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ABSTRACT

This monograph addresses the recruitment and retention of African-Americans in University Affiliated Programs (UAP), which train personnel for the provision of health, education, and social services to people with developmental disabilities. It is designed to assist UAP faculty and staff to develop a comprehensive plan to increase the participation of African-Americans. It documents key factors contributing to the steady decline of African-American representation within undergraduate and graduate-level programs, and offers strategies for increasing the number of African-American professionals in the field of developmental disabilities. It discusses ethnic identifiers and cultural terms of reference, demographics of the African-American population, and underrepresentation in colleges and universities. A chapter on educational experiences of African-Americans describes the historic role of Anglo-American university traditions in repressing African-Americans, and examines the values, attitudes, and expectations brought to the educational experience by both students and professors. Model recruitment, admissions, and retention strategies are presented. A final section presents information on opportunities for national networking and describes exemplary recruitment and retention programs, including summer institutes. (23 references) (JDD)

THE RECRUITMENT AND RETENTION OF MINORITY TRAINEES IN UNIVERSITY AFFILIATED PROGRAMS

AFRICAN-AMERICANS

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FOREWORD

This monograph is one of a four-part series on the recruitment and retention of minority trainees in University Affiliated Programs (UAPs). Each monograph discusses the social issues and strategies related to the recruitment of a particular minority population; Hispanics, African Americans, Asian Americans, and Native American Indians.

The monographs were developed as part of a consortium initiative that involved the UAPs at Birmingham, Alabama; Omaha, Nebraska; Portland, Oregon; Vermillion, South Dakota; Dallas, Texas; and Madison, Wisconsin and the American Association of University Affiliated Programs (AAUAP). The consortium initiative was supported in part through a grant from the Administration on Developmental Disabilities (ADD), Office of Human Development Services. Other products developed through the ADD grant to the consortium include brochures, posters, bookmarks, and a video-tape that can be used by all UAPs and their affiliating universities to recruit minority students. In addition, a national conference was held in June 1990 at Madison, Wisconsin to design operational plans for ten UAPs across the country to recruit and retain minority trainees. These operational plans will guide the development and implementation of a state-wide recruitment endeavor that will be done through collaboration with each UAP's affiliating university, feeder colleges, and/or state agencies. All of the products developed through the project and the conference report will be disseminated to every UAP in the network.

The purpose of the monograph series is to provide information and resources that can be used by the faculty and staff at each UAP to develop a comprehensive plan to recruit and retain minority students for their UAP training programs. It is expected that this series also will be a useful guide for the faculty and staff of each UAP's affiliating university and feeder colleges and for the policy-makers and administrators of the state agencies that are responsible for the provision of services to people with developmental disabilities.

The need for increased numbers of minority trainees in our UAP training programs is obvious. There is a growing and endemic personnel shortage within the health, allied health, social and education professions across the country. Furthermore, it is anticipated that about 500,000 higher-education faculty will have to be replaced by the year 2005 (Bowen and Schuster, 1986). As the supply of students decreases, the demographics of the U. S. population also is changing. The predicted rate of growth within the U. S. for the majority population is 3.2 percent; whereas the growth rate for all minority populations is 12.3 percent (U. S. Bureau of Census, 1989). Given the changing demographics of the country, the greatest resource potential for meeting personnel needs in the future will be the recruitment and retention of minority trainees.

At this point in history, the participation of minority faculty and students in the field of developmental disabilities is a matter of survival for the UAP training programs and a matter of whether health, education and social services will be available to both minority and non-minority people with developmental disabilities in future generations. The altruistic goals of some social activists to increase the participation of minorities in academia and the service professions is an anachronism. Today, the participation of minority faculty and health professions is a matter of economic necessity.

Today's UAP graduates live and work in a world that has become a global village, and the ability to work with and to serve people from different cultural heritages is a necessary tool for all service providers, policy-makers, teachers, and researchers. When our UAP training programs emphasize an Anglo-American perspective instead of cultural diversity, both the majority and the minority trainees receive inadequate training to provide direct-care services and to provide leadership among health, education, and social service professionals regarding issues related to developmental disabilities.

The monographs will assist UAP faculty and staff to develop a comprehensive plan to increase the participation of minority faculty and trainees within their UAP training programs. Each monograph provides information regarding the demographics and educational experiences of a particular minority population and a discussion of exemplary strategies and programs to recruit those students into colleges. The series of monographs reflects the ethnic diversity among minority populations within this country.

Each monograph was developed with the advice and guidance of an advisory committee that was comprised of professionals in education and/or health who were members of the minority populations addressed by the monograph. Committee members helped to design the monograph and to maintain the integrity of the information discussed. The Advisory Committee for this monograph consisted of Levi Adams, M.A., who is Associate Vice President, Biology & Medicine, and Associate Provost at Brown University at Providence, Rhode Island, and Constance Burkes, MSRC, MSW, who is the Training Coordinator at the West Virginia University UAP.

As the editor of this series, I want to express my sincere appreciation to the authors for their outstanding efforts and endurance, to the people who worked with us as advisors to the project, and to the administrative and support staff of the Waisman Center UAP for their notable contributions to this undertaking.

Sincerely,

Mariellen L. Kuehn, Ph.D.
UAP Associate Director
Waisman Center

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INTRODUCTION

The picture is bleak when one examines the representation of African-Americans within the health professions and within UAP training programs, which are the major educational resource in the field on developmental disabilities. According to a recent survey (Smoyer and Jones, 1988), only three percent of all UAP trainees are African-Americans. The experience within UAPs is reflective of the national crisis in higher education among African-Americans. Paradoxically, as the rhetoric of increased professional opportunity spreads throughout the American landscape, the participation of African-Americans within the graduate-level programs of higher education steadily decreases (Chronicle of Higher Education, 1989).

In almost every region of the nation and in almost every academic discipline, a black presence is on the decline (Walters, 1987). This decline precludes the systematic investigation of the relationship of African-Americans who are developmentally disabled to their own sub-cultures and to the mainstream environment (Alabama Center for Higher Education, 1983). Although non-black policymakers and scientific investigators are concerned with these issues, it must be emphasized that the likelihood of a culturally-sensitive approach to problem solving and to the formulation of social policies increases with the representation of African-American professionals in leadership and partnership positions (Sharing Connection, 1987).

The purpose of this monograph is to provide some understanding of the key factors which have contributed to the steady decline of African-American representation within the undergraduate and graduate-level programs at our colleges and universities. Beyond a presentation of the facts and theories of this troubling phenomenon, the goal of this monograph is to offer insights and strategies for the substantial increase of African-American professionals in the f eld on developmental disabilities. It is clear, however, and fundamentally so, that all administrative and professional staff at all levels of each UAP must become profoundly committed to the goal of cultural diversity if any or all of the strategies are to succeed.

ETHNIC IDENTIFIERS AND CULTURAL TERMS OF REFERENCE

The history of African-Americans in America has been one of seeking an honorable identity and a position of equality in an often hostile or indifferent environment. Metaphorically speaking, African-Americans have always been on the bank of the mainstream watching each succeeding ethnic group find a place of acceptance and respectability within the fabric of American society. The first African-Americans ironically were brought to America in 1619 and were among the ranks of the indentured servants who were eventually freed. Gradually, the embryonic confederation of colonies which became the foundation for the United States of America saw the benefits of importing large numbers of African slaves to work the rich american soil. As the slave population increased, so did the justifications and myths surrounding its morality and necessity. Anglo-Americans were passionate in their commitment to their own liberty, but could not bring themselves to recognize the humanity of those they had enslaved. Among the myths perpetuated and largely believed today is the "myth of the African past" (Ballard, 1973). This myth relegates African people and their diverse cultures to a world of inferiority, superstition and ignorance.

No group in the United States has been so systematically brutalized as the African-American. Languages were destroyed, customs were disavowed, families were torn asunder, education was forbidden, names were altered forever. The status of the African-American has been the subject of intense and often violent debate since the days of the framing of the American constitution, through a bloody and brutal civil war, and through the most massive civil rights movement in the history of our nation.

Historically, there have been distinctions between African-Americans born in the United States and those immigrating from the Caribbean. It has been suggested by some African-American authors such as Eric Lincoln and Claude Brown that African-Americans from the Caribbean (i.e., Jamaica, Virgin Islands, and Trinidad) are not as

influenced by the culture of American racism and that their birth in an environment controlled largely by black governments provides a psychological advantage. This psychological advantage has noticeably propelled these individuals beyond the self-imposed boundaries established by U. S. African-Americans who are often psychologically defeated by the pervasiveness of racism in the United States (Fanon, 1967).

Regional differences, the range and scope of interactions with Anglo-Americans, and urban or rural backgrounds help shape the distinctions among African-Americans. Yet, even these distinctions are secondary to the common burden of racism which all African-Americans share. The average African-American has been left without a spiritual home -- unsure of an African heritage and disenfranchised from an American present. Movements such as Marcus Garvey's "Back to Africa", the "Nation of Islam", "Black Power" and "Pan-Africanism" have sparked the imagination of many African-Americans, but as yet have not sustained the great masses of African-Americans for any appreciable time.

Based upon the simple truth of racism in the United States and the quest for survival and dignity, African-Americans have adopted many names. They have called themselves "People of Color", "Colored," "Negroes," "Blacks," "Black-Americans", and "African-Americans." For this monograph, the identifier African-American was chosen because it recognizes Africa as the homeland of one out of eight U.S. citizens. This is consistent with those who are self-labelled as Irish-Americans, Polish-Americans, Native-Americans, Italian-Americans, and so forth. Since the 1960s "Black American" has also been acceptable among most African-American individuals. Yet, it is suggested that a UAP trainee of African descent be asked what he or she would prefer as a term of reference in order to enhance honest communication which is the key to promoting cultural diversity.

DEMOGRAPHICS OF THE AFRICAN-AMERICAN POPULATION

At present, African-Americans are the largest minority group in the United States (U.S. Census, 1981). Approximately 30.9 million individuals are African-American which represents about one out of every eight American citizens (12%). It is projected that African-Americans will have the slowest growth rate among the major minority groups in the decade between 1990 and the year 2000 (U.S. Census Report, 1989). The rate of increase for African-Americans will be approximately 14.6 percent as opposed to 38.6 percent for Hispanic-Americans. It is interesting to note that Anglo-Americans will increase only by 3.2 percent, but will continue to remain in the majority.

African-Americans continue to be substantially represented in the southern region of the United States (51.3%), with 20.4 percent in the north central region, 18.9 percent in the northeast region and 9.4 percent in the western region (U.S. Census, 1981). The African-American adult is almost as likely to be married (39.7%) as never married (40.5%). Most are in lower-skilled jobs, reside in a central city, and over 40 percent have less than a high school education (Bowe, 1983).

African-Americans, consistent with all Americans, exhibit intra-ethnic group diversity. There has always been an African-American middle class and it would be a misrepresentation of the facts to suggest that the African-American middle class is not growing in number. Due to native initiative, the civil rights movement, affirmative action, greater educational opportunity, and numerous federal/state/local legislative actions, a growing number of African-Americans enjoy some measure of prosperity. Clearly, one can point to numerous examples of African-American achievement in many American social institutions. Almost eight percent of African-Americans have 16 years of education or more, over 50 percent have at least 12 years of education (U.S. Census, 1981). Regretfully, the lifestyles of today's

African-American middle class remain underresearched. However, the available data suggests a remarkable similarity in lifestyle, outlook, and orientation among African-Americans and Anglo-Americans of similar socio-economic status.

Within the field of developmental disabilities, African-Americans are underrepresented among the ranks of professionals and clients. From the available data, it can be concluded that disabilities are markedly more common among African-Americans than among Hispanics or Anglo-Americans (Bowe, 1983). The average African-American adult with a disability is single, has less than a high school education, and is unemployed (Bowe, 1983). Almost half (47%) of all working-age African-Americans who are disabled live with incomes below the official poverty line. These statistics are not surprising given that poverty, poor nutrition, substance abuse, poor pre-natal and post-natal care, and premature births are endemic to the lifestyles of the majority of African-American people (Wagner, 1988).

Disability is exacerbated among African-Americans by a system of medical and social services which is often indifferent or insensitive to their needs (Wagner, 1988; Wright, 1960). The historically racist attitudes of society in the United States have fostered a climate of exclusion, hatred, and self-doubt which nurtures the continued negative association between being African-American and being inferior. Thus, African-Americans are not encouraged to seek health care and are clearly underrepresented among those who are the recipients of services. Of the almost 2.3 million African-Americans who are disabled, about 400,000 are receiving one or more health or social services (Bowe, 1983; Wagner, 1988).

AFRICAN-AMERICAN UNDERREPRESENTATION IN COLLEGES AND UNIVERSITIES

African-Americans are underrepresented at all levels of undergraduate and graduate education. In the health sciences prior to 1970, the training of most African-Americans was concentrated in a few predominantly black institutions (Testoff and Aronoff, 1983). These schools were Meharry Medical College, Howard University, Florida A & M University, and Tuskegee Institute. In 1970, 582 (28%) of the nation's African-American medical students and 346 (55%) of its African-American dental students were enrolled in Howard, Florida A & M, Texas Southern, and Xavier Universities (Testoff and Aronoff, 1983). Federal programs such as the Special Health Career Opportunity Grants and its successor, the Health Careers Opportunity Program (HCOP), have had a significant impact on the numbers of African-Americans and other disadvantaged students who are enrolled in health professional schools. For instance, as shown in Table 1 the number of African-American students annually enrolled in health professions schools has risen from slightly more than 4,000 to nearly 6,000 since 1972 (Testoff and Aronoff, 1983).

TABLE 1

Number and percent increase of African-American students, by type of health profession 1972-73 and 1980-81*

	African-American		
Type of health profession	1972-73	1980-81	Percent Increase
Medical	2,582	3,708	43.6
Dental	765	1,022	33.4
Optometry	38	56	47.4
Pharmacy	659	958	45.4
Podiatry	23	110	378.3
Osteopathy	32	100	212.5
Total	4,099	5,954	45.0

*Adapted from Testoff and Aronoff (1983, p.289)

Despite present efforts, however, the percentage of African-Americans who are in higher education either as students or professors continues to decline. Nearly 40,000 fewer African-Americans were enrolled in colleges in 1984 than in 1976 (Lang, 1988). In a 1988 article in the Chronicle of Higher Education, it was demonstrated that between the academic years of 1976-77 and 1984-85, the number of African-Americans enrolled in graduate schools actually decreased by 19.[illegible] percent. Ironically, this decline coincided with the increased enrollments of Hispanic and Asian Americans (Chronicle of Higher Education, 1986) In 1988, only 805 African-Americans received doctoral degrees as compared to 20,685 Anglo-Americans. For African-Americans this represented a 22 percent decrease among doctoral recipients (The Chronicle of Higher Education, 1989). As shown in Table 2, doctoral recipients who are African-Americans are in a steady decline.

TABLE 2

Doctoral Degrees Earned by African-Americans — 1977 to 1987

	Men	Women
1977	684	432
1978	584	449
1979	551	505
1980	499	533
1981	499	514
1982	483	564
1983	412	509
1984	[illegible]7	526
1985	379	533
1986	[illegible]21	499
1987	317	448

*Adapted from the Chronicle of Higher Education (March 1989)

In January 1985, the Chronicle of Higher Education reported:

> "Black professors are becoming an endangered academic species. The higher education community must take action to reverse that ominous trend."

In April 1986, The New York Times Magazine reported:

1. The University of Chicago only had 13 African-American faculty out of 1,100 faculty members.

2. Princeton University had only 7 African-American faculty out of 645.

3. Harvard University had only 24 African-American faculty out of 1,740 faculty members.

4. There were only 44 African-American faculty in the entire University of Kentucky system.

All of the above figures represent decreases from the number of African-American faculty on these campuses a decade ago.

The situation is even more distressing when one surveys the current status of African-Americans among the nation's college faculty. Presently, African-Americans represent 4.1 percent of the nation's full-time faculty. This represents a decrease from 4.4 percent in 1975. Only 2.3 percent of African-American faculty are teaching in predominately Anglo-American institutions (Chronicle of Higher Education, 1989). The major reasons cited for the decline of African-Americans as graduate students or as faculty are as follows (Walters, 1987; Ballard, 1973):

1. The low income status of many African-American students combined with the high cost of graduate education creates a major financial burden for many of these students.

2. The attraction of more lucrative professions and the absence of role models (professional and faculty).

3. The lack of strong federal leadership from both the Justice Department and the Department of Education which reduces the pressure on colleges and universities to integrate.

4. Blatant and subtle racism which creates an inhospitable environment on many campuses.

At this point in time, the climate for attracting and retaining African-American graduate students and faculty is not promising. In order for the UAP network to aggressively promote and demonstrate cultural diversity among its trainees, faculty, and staff, it will be necessary to launch multiple strategies which represent a firm commitment at all levels of each UAP to the recruitment and retention of minority students and faculty.

EDUCATIONAL EXPERIENCES OF AFRICAN-AMERICANS

There is an old expression which says, "the mind will absorb only what the heart will endure." In a very real sense, this is the key to understanding the impact of the university environment on the African-American student who comes to the university with a unique set of values, attitudes and experiences -- many of which contain the seeds for failure. Unfortunately, academic institutions have frequently put into motion the precipitating factors which have spelled disaster for the African-American student. Ballard (1973) discusses the historic role of university traditions in the repression of African-Americans as follows:

> Nothing reveals the direct connection between American higher education and the operating principles of American society more than the record of white universities in regard to the Black question over the one-hundred-year time span between Emancipation and the beginning of open admission efforts in the mid-1960s. There can be no charitable explanation for the almost total exclusion of Blacks from the faculties, student bodies, and curriculum of these colleges. Nor can there by any justification for the role that these universities played in creating a scholarly rationale for the caste system that emerged over the past century. Little can be gained by punishing the white educational structure for its past actions, but the extent to which the American university tradition was an active ally in the national policy of repression of African peoples should be made absolutely clear.
>
> One may ask, "What could the colleges have done?" The answer is simple: from 1865 onward, the colleges could have been the vehicle by which a multiracial society might have been attained. By active recruitment of Black students, they could have created a situation in which Black professionals of every order - doctors, lawyers, physicists-would have been at least proportional to the numbers of Blacks in the population at large. They could have brought Black faculty into their colleges in numbers sufficient to have created the image of integrated faculties at the very center of the culture of American civilization. They could have granted Du Bois, Woodson, Wesley, and Locke the prestige and research facilities that would have kept ill-

> intentioned and badly informed whites out of the business of defining the Black man and his role in this society. Finally, they could have sent forth to their students and to the school system of this country a steady and unswerving message that Black people are human. The universities, of course, did none of these things, and could not because they were inextricably tied to the nation's socioeconomic base. (pp.42-43)

The historical chasm between African-American students and predominantly Anglo-American institutions of higher education continued into the 1960s when the first wave of African-American students entered the campuses. Each was totally unprepared for the other. As Ballard indicates:

> Acting on the assumption that admitting Black students was somewhat akin to divine dispensation, universities felt no particular pressure to make special arrangements for the newcomers. On the other hand, the limited pool of "academically qualified" Black youngsters meant that the colleges increasingly brought onto their campuses Black youth who not only had experienced deprivation and white scorn but were also sensitive to every conscious or unconscious manifestation of racism. The problem lay in the fact that the colleges had failed to do what their professors daily preached to their classes: conceptualize. Thus, with few exceptions, every demand of the Black students burst upon them like a concussion grenade. (p.68)

Today the strength of the commitment of predominantly Anglo-American colleges and universities to the active participation and integration of minority students and faculty on the campus is mainly tested in the interactions between professors and students. Each person brings to the interactions a set of values and attitudes that have been cultivated through their social experiences. The following discussion outlines a series of characteristics which are relevant to African-American students and for Anglo-American college professors. Obviously it is dangerous to generalize from any list of characteristics to a specific population of students or faculty. The intent of

this discussion is to facilitate a serious dialogue among UAP faculty regarding the reality of the differences between African-Americans and Anglo-Americans. Unless these differences are addressed within the context of a UAP's comprehensive plan to recruit and retain minority students, the efforts of the UAP faculty, regardless of their positive intentions, will most likely result in frustration and failure.

Authors and educators such as Gloria Gaynor, Donald Cheek, Allen Ballard, and Ann Hymann have provided meaningful insights into the values and attitudes cultivated by African-American people (and by implication, students) in order to survive in a historically racist society. These include:

1. The marginal economic state of most inner-city families and the belief — rooted in the realities of limited job opportunities for African-Americans — that even an educated African-American will be denied an equal chance in this society initially discourages the ambitions of African-American youths (Ballard, 1973).

2. The powerful influence of a single parent (parents) or peers to forsake a failing education system for immediate economic gain or to become a contributor to the family's economic well-being promotes anxiety for many African-American students (Ballard, 1973).

3. In order to survive, an African-American person (student) must develop a cultural paranoia in which every white man is a potential enemy unless proved otherwise and every social system is set against him/her unless he/she personally finds out differently (Cheek, 1976).

4. Feelings of insecurity that are natural in adolescence but are intermingled with the insecurity generated by racism create a high resistance to self-disclosure (Cheek, 1976; Ballard, 1973).

5. A feeling of standing alone may result in an inability to seek assistance because of the fear of rejection (Gaynor, 1988).

6. Among many African-Americans, there is a lack of belief that the "best" is found within the race. Instead there is often a belief that what is African-American is not the best, and consequently African-American (students) often deny their roots (Gaynor, 1988; Ballard, 1973).

7. Personal feelings of inferiority or seething aggression and pent-up anger often are reinforced by bursars and financial officers who treat African-Americans as welfare recipients (Ballard, 1973; Cheek,, 1976).

8. Some African-American students may have special learning difficulties which stem from problems associated with labeling, discrimination, and limited career models. Also, actual or anticipated discrimination may prohibit motivation (Hymann, 1988).

9. Many African-Americans emanate from a culture which permits considerably greater freedom to assert and express oneself than does the Anglo-American culture. The African-American culture values individual self-assertion, the spontaneous expression of feeling, and a unique style of argumentation and debate. Consequently, African-American students are often in conflict as to whether to talk "white" or "black" (Cheek, 1976).

10. African-Americans are very sensitive to non-verbal cues such as body posturing, use of the eyes and, facial expressions (Cheek, 1976).

11. African-American students are frequently the victims of poor counseling and are often unprepared for the rigors of college work (Hymann, 1988).

In essence, African-American students are forced to learn a sense of self-competence within a societal framework which views them as incompetent (Stamps, 1988). Moreover, they must always consider the possible effects of their minority status on any risk-taking behavior they may want to initiate (Abatso, 1979).

College professors, through their acculturation process, bring their own values, attitudes, and expectations to their interactions with African-American students. Characteristic examples include:

1. For many Anglo-Americans of today, racism is what sex was to their parents, that is, "nice people" do not discuss it. For both generations sex and racism existed, but it was suppressed and secret (Cheek, 1976).

2. College professors are generally conservative. Many have come from families where the father had only a high school education or less or held a job low in the occupational hierarchy (Ballard, 1973).

3. College professors have a socially-imposed obligation and a self-perceived duty to preserve the cultural heritage and to pass it on to future generations. Adaptability to changing conditions is generally not a strong attribute (Ballard, 1973).

4. College professors have little or no understanding of the African-American experience because their training is generally not multi-cultural. They have participated in little or no analyses of the historical context of racism in America as it relates to the personality and interaction styles of African-Americans and Anglo-Americans (Cheek, 1976).

5. The Anglo-American culture values the ability of individuals to rein in their impulses. Self-assertion is low-keyed, showing detachment, modesty, and understatement. The culture encourages Anglo-Americans to become able practitioners of self-restraint, to conceive of and to practice self-control as repression, and to check impulses from within before they are released. If the impulses are released spontaneously, Anglo-Americans feel that self-control has been lost. Anglo-Americans are frequently worried that African-Americans will lose self-control in animated (often classroom) discussions and that these discussions are viewed as dysfunctional by Anglo-American professors and students. The communication styles of the two cultures are in conflict and the result is often a frustrating interaction (Kochman, 1981).

6. College professors, often under pressure to publish or participate in committee work, are often brusque with students. Given the historical racial climate, this is devastating for many African-American students (Ballard, 1973).

7. Finally, college professors may also believe that African-American students are inferior and are only on the campus because of governmental or university interventions. In addition, they may inject their own middle-class bias about poor people within the classroom setting, never thinking that the children of those persons may be sitting before them (Ballard, 1973).

In summary, each of the crucial campus actors (student and professor) bring to the campus an array of values and attitudes that are often conflicting. The successful implementation of programs to recruit and to retain minority students on campus requires that both faculty and students have an understanding of the influence of their own acculturation on the interactions that occur within the classroom and within the social environment of the university. If the historical chasm between African-American students and Anglo-American institutions of higher education is to be breached, it is imperative that the university develop a comprehensive system to facilitate positive interactions among African-American students and Anglo-American professors.

MODEL RECRUITMENT AND RETENTION STRATEGIES

The UAP network is in a strategic position to design and implement a network-wide program of cultural diversity among UAP faculty, staff and trainees. However, it will take concentrated efforts at each UAP to realize the UAP's goals at a national level. The suggestions offered in this monograph are designed for individual UAPs and their affiliating university and feeder colleges. Global strategies have been suggested when appropriate. The strategies for UAP faculty and staff discussed in this section are based have been divided among three sub-headings, namely:

A. Recruitment
B. Admissions
C. Retention

The discussion that follows is based upon examples of programs that have been implemented throughout the nation to recruit and retain African-Americans and other minority students within the country's colleges and universities.

A. RECRUITMENT STRATEGIES

Simply stated, recruitment is the marketing of a product to a targeted audience. There are many levels of marketing which must occur, such as marketing a campus, marketing a UAP, or marketing a discipline, in order to recruit an African-American into a UAP training program. However, the suggested role for the UAP network is to market the field on developmental disabilities. UAP faculty and staff need to confront the reality that on many campuses developmental disabilities is an elective educational opportunity, one that is not well known to a significant number of students, irrespective of race or ethnic origin.

Prior to implementing dissemination strategies to recruit minority trainees, the UAP personnel on each campus must reach a consensus about the "message" which is to be articulated. UAP faculty and staff need

to identify the particular attributes of their UAP which make the UAP unique. For example, is it the range of educational programming that is available, the location of the UAP, the research being conducted, or the programmatic ties that the UAP staff have with the community that should be emphasized. These are questions which must be answered before the informational "message" about the UAP can be disseminated to the target audience. Since students will be asked to make a commitment to a specific university and UAP, rather than to the UAP network, it is important that potential students be provided with information regarding the uniqueness of the UAP that is actively involved in the recruitment activities. Therefore, the specific materials developed for individual UAP training programs should become a companion piece to the brochures, posters, bookmarks and video-tape that have been developed by the Minority Affairs Committee of the American Association of University Affiliated Programs through support from the Administration on Developmental Disabilities. (Note: Each UAP will receive a complete set of these products.)

Once the uniqueness of a specific UAP program has been defined and articulated, a dissemination strategy must be devised and implemented. It is essential that a brochure or flyer be developed which illustrates the mission of the UAP. Ideally the marketing strategies would include an "integrated approach" and incorporate African-Americans with other minority trainees and/or professionals into the design of the brochure or flyer. Statistics relevant to all minority populations with developmental disabilities could be included in the marketing materials. Photographs should include minorities but not focus exclusively on minorities. The optimum brochure would feature minority professionals and trainees working with Anglo-American and minority clients. It is important to remember that while African-American and other minority students are generally committed to working with minority clients, there is a sensitivity to being perceived as only being capable of providing services to minority people with developmental disabilities. Furthermore, integration reflects the proposed reality.

A key resource for most UAP faculty and staff will be the advisor or administrative staff of the university's minority affairs office, which is usually housed in the admissions or student affairs department. The minority affairs officer or director can provide valuable insights on how to attract African-American and other minority students to the health sciences and ultimately to the UAP on campus. Very often, the minority affairs officer serves as a recruiter and will welcome any new material which he/she can share with minority students during his/her recruitment trips.

One of the most effective recruitment strategies is the face-to-face presentation or meeting. While this strategy requires a greater time commitment, it is also a more flexible strategy because of the opportunities it presents for the UAP's representative to be spontaneous and address the specific questions that potential students may have regarding career opportunities and the UAP training programs. It is also suggested that African-American and other minority UAP trainees be involved in these presentations and meetings. The message becomes more credible when a potential UAP trainee interacts with a present or recent-past UAP trainee. African-American and other minority students in the health sciences are frequently an underutilized resource. A brief list of meeting opportunities is as follows:

1) Locate and address the minority student organization on the campus of your affiliating university and feeder colleges. Many campuses have chapters of the Student National Medical Association or African-American Health Science organizations which meet on a regular basis.

2) Identify the minority students in the "home" department of each discipline coordinator (i.e. psychology, pediatrics, special education) and arrange an informal meeting with them.

3) Address minority students at the local college and university in your city and throughout the state. Meet with college career counselors in order to sensitize them to the health career opportunities in the field on developmental disabilities and to the UAP training program opportunities available for matriculating students.

4) Find out if the minority which you serve have high-school or college-age siblings. These siblings may be very receptive to learning about the training opportunities at the UAP because of their personal knowledge about developmental disabilities.

5) Address local African-American sororities (i.e. The Links) and fraternities (Alpha Si Omega). Many of the members are prominent people within the community and are aware of students who may be receptive to your message.

6) Meet with local civic (Urban League, Opportunities Industrialization Center) and church leaders in the African-American community.

7) In many cities, there are minority professional groups such as the Association of Black Psychologists and the National Black Nurses Association which would welcome recruitment presentations. They generally have a broad range of contacts in the minority communities.

8) Many professional schools use the "feeder" school concept and target their recruitment efforts to a discrete group of colleges and universities. Each UAP may wish to pursue this strategy.

9) Finally, the national AAUAP network must pursue its efforts to work more effectively with the historically black colleges and universities in order to recruit more substantial numbers of African-American students. Except for those UAPs that are located geographically near a historically black college, this effort is beyond the capacity of any single UAP. However, it is a critical objective, if we are to reach our goal of cultural diversity among UAP trainees, faculty, and staff.

B. Admissions Strategies

It is clearly recognized that the UAP programs do not grant degrees and therefore play a more marginal role in the college and university admissions processes. However, faculty of the UAP are potential members of admissions committees and therefore can participate in this level of decision-making. Three strategies are suggested:

1) The Association of American Medical Colleges, through its Office of Minority Affairs, offers an all-day workshop on evaluating the applications of African-American and other underrepresented minority applicants. Given the biases outlined in the previous section of this manual, it would seem to be beneficial for UAP members of the college/university admissions committee to suggest that all committee members participate in a minority applicant sensitivity workshop.

2) A UAP campus-specific brochure should be mailed to all African-American and other minority students who are accepted by the various colleges, schools, and programs on the campus. The brochure should be accompanied by a letter inviting the student to a pre-determined

presentation during the student orientation week or for a more informal visit to the UAP. Minority students respond positively to feelings of warmth and welcome (Wilson, 1988).

3) Finally, the UAP should become integrated into any pre-matriculation program aimed at African-American and other minority students on the campus. These programs, operated in the summer prior to the student's matriculation in the fall, are generally organized by the campus minority affairs office and provide the UAP with a unique opportunity to introduce the students to developmental disabilities in a more relaxed manner. The UAP can serve as a clinical site for the pre-matriculation program and/or UAP faculty can serve as lecturers. Many campuses, funded by the federal Health Careers Opportunity Program (HCOP), have such programs which usually run six to eight weeks during the summer. Other HCOP programs on the campus may be aimed at African-American and other minority college juniors and seniors. The UAP faculty should be engaged in this effort as well.

During 1991-92, the UAPs at the University of Nebraska Medical Center, the University Affiliated Training Program at Children's Hospital of Los Angeles, and the University Affiliated Center at the University of Texas Southwestern Medical Center at Dallas will be piloting three prototypic models of HCOP/UAP joint programming. At California, Sam Chan, Ph.D., will be developing a "flagship" model which will collaborate with multiple HCOP programs in the Los Angeles area. The Texas UAP, under the direction of Carol Hickey, Ph.D., R.D., and Delia Solis, M.S., R.D., will be developing a "regional-circuit" model which will involve HCOP programs in Texas and surrounding states. The UAP at the University of Nebraska Medical Center, under the direction of this author, will develop a three-week "integrated" model

with the HCOP program at its affiliating university. These prototypic models will include instruction on some of the medical aspects of developmental disabilities, information about the health career opportunities that are available in the field, and information on how to access the UAP training programs across the country. It is anticipated that approximately 500 students will participate in these programs each summer during 1991 and 1992. After the models have been implemented and evaluated, all UAPs will be provided with information regarding the structure and content of the programs and the evaluation results. This information should assist UAP faculty in the development of coordinated HCOP and UAP recruitment efforts within their state and region.

C. RETENTION STRATEGIES

The retention of African-American and other minority students continues to challenge colleges and universities across the nation. Given the "baggage" brought to the higher education experience by many African-American students and the lack of an orientation to the social and emotional needs of African-American students on the part of many faculty and administrators, it will take a concerted effort to overcome these barriers to cultural diversity. As numerous educators have stated (Wilson, 1988; Ballard, 1973; Stamps, 1988), it is the obligation of committed colleges and universities to replace alienation with attachment if we are to retain African-American students. Two strategies are suggested:

1) UAP faculty can either participate in or organize a "faculty mentor program" which pairs a faculty member with an African-American student. The UAP mentor may concentrate on the social and emotional adjustment of the student and serve as an additional resource -- apart from the formal faculty advisor. Such diverse academic institutions as Rhode Island College and Prairie View

A & M University have demonstrated that a mentoring program substantially improves the retention rate of African-American students (Costa, 1989; Blake, Lott, and Brown, 1988). Before instituting a faculty mentor program, UAP faculty should participate in at least one workshop that focuses on the sensitivity of faculty to the culture and needs of African-Americans. Without such a workshop, the potential exists for well-intentioned but ultimately dysfunctional interactions between individual faculty members and students.

2) UAP faculty may also participate in the formulation of African-American student study groups. It has been suggested by researchers, such as Somers (1963) and Hare (1962) that small groups are highly beneficial for realizing educational objectives. Frequently African-American students study alone (Hymann 1988) and this alienation may impact negatively on school performance. UAP faculty may wish to become engaged in this activity and should work closely with the campus minority affairs officer to facilitate study group formation.

The academic institutions in the UAP network have a unique opportunity to contribute to the greater representation of African-American professionals in the field on developmental disabilities. While it is important and necessary to provide an historical overview of the problems and strategies relative to increased numbers of African-American students and faculty, the ultimate outcome will be determined by the collective efforts of sensitive faculty and staff. The commitment of UAP faculty and program staff to excellence, to creativity, and to risk-taking will spell the difference between short-lived enthusiasm and long-term success in fulfilling the most important goal of cultural diversity.

In summary, three critical activities must occur if a UAP is to have a reasonable chance of designing and implementing programs which achieve cultural diversity. Perhaps the most critical is the securing of the firm and enthusiastic commitment of the senior administrative levels at the college/university and the UAP. Since UAPs do not grant degrees directly nor directly admit students for matriculation, UAP faculty and administrative staff need to secure the cooperation of the numerous departments and schools which comprise the fabric of each UAP's training program. Therefore, the commitment to actively promote cultural diversity must be institutionalized and must begin at the top (Green, 1990).

The second most critical activity is to conduct an institutional audit (Wilson, 1988) by which UAP personnel carefully analyze the barriers to and strengths for achieving diversity among faculty and trainees. Frank discussions with (or anonymous surveys taken among) the UAP faculty, directors, and program staff should be undertaken in order to gauge the probability of success and to alert all interested parties to the potential changes which will inevitably occur if the program is to be truly successful. The type of questions that need to be answered include:

- What has been the track-record of the UAP in attracting African-American trainees?
- What variables have contributed to the UAP's current track-record?
- What have been the experiences of African-American trainees who have participated in past UAP programs?

Because of the critical role that faculty have in the retention of African-American students, the third critical activity is to conduct a comprehensive program to increase faculty awareness of the cultural history and social realities of Anglo-American and African-American interactions. Wilkerson (1988) states that it is necessary to "promote retention through attachment," that is, African-American

students must be motivated to remain in a college or university because of their attachment to faculty and peers and to the course of study and activities available to them at that institution. Most faculty members are Anglo-Americans and they are generally unaware of the African-American experience. It will be necessary to assist them to candidly examine and confront their own limitations, prejudices, concerns, and anxieties related to promoting cultural diversity at the UAP. Cheek (1976) offers an excellent self-assessment test entitled "Before You Work With Blacks" (pp. 81-83). This self-assessment test is accompanied by Cheek's "Black-White Questionnaire", which could be used as an initial reference point for introducing sensitivity workshops for faculty and staff at the UAP. It is suggested that multiple workshops or discussion groups be held in order to allow the UAP faculty and program staff to discuss and resolve their concerns. It would also be useful to periodically conduct informal "de-briefing" sessions among UAP faculty and program staff in order to help them provide the most supportive environment for African-American students.

EXEMPLARY RECRUITMENT AND RETENTION PROGRAMS

This section presents information on opportunities for national networking and some of the exemplary recruitment and retention programs, including summer institutes, that have been implemented nationally.

National Networking

There are a number of key national organizations and federal programs which present numerous opportunities for creative networking. Some examples, particularly relevant to African-American students are:

1) The Health Career Opportunity Programs (HCOP) were first established in the early 1970s by the federal Division of Disadvantaged Assistance, Bureau of Health Professions, Health Resources and Service Administration. This program presently funds numerous colleges and universities throughout the nation to develop recruitment, admissions, and retention programs aimed at the increased enrollment of minority and other disadvantaged students in health profession schools. In some instances, HCOP programs are housed on campuses which also house a UAP. Collaborations should be explored. To learn whether an HCOP program is on your campus, contact the campus minority affairs office or call the Division of Disadvantaged Assistance at 301-443-4493.

2) Other national African-American professional associations with which UAP faculty and staff may want to network are:

- American Occupational Therapy Association
  1383 Piccard Drive, Suite 301
  Rockville, MD 20850
  301-948-9626

- American Psychological Association
  Office of Ethnic/Minority Affairs
  1200 17th Street, N.W.
  Washington, DC 20036
  202-955-7763

- Association of Black Psychologists
  P.O. Box 55999
  Washington, DC 20040
  202-289-3663

- National Black Nurses Association
  1012 10th Street, N.W.
  Washington, DC 20001
  202-393-6870

Recruitment/Admissions Programs

Many of the national programs designed to recruit African-American students into college receive public and/or private funding. The following are a few illustrative examples:

1) The Association of American Medical Colleges conducts an all-day workshop to assist college and university staff with the development of admissions criteria for African-American and other minority students. The all-day workshop focuses on the identification of the strengths of minority applicants which assists with the decision-making processes used to select students. For more information contact: Mr. Dario Prieto, 202-828-0600.

2) The Brown University-Tugaloo College Early Identification Program represents a creative collaboration between a program in medicine and an historically black college. A committee of Brown University and Tugaloo College faculty select basic science majors from Tugaloo College for entrance into the Brown University Program in Medicine (medical school). These students, chosen in their sophomore year, are guaranteed placement in the medical program pending a satisfactory performance during their undergraduate years. For more information, contact: Office of Minority Affairs, The Brown University Program in Medicine, 401-863-3335.

3) The Temple University Recruitment, Admissions, and Retention (RAR) program is an aggressive program which is run by the Temple University School of Medicine. Besides exemplary programs of recruitment and admissions, the RAR program runs a model seven-week educational experience for all incoming minority medical students that focuses on the clinical and basic sciences. For more information, contact: Mr. Charles S. Ireland, Assistant Dean, 215-221-3553.

4) The Rhode Island College Preparatory Enrollment Program (PEP) is a broad-based program for undergraduate students who are in need of extensive academic, social, and emotional support in order to be successful college students. Through a series of model residential summer programs, an aggressive counseling and advisement program, and various life-support workshops, African-Americans and other minority/disadvantaged students are guided through the college experience. For further information, contact: Mr. Joseph L. Costa, 401-456-8237.

5) The Creighton University Post-Baccalaureate Program is a unique program targeted to African-American and other minority students who are not accepted into medical school. During the eight-month program, the students receive an intensive review of all fundamental areas of biology, chemistry, physics, and mathematics, as well as instruction in methods to improve reading and writing techniques. Approximately 75 percent of the previously rejected applicants are accepted into medical school. For further information, contact: Dr. John T. Elder, 402-280-2981.

Summer Programs and Institutes

Summer Programs have emerged as a key strategy for attracting African-American and other minority students to the health professions and to college in general. A few examples are as follows:

1) The Summer Reinforcement and Enrichment program at Tulane University Medical School is described as a motivational program for undergraduate pre-medicine students. The program introduces students to the medical school curricula and to basic science and medical research. The program is national in scope and attracts students from across the nation. For further information, contact: Dr. A. Cherrie Epps, 504-588-5327.

2) The College of Nursing at Prairie View A & M University has an extensive program aimed at high-risk African-American and other minority students who are interested in attaining a bachelor's degree in nursing. A major feature of this comprehensive recruitment, admissions, and retention program is a nine-week Pre-nursing Summer Institute. Through this summer experience, students

receive instruction in writing skills, science, mathematics and an exposure to the profession of nursing. For further information, contact: Dr. Jo Ann Blake, 409-857-3311.

3) Harvard College sponsors a Summer Health Careers program for undergraduates who are considering a career in the medical and health sciences. The eight-week summer experience combines lectures, demonstrations, sessions on study skills, and opportunities for clinical observation. For further information, contact: Ms. Karen Hodges-Walker, 617-495-2954.

4) The University of Nebraska Medical Center offers a six-week program for undergraduate students interested in medicine, pharmacy, dentistry, and the allied health professions. The program features enrichment in the basic sciences, workshops in developing study skills and managing stress, and field trips and laboratory experiences. The program also features a collaboration with Meyer Rehabilitation Institute (UAP) involving student participation in a day camp for youth with developmental disabilities. For further information, contact: Mr. Alphonso Lopez-V., 402-559-4437.

Retention Programs

The issue of retention has become increasingly important as colleges and universities attempt to admit and to graduate African-Americans and other minority students. Some examples are:

1) The University of Florida's College of Education, through its office of Recruitment and Outreach, has established a program for African-Americans and other minority group members who are interested in pursuing a

masters degree in teaching. The retention component of the program provides assistance with class assignments, offers tutorial assistance, teaches general survival skills, and establishes communication lines between students and professors. For fur ar information, contact: Dr. Simon O. Johnson, 904-392-0728.

2) Prairie View A & M University's College of Nursing's Retention of Disadvantaged Students Program (RODS) is targeted to African-American nursing students. The program features faculty sensitivity workshops, extensive student counseling both group and individual, small group and individual tutoring, and weekly student "rap" sessions. For further information, call: Dr. Jo Ann Blake, 409-857-3311.

3) Kennesaw College features an aggressive mentor/advisor program with advisors who have been trained through sensitivity workshops. Utilizing an "intrusive advisement" approach, mentors/advisors initiate contact with students and monitor academic progress. Student study groups are formed through the establishment of a Black Collegian Advisement Program, and clusters of African-American students are placed in the same section of particular classes. This is done to promote attachment by facilitating the development of close interpersonal relationships and mutual support among the students. For further information, contact: Jr. Diane W. Wilkerson, 404-423-6000.

APPENDIX

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