DOCUMENT RESUME

ED 327 083 HE 024 097

TITLE Enhancing the Minority Presence in Graduate Education. The CGS Idea Exchange Spring Meetings (Stanford, California, March 4, 1988; Chicago, Illinois, April 5, 1988; Washington, D.C., May 2, 1988).

INSTITUTION Council of Graduate Schools in the U.S., Washington, D.C.

SPONS AGENCY Carnegie Corp. of New York, N.Y.

PUB DATE 88

NOTE 38p.

AVAILABLE FROM Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

PUB TYPE Collected Works - Conference Proceedings (021) -- Viewpoints (120) --

EDRS PRICE MF01/PC02 Plus Postage.

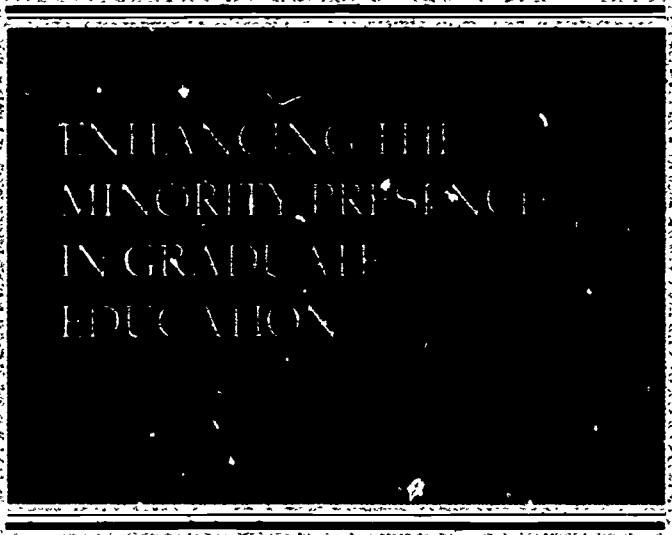
DESCRIPTORS Academic Deans; Graduate School Faculty; *Graduate Students; *Graduate Study; Higher Education; *Institutional Role; *Minority Groups; Minority Group Teachers; School Administration; School Holding Power; *Student Attrition; *Student Recruitment

ABSTRACT

The monograph summarizes ideas expressed by nearly 100 graduate deans from Council of Graduate School member institutions who met in 3 separate groups in 3 separate locations to discuss how they could enhance the presence of minority graduate students and faculty on the nation's college and university campuses. Related issues discussed during the meetings included minority graduate student attrition, and how an institution can attract and retain them in its attempt to build a minority presence on campus. The report reveals the points that were raised and the suggestions offered by the deans and others who participated in the following areas: (1) expanding the pool of eligible minority students through early identification and preparation of students for graduate study; (2) expanding the process by involving the entire campus community, especially the faculty and deans; (3) creating a supportive environment; and (4) enlisting the support of the administration and institutionalizing policy change to eliminate the need to renew efforts each year. A listing of main points that emerged from the discussions are provided and broken out into three main categories: matters of general concern; issues related to program generation; and factors related to enhancing the educational environment. (GLR)

# THE CGS IDEA EXCHANGE

SPRING MEETINGS 1988



THE
CGS IDEA
EXCHANGE

SPRING
MEETINGS
1988

# ENHANCING THE MINORITY PRESENCE IN GRADUATE EDUCATION

*COUNCIL OF GRADUATE SCHOOLS*

With Support From The Carnegie Corporation of New York

Trevor .. Chandler, Dean in Residence

Jules LaPidus, President, Council of Graduate Schools

2

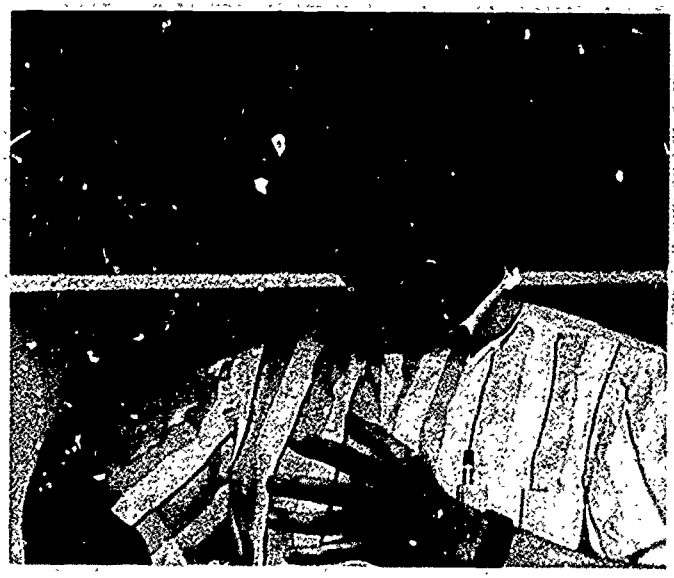
# Table of Contents

# This report presents

the ideas of graduate deans as they discussed one of the most important and potentially dangerous issues facing education today—the decrease in the production of minority scholars by the academy.

In Spring 1988 nearly one hundred graduate deans from as many CGS member institutions met in three separate groups. They discussed how they could further enhance the presence of minority graduate students and faculty on the nation's college and university campuses. Armed with the example of their own efforts and that of their counterparts at other institutions, these deans took a frank look at action that they could initiate and outcomes that they could expect as the subject was discussed. There was unanimous agreement that more needed to be done, that the entire campus community had to be involved in whatever plan was developed, and that the full and continuing participation of the faculty was critical to the success of any venture that was undertaken.

The discussions focused essentially on what graduate deans can do with respect to these issues. The participants



recognized the range in the authority of graduate deans and the manner in which their roles differ from institution to institution. An interesting outcome of these exchanges, therefore, was the wide variety and the degree of complexity in the approaches suggested by the deans for attacking the problems.

An additional outcome of these discussions was the sense of community that emerged. While most discussants were working within their own institutions to find ways to improve minority participation, they also felt that they were part of a larger system held together by their commitment to the issues they had come to discuss. There was common concern with the climate for graduate education in the United States, and a belief that, by virtue of these discussions, they could learn from one another. Through this report we hope to share that commitment and to justify that belief.

We are grateful to the Carnegie Corporation of New York whose generous support made these meetings possible.

Jules LaPidus, President, Council of Graduate Schools

Trevor L. Chandler, Dean Residence, Council of Graduate Schools

# Enhancing the Minority Presence in Graduate Education

## Introduction

University administrators, especially graduate deans, do not ordinarily get an opportunity for in-depth discussion, across institutions, of issues related to the minority presence on their campuses. In most cases such discussions are the result of crisis situations brought sharply to the attention of the administration by student protest either at their own institutions or at those of their colleagues. The resulting solutions to the problems highlighted by these protests are likely to be made in haste. In some celebrated instances serious discussion and consideration of the issues have followed as a response to questions raised by public interest in the general plight of minorities. (See *The Chronicle of Higher Education*, April 27; Sept. 7,1988; April 1,1987; March 18,1987. *The Boston Globe*. May 18; May 19; May 20, 1986; *The New York Times*, April 17,1988). But in general, time for the serious attention which is required if this question of the continuing presence of minorities on the nation's campuses is to be addressed, is not easily found on the crowded agendas of the leadership of a majority of our institutions.

At national meetings as well, where issues related to the conduct of education are seriously discussed, the competition for attention by a large number of equally pressing issues leaves participants little time for addressing the very complex problem of the minority presence

in graduate education. Even those who are most committed to minority issues find that of necessity at those meetings, many ideas are left undeveloped, many questions go unanswered, and many interesting discussions are brought to premature conclusions.

These observations led us to believe that an opportunity to focus on this complex topic in an atmosphere relatively free of the stresses of time and emergency would be more conducive to clear thinking and likely to produce better results. Further, we continue to believe that given the decline in the numbers of the minority students who are opting to pursue graduate degrees, and the low percentage of minority faculty at the nation's graduate degree-granting institutions, it is imperative that serious discussions begin as soon as possible.

To this end, CGS proposed the creation of a process by which concentrated attention can be given to issues pertaining to the continuing presence of minorities in academia. These issues were to be the sole focus of small group one-day, single-topic meetings. The goal of these meetings was to have graduate deans take an exhaustive look at each issue. This process—*The CGS Idea Exchange*—builds on the recommendations of the CGS Task Force on Minorities whose 1986 Report forms the basis of the Council's present activities regarding minorities.

Each one-day five-hour session, attended largely by graduate deans from institutions in the regions of the country where the three meetings were held, yielded valuable descriptions of how deans are attempting to deal with the problems they encounter as they try to enhance the presence of minority graduate students and faculty on their campuses. As a consequence, the discussions were far-reaching and covered a wide variety of issues. On the one hand, there was the problem of how to identify and encourage young minority undergraduates to pursue graduate degrees. Success in this endeavor was viewed as essential if the pool of potential graduate students and faculty is to be expanded. On the other hand, was the extremely complex matter of how to create a supportive environment for minority students who enroll in graduate

programs, and for minority faculty who find employment at the nation's educational institutions. In the absence of such an environment the attainment of the goal of an ethnically diverse campus may be an impossibility.

In order to focus the discussion on the topic and mindful of the complexity of the problem, a set of related issues was discussed at these meetings. These issues addressed the problems of minority graduate student attrition and of how an institution can attract and retain them in its attempt to build a minority presence on campus. While these topics do not exhaust the range of questions which are related to the issue of enhancing the minority presence in graduate education, their discussion at these meetings raised a variety of related problems which in themselves could form the basis for further discussion. What follows is a composite of the points raised and the solutions suggested by those deans and others who participated.

# Some Aspects of the Problem

At present, many academic institutions are concerned about declining minority participation in graduate education and are searching for ways to either maintain or build upon the minority presence they now have on their campuses. Several issues emerge as critical to the process by which an institution supports that minority presence. First, the institution must establish and communicate its level of commitment to this presence, and the amount of effort it is willing to invest to achieve it. This includes not only establishing goals, but also developing the procedures necessary to attain them. A second and perhaps more critical set of issues concerns mobilizing and involving the entire campus community in the effort to provide a supportive environment for the minorities they attract. The success of any attempt to maintain a minority presence on a predominantly white campus is directly related to how the institution develops and implements its plans in these areas.

Educational institutions, and especially those that are predominantly and/or historically white, face many serious constraints when attempting to attract more minorities to the campus. These constraints are rooted in three major areas (1) the limited size of the minority student and faculty pools from which the universities can choose, (2) the growing costs of operating in what has become a highly competitive arena, and (3) the traditions which have governed the institution's behavior throughout its history. Given these constraints, the processes developed by institutions to expand the number of minority students and faculty on their campuses need to be carefully considered.

Another area that needs to be carefully examined surrounds those issues associated with how the three constraints listed above will affect the eventual integration of minority persons into the mainstream of the institution. *There is tension between the procedures used to attract and retain minority graduate students and faculty, and the desire to see these persons as free of the process which helped bring them to the campus.* While institutions may have made some progress under the umbrella of their affirmative action programs, there are some unfortunate and negative side-

effects which result when access is gained through these efforts. Especially disturbing is the stigma which it places on persons who are regarded as having "benefitted" from them. This recognition has generated suggestions for a change in terminology, as thus far, no viable solution to the inherent problem of stigmatization has been found.

Both the courts and the Congress have provided a framework by which minority participation in education can be enhanced. From Brown v. Board of Education (1954) through Adams v. Richardson (1973), the courts have ruled on the illegality of excluding minorities from the nation's schools. And Congress, in passing and repeatedly extending the Civil Rights Acts of 1964 (especially Titles VI and IX), has explicitly stated the sanctions it would apply. Executive Order 11246, signed by President Nixon in 1972 and later amended, formed the basis of the Affirmative Action Guidelines. While the cumulative effect of all these actions was an increase in the number of minority persons who received degrees from the nation's colleges and universities, in recent years this effect appears to be on the wane as the numbers of minorities receiving Ph.D.s have been declining.

The limited size of the pool of minority students opting to pursue advanced degrees in recent years inhibits attempts to bring about significant change in the numbers of students and faculty enrolled and employed at our campuses. Increasing the pool, therefore, is a critical element in solving the problem of minority participation. Moreover, there is the rapidly changing demographic profile of the country. By all estimates minority groups will comprise between thirty to thirty-five percent of the nation's population by the year 2020. In several states, for example, California, Arizona, and New Mexico, the majority of the population will be of minor-

ity ancestry by the turn of the century. Already in California of the 140,000 new students who entered kindergarten through twelfth grade in Autumn 1988, there was no clear majority. And, according to commissioned reports such as *A Nation at Risk* and *One Third of a Nation*, the incidence of functional illiteracy among minorities is a real and growing problem. At the same time, the production of minority Ph.D.s has declined over the last seven years from a total of 2900 in 1979 to 2769 in 1986, a 4.5% drop. Among Blacks, the drop was 14.5%, from 1106 to 946 during the period. American Indian numbers fell from 162 to 99, which means that they received 39% fewer Ph. Ds. in 1986 than they did in 1979. (*Summary Report: Doctorate Recipients from U. S. Universities. NRC*) The professoriate can ill afford to produce fewer of the very persons it requires most at the time when they will be in greatest demand to fill the vacancies occasioned by the retirements of an aging faculty.

There is growing agreement that of the many problems facing academe today, none looms larger than the need to enhance the participation of the nation's minority population in graduate education. This need is especially critical in the case of Blacks, Hispanics, and American Indians whose performance from kindergarten through twelfth grade and beyond, as measured by accepted standardized tests, is consistently below that of the majority Whites. This lower test performance and the interpretation of it by the education community becomes a formidable barrier to access at the college and university levels. The number of minority students who progress from one level to the next gets increasingly smaller and finally represents only a minute proportion of the pool of students seeking to enter the nation's graduate programs.

As we enter the twenty-first century, questions of the academic preparation of minority students, the limits to their access to higher education, and the problems posed by their growing numbers, will need to be addressed. The extent to which these problems find a place on the agendas of both the academic institutions and the nation, will determine how successful the society will be in finding solutions to them.

# What's Being Done

## Expanding the Pool

Already, a number of different approaches are being instituted in an attempt to solve various parts of the problems outlined above. Among them are several variations of summer research programs, designed to "introduce" minority high-school and college students to the university campus and its faculty. These include the well-known Minority Access to Research Careers (MARC) program, the success of which was partially responsible for the more recent Title IX I art A federally funded program to "encourage minorities to pursue graduate study." This "early identification program" reinforces the consensus that early intervention is necessary both to direct the focus of minority students toward undergraduate and graduate education, and to counteract any ill effects which improper or insufficient counseling might have played in their lives. How early this preparation for graduate study should begin is still being debated, but many are agreed that the earlier the better.

Many universities are working with their minority freshmen and sophomores to convince them to think of their BA and BS degrees as the first rather than the last degrees that they will receive at the institution. With faculty as mentors and research advisors, these undergraduates are introduced early in their university years to the world of the academic. As more universities take a closer look at their minority undergraduates in these early identification programs, "growing your own" is becoming a commonly accepted practice for expanding the pool. Since many of these programs are still new, it is not clear whether these students will seek graduate degrees and opt to pursue careers in academia. At this time, however, how to neutralize the attractiveness of the offers of business and industry, which in the last few years have increasingly bled the pipeline both at the bachelor's and master's level, remains a difficult problem.

Other universities are seeking to expand the pool of eligible minority students by working closely with "feeder institutions." One advantage of this strategy is that it increases the opportunity to diversify the pool as it facilitates the targeting of both specific disciplines and special ethnic groups. Linkages with the historically black col-

leges and universities (HBCUs) are especially attractive in this endeavor. An important aspect of these linkages is the faculty development program which brings faculty from HBCUs to institutions such as M. I. T. and U. C. Berkeley, among others, to further develop their academic skills. These faculty return to their respective institutions to te[illegible] and continue their research. Such activities are [illegible]uing to the success of these initiatives.

Master's degree-granting institutions are also playing a role in increasing the pool by using doctoral students from major institutions as visiting scholars and mentors for master's students. A program designed along these lines has already had a great deal of success in California, both in encouraging minority master's students to seek their doctorates, and by offering doctoral candidates an opportunity to hone their academic skills. It should be noted, however, that the California State University, Fresno, program is enjoying such success partly because it is one of several supportive programs, including the participation of industry and of the families of the graduate students involved. Further information regarding this program can be gained by contacting Dr. Vivian Vidoli, Dean of Graduate Studies and Research at California State University, Fresno.

## Expanding the Process

Enlisting the support of the entire campus community is no small task. While it is possible to monitor and control behavior, changing attitudes is another matter. As a consequence, many institutions place the emphasis on the former in the hope that it will eventually have an effect on the latter. These institutions have developed a set of processes for implementing their programs and evaluating their progress. Usually this is accomplished under the aegis of a policy of "affirmative action," supervised by an affirmative action officer who is responsible for the policy's implementation in all areas of campus activity.

There is a need for institutions to go beyond the letter of the affirmative action guidelines because it may be possible to fulfill their requirements by making minimal faculty or staff appointments. This is due largely to the limited numbers of minority students and faculty in the available pools in certain areas. Stanford University's "proactive" approach is a good example of an institution which, among others, is trying to fulfill the spirit of the law. Their program brings together an institutional commitment to the principle of diversity, the extensive involvement of faculty as mentors and advisors, and an administrative structure in the graduate division which links its students and faculty to a nationwide network of recruitment contacts. In 1985–1986, this program was supported by almost two million dollars in teaching and research assistantships and federally allocated financial as-

sistance, plus an equal amount in university fellowships to targeted minority student groups. The graduate dean keeps the campus community aware of progress in meeting its goals through annual graduate student affirmative action reports.

Even Brooklyn College of City University of New York (CUNY), which is typical of an urban institution in a city which has itself struggled with the problems inherent in the mix of its multi-ethnic population, has used the rubric of an affirmative action plan to increase its minority faculty and staff population. Although its staff, students, and administrators share a liberal consciousness engendered by its urban location and history, the sustained presence of minorities in all areas of its campus is not automatic but the result of careful planning and continued nurturing.

## Involving the Faculty

A major concern, and one shared by all graduate deans, is how to get faculty more involved in the process of creating a supportive environment for minority graduate students and minority faculty. A common premise in discussing the problem is that the absence of active faculty involvement in attempts to enhance the presence of minorities on campus may be a contributing factor to the resurgence of racial and ethnic hostilities on many of our nation's campuses.

Graduate deans have a unique relationship with the faculty, touching their lives through the formal processes of program review, and perhaps through the allocation of research or fellowship funds. In addition, they interact

with faculty in an informal way that is not available to other administrators who control space, salaries, or advancement in rank. The graduate dean is often viewed as one who can cut across college and departmental lines, bringing issues that seriously affect graduate education to the attention of the faculty. The issue of increasing the participation of minorities in graduate education, therefore, is one of the issues for which the graduate dean can solicit the faculty's assistance. And the earlier faculty become involved in the process of identifying and recruiting students, the more cooperative they are likely to be in the effort to retain them.

Providing incentives through additional research and teaching assistantships can involve the entire department in the process. Programs which require the matching of department and graduate school funds to support minority students who qualify for such merit-based support are very effective in gaining faculty and department commitment to these students. Such programs can form the basis of a broader range of supportive activity by the faculty.

One of the greatest impacts on the problem can be made at the level of faculty admissions and search committees, since they make student admissions recommendations and screen faculty applicants. Graduate deans have at least two tools at their disposal to affect committee decisions. One is to offer to share with the department in the support of some of their minority graduate students through research assistantships allocated or obtained by the graduate school. Another is to assist the department in identifying highly qualified minority students who could be added to the numbers of those who would normally apply, and to work as a partner in the attempt to recruit these students. Universities which belong to the various exchange consortia—the National Name Exchange (NNE), the Western Name Exchange (WNE), and the Committee on Institutional Cooperation (CIC), to name a few—usually distribute among themselves the names of those minority juniors and seniors at member institutions who have indicated their intention to pursue a graduate degree. These names are then sent to the departments to which the students intend to apply. By this means, de-

partments have a ready pool of prospective graduate students whom they can contact and possibly recruit to their institution.

At four-year institutions in the United States an analysis of the racial background of the faculty indicates that it is overwhelmingly white and male. Only 1.5% of the male faculty is Black and 1.0% Hispanic. Not surprisingly, therefore, white male faculty must be at the forefront of the thrust to retain minority students in their programs. This calls for more than assurances that financial assistance will be available to the student. What must be accomplished in these academic settings is the effective crossing of racial barriers to develop lasting and mutually beneficial bonds between majority faculty and minority graduate students.

### Involving the Dean

It is not usual for graduate deans to have a direct role in selecting faculty, although they can indirectly influence the work of selection committees. Raising the issue of minority participation during budget hearings, putting the issue on the agenda when the deans meet, including the department's record with respect to minority graduate students and faculty recruitment and retention when that

program is being reviewed by the graduate council or other body empowered to do so, and clearly recognizing faculty whose efforts are making a difference, are all tools available to the graduate dean.

While quiet discussion and persuasion may have favorable results, the regular publication of data showing the performance of all departments with respect to minority student and faculty retention can also be a powerful tool for getting department support. This raises the issue of gathering data. While some graduate deans have been compiling statistics on their graduate student population, many still depend on the general student data-collection sources of their institutions for information. This approach often leaves many important and specific questions unanswered, such as the extent of erosion among the ranks of minority graduate students, their relative time to completion of degree, and their rates of application, admission, denial, and enrollment. To date no reliable national data are available regarding these matters. Data in these areas would greatly assist departments in making assessments of their performance, and might foster greater opportunities for developing cooperative and creative programs between the graduate school and individual departments. Such information would also be invaluable in making the case before budget committees of both the university and the state. Reports on university performance in these areas are a necessary part of any strategy designed to garner faculty and administrative support for enhanced minority opportunities on the campus. The office of the graduate dean is the logical place to collect and disseminate such information.

The budgetary constraints faced by graduate deans present major obstacles in efforts to build viable graduate programs supportive of all students. The power to allocate research and teaching assistantships and to offer fellowships in special areas provides leverage in the effort to enlist faculty support and cooperation. This leverage is especially important as graduate deans attempt to enhance the recruitment and retention of minority students. But institutions and state legislators are not always persuaded that allocating funds in this area is the best use for their

limited resources. It is mainly through a cooperative institutional effort that these matters find their way to the top of the list of state or institutional priorities. A unique example is the challenge of the Mc Knight Foundation of Minneapolis to the state of Florida to match a $16,000,000 gift by the Foundation in a partnership between public and private funding to support a program to upgrade the education of Blacks in Florida. Either Dr. Israel Tribble or Dr. Henry Lewis of the Florida Endowment Fund can provide information on the success of this joint effort.

At many institutions, graduate deans find themselves standing at the point where policy formation and policy implementation intersect. As a result, many simultaneously experience feelings of power and of powerlessness. Nowhere is this more apparent than in their role as initiator of programs to maintain a minority presence on the campus. On the one hand, they have the power of the purse through their ability to allocate dollars to departments and faculty. In this fashion, deans may enhance the process by which the institution seeks to attract and retain minority students. On the other hand, in order for their programs to function effectively, deans must encourage faculty members to become involved in the process, and they have little or no authority to ensure that departments will look favorably on this involvement when those faculty are being considered for promotion. This situation is a personal and programmatic dilemma which can be a source of frustration to graduate deans who must lead as well as rely on their colleagues to work toward a common goal.

## Creating an Environment of Support

In the end, it is the faculty who, on a day-to-day basis, will make the difference once the students and faculty are on the campus. The contribution which an "environment of support" makes to the success of minority students especially on predominantly white campuses already is being demonstrated by the successes of the Dorothy Danforth-Compton Program which emphasizes this concept. Started in 1981, the program has produced some sixty minority Ph.D.s who are employed at major universities throughout the country. For more information about the program contact either The Danforth Foundation or the Graduate School of one of the ten institutions where the programs are administered—Brown, Yale, Chicago. Columbia, Howard, Vanderbilt, University of Texas at Austin, U.C.L.A., Stanford, and the University of Washington.

The existence of this supportive environment, according to the reports of the Danforth-Compton Fellows, helps reduce many of the potentially alienating aspects of the graduate experience. Several things work together to create a supportive environment for minority students:

First, the institution generally and the departments in particular must develop a language of encouragement. The chief purpose of this language is to communicate to all levels of the institution that the presence of minority students and faculty is neither the result of attempts to comply with federal regulations nor the implementation of

lowered academic standards. Presidents, provosts, deans, and chair-persons, have an obligation to convey publicly this message, and to educate their institution to their determination to assist in solving a problem which threatens the future of the nation. The language of encouragement also serves to reduce the "hostility" of the environment, making it more conducive to increased productivity and success for all concerned. For academic departments a key ingredient of this language is a clear message to prospective graduate students as to what the criteria are for admission and how each criterion is weighed, what the department's position is on the desirability of creating a culturally diverse student body, and how it is attempting to address the needs of persons from groups which may have suffered previous legal discrimination.

Second, graduate departments must accord full citizenship to all minority students and faculty. Being a full citizen of a department means having access to all rights and privileges available to all others in the same situation. How teaching and research assistantships are allocated is cited as an area which exemplifies one's citizenship in a department. In 1985 the National Research Council reported that 19% of Hispanic, 18% of American Indian, and 13% of Black doctoral students reported receiving teaching and research assistantships. However, only 1 in 20 Blacks received research assistantships. These differences are especially evident for research assistantships in the

physical sciences. While 42% of all students were supported by R.A.s, only 17% of Blacks and 26% of Hispanics reported receiving such support.

Teaching and research assistantships facilitate close interaction with students and faculty and also help students to learn departmental regulations and get a sense of the field. Meetings with other T.A.s who teach the same class to discuss problems and plan teaching approaches, and the process of being evaluated by the faculty member whom one assists, are important mechanisms for developing both self assurance and skill as a graduate student. Receiving the support and constructive criticism of one's fellow R.A.s sharpens academic skill and improves scholarship. Full citizenship means being given genuine consideration as a candidate for all the positions and perquisites which are available to graduate students in their respective programs.

Third is the necessity to convey to all faculty that their responsibility to communicate with minority graduate students is vital to the growth and well-being of the department and the university as a whole. Many minority graduate students never become party to the "informal information system" which is a critical element in understanding the "politics" of the department. Without such information they run the risk of having the "wrong" dissertation advisor, of taking the "wrong" courses, and of forming the "wrong" dissertation or thesis committee. The results of such disasters often end up on the desk of the graduate dean, nearly always when it is too late to correct the damage without causing undue harm to the parties involved. Moreover, such incidents reinforce the negative perception which many minorities have of predominantly white institutions.

Information passed on from faculty to student in the informal information system is often the result of an evaluation by the faculty of the student's ability to handle "delicate" matters and "privileged" information. This sensitive communication occurs as trust and respect develop between faculty and student. Building this trust is impos-

sible without close and continuous interaction in a variety of settings.

Fourth, the department must find methods to encourage minority graduate students to do their best academically. This can come only out of genuine respect for student abilities and a clear articulation of the required standard of performance. To achieve the best academically may require on the part of both faculty and student a willingness to examine the source of their actions and reactions, and to transcend racial and ethnic barriers. In a forthcoming book entitled *Toward Black Undergraduate Student Equality in American Higher Education* by Michael Nettles, an ETS researcher, and Robert Thoeny, executive director of the State of Washington Higher Education Coordinating Board, the authors conclude that "race is significantly related to college grades, and this fact presents a major challenge to college and university administrators striving for qualitative racial equality." Although the research for these conclusions is based on a study of undergraduate performance in college as it relates to their precollege preparation, there is no reason to believe that similar situations do not occur at the graduate level.

The perception that students will be assisted in their effort to succeed is critically important, and institutions which have established "favorable track records" regarding their serious interest in minority graduate students, will certainly have the edge in attracting them. This is where the role of the faculty becomes crucial, for it is they who determine on a daily basis whether the students are in an atmosphere which is conducive to their academic and social development. Often, the institution's reputation is communicated by its minority graduates to prospective applicants and can be pivotal to decisions regarding the attractiveness of the institution. To a large extent that reputation is in the hands of the faculty.

## Enlisting the Support of the Administration

The promise of fellowships and scholarships is not the only element that makes a university attractive to minority students. The institution's president plays a crucial role in articulating and supporting policies promoting a minority presence on the campus. In fact, it may not be possible to launch a successful program without clear directives from this source, especially at smaller institutions where the president's power is clearly apparent. The responsibility for moral leadership resides both with the faculty and with the chief executive officers of an institution. Graduate deans and other administrative officers at the university who have access to faculty networks within and outside the institution can influence the behaviors of a wide range of people on the campus through negotiation, coalition formation, and the development of cooperative programs.

Thus, although funding plays a crucial role, other considerations can negate the effects of financial support. For example, one Mid-

west institution where large sums of money are being spent in support of minority programs has experienced almost a year of well-publicized disruption and minority student demonstrations in recent times because the racial climate at the university was and continues to be viewed by Blacks as hostile. Racially motivated incidents have occurred on several campuses across the country without respect to their size, status, or religious affiliation. In these situations, no program will be effective unless and until faculty, student, and staff attitudes on the campus change and become supportive of a minority presence. On one historically white campus, public repudiation of racial intolerance by the institution's chief executive officer and the implementation of methods to deal swiftly and decisively with those who persisted in engaging in those behaviors worked to support the orderly integration of minorities. Many educational institutions which had a history of racial segregation supported by the leadership find this transition to an integrated system dependent upon the support and enthusiasm of their top officials.

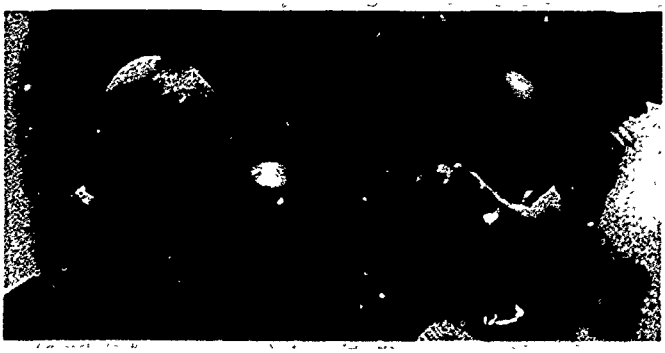
## Institutionalizing the Process

A persistent concern is how to institutionalize policy changes thereby eliminating the need to renew efforts on a yearly basis or as administrations and faculties change. Another concern is how to ensure that institutional commitment to hiring minority and other underrepresented faculty is implemented at all levels. Both issues present problems for the academic community, partly because of the decentralized nature of the decision-making process at most institutions, and the annual changes in the composition of faculty committees.

Building a permanent and viable infrastructure under these conditions is a long and difficult task. At most institutions, this infrastructure is supported and maintained by a relatively small number of dedicated staff, faculty, and administrators. When these persons leave their jobs, the infrastructure is threatened. While the policies may remain in force, the attitudes of the incoming persons tend to determine whether and how the policies are implemented. Since attitudes on the subject of a minority presence in academia vary widely, the tension between

the sometimes extraordinary methods employed to attract and retain minority graduate students and faculty on the campus, and the corresponding need to afford them equal treatment once they are there, only add to the complexity of the problem and compound the difficulty of achieving consensus.

The Ohio State University has a long-standing reputation for producing large numbers of black Ph.D.s. The role of the graduate school and the faculty in this effort is worth examining, since at Ohio State, as at most major institutions, the decisions to admit students and hire faculty are really made at the department level. The graduate school provides advocacy and support for the graduate programs at the institution. But other linkages must be in place that provide avenues for translating graduate school advocacy into faculty support. Professors Frank Hale and Anne Pruitt, and Dean Roy Koenigsknecht can provide information on how these linkages are structured. Thus, The Ohio State "model" is really a series of activities designed to meet the goals which form part of the institution's Affirmative Action Plan. The success achieved by the graduate school is clearly the result of long and dedicated service to the ideals of the plan by a number of individuals in various capacities. It demonstrates that at least two ingredients in the formula for success are (1) a good plan, supported by the institution as a whole, and (2) individuals committed to the plan's implementation. In developing its reputation, The Ohio State University has enjoyed both of those elements.



# Fact, Fiction, and Talking Points

There is now abundant statistical evidence to document that while the numbers of Hispanics who enroll in our graduate programs have increased slightly, the numbers of American Indians have remained steadily low and the decline for Blacks has been precipitous. Similar patterns are evident in the numbers of minority faculty who are employed at the nation's major institutions of higher education. All this is taking place in the face of reportedly increased efforts by universities to recruit minority graduate students and faculty to their campuses, as well as in a rapidly changing demographic atmosphere which demands a greater measure of success in the very areas where the failures of the universities are so persistent.

In this atmosphere of a limited supply of minority students and faculty, the competition among universities to attract them has increased. What has not seemed to keep pace with those efforts is the equally important need to implement methods to ensure that these minority graduate students and faculty are given every opportunity to succeed once they are on the campus. It is no longer sufficient to rely on the traditional methods of recruitment and retention practiced in a time of plenty. Today there are fewer minority students opting to pursue graduate careers, and fewer faculty in an available pool which is not diverse enough. The lop-sided nature of the pool for Blacks receiving Ph.D.s. during the last ten years demonstrates both the extent of the prob-

lem and forecasts the difficulty of its solution. Similar patterns emerge for Hispanics and American Indians.

While some universities seem to have given up the battle, others are developing new methods to face the challenge presented by these conditions of scarcity. The common element in their approaches is the recognition that recruitment and retention of minorities are two sides of the same coin and that the two functions cannot be carried out independently of each other. A student's decision to attend a given institution may depend on any combination of a variety of issues, but generally students report that their perceptions in three major areas are critical. These are:

(1) the institution's reputation;

(2) a sense that he/she can attain some measure of success at that institution;

(3) the compatibility of the internal and external environments at the institution with his/her needs.

How an institution communicates in these three areas, therefore, may well determine the level of success it will have in attracting minority applicants to its campuses. Minority students are no less interested than others in obtaining degrees at the nation's leading institutions, but additionally, they are interested in the way in which those institutions have addressed or are addressing the issue of the minority presence on the campus. This too is part of the institution's reputation, and all too often the intentions of the institution's leadership in this regard fail to be conveyed.

At most institutions faculty play a vital role in the recruitment of prospective graduate students. They make judgements regarding the student's ability to complete their programs. They recommend which students are to be admitted. But traditionally that role has not involved the specific search for minorities. Faculty recruited students by directly contacting their colleagues at other institutions and requesting their "best" students, by seeking out students who were encouraged by their mentors to deliver papers at national conventions, or by accepting the best of those students who had applied to their department. In

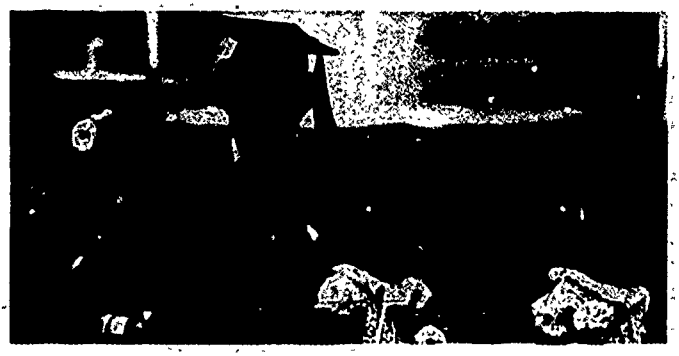
the majority of instances this process yielded students who were white and male. Since the recruitment of minority students is not a traditional function of the faculty, it may require extraordinary effort on the part of the university's administration and faculty to justify and ensure continued faculty cooperation in these matters. In essence it requires the commitment of the entire university including regents, chancellors, presidents, provosts, and deans. At public institutions controlled by the State, the implementation of such changes in faculty roles may require the cooperation of the legislature.

What is really at stake here is the necessity to improve the ratio between the number of minorities who eventually graduate from our colleges and universities and the number of those who are admitted to them. A study of persistence rates of 1980 high school graduates who entered public and private four-year colleges and universities, shows that 76% of the Hispanics, 80% of the American Indians, and 63% of the Blacks who started did not graduate. These findings, by the National Center for Education Statistics (NCES), must be reversed if progress is to be made. Nor can we take comfort in the thought that the fault lies with other institutions over which we have no control. Universities must rededicate themselves to changing these numbers and reversing these trends within the boundaries of their campuses.

When minority students who qualify to enter our graduate programs fail to complete their course of study for reasons not related to their academic ability, the problem may be a function of the educational environment in which those students are forced to operate. Some minority students may be able to succeed in such an educational environment. For others, small adjustments can be made which can augment the chances of their success. In many instances these adjustments, generally accomplished through faculty, staff, and administrative effort, could make the difference in whether students succeed or fail. The challenge is to build an academic environment so supportive of minority students and faculty that it would counteract the negative effects of the alienation and isolation which have been identified by minorities as characteristic of their experiences in many of our predominantly white institutions.

What this suggests is that from our very first contact with students we have an obligation to be aware of these areas of minority student concern. Reviewing and revising the information that we send out to all students to include both the university's and the department's knowledge about and attitudes toward these concerns, therefore, can be a step in the right direction in developing a language of encouragement. But while these changes may be necessary, they are not sufficient to the task of making the university attractive. What happens after the students get to the campus is of even greater importance, and requires additional effort on the part of the faculty who are responsible for their presence.

What follows are points which emerged from the discussion by the participating deans. We present them, not as a definitive list of the necessary and essential issues on this topic, but as a catalyst to assist in stimulating discussion on your campus. These points can be divided into three broad categories: (1) Matters of General Concern; (2) Issues Related to Program Generation; and (3) Factors Related to Enhancing the Environment.



## 1. Matters of General Concern:

- Graduate deans have more ideas than they have the authority to implement.
- There is tension between the procedures used to attract and retain minority graduate students and faculty, and the desire to see these persons as free of the process which helped bring them to the campus.
- Graduate deans interact closely with faculty in various departments and can bring issues that seriously affect graduate education to their attention.
- It is necessary to involve faculty and departments in the process of enhancing the minority presence.
- Institutionalizing this process is a major problem.
- There is need for moral leadership.
- There is no easy solution to this problem.
- The role of the university's CEO in articulating campus policy in this area is critical.
- Student involvement should be sought at all times.
- A limited pool of students and faculty raises the level of competition among institutions.
- The question of providing adequate and appropriate incentives must be addressed.
- Suitable measures of success must be established.
- There is a need to gather data specific to minority graduate populations.

■ The existence of very small minority populations on any campus exacerbates the problem of enhancing the minority presence.

■ The chances of maintaining a minority presence are enhanced by the priority given that issue on the university's agenda.

■ We must find methods to encourage minority ABDs to complete their degrees.

■ The financial value of fellowships received by minorities should be equal to that of those received by all other students.

## 2. Issues Related to Program Generation:

■ Hold regular faculty/staff orientation programs to acquaint them with the policies of the institution regarding the minority presence.

■ Develop student outreach programs to senior and junior high schools in the area.

■ Build relationships with "feeder institutions" to ensure a regular supply of students and faculty.

■ Develop early identification programs both on one's own campus and in conjunction with other institutions.

■ Establish a visiting scholars program for distinguished minority faculty.

■ Exchange the names of recent Ph.D. recipients with other institutions to assist in the hiring of minority faculty.

■ Develop minority research centers either individually or through consortia.

■ Expand the summer science research and orientation programs now offered.

■ Implement a loan forgiveness program.

■ Provide opportunities for scholarly presentations by minority graduate students and minority seniors in the honors program.

■ Hold a graduate school recognition week.

■ Devise a mechanism to track and monitor the progress of minority graduate students toward their degrees.

- Invite minority undergraduates to meet with minority graduate students on a regular basis.
- Identify a graduate school administrator who will actively pursue methods to enhance the minority presence.
- Reserve assistantships to support minority students.
- Build relationships between master's and Ph.D. degree-granting institutions.
- Retain contact with departments regarding the status of minority student applicants.
- Involve families in the recruitment and retention program.
- Use graduate students as mentors and visiting scholars.
- Involve the entire campus.

## 3. Factors Related to Enhancing the Environment:

- Provide opportunities for regular student/faculty social as well as academic contact.
- Coordinate graduate school and departmental efforts.
- Get faculty involved in student retention programs.
- Target both departments and minority groups to build a critical mass.
- Communicate the commitment of the institution.
- Include affirmative action requirements in program review.
- Publicize the performance of departments with respect to affirmative action issues.
- Involve the central administration in recruitment and retention activity.
- Get minorities into decision-making positions at every level of the institution.

If we regard the production of minority scholars, graduate students, and faculty as one of the goals of our present college and university system, there is no question that the achievement of that goal is in jeopardy. Drastic measures are required to alter this dismal course of events, and these measures must be implemented very soon. The "business as usual" approach does not assist us either to maintain or increase the presence of minorities in academe. On the contrary, it seems clear that this approach is partly responsible for the limited numbers of minority persons who now successfully navigate our education system to receive Ph.D.s and to become productive faculty members at our educational institutions.

There is no doubt that rapidly changing demographic conditions are altering the racial and ethnic composition of society. The nation's system of education must respond, and as a first step, must examine the traditional approaches to education to determine their continued validity. The matrix of attitudes, values, and customs that characterize academia is not immutable and must be changed if universities are to remain responsive to the society they serve. One small part of that change can be made by graduate deans as they administer the programs and execute the functions with which they are entrusted.

# Participants

**CGS Idea Echange Spring Meetings 1988 Participants**

Adela A. Allen (Univ. of Arizona), Akbar F. Ally (Univ. of Wisconsin–Madison), Richard Attiyeh (U. C. San Diego), Cecelia P. Burciaga (Stanford Univ.), Bernard E Bruce (Brown Univ.), Donal Burns (Univ. of Nebraska), Alison P. Casarett (Cornell Univ.), Dale R. Comstock (Central Washington Univ.), Elaine J. Copeland (Univ. of Illinois at Urbana-Champ.), Philip T. K. Daniel (Northern Illinois Univ.), Johnetta G. Davis (Howard Univ.), Norman J. Doorenbos (Auburn Univ.), John Dowling (Univ. of Georgia), Thomas G. Dunn (Univ. of Wyoming), Richard P Duran (U. C. Santa Barbara), Leila S. Edwards (Northwestern Univ.), Sharon Fluker (Vanderbilt Univ.), Brian L. Foster (Arizona State Univ.), Larry Foster (San Francisco State Univ.), Leland Fox (Univ. of Mississippi), Hazel J. Garrison (Hampton Univ.), Christine Hafka (Tulane Univ.), Garrett T. Heberlein (Wayne State Univ.), Frances D. Horowitz (The Univ. of Kansas), James S. Jackson (Univ. of Michigan), Leslie S. Jacobson (Brooklyn College of CUNY), Louis I. Katzner (Bowling Green State Univ.), George W. Keulks (Univ. of Wisconsin-Milwaukee), Clara Sue Kidwell (U. C. Berkeley), Roy A. Koenigsknecht (The Ohio State Univ.), Stuart M. Krassner (U. C. Irvine), Francis L. Lawrence (Tulane Univ.), Joyce V. Lawrence (Appalachian State Univ.), Chau T. M. Le (Univ. of Notre Dame), Judith Liebman (Univ. of Illinois at Urbana-Champ.), Robert E. Lichter (SUNY at Stony Brook), Gillian Lindt (Columbia Univ.), Jacqueline Looney (Duke Univ.) William H. Macmillan (Univ. of Alabama), Eleanor Main (Emory Univ.), Margaret Masson (Towson State Univ.), William H. Matchett (New Mexico State Univ.), Harriet Moss (U. C. Los Angeles), Jack Nelson (Temple Univ.), Linda Painter (The Univ. of Tenn. at Knoxville), Mary G. Powers (Fordham Univ.), Luis M. Proenza (Univ. of Alaska), Geoffrey Pullum (U. C. Santa Cruz), Ronaldo Ramirez (U. C. Santa Cruz), Marilyn Ratliff (Univ. of Chicago), David N. Redman (Princeton Univ.), George M. Reeves (Univ. of South Carolina), Allen R. Sanderson (Univ. of Chicago), Rudolph W. Schulz (The Univ. of Iowa), Arnold F. Schwartz (Clemson Univ.), Charles U. Smith (Florida A. & M. Univ.), Robert V. Smith (Washington State Univ.), Vera Sollam-Grisell (Gallaudet College), Barbara Solomon (Univ. of Southern Cal.),

Ann M. Spearing (Univ. of Vermont), Albert W. Spruill (N. C. A & T. State Univ.), Serena Stanford (San Jose State Univ.), Deborah G. Thomas (Yale Univ.), Elizabeth C. Traugott (Stanford Univ.), Vivian A. Vidoli (Cal. State Univ., Fresno), Karen Y Williams (Univ. of Illinois at Chicago), Larry J. Williams (Eastern Illinois Univ.), Edward N. Wilson (Washington Univ.), Gene L. Woodruff (Univ. of Washington),

Also in attendance were: John B. Turner (M. I. T.), Carole D. Slaughter (E. T. S.), Sarita E. Brown (Univ. of Texas at Austin) who acted as discussion facilitators, Jules LaPidus (CGS), and Trevor L. Chandler (CGS).