

On the local level, meetings between Research Fellows and mentors (when they occurred) focused on such things as career goals, professional meetings, long range research goals, current research projects, technical aspects of those projects, and timelines for completing them. Positive comments included:

"Our meeting was a very worthwhile effort; very beneficial"

"I was very pleased to meet my mentor and pleasantly surprised to hear from him"

"Our discussion was very fruitful"

The mentorship component "produced a new collegiate acquaintance"

On the other hand, some local mentoring relationships simply never developed. As one protege wrote, "I made no contacts with nor was I contacted either by my local or national mentor. I didn't feel it essential at the time because I had no active research in progress." Another Research Fellow wrote, "Forget it! I received no feedback whatsoever from my local mentor. I made all the overtures, and my attempts were fruitless. . . . Personally, my instructor became my local mentor."

Based on this feedback, it appears that about half of the local mentoring relationships were at least partially successful. Although this is not an admirable record, in the context of naturally-occurring mentoring relationships this record of success (or failure) does not seem unusual. Factors which appeared to contribute to the success or failure of the original local mentoring relationships included how busy both the mentor and Research Fellow were, the persistence exhibited by each, the commitment each had to the mentoring relationship which had been arranged by the FIPSE project, and the need of the Reseach Fellow for the kind of assistance that could be provided by the local mentor. In addition, distance seemed a major factor in either facilitating or discouraging a successful mentoring relationship, i.e., some Research Fellows had to travel nearly 2 hours to meet with their local mentor on the UNCG

campus. Thus, the convenience factor played an important role in six of the eight mentoring relationships.

On the national level, results of the mentorship component also were mixed. On the positive side, one Research Fellow wrote, "The highlight of the AERA conference was meeting my national mentor." Another Fellow provided some insight into her/his feelings about the national mentorship: "Writing to (my national mentor) produced a feeling of relief as I had initiated action to narrow the gap of distance and unfamiliarity that existed between us." On the other hand, one Research Fellow reported that mentoring was "nonproductive on the national level."

From a theoretical perspective, it appears that there are severe limitations on the number and kinds of roles that national mentorships can play in this project. It appears that of the eight vocational and psychosocial roles that are described in "Triumphs and Tribulations..." in this paper, role modeling, encouraging, and sponsoring are the most promising roles for national mentors. It may be especially important to define those roles as possible and desirable so that both mentors and Research Fellows will adjust their activities and expectations accordingly.

As a final note in this discussion, it seems appropriate to add a comment on the merit of a theory-based mentoring component as an integral part of the FIPSE project. At the present time, it still appears that much of the success of this project is related to the mentoring

component and that theory is the best base on which to apply practical aspects.

The Results of a Project to Increase the Educational Research Participation of the Faculty in the Historically Black Institutions of the University of North Carolina

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Paper presented at the annual meeting of the American Educational Researach Association, New Orleans.

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The Results of a Project to Increase the Educational Research Participation of the Faculty in the Historically Black Institutions of the University of North Carolina

Abstract

The purpose of this paper was to assess the effectiveness of a pilot project to increase the educational research participation of faculty at the Historically Black Institutions of the University of North Carolina. The underrepresentation among educational researchers of professionals with first-hand knowledge of the special needs or cultural heritage of black students has been well documented. The pilot project provided eight Educational Research Fellows with (1) memberships in, and support for attending the annual meetings of state and national educational research organizations, (2) national and local educational research mentors, and (3) an opportunity to enroll in educational research courses, including a specially developed educational research seminar at UNC-Greensboro that allowed the development of individual Fellow research projects. This evaluative study used a responsive, multi-methodological approach to assess the pilot project's results. Data sources included: program documents; beginning, middle, and end of project surveys from participating faculty members and policy advisory board members; process observers' notes from meetings held, and participating faculty members' logs of project activities. Results of the evaluatior indicated that faculty found participation at professional meetings and assistance with research project development the most positively evaluated components of the project.

The Results of a Project to Increase the Educational Research Participation of the Faculty in the Historically Black Institutions of the University of North Carolina

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Background

The Center for Educational Research and Evaluation of the University of North Carolina at Greensboro (UNCG) received a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) to conduct a one-year project designed to develop and test procedures for increasing the educational research participation of the faculty from the Historically Black campuses of the University of North Carolina. The five Historically Black campuses of the University of North Carolina are Elizabeth City State University (ECSU), Fayetteville State University (FSU), North Carolina Agricultural and Technical State University (NCA&T), North Carolina Central University (NCCU), and Winston-Salem State University (WSSU). The two primary objectives of the project were to: 1) conduct a pilot study of a multi-component program designed to increase the educational research participation of faculty selected as Educational Research Fellows; 2) develop a proposal to conduct an expanded project based on the results of the pilot study. Supportive of the objectives the project established a Policy Advisory Board

(PAB), composed of senior academic officers of the participating institutions, that would meet regularly with project staff to establish and guide program policy and assist in the preparation of the proposal for an expanded project.

The pilot study provided the Educational Research Fellows with (1) memberships in, and support for attending the annual meetings of state and national educational research organizations, (2) national and local educational research mentors, and (3) an opportunity to enroll in educational research courses, including a specially developed educational research seminar at UNC-Greensboro.

Evaluation Design

Project staff conducted an evaluation designed to assess achievement of the project's process objectives and outcome goals. Evaluation questions were placed in an "evaluation crosswalk" which linked sources of data to specific questions (O'Sullivan, 1987). It also provided a framework that assured collection of relevant evaluative information. The evaluation crosswalk created for the pilot study is appended to this paper.

Data sources used for the evaluation included: project documents, Activity Logs kept by the Educational Research Fellows, questionnaires completed by Fellows at the beginning and end of the project, two questionnaires completed by Policy Advisory Board members between the second and fourth meetings and at the fifth and final meeting of the Policy Advisory Board, telephone interviews with the Fellows, and notes from individual and group meetings with Fellows, Educational Research Mentors, and Policy Advisory Board Members.

Results

Achievement of Operational Goals

All three operational goals of the project were achieved: (1) A pilot study of the Educational Research Fellows program was conducted, (2) a proposal to expand the project was developed, and (3) a Policy Advisory Board, composed of senior academic officers of the participating institutions was formed and met regularly with project staff. The processes through which these goals were achieved and the effectiveness of related activities are discussed below.

Evaluation of Process Objectives, Project Activities, and Program Outcomes

It was essential to evaluate the quality of project operations, and examine the processes used to achieve programmatic goals. Assessment of project activities and program outcomes provides another necessary evaluative perspective. In this section, major project activities are examined in terms of: (1) extensiveness and regularity of participation by intended constituencies; (2) efficiency of project operations; (3) efficacy of participation by intended constituencies ; and 4) program outcomes, as perceived by intended constituencies.

Pilot Study Activities

Recruitment of Fellows. As proposed, five Educational Research Fellows were to have participated in the pilot study. Eight were actually recruited from four of the five Historically Black institutions of UNC. Participation of Fellows from

Elizabeth City State University proved to be infeasible due to its distance from UNC Greensboro and the other four participating institutions. However, the Vice Chancellor for Academic Affairs of Elizabeth City State University strongly supported the project. The number of participating Educational Research Fellows was was increased in response to a request from the senior academic officers of the Historicaly Black Institutions, at the first Policy Advisory Board meeting. Board members expressed the view that the pilot study was potentially beneficial to their faculty members, and that they wanted to increase the opportunity for faculty participation. At the same meeting Board members assumed responsibility for recruitment and selection of Educational Research Fellows. They agreed to inform their faculty of the opportunities afforded by the project and to conduct colloquia on the project during November 1986.

Of the eight Fellows originally selected in January 1987, three were nominated by North Carolina Central University, one by Winston-Salem State University, and two each by North Carolina A & T State University and Fayetteville State University. By February the two nominees from NCA&T regretfully withdrew from the program due to other pressing professional commitments. However, two other faculty members from the same university were nominated by March and continued as Educational Research Fellows through the remainder of the project.

Pairing of Fellows with National Mentors. Each of the eight fellows was paired with one of four nationally recognized educational researchers who were selected to serve as "national mentors." The Fellows received information about their national

mentors and were encouraged to initiate contact with them. Only three of the Fellows successfully contacted their mentors. In all three cases the Fellows initiated the contact at the annual meeting of the American Educational Research Association. One of these three Fellows received a follow-up letter from her national mentor but did not respond due to her confusion about continuation of the project's national mentorship component. One Fellow attempted to call her national mentor, but he was out of the country at the time. Two Fellows explained that they didn't contact their national mentors because they didn't think their research projects were sufficiently developed to warrant discussion.

Pairing of Fellows with Local Mentors. The eight Educational Research Fellows were paired with eight "local mentors" who were research-productive at UNC-Greensboro. Pairings were based on similarity of research interests. A meeting was held at UNCG early in February 1986 for Fellows and local mentors. All of the original Fellows attended, together with six of the local mentors. (Two of the local mentors who attended this meeting were paired with the two Fellows who were unable to continue in the program. When the two new Fellows were identified, they were paired with new local mentors who had similar research interests.)

Activity Logs prepared by five of the Fellows and follow-up telephone interviews with the remaining Fellows, revealed that contacts with local mentors were often limited. Six of the Fellows met with their local mentors at least once, but only

three of the Fellows sustained contracts with their local mentors. In both cases where there was no mentor contact, effort's of project staff to arrange a first meeting were unsuccessful and neither Fellow initiated contact with their mentor. In two other cases, where project staff could not arrange an initial appointment with a Fellow's mentor, both Fellows took the initiative; one Fellow sustained multiple contacts. Of the three Fellows who made no contact with their local mentors after their first meeting, only one cited the unavailability of the local mentor.

One of the local mentors initiated telephone contact with his assigned Fellow and visited her at her home campus. Later in the project, this same Fellow requested a change in local mentors to one of the Project Staff with whom she had developed a closer working relationship.

Distance was identified by one of the Fellows as a constraint that inhibited sustained work with a local mentor. The most successful local mentorship was with one of the Fellows who lives in Greensboro, where access to UNC-Greensboro faculty was not a problem. Conversely, the other Fellow who lives in Greensboro never met with her local mentor, even though the pairing was made at her request and the mentor attempted to meet with her.

Analysis of the local mentorship process suggests that regular and more intensive monitoring of mentorships is necessary and that mentors must assume more dominant roles if effective, continuing relationships are to be maintained.

Participation in Professional Research Organizations. All eight Educational Research Fellows became members of the American Educational Research Association (AERA) and the North Carolina Association for Research in Education (NCARE). Seven Fellows attended the AERA annual meeting and five attended the NCARE annual meeting.

Participation in professional organizations was consistently viewed by the Fellows as their most helpful project experience. Comments in the four Activity Logs received from Fellows who attended the NCARE annual meeting note that the meeting was "quite informative and interesting," "very fruitful," and "very good exposure at the state level to others with similar research interests." The AERA annual meeting elicited the following comments from Fellows: "a very good and rewarding experience," "interesting, informative, and educational," "I thoroughly enjoyed this conference," and "Excellent! Excellent! Excellent!"

Enrollment in Coursework. A special seminar on advanced research methodology was organized for the Fellows, and five of the Educational Research Fellows enrolled in this special UNC-Greensboro course. Two more of the Fellows attended at least half of the seminar sessions. Components of the seminar in which Fellows' individual research projects were used to further discussion of research methodology were cited most often by the Fellows as "very beneficial." Three of the Fellows mentioned, either in their Activity Logs or on their Final Evaluation Questionnaire, that the instructor for this course (who was also a member of the Project Staff), served as a local mentor to them.

The eighth Fellow enrolled in a course in educational program evaluation which, based on entries in his Activity Log, he found to be "extremely relevant and beneficial."

The instructor who taught both the special research seminar and the educational program evaluation course observed that participation in the special research seminar promoted group cohesion among the Fellows and provided a supportive environment where Fellows could share their research interests with their colleagues. Three of the Fellows requested that more time be devoted to discussion of their research projects during the special research seminar with the instructor and/or their local mentor.

Development of a Proposal for an Expanded Project

An outline of a proposal for an epxanded project was first presented to the Policy Advisory Board at their second meeting in January 1987. The first and second drafts of the proposal were discussed at the third and fourth Board meetings, respectively. In July, two Project Staff members attended the U. S. Department of Education's Title III Pre-Proposal Meeting in Washington, where it was positively reviewed by the Title III officer responsible for North Carolina. The final draft of the proposal was reviewed at the fifth and final Board meeting. However, due to inter-institutional considerations within the University of North Carolina the proposal was not submitted.

Formation and Operation of the Policy Advisory Board

The first Policy Advisory Board meeting was held on November 5, 1986 at the University of North Carolina at Greensboro.

During that meeting, the Policy Advisory Board was defined to include the Vice Chancellors for Academic Affairs and the Deans or Chairs of Schools, Divisions, or Departments of Education at each of the six participating institutions, with Dr. Richard Jaeger, FIPSE Project Director, serving as an ex-officio member. Dr. Richard Bennett, Vice Chancellor for Academic Affairs at Winston-Salem State University, was elected as Chair of the Policy Advisory Board. All six institutions that participated in the project were represented at that meeting, with four Vice Chancellors, four Deans, and two other institutional representatives in attendance.

Elizabeth City State University did not participate in the project after the first Policy Advisory because of its distance from the other five participating institutions. However, the Vice Chancellor for Academic Affairs of Elizabeth City State University strongly supported the project. At the four subsequent meetings of the Policy Advisory Board (January 21, 1987; April 1, 1987; May 20, 1987; and August 5, 1987) five Vice Chancellors for Academic Affairs attended an average of three meetings. These attendance statistics also apply to the administrative heads of the five educational units. (See Table 1 for a detailed breakdown, by institution, of attendance at Policy Advisory Board Meetings).

At each Policy Advisory Board Meeting participants were asked to comment on and to suggest improvements in the Board's operation. Board members were also asked to provide two sets of more formal evaluation data. An initial Project Evaluation Form

was distributed to all Policy Advisory board members at the second and third meetings, and a Mid-project Evaluation Form was distributed at the last meeting. Five of the 10 Board members responded to the first set of evaluation questions, requesting their perceptions of the Board's initial operation. Four members responded to the second questionnaire that asked about UNC-Greensboro's involvement in project planning.

Responses to these evaluation requests indicated that, in the judgment of Board members, the Policy Advisory Board meetings were adequately planned, well organized, and efficiently run. Respondents also felt that the Policy Advisory Board was operating in a manner consistent with members' expectations and that they had been adequately consulted on major project policies and decisions.

Conclusions and Recommendations

The project was successful in achieving all three of its operational goals: 1) a pilot study of the Educational Research Fellows program was conducted; 2) a proposal to expand the project was developed; 3) and a Policy Advisory Board, composed of senior academic officers of the participating institutions, was formed and met regularly with project staff. Process objectives, project activities, and program outcomes were less consistently successful but generally informative.

Pilot Study Activities

Recruitment of Fellows

The recruitment of Educational Research Fellows exceeded project expectations. We proposed that five Educational Research

Fellows participate in the pilot study. In fact, eight Fellows were recruited from four of the five Historically Black institutions of UNC. Although the Vice Chancellor for Academic Affairs from Elizabeth City State University strongly supported the project, no Educational Research Fellows were selected from that institution, due to its distance from UNC-Greensboro and the other four participating institutions. The increase from five to eight Fellows was proposed by Senior Academic Officers at the first Policy Advisory Board meeting.

Pairing of Fellows with National Mentors

This component of the pilot project was not successful. Mentorships at a distance that depend almost solely on communication by mail and telephone are problematic at best. In the case of this project, the Fellows were generally not prepared to seek assistance from nationally prominent mentors despite the establishment of mentorship relationships by project staff. The mentors either waited for requests for help that never came, or were unsuccessful in stimulating Fellows to seek their help. In future, structured meetings between nationally recognized educational researchers and Fellows should be planned to expand the Fellows' professional network and thereby introduce the potential for collaboration at an appropriate time.

Pairing of Fellows with Local Mentors

The local mentorship component of the pilot study was very helpful in furthering the research project of one of the Fellows, of some help for four of the Fellows, and had no impact on three of the Fellows. Explanations for the limited results of the local mentorship component include: distance of Fellows from the

UNC-Greensboro mentor making sustained contact difficult; reluctance of Fellows to initiate contact; and development of local mentorship relationship with UNC-Greensboro course instructor. In future the local mentorship should be more structured with the mentor, not the Fellow, responsible for sustaining contact.

Participation in Professional Research Organizations

Participation in professional organizations was consistently the most positively evaluated component of the project. From comments in the Activity Log received from the Fellows attendance at the AERA Annual Meeting was, "a very good and rewarding experience," "interesting, informative, and educational." Attendance at the NCARE annual meeting was viewed similarly.

Enrollment in Coursework

Creation of a special seminar for the Fellows on advanced research methodology proved a successful component of the pilot project. Attending Fellows reported that using the course as a vehicle to advance individual research projects was beneficial. The instructor observed the building of group cohesion among the Fellows. This aspect of the project should be continued for all new Fellows but not as a regular course. It would be more effective as an on-going professional seminar.

Closing Observations

Increasing the educational research participation of the faculty at Historically Black campuses of the University of North Carolina is possible but an effort that requires more than one

year of time. Fellows participating in the pilot study did increase their educational research activity but need more time and institutional support to become self-propelling. Further the conflict between traditional teaching and service demands made on faculty time versus the demands necessary to conduct educational research must be balanced.

Table 1.

Policy Advisory Board Meeting Attendance

	Dates				
	11/5	1/21	4/1	4/20	8/5
Elizabeth City State University					
Vice Chancellor for Acad. Affairs					
Chair, Division of Education Representative	X				
Fayetteville State University					
Vice Chancellor for Acad. Affairs	X	X	X	X	
Dean, School of Education	X	X	X	X	X
North Carolina A & T State Univ.					
Vice Chancellor for Acad. Affairs	X	X	X	X	X
Dean, School of Education	X	X	X	X	X
North Carolina Central University					
Vice Chancellor for Acad. Affairs	X	X	X	X	X
Dean, School of Education	X	X	X	X	X
Univ. of North Carolina at Greensboro					
Vice Chancellor for Acad. Affairs	X	X			X
Dean, School of Education	X		X	X	X
Winston-Salem State University					
Vice Chancellor for Acad. Affairs		X	X	X	
Dean, School of Education			X		
Representative	X		X		

References

O'Sullivan, R. G. Evaluation crosswalks: Improving the effectiveness of evaluations. Paper presented at the annual meeting of the North Carolina Association for Research in Education.

DRAFT FIPSE EVALUATION CROSSWALK

Information to be gathered from:

PB = Policy Advisory Board
F = Educational Research Fellows
M = Mentors
PS = Project Staff

INFORMATION SOURCES

LUATION QUESTIONS	1 PAB Meeting Schedule	2 PAB Meeting Minutes	3 PAB Meeting Process Observer	4 Review of Previous PAB meeting	5 Needs Assessment	6 Fellow Applications	7 Fellow Log	8 Beginning Project Survey	9 Middle Project Survey	10 End Project Survey	11 Title III Proposal	12 Fellow Research Projects
Pilot Study												
Recruitment of Participants												
DOCUMENTARY												
1. Was printed information about the educational research fellowships prepared and disseminated?		PS										
2. Was a needs assessment survey of eligible faculty conducted?					PS							
3. Were colloquia to describe the fellowship program held at each of the five campuses?		PS										
4. Was selection of Educational Research Fellows achieved using Policy Advisory Board criteria and procedures?		PS										
SUMMATIVE												
1. Who was selected and what was the quality of the candidates?						PS						
Participation of Educational Research Fellows												
DOCUMENTARY												
1. What was the course enrollment at UNCG of the educational research fellows during the Spring 1987 semester?		PS					F					
2. What were the local and national mentorships established and maintained for the educational research fellows?		PS					F					
3. Which of the Educational Research Fellows became members in AERA and NCARE? Attended meetings?							F					
TIVE												

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INFORMATION SOURCES

EVALUATION QUESTIONS (Pilot Study - con't)	1 PAB Meeting Schedule	2 PAB Meeting Minutes	3 PAB Meeting Process Observer	4 Review of Previous PAB meeting	5 Needs Assessment	6 Fellow Applications	7 Fellow Log	8 Beginning Project Survey	9 Middle Project Survey	10 End Project Survey	11 Title III Proposal	12 Fellow Research Projects
Evaluation to Assess Strengths and Weaknesses of each Project Activity from the Perspectives of the:												
1. Educational Research Fellows												
FORMATIVE												
a. Do the Educational Research Fellows understand what is expected of them?									F			
b. Do the Educational Research Fellows approve the project's expectations for them?								F				
c. Are the Educational Research Fellows participating in all phases of the Project?							F					
d. Do the Educational Research Fellows feel that their coursework is consistent with their needs?									F			
e. What improvements (if any) would the Educational Research Fellows like to see in their course?									F			
f. Do the Educational Research Fellows feel that their local mentor is serving their needs?							F		F			
g. What improvements (if any) would the Educational Research Fellows like to see in their local mentor relationship?									F			
h. Do the Educational Research Fellows feel that their national mentor is serving their needs?									F			
i. What improvements (if any) would the Educational Research Fellows like to see in their national mentor relationship?									F			
j. Do the Educational Research Fellows feel that being a member of NCARE is of any benefit to them?									F			
Do the Educational Research Fellows feel that												

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INFORMATION SOURCES

LUATION QUESTIONS (Pilot Study - con't)	PAB Meeting Schedule 1	PAB Meeting Minutes 2	PAB Meeting Process Observer 3	Review of Previous PAB meeting 4	Needs Assessment 5	Fellow Applications 6	Fellow Log 7	Beginning Project Survey 8	Middle Project Survey 9	End Project Survey 10	Title III Proposal 11	Fellow Research Projects 12
1. Educational Research Fellows												
FORMATIVE												
l. Do the Educational Research Fellows feel that they are receiving adequate support of their project participation from their home institution?									F			
m. What improvements (if any) would the Educational Research Fellows like to see in the support provided by their home institution?									F			
n. Do the Educational Research Fellows feel that they have been given adequate access to learning support facilities (library, computer center, etc.) at UNCG?									F			
o. What improvements (if any) would the Educational Research Fellows like to see in their access to UNCG learning support facilities?									F			
p. Do the Educational Research Fellows feel that the project provides adequate "affective support"?									F			
q. What improvements (if any) would the Educational Research Fellows like to see in project activities designed to provide "affective support"?								F				
UMMATIVE												
. How satisfied were the Educational Research Fellows with their participation in the Project? To what extent were expectations met?									F			
o. Of what value were the courses taken? What new tools did the Educational Research Fellows acquire?									F			
. Did their contact with each level of Mentor facilitate their development as educational searchers? How?									F			

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ATION QUESTIONS (Pilot Study – con't)													
. Educational Research Fellows													
SUMMATIVE													
e. Do the Educational Research Fellows feel that they have benefitted and/or suffered from overall project participation? How?										F			
f. What percentage of the Educational Research Fellows initiated, completed, or expect to complete a research study as a partial result of their project participation?										F		F	
. Do the Educational Research Fellows feel that the Project has improved their ability to understand, and/or conduct educational research?										F			
. Do the Educational Research Fellows feel that the Project has modified their attitudes toward educational research? In what ways?										F			
. Do the Educational Research Fellows feel that the Project has had any effect on their faculty roles at their home institutions? In what ways?										F			
Do the Educational Research Fellows feel that the Project has had any effect on their home institutions' support for faculty who go wish to engage in research? In what ways?										F			
National and Local Mentors													
How satisfied were the Mentors with their participation in the Project? To what extent were expectations met?									M				
Were materials and instructions adequate for facilitating effective Mentor participation?									M				
Mentors able to respond to the questions and													

DRAFT FIPSE EVALUATION CROSSWALK

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INFORMATION SOURCES

	PAB Meeting Schedule	PAB Meeting Minutes	PAB Meeting Process Observer	Review of Previous PAB meeting	Needs Assessment	Fellow Applications	Fellow Log	Beginning Project Survey	Middle Project Survey	End Project Survey	Project Survey	Title III Proposal	Fellow Research Projects
UATION QUESTIONS (Pilot Study - con't)	1	2	3	4	5	6	7	8	9	10	11	12	
2. National and Local Mentors													
d. Did Mentors receive sufficient feedback to provide satisfaction that they were fulfilling their responsibilities?										M			
e. What aspects of the Project were especially valued by the Mentors?										M			
f. What suggestions do Mentors have for future projects?										M			
g. Would Mentors accept another opportunity to serve?										M			
h. Do Mentors feel that the Educational Research Fellows have benefitted from the mentorship? In what ways?										M			
3. Policy Advisory Board													
How satisfied were the Policy Advisory Board members with their participation in the Project? To what extent were expectations met?									PB				
b. How do Policy Advisory board members evaluate the overall worth of project participation to the Educational Research Fellows?									PB				
c. In what ways do Policy Advisory Board members feel tht project participation has benefitted the Educational Research Fellows?									PB				
Other Academic and Fiscal Personnel of Participating Institutions													
How satistied were the Project staff members witn their participation in the Project? To what extent were expectations met?									PS				
e Mentors sufficiently easy to recruit such that													

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INFORMATION SOURCES

LUATION QUESTIONS (Pilot Study - con't)	1 PAB Meeting Schedule	2 PAB Meeting Minutes	3 PAB Meeting Process Observer	4 Review of Previous PAB meeting	5 Needs Assessment	6 Fellow Applications	7 Fellow Log	8 Beginning Project Survey	9 Middle Project Survey	10 End Project Survey	11 Project Survey	12 Title III Proposal	Fellow Research Projects
4. Other Academic and Fiscal Personnel of Participating Institutions													
c. Did Mentors perform to Project Staff expectations (e.g., in terms of cooperation, contact, attendance at AERA and meeting with Educational Research Fellows)?										PS			
d. How do Project staff members evaluate the overall worth of project participation to the Educational Research Fellows?										PS			
e. Do Project Staff members feel that project participaion has equippeld the Educational Research Fellows with an increased ability to understand and/or conduct educational research?										PS			
Institutional Role													
a. What was the institutional response to this Project? How many of the historically black institutions participated fully? To what extent did the institutions exceed the specifications of the proposal?		PS								PS			
Summative Evaluation of the Pilot Study													
With regard to educational research, what are the Educational Research Fellows doing differently as a result of participation in the Project?										F			
Was the pilot program sufficient to be the basis of a successful Title II proposal?											PS		
Do fellows and Mentors foresee continued contact after the Project?										M F			

8 March 1988

Dear Colleague:

It is my pleasure to invite you to participate in an event that is, perhaps, unique in North Carolina history. On Friday, April 22nd, The Fund for the Improvement of Postsecondary Education of the U.S. Department of Education and the Center for Educational Research and Evaluation of UNC-Greensboro will co-sponsor a conference on Educational Research in Historically Black Universities. The conference will be held in the Auditorium of the Ronald McNair Engineering Building at North Carolina A&T State University, beginning at 8:30 a.m. and ending at 5:00 p.m.

The conference will provide an opportunity to learn the results of research studies concerned with a multiplicity of educational problems — ranging from methods of increasing the passing rates of minority teacher education and teacher certification candidates on the National Teacher Examinations, to the educational effects of multiple detentions on juvenile offenders, to assessment of the congruence of academic values held by university faculty and administrators. In addition, Prof. Edmund Gordon of Yale University will deliver a keynote address on the role of research and scholarship in the development of a fulfilling academic career. A complete program for the conference is enclosed.

There is no charge for attending the conference. However, I would appreciate your letting me know whether you will be able to attend. I hope you will be with us to learn, to mark an important event in our academic calendar, and to celebrate the achievements of the faculty who will present their research findings.

Sincerely,

Richard M. Jaeger
Professor and Director

EDUCATIONAL RESEARCH IN HISTORICALLY BLACK UNIVERSITIES

A Statewide Conference
April 22, 1988
8:30 a.m. - 5:00 p.m.

Auditorium
Ronald McNair Engineering Building
North Carolina A&T State University
Greensboro, North Carolina

THERE IS NO CHARGE FOR ATTENDING THE CONFERENCE

Sponsored by
The Center for Educational Research and Evaluation
University of North Carolina at Greensboro
(919) 334-5883
and
The Fund for the Improvement of Postsecondary Education
U.S. Department of Education

EDUCATIONAL RESEARCH
IN
HISTORICALLY BLACK UNIVERSITIES

A Statewide Conference

APRIL 22, 1988
8:30 a.m. - 5:00 p.m.

AUDITORIUM
RONALD McNAIR ENGINEERING BUILDING
NORTH CAROLINA A&T STATE UNIVERSITY
GREENSBORO, NORTH CAROLINA

Sponsored by the Fund for the Improvement of Postsecondary Education
U.S. Department of Education
and
The Center for Educational Research and Evaluation
University of North Carolina at Greensboro

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

F = Educational Research Fellows
M = Mentors
PB= Policy Advisory Board
PS= Project Staff
C = Conference/Workshop Participants
V = Videotape Viewers

INFORMATION SOURCES

EVALUATION QUESTIONS	1 Project Documents	2 Needs Assessment	3 Fellows' Logs	4 Mentors' Logs	5 Mid Project Survey	6 End Project Survey	7 Coursework, Workshop & Conference Evaluations	8 Videotape & Curriculum Materials	9 Videotape Review	10 Fellows' Research
I. Proposed Project Activities										
A. Continuation of Educational Research Fellowships										
DOCUMENTARY										
1. Which of the Educational Research Fellows became members of AERA and NCARE? Attended the annual meetings?	PS		F							
2. What local mentorships were established and maintained for the Educational Research Fellows?	PS		F	M						
3. What institutional and other support did the Educational Research Fellows receive toward completion of their research projects?	PS				F	F PB				
4. What was the level of participation of Educational Research Fellows at the oral presentation workshop?	PS		F				F			
5. What was the course enrollment at UNCG of the Educational Research Fellows during the Spring 1988 semester?	PS		F							
6. What was the level of participation of Educational Research Fellows at the A & T Educational Research Conference?	PS		F				F			
7. What was the level of participation of Educational Research Fellows at the summer workshops on securing research funding and writing for publication?	PS		F				F			

YEAR II FIPSE EVALUATION CROSSWALK

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8. What was the level of participation of Educational Research Fellows in special meetings at the A. ?A annual meeting?	PS		F							
I. Proposed Project Activities A. Continuation of Educational Research Fellowships FORMATIVE 1. What were the Educational Research Fellows' perceptions of their participation in the Project?			F		F					
a. Do the Educational Research Fellows accept the project's expectations for them?	PS	F								
b. What problems (if any) were present that inhibited full project participation by the Educational Research Fellows?	PS	F			F					
c. Do the Educational Research Fellows feel that available coursework is consistent with their needs?	PS	F			F					
d. Do the Educational Research Fellows feel that their local mentor is serving their needs?	PS	F			F					
e. What improvements (if any) would the Educational Research Fellows like to see in their local mentor relationship?	PS	F			F					

YEAR II FIPSE EVALUATION CROSSWALK

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V = Videotape Viewers

INFORMATION SOURCES

EVALUATION QUESTIONS	1 Project Documents	2 Needs Assessment	3 Fellows' Logs	4 Mentors' Logs	5 Mid Project Survey	6 End Project Survey	7 Coursework, Workshop & Conference Evaluations	8 Videotape & Curriculum Materials	9 Videotape Review	10 Fellows' Research
f. Do the Educational Research Fellows feel that being a member of NCARE is of any benefit to them?		F			F					
g. Do the Educational Research Fellows feel that being a member of AERA is of any benefit to them?		F			F					
h. Do the Educational Research Fellows feel that they are receiving adequate support of their project participation from their home institution?		F			F					
i. What improvements (if any) would the Educational Research Fellows like to see in the support provided by their home institution?					F					
2. What were the Mentors' perceptions of their participation in the Project?					M					
3. What were the Policy Advisory Board Members' perceptions of their participation in the Project?					PB					
4. What were the Project Staffs' perceptions of their participation in the Project?					PS	PS				

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

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SUMMATIVE										
From the perspectives of the:										
1. Educational Research Fellows										
a. How satisfied were the Educational Research Fellows with their Project participation? To what extent were their expectations met?			F			F				
b. Did Fellow contact with local Mentors facilitate the... development as educational researchers? How?			F			F				
c. Of what value were the courses taken? What new research tools did the Educational Research Fellows acquire?	PS					F				
d. Of what value was the oral presentation workshop?			F			F				
e. Of what value was membership in AERA and NCARE? Attendance at the annual meetings?			F			F				
f. Of what value was the summer workshop?							F			
g. Of what value was participation in special sessions at the AERA annual meeting?							F			
h. What were the relative merits of the various components of the Fellowship (coursework, mentorship, workshops, participation in AERA and NCARE)?							F			

YEAR II FIPSE EVALUATION CROSSWALK

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2. Mentors										
a. How satisfied were the Mentors with their participation in the Project? To what extent were expectations met?				M		M				
b. Were materials and instructions adequate for facilitating effective Mentor participation?						M				
c. Were Mentors able to respond to the questions and needs of the Educational Research Fellows?				M		M				
d. Did Mentors receive sufficient feedback to provide satisfaction that they were fulfilling their responsibilities?						M				
e. What aspects of the Project were especially valued by the Mentors?						M				
f. What suggestions do Mentors have for future projects?						M				
3. Policy Advisory Board										
a. How did Policy Advisory Board members view the relative merits of the Educational Research Fellowship components for the Fellows?						PB				
b. What were Policy Advisory Board members' overall reaction to the project?						PB				
c. What suggestions do Policy Advisory Board members have for future projects?						PB				

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

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PS = Project Staff
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V = Videotape Viewers

INFORMATION SOURCES

EVALUATION QUESTIONS	1 Project Documents	2 Needs Assessment	3 Fellows' Logs	4 Mentors' Logs	5 Mid Project Survey	6 End Project Survey	7 Coursework, Workshop & Conference Evaluations	8 Videotape & Curriculum Materials	9 Videotape Review	10 Fellows' Research
SUMMATIVE (con't)										
3. Policy Advisory Board (con't)										
d. Would Policy Advisory Board members be willing to participate in future projects of this type?						PB				
4. Project Staff										
a. How did Project staff members view the relative merits of the Educational Research Fellowship components for the Fellows?						PS				
B. Increasing the educational research awareness of faculty members in the Historically Black Institutions of the University of North Carolina										
DOCUMENTARY										
1. What was the level of participation of faculty at the Historically Black Campuses at the oral presentation workshop?	PS						F C			
I. Proposed Project Activities B. Increasing the educational research awareness of faculty members in the Historically Black Institutions of the University of North Carolina										
2. What was the level of participation of faculty at the Historically Black Campuses at the Educational Research Conference?	PS						C			

YEAR II FIPSE EVALUATION CROSSWALK

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PB = Policy Advisory Board
PS = Project Staff
C = Conference/Workshop Participants
V = Videotape Viewers

INFORMATION SOURCES

EVALUATION QUESTIONS	1 Project Documents	2 Needs Assessment	3 Fellows' Logs	4 Mentors' Logs	5 Mid Project Survey	6 End Project Survey	7 Coursework, Workshop & Conference Evaluations	8 Videotape & Curriculum Materials	9 Videotape Review	10 Fellows' Research
DOCUMENTARY (con't)										
3. What was the level of participation of faculty at the Historically Black Campuses at the summer workshop on securing research funding and writing for publication?	PS						F C			
4. How many videotapes of the Educational Research Conference Proceedings were made and distributed?	PS							PS		
5. How many faculty and students at Historically Black Campuses viewed the videotapes of the Educational Research Conference Proceedings?	PS								V	
SUMMATIVE										
1. How did faculty at the Historically Black Campuses, participating in the oral presentation workshop, increase their educational research awareness?							F C			
2. How did faculty at the Historically Black Campuses, attending the Educational Research Conference, increase their educational research awareness?							C			
3. How did faculty at the Historically Black Campuses, participating in the summer workshops, increase their educational research awareness?							F C			

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

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I. Proposed Project Activities B. Increasing the educational research awareness of faculty members in the Historically Black Institutions of the University of North Carolina										
SUMMATIVE (con't)										
4. How did faculty at the Historically Black Campuses, viewing the videotapes of the Educational Research Conference Proceedings, perceive their merit?							V			
II. Faculty, Institutional, and Curriculum Development Activities										
A. Faculty Development										
DOCUMENTARY										
1. How many educational research papers were produced by Educational Research Fellows during the project year?	PS					F				F
2. How many educational research papers were presented at professional meetings by Educational Research Fellows during the project year?	PS					F				F
3. How many educational research papers by Educational Research Fellows were published during the project year?	PS					F				F

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

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INFORMATION SOURCES

EVALUATION QUESTIONS	Project Documents	Needs Assessment	Fellows' Logs	Mentors' Logs	Mid Project Survey	End Project Survey	Coursework, Workshop & Conference Evaluations	Videotape & Curriculum Materials	Videotape Review	Fellows' Research
	1	2	3	4	5	6	7	8	9	10
4. How many grant proposals to conduct educational research were submitted by the Educational Research Fellows during the project year?						F				F
5. In what ways were project products disseminated?	PS									
II. Faculty, Institutional, and Curriculum Development Activities										
A. Faculty Development										
SUMMATIVE										
1. To what extent did the Educational Research Fellows and other Historically Black Institutions' Faculty increase their knowledge of grant proposal writing and writing for publication?						F	C F			
2. To what extent did the Educational Research Fellows and other Historically Black Institutions' Faculty increase their skill at presenting research results orally?						F	C F			
3. To what extent did the Educational Research Fellows change their professional orientation toward conducting educational research?						F				

YEAR II FIPSE EVALUATION CROSSWALK

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B. Institutional Development										
DOCUMENTARY										
1. Who participated in the Policy Advisory Board?	PS									
2. How often and where did the Policy Advisory Board meet?	PS									
3. What resulted from the Policy Advisory Board meetings?	PS									
II. Faculty, Institutional, and Curriculum Development Activities										
B. Institutional Development										
FORMATIVE										
1. What do the Policy Advisory Board members see as the facilitative and the inhibitive functions of their institutions in increasing the educational research participation of their faculty?					PB					
2. Do the Policy Advisory Board members understand their role in the Project?					PB					
3. Do the Policy Advisory Board members feel that the historically black institutions have been adequately involved in project planning?					PB					

YEAR II FIPSE EVALUATION CROSSWALK

Information to be gathered from:

F = Educational Research Fellows
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EVALUATION QUESTIONS	INFORMATION SOURCES: Project Documents (1)	Needs Assessment (2)	Fellows' Logs (3)	Mentors' Logs (4)	Mid Project Survey (5)	End Project Survey (6)	Coursework, Workshop & Conference Evaluations (7)	Videotape & Curriculum Materials (8)	Videotape Review (9)	Fellows' Research (10)
B. Institutional Development										
FORMATIVE (cont.)										
4. In what ways (if any) do the Policy Advisory Board members feel that the processes of project participation by the historically black institutions could be improved?					PB					
SUMMATIVE										
1. How satisfied were the Policy Advisory Board members with their participation in the Project?						PB				
2. Do the Policy Advisory Board members feel that they were adequately consulted on major project policy decisions?						PB				
3. In what ways (if any) do the Policy Advisory Board members feel that the processes of project participation by the historically black institutions could be improved?						PB				
4. ~~In what ways (if any) do t~~ Policy Advisory Board members feel that t[illegible]rocesses of project participation by UNCG could be improved?						PB				

YEAR II FIPSE EVALUATION CROSSWALK

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II. Faculty, Institutional, and Curriculum Development Activities										
B. Institutional Development										
SUMMATIVE (con't)										
5. In what ways do Policy Advisory Board members feel that project participation has changed their institution's commitment to faculty research? What evidence can they provide?						PB				
6. Do Policy Advisory Board members feel that project participation has affected inter-institutional research relationships among the historically black and other institutions?						PB				
C. Curriculum Development										
DOCUMENTARY										
1. Were curriculum materials to accompany the videotape of the Educational Research Conference proceedings prepared and distributed?								PS		
SUMMATIVE										
1. How did users of the videotape and curriculum materials perceive the merit?									V	

Fipse Project to Increase the Educational Research Participation
of Faculty at the Historically Black Institutions
of the University of North Carolina

MID-PROJECT EVALUATION BY EDUCATIONAL RESEARCH FELLOWS
March 26, 1988

Please take a few moments to complete this mid-project evaluation form for the first half of the second FIPSE project year. As a key participant in the program an assessment of your experiences during this project year is essential. The information you provide will also be used for project improvement.

1. To what extent have your expectations about participation as an Educational Research Fellow been met since the beginning of the Fall 1987 semester?

2. How satistied are you with your project participation since the beginning of the Fall 1987 semester?

3. How have you benefitted from your project participation since the beginning of the Fall 1987 semester?

4. What difficulties with project participation have you encountered since the beginning of the Fall 1987 semester?

5. What support have you received from your institution toward completion of your research project since the beginning of the Fall 1987 semester?

6. How has your participation in the project been recognized by your institution since the beginning of the Fall 1987 semester?

7. How many contacts have you had with your mentor and what was the nature of the contact(s) since the beginning of the Fall 1987 semester?

Month	Nature of Contact

8. How well would you say the mentorship component of the project is working since the beginning of the Fall 1987 semester? Why?

9. What (if any) professional educational research meetings have you attended since the beginninf of the Fall 1987 semester and of what benefit were they?

Professional Meeting	Benefits

10. How has your project participation improved your ability to understand and/or conduct educational research since the beginning of the Fall 1987 semester?

11. How has your project participation modified your attitude toward educational research since the beginning of the Fall 1987 semester?

12. How has your project participation effected your institution's support for faculty who wish to engage in research since the beginning of the Fall 1987 semester?

13. What are you doing differently as a result of your project participation since the beginning of the Fall 1987 semester?

14. How would you rate the overall progress of the project in meeting its goals since the beginning of the Fall 1987 semester?

Excellent Good Fair Poor

15. Do you have any suggestions for project improvement?

Please use the space on the back of this sheet for any additional comments you would like to make.

Fipse Project to Increase the Educational Research Participation
of Faculty a. the Historically Black Institutions
of the University of North Carolina

ORAL PRESENTATION WORKSHOP EVALUATION

March 26, 1988
Winston-Salem State University

This evaluation will allow us to judge the effectiveness of this workshop for you and will help us in planning similar workshops. Please take a few moments to complete this evaluation form before you leave.

Institution: _____

Your Position at the Institution: _____

Your Academic Area: _____

What aspects of the workshop did you find most helpful?

_____

_____

_____

What aspects of the workshop did you find least helpful?

_____

_____

_____

What recommendations would you make to improve the next workshop on oral presentation?

_____

_____

_____

How would you rate the workshop in the following areas:

	Excellent	Good	Fair	Poor
Organization				
Information received prior to the workshop	E	G	F	P
Facility where workshop was held	E	G	F	P
Content				
Topics covered during the workshop	E	G	F	P
Activities conducted during the workshop	E	G	F	P
Relevance				
Usefulness of workshop for future oral presentation of research	E	G	F	P
Presenters				
Effectiveness of presenters in conveying the material	E	G	F	P

Please use the space provided below to make any additional comments about the workshop's organization, content, relevance, or presenters.

_____

_____

_____

Approximately how many oral presentations of research had you made before attending this workshop?

_____

How 'as participation in the workshop increased your skill at presenting research results orally?

_____

_____

_____

Please use the back of the sheet to make any additional comments about the workshop. Thank you for your assistance.

Fipse Project to Increase the Educational Research Participation of Faculty at the Historically Black Institutions of the University of North Carolina

YEAR 2 MID-PROJECT EVALUATION BY THE FIPSE POLICY ADVISORY BOARD

First Policy Advisory Board Meeting, March 17, 1988

Based on your participation to date:

1. As a member of the Policy Advisory Board, how would you describe your role in this project?

2. Do you feel that the Historically Black Institutions have been adequately involved in project planning? Why?/Why not?

3. In what ways (if any) do you feel that project participation by the Historically Black Institutions could be improved?

4. In what ways (if any) does your institution promote participation in educational research by your faculty?

5. In what ways has your institution promoted participation in educational research by the Educational Research Fellow(s) at your institution?

6. What constraints (if any) exist at your institution that inhibit participation in educational research by your faculty?

7. How would your rate the overall progress of the project in meeting its goals since our last Policy Advisory Board meeting in August 1987? (Please circle one)

Excellent Good Fair Poor

8. Do you have any suggestions to make about the operation of the project?