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AUTHOR Looney, Jacqueline
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ABSTRACT

This publication explores a general model for a comprehensive program comprising identification, recruitment, retention, and graduation of minority graduate students and includes examples of specific activities carried out by a variety of institutions in support of this model. The model and examples are based on a 1992 Council of Graduate Schools (CGS) survey of university recruitment and retention programs. The model contains the following seven elements: strategic plan; institutional commitment; assessment; goals; strategies; implementation; and evaluation. Each of these features is explored in detail in its own section. The section on implementation contains 14 examples of how activities similar to those proposed in the model are implemented in a number of ways by a variety of institutions. A comprehensive list of all the activities and strategies discussed up to this point is provided as a checklist. There follows a detailed resource directory of graduate school representatives, with addresses and telephone numbers, who are responsible for the development and coordination of minority graduate student recruitment and retention programs in universities across the nation. The representatives are also listed alphabetically with institutional affiliation. Appendixes contain a profile of responses to the 1992 CGS survey of graduate minority recruitment and retention and 13 references. (JB)

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ENHANCING THE MINORITY PRESENCE
IN GRADUATE EDUCATION IV:

MODELS AND RESOURCES
FOR MINORITY STUDENT
RECRUITMENT AND RETENTION

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Strategic Plan

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CGS Task Force
on
Models and Resources for
Minority Student Recruitment and Retention

Jacqueline Looney (Chair)
CGS Dean in Residence, 1991-92
Duke University

Sylvia Alejandre
University of California at Berkeley

Paul Barrows
University of Wisconsin-Madison

Steven R. Burkett
Washington State University

Bettye Ward Fletcher
Jackson State University

Sharon Watson Fluker
Vanderbilt University

Judith S. Toyama
University of Massachusetts at Amherst

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COUNCIL OF GRADUATE SCHOOLS

JACQUELINE LOONEY
DEAN IN RESIDENCE

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Foreword

In this fourth volume of our series *Enhancing the Minority Presence in Graduate Education*, we explore a general model for a comprehensive program comprising identification, recruitment, retention, and graduation of minority graduate students. Examples are provided of specific activities carried out by a wide variety of institutions in support of this model. In addition, a directory of individuals with responsibility for these activities in 260 universities is provided to assist students, faculty, and administrators in contacting the appropriate persons for additional information on specific programs and opportunities.

We believe that this volume, particularly when used in concert with the others in this series, will provide an invaluable guide to academic institutions seeking to enhance the minority presence in graduate education.

Jules B. LaPidus
President
Council of Graduate Schools
Summer 1992

Introduction

Graduate schools in the United States have a primary responsibility for increasing the diversity of their graduate student populations and encouraging the development of more minority faculty. The ability of graduate schools to carry out this responsibility requires an overriding institutional commitment. That commitment must then be communicated effectively to, and translated into action by, academic departments, faculty, and administrators. This action includes the identification, recruitment, retention, and graduation of graduate students of color. Similarly, faculty, academic departments, and administrators must, in a reciprocal way, help graduate schools develop specific programs which draw upon the strengths of these units and individuals in a way that enhances the achievement of the objectives.

The issue of minority participation in graduate education has been the subject of much debate. A special report prepared by the National Board of Graduate Education (NBGE) in 1976 titled "Minority Group Participation in Graduate Education," concluded that very few U.S. minorities (Blacks, Chicanos, Puerto Ricans, and American Indians) held advanced degrees and that equality of access for minorities to graduate education in the United States had yet to become a reality. Although significant progress for minorities was evident in the late 1960s and early 1970s, at the time of this 1976 report the participation for African Americans in graduate education had already peaked (Looney, 1990).

During the 1980s, many graduate schools began to establish programs that were designed to recruit and retain minority students, and which included components like academic support, financial support and student services. Although we are beginning to see some modest gains from the major recruitment efforts of the 1980s, there is still cause for concern. According to the results of the Survey of Earned Doctorates, of the 24,721 doctorates awarded to U.S. citizens in 1991, minorities received only 2,531 compared with only 2,085 of 23,370 doctorates awarded to U.S. citizens in 1985.

Given the demographic changes occurring in the United States, the projected need for faculty, and the economic implications of these changes, it has become imperative to examine minority student participation in graduate education with the primary goal of developing better ways of enrolling and graduating larger numbers of students of color from the nation's graduate schools. In this publication the terms minority and students or faculty of color are used interchangeably and refer specifically to African Americans, American Indians, Asian Americans, Mexican Americans, Puerto Ricans, and other Latino or Hispanic Americans.

Our goals for this handbook are fourfold: first, to establish a starting point for developing graduate recruitment and retention programs; second, to stimulate new ideas for existing programs by showing how a variety of schools implement general

recruitment and retention activities; third, to provide a resource directory of individuals whose responsibilities include the development and coordination of minority graduate student recruitment and retention programs; and fourth, through the resource directory, to help students, graduate deans, faculty, and administrators identify those appropriate graduate school representatives.

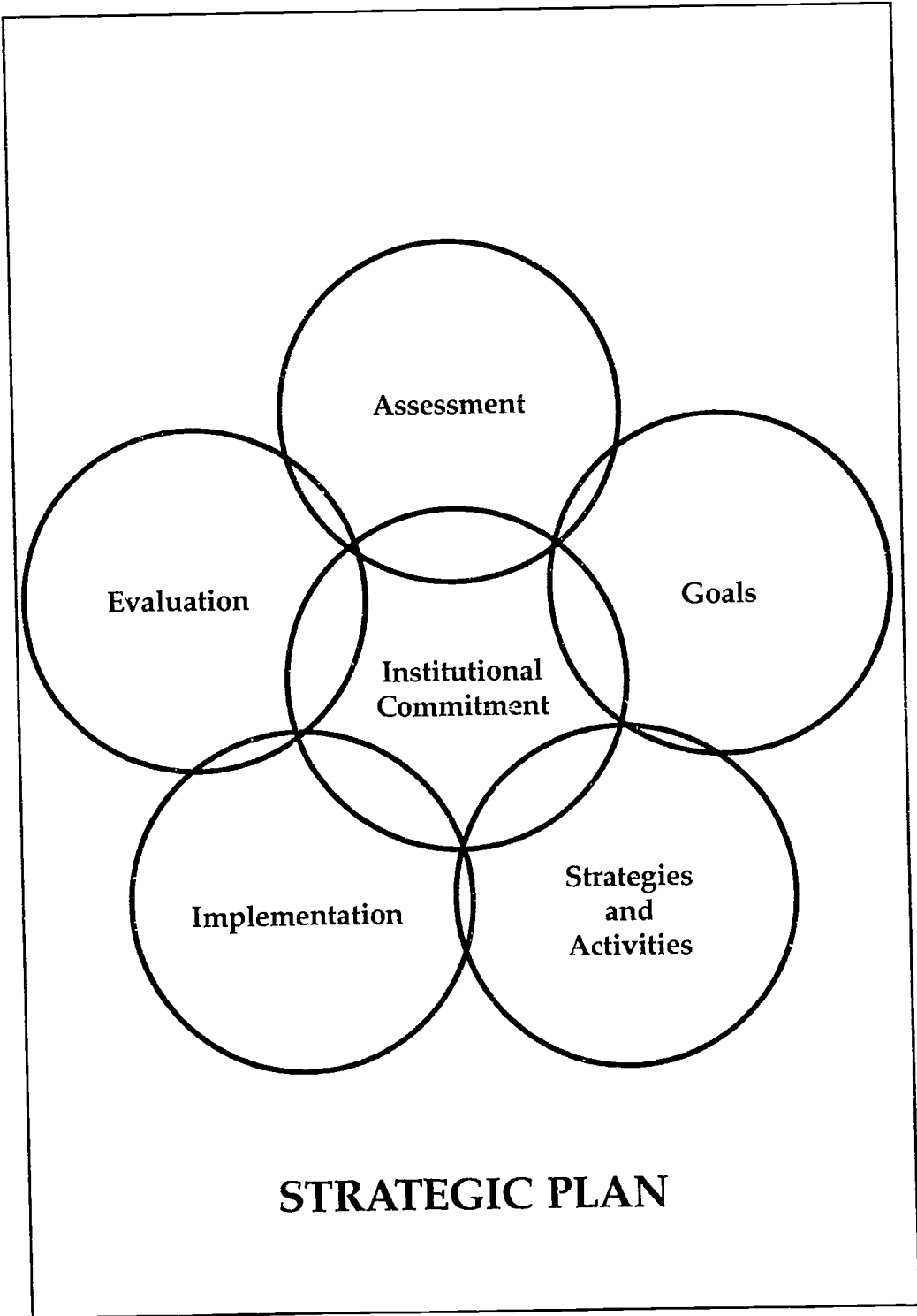
The resource directory was developed through a survey of graduate school recruitment and retention activities carried out by CGS. Of the 394 institutions contacted in the 1992 CGS "Survey of Minority Recruitment and Retention," 364, or 92%, responded. Based on the findings from this survey, 70% of the responding institutions have a staff person who is responsible for the development and coordination of minority graduate student recruitment and retention programs (see resource directory for listing).

Generally, more time is allocated for recruitment than for retention activities. The average time allocated by graduate school staff members for recruitment activities is 0.23 FTE* and 0.15 FTE for retention activities. Among individual graduate school offices, a tremendous range in the time spent on these activities was reported indicating the differences in the availability of resources, size of staff, degree of commitment, and administrative organization among the responding institutions. Written comments by many respondents suggested that, beyond the graduate school office, coordination of minority recruitment and retention may be handled also by individual departments within the graduate schools themselves, or by other offices.

In general, time allocated to minority recruitment and retention varied by institution type. Institutions with greater resources reported higher amounts of time spent on recruitment and retention activities. The average time allocated for combined recruitment and retention activities among large research institutions is approximately 0.65 FTE, for other doctorate-granting schools it is 0.32 FTE, and for master's-granting institutions, 0.23 FTE. No significant difference between public and private institutions was found.

Ninety-seven percent of the responding institutions indicated that many specific written policies regarding the recruitment and retention of minority graduate students are in place. Written graduate school policies regarding recruitment were reported among 28% of responding institutions. Slightly fewer (20%) reported a similar policy for retention. An institution-wide policy for retention was reported by 43%. A strategic plan for the recruitment, retention, or both, of minority graduate students was reported by over half (57%) of the responding graduate school offices.

*1 FTE is equivalent to one person working a standard 40-hour week.



ELEMENTS OF A MODEL

Essential in the initiation of identification, recruitment, retention and graduation efforts is the development of a model that contains the following elements:

- **Strategic Plan:** how this plan is developed and who is involved;
- **Institutional Commitment:** who are the key players, what resources are available, and how is this commitment translated to the wider university community;
- **Assessment:** how do you determine where you are, what resources are available to you, and how to involve the institution;
- **Goals:** how are they developed, what are they, and are they specific and measurable;
- **Strategies:** what are they and how are they developed;
- **Implementation:** how and by whom are these strategies and activities carried out;
- **Evaluation:** how do you determine how well you are doing.

The elements listed above are vital in developing an ongoing recruitment and retention program and have been further validated in an Educational Testing Service (ETS) report titled "Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices." This report was prepared from a study designed by Clewell and Ficklen (1986) to examine retention programs and policies at four four-year predominantly white institutions. The report concluded that although the four schools in the study varied in terms of a number of factors, such as institutional environment, selectivity, size, type, mission, scope, target populations, and type of services provided to retain minorities, there were general common characteristics of successful retention [and recruitment] efforts.

The characteristics Clewell and Ficklen identified were "the presence of a stated policy on minority enrollment; a high level of institutional commitment; a substantial degree of institutionalization of the program; comprehensiveness of services; dedicated staff; systematic collection of data, monitoring, and follow-up; strong faculty support; and non-stigmatization of participants" (p. i). Hence, they suggested a model that includes (1) an institutional policy [commitment] to enhance minority retention; (2) a needs assessment; (3) a data base to examine minority enrollment patterns; (4) implementation of a program; and (5) monitoring and evaluating the program. To this model, we add the development of a strategic plan and the establishment of goals specific to the graduate school. Although this study's main focus was the area of retention, it is clear that these characteristics are necessary for the success of the entire process which includes identification, recruitment, retention, and graduation.

Similar conclusions had already been summarized in a 1984 report commissioned by the Office for Civil Rights, U.S. Department of Education titled "Minority Enrollment in Graduate and Professional Schools." In addition, a number of other studies and reports (Baron, 1987; Clewell, 1987; American Council on Education, 1989; Astone and Nuñez-Wormack, 1990; Wagener, 1991; Freeman, 1992) corroborate the findings of the Clewell and Ficklen report. Further, the key to successfully implementing a model with components similar to the ones suggested by Clewell and Ficklen and others is the inclusion and participation of the entire university community.

It is important to note here that although a number of universities have decentralized graduate admissions processes—**Stanford University, Georgia State University, Texas Christian University, the University of North Carolina-Charlotte,** and the **College of William and Mary** to name a few—the elements of the model being discussed in this publication are transferable at the departmental level and can work just as effectively. Departments must take responsibility for ensuring that the administration is providing them with the appropriate resources for meeting departmental goals and implementing strategies for minority student recruitment and retention, and then they must be held accountable for their actions.

Strategic Plan

Any comprehensive long-range plan must contain a carefully crafted and mutually agreed upon and approved mission statement, an assessment, goals, implementation of activities and strategies, and evaluation. An effective planning process ensures that the recruitment and retention plan evolves from an institutional plan (Astone and Nuñez-Wormack, 1990). A primary role of the planning process is to set time frames for meeting the goals, and to develop strategies and activities to be implemented, monitored and evaluated (American Council on Education, 1989).

Most critical to the implementation of the strategic plan is the development of an administrative structure. Within the graduate school, this usually means the establishment of a graduate recruiting office, a graduate minority affairs office, a minority programs office, or the assignment of responsibility in this area to an assistant or associate dean.

Organizationally, the office must be placed within a significant unit in the university and be under the supervision of a senior level administrator. This placement gives the office the visibility, legitimacy, and access needed to function within the institutional setting. Moreover, to be able to carry out the full range of recruitment and retention activities from season to season, the office must operate as a full-time unit with adequate resources and support. The professional staff must have appropriate credentials, background, and leadership abilities to manage the program. Continuity in staffing is also critical for establishing long-term relationships within and outside of the university. The staff must be visible, accessible, have strong interpersonal and communication skills, be advocates for students and faculty,

understand the workings of the university structure (policy, resources, regulations), have high energy and a long-term commitment to the recruitment and retention of students and faculty of color. It is important that the salary, as well as the prestige of the position, be equal to that of positions in comparable administrative programs (Office of Civil Rights, Department of Education, 1984). The function of the office should be to develop university-wide programs designed to enhance the participation of minority students and to coordinate and implement the minority student recruitment and retention activities. These specific activities will be covered in detail in a later section.

Institutional Commitment: Assessment

The commitment to minority graduate student recruitment and retention should be a key part of a larger institutional commitment for promoting a diverse faculty and student body. A plan initiated by the University of Michigan titled "The Michigan Mandate: A Strategic Linking of Academic Excellence and Social Diversity" (1990), is an example of the kind of institutional leadership and commitment that is required to enhance university diversity efforts. In the foreword of the Michigan Mandate, President James J. Duderstadt explains that "The fundamental premise of the Michigan Mandate is that for the University to achieve excellence in teaching and research in the years ahead, for it to serve our state, our nation, and the world, we simply must achieve and sustain a campus community recognized for its racial and ethnic diversity. . . . The purpose of the Michigan Mandate must be to remove all institutional barriers to full participation in the life of the University and the educational opportunities it offers for people of all races, creeds, ethnic groups, and national origin, without regard to gender, age, or orientation" (p. i).

An initial assessment is usually made by an institutional leader, such as a dean, president, or vice president, who perceives that the institution is not doing all it should to enhance the minority presence on campus. This leads to a request for an analysis of what has been done, to the appointment of a committee to examine the situation, and to the development of recommendations for change. According to the American Council on Education's (ACE) *Minorities on Campus: A Handbook for Enhancing Diversity*, "A sustained effort to improve minority participation begins with an assessment of the history and current status of your institution" (1989, p. 15).

In most cases, the committee comprises faculty, administrators, and student leaders. The committee makes an assessment that generally takes the form of analyzing graduate school and departmental applications, admissions, enrollment, and funding data for minority students. Departmental hiring and recruiting practices are also reviewed.

The committee will often recommend the appointment and hiring of someone to coordinate the graduate recruitment and retention efforts of the university. This individual and her or his staff will play a major role in helping the institution to develop a planning process and to formulate its recruitment and retention goals.

Goals

It is critical that the goals established by the recruitment and retention office not be perceived as existing on the periphery of the institutional mission, but as an integral part of it. Perhaps the most important function of recruitment and retention office staff is to help the graduate school define specific goals as they relate to the recruitment and retention of students and faculty of color. These goals must be consistent with the institutional goals and mission and must be achievable for the graduate departments as well.

While institutions differ in size, type, mission, scope, and target population, the overriding goals will be to identify, recruit, retain, and graduate more students of color. Target areas for establishing these recruitment and retention goals are identified in Baron's (1987) study on graduate recruitment: academic programs, financial assistance, and student services. The goals established can be qualitative or quantitative, and must be measurable in some form.

Process: Identification, Recruitment, Retention, and Graduation

In a study for the American Council on Education (ACE) designed to find out what elements are essential to producing more minority Ph.D.s, Wagener (1991) identified three elements that existed at the six universities she studied: (1) aggressive recruiting; (2) a supportive environment; and (3) adequate financial support. Wagener also found three recruitment practices that were of particular importance: "One, universities should begin their recruitment at home with their own undergraduates and with those at colleges nearby; two, universities should recruit through visits and telephone calls to colleges and universities that have a pool of able minority undergraduates; and three, frequent personal exchanges and appeals have considerable impact" (p. 5).

In a talk in conjunction with the "Stony Brook Conference on the Role of Faculty in Meeting the National Need for African American, American Indian and Latino Scholars" (1989), Jules LaPidus, President of the Council of Graduate Schools, summarized the fundamental goals of graduate recruitment programs. LaPidus states:

The basic goals of recruitment programs are to find good students; to convince them to come to your school and program; to provide them the opportunity to do a good piece of work; and to have them finish and to continue doing good work in their fields. It is important to understand that recruitment and retention of graduate students, minority or otherwise, are parts of a process that involves two other components: one at the beginning—identification—and one at the end—graduation. These four phases—identification, recruitment, retention, and graduation—of the process are clearly interrelated, cumulative, and subject to feedback. Success or failure at each point can influence the entire process. The demonstrated ability of an institution or program to retain and graduate minority students will help in recruitment; the ability to identify good pros-

pects and recruit them will make it easier to retain and graduate them. What is needed, at all points along the way, is a combination of resources, time, and commitment.

Administrators, at university, college, and department levels have to provide all three. They are the only real source of money and have to provide it at the right times and in the right amounts. But the infusion of dollars unaccompanied by intellectual commitment and time devoted to fostering concepts and to making things work will be a fruitless gesture.

Faculty and students provide time and commitment. The nature of graduate education, particularly at the doctoral level, involves an intense and personal relationship between student and faculty mentor. Both are participating in an individualized activity and, in addition, both are part of a broader, more general idea concerned with the nature of scholarship. Unless both are willing to give the time, intellect, effort and emotion required to make this work, the individual experience as well as the foundation of scholarly activity will corrode and disintegrate. There are no passive players: faculty members cannot sit back to watch students sink or swim; students cannot spend their lives waiting for things to be done for or to them. Good graduate education must be an active and interactive process.

Implementation: Activities and Strategies

Within the identification, recruitment, retention, and graduation processes there are general activities that are universal to most schools operating recruitment and retention programs. How these activities are actually implemented will vary widely according to the size, type, target population, and mission of the university. In the graduate recruitment and retention enterprise the best way to learn how effective programs operate is to look at other university models for implementing these activities. The purpose of the next section is to show how similar activities are implemented in a number of ways by a variety of institutions.

IDENTIFICATION ACTIVITIES

- TRAVEL.
 - NETWORKING
 - STUDENT FOLLOW-UP
 - FACULTY INVOLVEMENT
- Most graduate schools have in place activities and resources that help in the identification of prospective students for their graduate programs. Moreover, a graduate school's "ability to identify good prospects . . . will make it easier to retain and graduate them" (LaPidus, 1989). These activities generally take the form of travel, networking, student follow-up, and faculty involvement.

Travel

Travel activities may involve an organized program of recruiting trips to historically black and minority colleges and universities and to predominantly white colleges

and universities with large minority populations. Travel activities also can involve graduate school sponsorship of visits by faculty and prospective students from the targeted schools. These activities enable graduate school representatives to meet prospective students, establish new contacts with faculty and administrators across the country, and gather information on the strengths of the various schools.

For the past twenty years, the Graduate Office at **Bowling Green University** has been hosting campus visits for minority faculty and their students to meet with Bowling Green University faculty. Students who are scheduled to have personal interviews with the Graduate Office staff are required to bring their transcripts, statements of purpose and letters of recommendations with them to the interview. At Bowling Green University, minority students make up approximately 10 percent of the application pool for degree programs each year.

The Graduate School at the **University of Iowa**, in cooperation with some of its academic departments, organizes weekend visitation programs where van loads of students are invited from across the country to visit the campus. The Assistant Dean at **Shippensburg University** does a great deal of local and regional recruitment travel because many of its students are part-time degree candidates.

Program Highlight:

Northern Illinois University

Public

6300 Graduate Student Enrollment

420 Minority Graduate Student Enrollment

Activity: Recruitment Travel

At **Northern Illinois University (NIU)**, a full-time Graduate Recruiter visits approximately 60 colleges and universities—primarily Historically Black Colleges and Universities (HBCUs) and other institutions with a high percentage of students of color. These recruitment visits are made to participate in graduate information and career days and to do special classroom presentations. The Graduate Recruiter uses the National Association for Equal Opportunity in Higher Education's (NAFEO) resource book to select the HBCUs.

During the academic year, graduate students, faculty, and university alumni assist in graduate recruitment activities. Six graduate students are selected to return to their undergraduate schools to recruit students. If university alumni are in the targeted area, they are asked to assist in university visits. University graduate departments are also given funds for recruitment purposes. The Graduate School spends approximately \$25,000 a year on recruitment travel, publications, and departmental requests for recruitment funding.

The Graduate Recruiter also visits community colleges if they are in the targeted area during the recruitment circuit. Community college faculty are a

group targeted by the graduate school for doctoral study. NIU has a fellowship program targeted toward professionals in higher education. The Graduate Recruiter notifies the community colleges' public relations offices so that the faculty are aware of the scheduled recruitment visits. The public relations office distributes announcements of the visits. The Graduate Recruiter also places advertisements in the campus newspaper.

To assess the progress of the recruitment program, the recruitment office stamps applications that are distributed by the Recruitment Office. If potential graduate students return them, it gives the recruiter some idea of whether applications are coming from targeted areas. The recruiter also conducts a telephone survey. Applicants from a sample group are contacted regarding their attitude about the application process, the speed of information sent to the potential student, etc. The numbers of applications, admissions, and matriculations are reviewed at the end of each recruiting season. Moreover, every three years the Assistant Dean's office (where the recruitment office is located) is evaluated on program effectiveness.

Networking

Networking activities involve establishing linkages and collaborations between colleges and universities, professional associations and organizations; and establishing linkages and collaborations within the university such as campus-coordinated workshops, symposia, and committees. At **Florida Agricultural and Mechanical University (FAMU)**, a major linkage between universities has taken the form of the **Graduate Feeder Scholar Program**. In this program 25 doctoral degree-granting institutions have agreed to admit with adequate financial support qualified FAMU students. The program has a full-time coordinator and an advisory committee made up of faculty from each college or school of the university. The advisory committee recommends students for participation in the program.

Collaborations within universities are seen in efforts such as the **University-Wide Coordinating Committee of the Committees on Diversity at the University of Southern California**. This committee was formed to monitor and carry out the recommendations of the university's four diversity committees: (1) Committee on Inclusiveness (designed to provide advice on how the university can move from diversity to inclusiveness); (2) Minority Student Recruitment and Retention Committee (coalition of faculty and staff that focus on increasing the numbers of minority students completing degrees); (3) International Education Committee (formed to assess the experiences of international students and visiting scholars); and (4) Affirmative Action Committee (reviews hiring procedures for minority faculty and staff). Generally, these committees are made up of faculty, staff and students. The individuals who make up the Coordinating Committee of the Committees on Diversity are the senior administrators who have the authority to implement recommendations made by the various diversity committees. Since its inception, the committee has agreed to and acted upon recommendations emanating from the four university diversity committees.

A similar committee has been formed at **Mankato State University**. A **Cultural Diversity Council** serves as a broad-based advisory council for the Associate Vice President of Cultural Diversity. The council is made up of faculty, staff, students, and community members.

A critical dimension of **Emory University's** minority recruitment effort is networking. The Director of Recruitment and Retention places special emphasis on establishing personal contact with faculty at HBCU institutions. The result of this ongoing contact has been that minority students view her as a knowledgeable resource individual who is available and willing to advise and assist them in many areas related to graduate education.

The Graduate School at **The Ohio State University** collaborates with the Office of Minority Affairs in the sponsorship of the **Graduate and Professional School Visitation Day**. During the fall semester, top scholars from HBCUs are invited to the campus. Approximately 250 students visit the campus through this program each year (five students from each of 50 HBCUs). The University covers the cost of lodging, provides meals, and provides a travel allowance to each participating HBCU. With the travel allowance, faculty advisors from the HBCUs are able to secure vans to bring the students to the campus. During this two and a half day (starting on Sunday and ending Tuesday) visit students are exposed to the varied aspects of graduate and professional education, they visit departments and complete admission forms as deemed necessary.

Every fall the Graduate School at **Duke University** hosts a symposium to address topics related to the creation of a supportive learning and teaching environment for students and faculty of color. The symposium is structured to include the involvement and participation of faculty, students (graduate and undergraduate), administrative staff, neighboring colleges and universities, administrators from local elementary and secondary schools, and community members. The invited symposium speakers are individuals who are established in academe, government, private foundations, and professional associations and organizations.

Program Highlight:

Syracuse University

Private

5600 Graduate Student Enrollment

336 Minority Graduate Student Enrollment

Activity: Upstate New York Minority Forum

The Upstate New York Minority Forum was initiated in 1988 by a group of university administrators from six New York universities (**Albany, Binghamton, Cornell, Ithaca, SUNY-ESS, and Syracuse**) who perceived that minority undergraduates were not pursuing graduate education because of limited access to information on graduate study. These individuals felt that when appropriate and timely information is provided to minority undergraduates, graduate school becomes a real option.

Representatives from each of the six schools make up the coordinating committee for the forums. Each year one of these six schools is responsible for hosting the forum. Adequate planning for the forum takes approximately one year, with the host school assuming the staffing and financial responsibility. Additional funding is acquired through the forum registration fees and contributions from third parties. The annual budget for the forum is approximately \$15,000.

For the hosting campus the forum becomes a university-wide event that involves a number of offices on the campuses such as the undergraduate college, student services, placement, and the Higher Education Opportunity Programs (HEOP) office. Students are invited to participate in the forum by a key person on each of the campuses who can stimulate student interest in the forum. Since 1988, student participation has grown from 500 to 1000.

The program elements of the Upstate New York Minority Forums are similar to the GRE/CGS Graduate Education Forums: a keynote speaker who delivers a motivational message; graduate school representatives from across the country; GRE preparation and financial aid workshops; and discipline-specific sessions (humanities, social science, physical sciences, engineering and policy studies) conducted by faculty representatives from each of the six forum schools. All faculty participants are from underrepresented minority groups.

Student and graduate school representatives are asked to complete an evaluation form at the end of each forum. This information is reviewed by the coordinating committee to make changes for the next forum. There is no question about the success of the Upstate New York Forums: the perception, nationally, is that it is a significant event. Duplication of this type of forum is being seen, and regional forums are growing and are coordinating with other forums in specific areas.

Student Follow-up

Student follow-up activities generally take the form of letters and telephone calls from graduate school representatives or faculty members. At **Appalachian State University** after initial identification, students are sent a follow-up letter inviting them to visit the campus and meet the faculty. The academic departments at the **State University of New York at Stony Brook (SUNY at Stony Brook)**, have incorporated direct-letter writing campaigns to individuals identified from various sources: responses to inquiries received within the departments, solicitation through the return of prepaid postcards, mailings of departmental brochures, and telephone contact. The Graduate College at the **University of Central Oklahoma** sends letters to its own undergraduate students encouraging them to consider not only graduate studies but, specifically, doctoral programs. The **University of Chicago** has developed a university-wide tracking system for minority students, from the application stage through degree completion.

Program Highlight:**Howard University****Private****1100 Graduate Student Enrollment****785 Minority Graduate Student Enrollment****Activity: Prospective Student Information Sheet**

Howard University uses faculty and Graduate School staff to carry out its graduate recruitment activities. During recruitment trips, students are asked to complete a **Prospective Student Information Sheet**. On the form students provide information such as name; school and home addresses and telephone numbers; undergraduate school; graduate school (if applicable); GPA; expected graduation date; degree sought; honors and awards; research experiences; and expected date of admission to graduate school. The recruiter also records the recruitment site and makes special comments about the student.

When the recruiter returns from each trip, prospective students are sent follow-up letters thanking them for their interest in Howard. Other information and materials are also sent. A copy of this letter, along with a copy of the completed Prospective Student Information Sheet, is forwarded to the department. The department then has enough information on the student to do its follow-up.

After the follow-up letters are done, the Graduate School staff enter the student data from the Prospective Information Sheet into the recruitment data base. An important field in the data base is the student's expected graduation date. The students who indicated the earliest graduation dates are responded to first. The students are sent periodic follow-up letters motivating and encouraging them to continue their efforts in pursuing graduate study.

During the recruitment year, the Graduate School staff compares the recruitment roster with the admissions roster to see how many of the recruitment contacts have made application to the Graduate School. The university recently installed the STARS computerized recruitment and admissions tracking system to monitor its enrollment management.

Faculty Involvement

Faculty involvement activities usually include identification of potential graduate students in their departments, and notification of their colleagues at other institutions about these students. At **Stanford University**, the recruitment effort is a decentral-ized model with each school designating an individual who is in charge of recruitment for its unit. However, the overall recruitment plan at Stanford is coordinated by the Assistant Registrar together with the liaison person in each school. At **Washington University** recruitment is based on the philosophy that the real recruitment is done at the department level. The university conducts a visitation

program for prospective recipients of a **Chancellor's Fellowship for African-American Students**. During the day and a half expense-paid visit, prospective candidates are interviewed by a university-wide Faculty Advisors Committee, and then again by faculty in the department to which they have applied for admission.

At **Bowie State University**, faculty members from graduate programs in all disciplines are encouraged to participate directly in the recruitment of minority graduate students. The principal form of involvement is through on- and off-campus speaking opportunities arranged by the Graduate School, with students interested in particular fields of study.

Program Highlight:

Washington State University

Public

1988 Graduate Student Enrollment

128 Minority Graduate Student Enrollment

Activity: Handbook on Graduate Student Recruitment

Graduate recruitment at **Washington State University** is based on the premise that this effort is most effective when faculty are integrally involved. However, these important players often have limited time available to devote to this activity, and in addition, may be uninformed about policies and procedures relating to the recruitment and admissions process. For these reasons, despite a strong element of self-interest in recruiting the best students, faculty may be among those least involved in participating actively in this process.

To increase both faculty involvement and the efficiency and effectiveness of their efforts, the Graduate School has attempted to make recruitment easier and less time-consuming for faculty by producing a *Handbook on Graduate Student Recruitment*. The handbook was developed around four essential elements of successful recruitment: strategic planning; the development of an efficient departmental structure for recruitment; a thorough knowledge of admissions policies and procedures; and characteristics of effective recruiters. The discussion of these elements emphasizes the theme that faculty involvement is of critical importance, and outlines various ways faculty can contribute to the overall effort, including several tips on how to recruit effectively.

Special attention is given to the recruitment of minority graduate students, again, with emphasis on how department and individual faculty members can contribute to enhancing the number of applications, admissions and enrollments, and the retention of those students who enroll. Appendix material identifies colleges and universities throughout the United States that enroll high proportions of minority undergraduate students. This and other information is reviewed and qualified, when necessary, in workshops conducted each semester for department and program chairs, graduate coordinators, graduate

secretaries and other interested persons. The intent throughout is to ease the burden on faculty and to encourage their active participation.

To evaluate the effectiveness of the handbook, increases in the number and proportion of minority graduate students enrolled in each department are monitored annually. Over a three-year period the university has attained the largest numbers for each major minority group category and largest proportion of the graduate school population in over a decade. One department achieved a 20% minority enrollment during this period.

RECRUITMENT ACTIVITIES

- ADVERTISING
- FACULTY INVOLVEMENT
- STUDENT INVOLVEMENT
- MONITORING
APPLICATION AND
ADMISSIONS PROCESS
- FINANCIAL SUPPORT

The establishment of recruitment activities has been widely recognized as an important stage in increasing the representation of students of color in graduate programs. While graduate recruitment strategies, for the most part, include activities that enhance graduate schools' abilities to get students to apply to their programs, it is recognized by most graduate schools that it is more important to encourage prospective students to pursue graduate study irrespective of the choice of school. The results of the recruitment activities are not always immediately apparent, but with well-structured activities and time most graduate schools achieve varying degrees of success in this area. These recruitment activities can be carried out through advertising, faculty involvement, student involvement, monitoring application and admissions processes, and financial support.

Advertising

Advertising activities for many recruitment programs include the development of departmental brochures, pamphlets, posters, newsletters and advertisements in journals and magazines. At **Vanderbilt University** a Minority Recruitment Flyer was designed to highlight fellowship opportunities. The flyer is sent as a part of general mailings to prospective minority students and is distributed at graduate school forums. Vanderbilt also has an Information Officer whose responsibility is to increase the communication among the Graduate School, its students, staff, faculty, and the larger university community. The information officer routinely sends information of interest to graduate students regarding fellowships, post-doctoral opportunities, internships, etc. The Graduate Student Organization at **Western Kentucky University** distributes a Graduate Student Newsletter every two months. The newsletter includes feature articles and general information of interest to graduate students. A video and workshop facilitator's guide was developed by the Graduate School at **The Ohio State University** for minority student recruitment. Workshops using this video and guide are also conducted for The Ohio State University undergraduates.

Program Highlight:**Towson State University****Public/Master's****4000 Graduate Student Enrollment****400 Minority Graduate Student Enrollment****Activity: Radio Coverage and TV Commercials**

In connection with the Office of University Relations the **Graduate School at Towson State University** has designed announcements highlighting its 24 master's degree programs. The radio spots are sent to all popular radio stations in the immediate Baltimore area and to campus stations. A marketing analysis has been done which has helped to target radio and television spots. Over a four-month period on two radio stations, 1,648 radio spots were run (averaging 92 per week) for an approximate cost of \$8,000.

The Graduate School has developed, in conjunction with the undergraduate division, cable and network television commercials. Television spots are run all year long on seven cable stations and three networks. The television spots highlight all programs at Towson. The Graduate School contributes funds to the larger university advertising budget. In addition to the Graduate School, the major contributing units include undergraduate admissions and continuing studies division.

Faculty Involvement

Faculty Involvement activities in the recruitment phase include personalized responses to prospective students, such as writing letters to describe programs and research interests and inviting strong prospects to campus. Faculty also establish contacts with their colleagues at institutions with significant minority enrollments and also plan visitations to these campuses.

For many faculty members, involvement in summer research programs provides an excellent opportunity to work with and recruit prospective students. A faculty member at **Harvard University** coordinates a summer research program in biomedical sciences for prospective students. In addition, there is an undergraduate research program for minorities where Harvard undergraduates are eligible to participate. At **SUNY at Stony Brook**, students from underrepresented ethnic groups are provided a summer research enhancement experience in chemistry, physics, biological science, mathematics, psychology, sociology, economics, or political science through the **Minority Research Apprenticeship Program (MRAP)**. At the conclusion of the MRAP program each summer, faculty and administrators from other institutions are invited to campus to participate in the student symposium. In many instances they serve as liaisons and assist Stony Brook faculty in identifying prospective applicants.

Program Highlight:

University of Massachusetts at Amherst
Public
6062 Graduate Student Enrollment
462 Minority Graduate Student Enrollment

Activity: Faculty Profile Book

Since 1983 the University of Massachusetts at Amherst has compiled an annual **Faculty Profile Book** (actually a profile of the departments) which has been used in recruiting prospective minority graduate students. These profiles are updated each year by the Graduate Program Director of each department, and the data are organized and compiled by the Office of Minority Graduate Student Recruitment (OMGSR). The profiles include information regarding admissions requirements; a profile of an admitted student; how admissions decisions are made; number of graduate students as well as the number of minority graduate students; types and amounts of funding; average GRE and GPA for those students admitted for the last two years for minority and total graduate students; and the number of graduate faculty.

It takes OMGSR approximately a week to compile and enter the profile data. Copies of the profile book are sent to various undergraduate consortia and undergraduate support programs. The cost for printing the Faculty Profile Book is approximately \$300 a year.

Because of budget cuts, there are people who do recruiting whose knowledge of other graduate programs is limited. This profile book has been invaluable in this capacity. It also has given the University of Massachusetts undergraduates a view of what comparable graduate programs might be looking for in a prospective applicant. Through the use of the profile book for the last nine years, the Graduate School has been able to collect comparable data for departments on a variety of characteristics.

Student Involvement

Student Involvement is an effective recruitment activity. Graduate students write prospective students about their experiences, meet and host students when they visit the campuses and provide a much-needed perspective when recruitment materials are being developed.

At **Columbia University**, the Association of Black Graduate Students, Danforth-Compton Fellows and other graduate scholars of color are very much involved with the recruitment of undergraduate students for graduate school. These graduate students meet with Columbia undergraduates in the residence hall and in informal big brother and big sister networks to encourage them to consider graduate school.

The Graduate Division at the **University of California at Berkeley** provides funds to the Graduate Assembly (graduate student body) to implement recruitment and

retention activities. With funds from the Graduate Assembly, the Graduate Minority Student Project (GMSP) focuses on using graduate students of color to recruit at their former undergraduate colleges. In the fall, the GMSP holds a one-day graduate school conference for undergraduate students of color in the Bay Area. Graduate students at Berkeley are also hired to work in the undergraduate summer program as role models, tutors, counselors and recruiters for the graduate school.

Program Highlight:

University of Illinois at Urbana-Champaign

Public

8900 Graduate Student Enrollment

750 Minority Graduate Student Enrollment

Activity: Volunteer Recruiters Program

Through the **Volunteer Recruiters Program at the University of Illinois at Urbana-Champaign**, doctoral students, faculty, and staff participate in orientation training for graduate recruitment activities. The academic departments cover the expenses to visit over 40 institutions a year. Approximately 75% of these recruitment visits are made by doctoral students. The graduate student referrals are a major source of contacts for the graduate school. Graduate students are also key in encouraging undergraduates to apply to participate in the summer research opportunities program.

To further encourage student participation in the recruitment activities, the graduate school has published a new recruitment brochure which focuses on the experiences of six doctoral students. Additionally, a graduate student and faculty member from the university is featured in a video that is produced in conjunction with other Committee on Institutional Cooperation (CIC) campuses. To complement its recruitment efforts, the Graduate College has also published a booklet titled Educational Grants for Minority Students.

The Graduate College budgets between \$17,000 a year for student recruitment and approximately \$50,000 a year to departments for general recruitment (which may include minority students). Additional funds are provided by the Graduate College for summer research visits, faculty exchanges, and collaborative arrangements with institutions with sizable minority enrollments.

To evaluate the effectiveness of the Volunteer Recruitment Program, the application and enrollment data for the academic year are compared with the records of student visits to the campus, recruitment visits, and student referrals.

Monitoring Application and Admissions Process

Monitoring Application and Admissions Process activities are vital to any recruitment effort. Monitoring efforts might include reformulating admissions policies with faculty, making cursory reviews of incomplete applications (to help identify the most

promising applicants early and informing faculty), reviewing final decisions of all or a select group of minority applicants, recommending fee waivers, and meeting with students during campus visitations and interviews.

At the **University of Wisconsin-Madison** monitoring of minority applicants is done centrally by the Office of Fellowships and Minority Programs (OFMP). Regularly updated lists of new applicants are sent periodically to departments urging them to follow-up on the inquiries and if admitted, to make sure they consider them for all forms of financial support. Each department is asked to designate a graduate school admissions and fellowships liaison who works with the OFMP to follow up on admissions and who requests funds for student visitations.

In the Graduate School at **Yale University**, the Associate Dean reviews all minority applications before and after they go to the academic departments. Students are called directly to obtain needed information and to encourage them to attend. The Associate Dean also reviews those minority applicants who are rejected. For some of the rejected applicants requests are made for a second review to make sure that no qualified minority applicants have been overlooked.

Program Highlight:

Duke University

Private

2294 Graduate Student Enrollment

145 Minority Graduate Student Enrollment

Activity: Monitoring Minority Applications and Admissions Decisions

The Assistant Dean for Graduate Recruitment and the Assistant Dean for Admissions at **Duke University** review the summary data sheets for all U.S. African-American, Latino, and American Indian applicants before the completed applications are sent to the departments. This provides a means of identifying promising applicants early in the admissions process and, thus, sharing this information with the Directors of Graduate Studies.

The Assistant Deans along with the Associate Dean review the final decisions made on the targeted minority groups cited above before any formal letters are sent to students. When questions arise about a particular applicant, the department is asked to provide more information regarding the decision (in most cases a decision to reject an applicant) or to review the application once more. Since this review process has been instituted, the Graduate School has received the full support of the faculty.

This admissions monitoring process has provided the Graduate School staff with a better understanding of the how and why of departmental admissions decisions. It has also made the departments more aware of how they assess particular applicants for their programs and increased their commitment to and

involvement with minority recruitment activities. Most importantly, the Graduate School staff can give students more guidance about the expectations of the departments.

Financial Support

Beyond identifying, attracting, and admitting students of color, providing funding for them is crucial. The cost of graduate education is a major factor in determining whether students pursue graduate study. Financial support strategies are essential for the development of comprehensive financial packages for graduate school. Financial support can take the form of departmental and graduate school fellowships, or teaching and research assistantships. Some of these funds may come from university sources and some may represent external support from foundation, industrial, or government grants. Institutions and departments may have special departmental allocations for supplementing some of these funds.

The **Massachusetts Institute of Technology (MIT)** encourages its departments to support all students. Most students are funded through the department, the National Science Foundation (NSF), and the National Consortium for Graduate Degrees for Minorities in Engineering (GEM). Where departments do not have much money, the Associate or Assistant Dean negotiates with departments to come up with either the tuition or the stipend for the first year. Money is then transferred to the department so that the student is always a part of the department. Stipend support varies from \$900 to \$1400 a month.

At **California State University at Fresno** most of the money to fund minority and women students comes from Patricia Roberts Harris (PRH) fellowships and grants through the Minority Participation in Graduate Education Program. The Graduate School uses the institutional allowance to create new fellowships. This year the Graduate School had eight new PRH and two continuing PRH fellowships and was able to create nine fellowships out of the institutional allowance funding. Through the Ronald E. McNair Postbaccalaureate Achievement Program, the Graduate School was able to fund two graduate students.

At the **University of Michigan**, approximately 150 entering minority students (African American, American Indian, Puerto Rican and Mexican American) are awarded the Horace Rackham Merit Fellowship each year. Asian Americans are eligible in the humanities, education, and other programs where they are underrepresented. The fellowships are allocated on a competitive basis. Students are nominated by the departments and a faculty committee reviews and awards the fellowships. Doctoral students may receive a maximum of ten terms (semesters) of support; master's students may receive five semesters of support. The fellowship provides a stipend of \$900 a month, and includes a waiver of tuition. The Horace Rackham Merit Fellowship Program is funded at approximately \$8 million for fellowships and \$150,000 for staffing costs.

Program Highlight:**University of Florida****6233 Graduate Student Enrollment****540 Minority Graduate Student Enrollment****Activity: McKnight Fellowships**

The University of Florida is one of eleven universities in the State of Florida that participates in the McKnight Doctoral Fellowship Program. The others are: Barry University; Florida Agricultural and Mechanical University; Florida Atlantic University; Florida Institute of Technology; Florida International University; Florida State University; Nova University; University of Central Florida; University of Miami; and the University of South Florida. The McKnight Doctoral Fellowship Program is funded by the Florida Endowment which was created in 1984 by a challenge grant of \$15 million from the McKnight Foundation to be matched on a 1 to 2 ratio by the State of Florida (one dollar from Florida for every two from the McKnight Foundation). The State of Florida matched the McKnight challenge grant with \$5 million.

The McKnight Doctoral Fellowship Program is designed to address the underrepresentation of African American faculty at colleges and universities in the State of Florida by increasing the pool of African American citizens holding Ph.D. degrees to teach at the college and university level. McKnight Doctoral Fellowships provide full tuition up to \$5,000 per year plus an annual stipend of \$11,000 for students pursuing Ph.D. degrees. Each annual renewal is contingent upon satisfactory performance and normal progress toward the Ph.D. degree. Up to 25 fellowships, which must be used at one of the eleven participating Florida universities, are awarded annually .

Every year the fellowship recipients attend an all-expense paid Annual McKnight Fellows Meeting. This meeting provides networking and support opportunities for the fellows. Since the program's inception, 192 fellowships have been awarded. Twenty-nine fellows have received their doctoral degrees and twenty-six have advanced to candidacy. The program has a retention rate of 83 percent.

RETENTION ACTIVITIES

- STUDENT FOLLOW-UP
 - FINANCIAL SUPPORT
 - ACADEMIC SUPPORT
 - SUPPORTIVE ENVIRONMENT
- An institution's ability to retain its minority graduate students is a necessary component in any graduate recruitment program. The graduate school's "demonstrated ability . . . to retain and graduate minority students will help in recruitment" (LaPidus, 1989). However, simply increasing the number of students entering graduate school does not guarantee an increase in the numbers of students who actually complete their degrees. Recruitment efforts

must be joined with those of retention in a well-planned array of support programs that ensure both social adjustment and academic success. Faculty play the single most important role in retention activities and, therefore, must be included in retention activities coordinated by the graduate school. Faculty must also be encouraged to focus on specific retention efforts at the departmental level. At the same time, graduate school staff must realize that students often, even with an array of retention activities, leave graduate programs for personal reasons. Most retention programs include activities such as student follow-up, financial support, academic support, and environments of support.

Student Follow-up

Student follow-up generally takes the form of letters to new and returning students, regular follow-up meetings, special graduate school symposia and workshops, social events, mentoring activities, and graduate research meetings. Once minority students are enrolled in graduate programs at the **University of California, Los Angeles**, the Graduate Affirmative Affairs Office (GAAO) provides a range of services to ensure the highest possible rate of retention. The GAAO staff members counsel students and refer them to appropriate offices for academic, housing, and health services. The GAAO also monitors the progress of all minority fellowship recipients. Currently, the Graduate Division is developing a comprehensive longitudinal database that will provide complete data on attrition rates for all graduate students.

In order to monitor the progress of minority students on an ongoing basis, the Division of Minority Education at the **University of Washington** sponsors monthly student meetings. The meetings focus on discussions with students regarding their academic progress as well as other issues that might affect student progress. Faculty and student interaction is encouraged through participation in the various forums held throughout the academic year.

Program Highlight:

Jackson State University

Public

888 Graduate Student Enrollment

870 Minority Graduate Student Enrollment

Activity: Research and Creative Scholarship Forum

As a means of encouraging cross-disciplinary interaction and scholarly exchange, the Graduate School at **Jackson State University** sponsors the **Graduate Students' Research and Creative Scholarship Forum** during the spring semester. Exemplary students are selected by their respective academic schools

to present their research at the forum. A subcommittee of graduate faculty from the Graduate Council assists the Graduate School in planning this activity. The committee establishes criteria to be used by the academic schools in selecting students to participate in the forum. Students are selected from the four academic schools: Liberal Arts, Business, Education, and Science and Technology. Each student is given a recognition plaque from the Graduate School.

The forum is held in the evening to accommodate those students who work during the day. Practicing professionals from each of the fields are invited to participate in the forum as respondents to the presentations. This is also a bridging activity which links graduate education with the larger community of professionals.

The Graduate School sees this event as an in-house training activity to prepare students for presenting their work at professional meetings. The forum is offered as a means of exposing undergraduate students to graduate education as well as a means of highlighting and encouraging excellence in graduate education.

Financial Support

Financial support strategies to retain students and ultimately to get them through their programs generally involve supplementing fellowships and scholarships with teaching and research assistantships, establishing dissertation and research travel support, and developing some type of emergency loan fund. Since 1971, the **University of Chicago** has had a **Contingency Fund** designed to meet the needs of minority students who face unexpected short-term financial difficulties. The Graduate School at the **University of Iowa** has fellowships which provide one year of nonrenewable support. The fellowship provides a stipend of \$9000 plus full tuition and fees. Departments that successfully nominate students for this fellowship are required to provide a commitment of matching support for up to two years for a master's degree and four years for a doctorate.

The **University of Florida** has **Supplemental Scholarships** which cover tuition and fees and are used primarily for retention. These fellowships are awarded to minority students who have exhausted their sources of funding but have only one or two semesters left to complete their program.

Program Highlight:**University of California, San Diego****Public****2407 Graduate Student Enrollment****203 Minority Graduate Student Enrollment****Activity: Dissertation Awards**

For the past five years, the Graduate School at the **University of California, San Diego** has offered dissertation awards to students of color. The dissertation awards provide a \$12,000 stipend and a \$500 travel allowance.

Students are nominated for the award by their department after they have passed their written preliminary examinations, advanced to formal candidacy for the Ph.D. degree, and are one year away from the completion of the degree. Additionally, students nominated for the award must demonstrate high potential, promise, and desire for an academic career.

Four dissertation fellowships are awarded each year. Since the start of this program at the University of California at San Diego, twenty students of color have received the dissertation award. Approximately 90% of these students have been placed in academic positions.

Academic Support

Academic support includes activities that support research work and the establishment of mentoring programs. Once African-American students are admitted and decide to matriculate at the **University of Kentucky**, they receive a letter from the Dean and Associate Dean of the Graduate School encouraging them to participate in the mentoring program. Faculty mentors are recruited by the Graduate School and matched with students according to discipline and academic areas of interest. Faculty are given incentives such as financial support for trips for faculty and students, and special initiative funds for recruiting graduate students.

Within the **City University of New York (CUNY) Graduate School and University Center**, the Office of Expanded Educational Opportunity was established in 1970. Early in its development of program activities the staff recognized that a major element in academic success and progress at the doctoral level was the students' participation in small study groups that often form naturally within graduate programs. Hence, the office assisted the academic chairs in identifying students who were not participating in any study groups and recruited advanced graduate students to serve as mentors for them. While greatly improved intergroup relations has all but eliminated the need for this type of mentoring, the Office of Expanded Educational Opportunity continues to follow up with students, academic chairs, and faculty as to the occasional need for the doctoral study groups.

At **Cornell University**, the student's graduate program of study is supervised by a Special Committee System made up of graduate faculty members chosen by the

student with the assistance of the Graduate Faculty Representative. The Special Committee represents the student's major and minor subjects. A doctoral candidate's committee consists of the chairperson, who represents the major subject, and two faculty members representing minor subjects. The Special Committee for a master's candidate has a similar arrangement with the exception of having only one faculty member representing the minor subject. With the assistance of the Graduate Faculty Representative, Special Committee member selection is completed by the beginning of the second semester. The Special Committee and the student constitute an independent working unit. The faculty direct the student's program and decide whether satisfactory progress is being made toward the degree. They set specific degree requirements, conduct and report on oral examinations, and approve the thesis. At Cornell this Special Committee System works because it is based on faculty willingness to work with the student. It personalizes and lends flexibility to graduate education and provides for constant and consistent student contact with faculty.

Program Highlight:

California State University, Chico
Public/Master's
2000 Graduate Student Enrollment
246 Minority Graduate Student Enrollment

Activity: Graduate Equity Fellowship Program (GEFP)

California State University, Chico is one of twenty California State University (CSU) campuses receiving funding from the Chancellor's Office for Graduate Equity Fellowships. The Chancellor's office provides \$20,059 for stipend support which is supplemented by the Graduate School with \$39,176 for research assistantship support. With these funds CSU-Chico has established the Graduate Equity Fellowship Program (GEFP).

The immediate goals of the GEFP are to increase the number of underrepresented students (ethnic minorities, women and students with disabilities) in CSU-Chico's graduate programs, provide them with a supportive high-quality program, and minimize their debt burden by defraying their educational expenses. The long-term goal is to provide the kinds of academic experiences that will enable the fellows to gain doctoral program admission. Students from these underrepresented groups compete across disciplines to receive the eleven fellowships given each semester.

Each student is provided with a \$750 stipend per semester which comes from the Chancellor's fund and \$1,942 per semester from the graduate school for research-related activities under the direction of a faculty mentor. Awards for an academic year total \$5,385. With the award, the fellows are required to work ten hours per week during a semester on a research project and are given two units of non-academic credit to ensure that this requirement is met.

The GEFP is coordinated by a faculty member who serves as a Special Assistant to the Dean of the Graduate School. This faculty member is released from a three-unit course each semester to coordinate this program. The coordinator's duties include program advertising, student and faculty recruitment, and program management, including regular meetings with faculty mentors and the fellows.

The success of CSU-Chico's GEFP is due, in large part, to combining research assistantships with a mentoring component. Graduate fellows are carefully matched with faculty mentors whose research interests complement their own. They become involved in an ongoing faculty project, a project initiated by the student, or a mutually-developed project. The level of student-faculty interaction is increased beyond that found in the typical advising situation. The range of advising topics is expanded to include life choices, career plans, personal values and goals related to academics, corporate structures, academic politics, and selection of doctoral programs.

To monitor the progress of the program, the GEFP coordinator maintains regular contact with the fellows and mentors throughout the semester via face-to-face conferences, phone calls, and written communication. The faculty mentor and the student develop a semester plan for the research project that includes the title of the project and a schedule of the project activities. Each faculty mentor is required to submit to the GEFP coordinator a mid-semester and end-of-the semester evaluation of the student's progress. At the end of the fellowship, each student is required to complete an evaluation of the program.

Supportive Environment

Supportive environment strategies are based on the premise that students should be assisted in their efforts to succeed. Many schools and departments have orientation programs, identify faculty and other resource people, and communicate with graduate students through newsletters and other forms of communication.

In 1981, the Danforth Foundation initiated the **Dorothy Danforth Compton Minority Fellowship Program** to aid minority students preparing for careers in college or university teaching. Ten participating universities—**Brown University, University of California, Los Angeles, University of Chicago, Columbia University, Harvard University, Stanford University, University of Texas at Austin, Vanderbilt University, University of Washington, and Yale University**—each receive \$100,000 a year for graduate stipends and \$5,000 a year for a supportive environment.

One of the goals of this program is to expand the financial resources already allocated for minority fellowships at each of the ten universities. Additionally, fellows in the Danforth Compton Minority Fellowship program participate in conferences and workshops that focus on issues related to teaching. A national conference of fellows in study and a representative group of fellows who have completed the doctorate degree and currently are teaching is held every other year to encourage the introduction of the fellows into the fellowship of teachers and scholars. This activity

serves as a culminating experience for those fellows completing their doctoral programs and as an orientation for the newly-appointed fellows as they come together with their new faculty colleagues. In alternate years, regional meetings are convened for the fellows.

On each of the ten campuses, a coordinator serves as a facilitator and counselor for each fellow. The coordinator assumes responsibility for the fellows in expanding the environment of support.

The **Future Faculty Fellows Program** is the cornerstone of both recruitment and retention activities for minority students at **Temple University**. University resources are currently funding 104 students through the program with stipends that range from \$7500-\$13,000 depending on the student's department. There are monthly meetings which are informal and vary in content. Informal discussions and presentations serve as the general format. Special features and events include the fall orientation and retreat which is the first designated meeting of the year where students get to meet each other and where an overview of the graduate school experience is provided. There is a fall and spring banquet for the fellows in which faculty and administrators are involved. Faculty are most often involved in giving presentations and serving as mentors to students in various departments. Monitoring of students' progress and making sure they are making satisfactory progress toward their degree are key aspects of this program.

To create a welcoming environment, the Assistant Dean at the **University of Akron** invites graduate students to meet with him once a month. Regularly, the Graduate School hosts brown bag luncheons and socials to create more of a sense of community and to discuss issues of concern. The Graduate School provides tutorials and referrals for services needed and has a 92% retention rate for minority students.

Through **Project Search** for the last three years **Bowling Green University** has been able to maintain 100% retention of its minority graduate students who have been awarded assistantships and fellowships. This is a result of the telephone follow-up with students by the Project Search Director. She does several telephone follow-ups with the minority students throughout the academic year and at least two telephone follow-ups during the summer months.

Program Highlight:

Kent State University

Public

5200 Graduate Student Enrollment

300 Minority Graduate Student Enrollment

Activity: First Thursday Forum

At **Kent State University** the Black Graduate Student Association, with support from the Graduate College, has organized a **First Thursday Forum**.

Held each first Thursday of the month, the students organize the forums, choose topics for discussion, and send announcements to other African American students and faculty.

The purpose of the forum is to allow for greater interaction between African American students and African American faculty. Examples of topics discussed include the assault on black males in society, the recent presidential campaigns and other social-political issues. Normally held at the lunch hour, the discussion lasts for about an hour and a half. Each forum begins with introductions of students and faculty present. The introductions form the basis for networking among students and faculty outside the discussion format.

Those faculty attending the forum have participated fully in the discussions. The forum has an attendance of approximately twenty students each meeting. The forums have become a very successful aspect of the overall environment of support activities at Kent State University—and at little cost.

GRADUATION ACTIVITIES

Placement

Once graduate schools identify good students, recruit them to their schools, provide them with an environment where they flourish as scholars, and help them to complete their study, they must help them to continue their scholarly work as faculty. **Graduation** activities translate into placement opportunities.

Placement strategies involve identifying postdoctoral opportunities, getting students included in special placement directories and vitae banks and name exchanges. The **University of Arizona** has established a **Visiting Scholars Program** for minority graduate students. The program is designed to provide teaching opportunities for those minority students who are not on appointment as graduate teaching or research assistants, and who have not had prior experience teaching in higher education. The program is a partnership program with two community colleges in the Tucson area.

For approximately ten years, **Brown University** has been involved in an informal networking relationship with a number of institutions to whom individual candidates may be referred for initial contact and interviews. The Graduate School acts in an advisory role to minority students on how to approach the job market, which questions to ask during the interview process, and how to negotiate salaries and other benefits. These activities are linked to internal support efforts such as assistance in travel to professional meetings and conferences, and on-campus social events which promote a supportive professional environment. The latter activities are viewed as essential to ensuring timely completion of degree requirements among currently enrolled students, and in preparing them for eventual placement.

Each year the Graduate School at the **University of Texas at Austin** compiles a **Minority Doctoral Candidates Roster** of African-American, Mexican American,

Native American, Puerto Rican, and other Hispanic (including foreign born) doctoral candidates. The roster includes each candidate's name, address, telephone number, major (including specialization), and expected graduation date. The roster is then sent to all member institutions of the National Name Exchange and other institutional contacts throughout the United States. Recipients are asked to share the roster with Academic Affairs and Affirmative Action Officers, and departments.

Program Highlight:

University of North Carolina, Chapel Hill

Public

5500 Graduate Student Enrollment

300 Minority Graduate Student Enrollment

Activity: The Carolina Minority Postdoctoral Scholars Program

In an attempt to create a pool of potential minority faculty members, the **University of North Carolina, Chapel Hill** has, for the past ten years, funded approximately nine two-year postdoctoral positions for minority scholars. Preference is given to African American and Native American applicants from throughout the United States who have completed the doctoral degree within the past four years. The primary criterion for selection is evidence of scholarship potential that would make these students competitive for tenure track appointments in research universities.

The program is directed at scholars who are pursuing academic careers in the Arts and Humanities and the Social Sciences, where postdoctoral experiences are seldom available. The current annual salary for these positions is \$26,000 plus full employee benefits. In addition, each fellow is awarded \$3,500 to be used for research expenses.

Activities for the postdoctoral fellows include monthly meetings with the program director. These meetings include informal discussions with senior minority faculty members on issues related to the fellows' research, future employment, and their experiences in a majority institution. On occasion, specific issues, such as dealing with the university press or submission of articles for publication, searching for funding opportunities, and using university resources, are the focus of discussion at these meetings.

In addition to research expectations, fellows may, and most do, teach one course during the two years, but they are not obligated to do so. Each fellow is assigned a faculty mentor with whom to consult on matters related to his or her research and teaching, how to obtain grant funds for future research, future employment opportunities, and other issues of concern to the individual.

The response to the Postdoctoral Scholars program has been extremely positive. This past year over 50 applications were received for four positions. Although selection procedures vary from one area to the next, departmental commitment

to the program and individual recipients is required and departments play an active role in the final selection process and invitation to join the department. Since this program is state-funded, a principal intent has been to create a pool of potential faculty members, presumably for UNC-Chapel Hill or other institutions within the State of North Carolina. However, many of the fellows are actively recruited by institutions outside the state and obtain permanent employment elsewhere.

SUMMARY OF ACTIVITIES

What follows is a comprehensive summary of the activities and strategies discussed earlier. This listing of activities should be used as a checklist to give graduate schools a sense of where they are and how much they have done in developing their graduate recruitment and retention programs. Additionally, this listing can be used as a guide in helping graduate schools to develop more activities for their particular programs. Because institutions differ in size, type, mission, scope, and target populations, the cost to implement these activities will vary considerably.

Identification Activities

1. Travel

- Graduate School Fairs
- GRE/CGS graduate school forums
- Regional graduate school forums

2. Networking, Linkages, and Collaborations

Interinstitutional

- GRE locator service
- National and regional name exchanges
- Summer research programs (MARC, Mellon/Ford, CIC)
- Consortia, interinstitutional, and cooperative programs (GEM, NCEA, Project 1000, NPSC)
- HBCU Linkages
- Faculty exchanges

Intra-institutional

- Campus coordinated collaborations, workshops, and symposia for faculty and students (includes professional schools, and other programs and offices)
- Graduate education workshops with own undergraduates

3. Student Follow-up

- Responding to student inquiries (special follow-up letter or telephone calls)
- Setting up data bases to track minority students
- Follow-up with students not admitted

4. Faculty Involvement

- Identify and encourage potential students in own department (internal)
- Provide student recommendations to colleagues at other institutions

Recruitment Activities

5. Advertising

- Development of graduate school and departmental brochures, pamphlets and posters
- Advertisements in journals or magazines
- Graduate school newsletters

6. Faculty Involvement

- Writing letters to describe programs and research interests
- Personal responses to prospective students
- Inviting good prospects to campus
- Establishing contact with faculty at institutions with significant minority enrollment
- Visiting schools with significant enrollment of minority undergraduates

7. Student Involvement

- Writing prospective students about their experiences at the institutions
- Meeting and hosting prospective students who visit the campus
- Involvement in the preparation of recruitment materials

8. Monitoring Applications and Admissions Process

- Developing policies that affect the admissions process with faculty input
- Enhancing faculty awareness in admissions committee (in evaluating minority applicants)
- Review applications
- Recommend application fee waivers
- Involvement with campus visitations and interviews

9. Financial Support

- Establishing funding sources for adequate financial packages
- Administration matching departmental funding commitments
- Special departmental recruitment allocations
- Identifying external sources of support (private and government national awards: Ford, Mellon, NSF, PRH, Javits, GAANN, etc.)

Retention Activities

10. Student Follow-up

- Summer letters to new and returning students (from graduate school and student groups)
- Regular follow-up meetings with graduate students
- Graduate school symposia on enhancing minority participation

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- Graduate education workshops with own undergraduates
 - GRE prep workshops for undergraduates
 - Sponsor annual social events (dinners, receptions)
 - Sponsor graduate research groups
 - Mentoring
 - Tracking ABDs

11. Financial Support

- University scholarships, fellowships, RAs and TAs
- Dissertation support
- Research travel
- Emergency fund

12. Academic Support

- Support needs for research work
- Mentoring

13. Supportive Environment

- Orientations
- Formal and informal networks
- Guidance and mentoring
- Identifying faculty with interest in enhancing minority participation (resource people, advisors)
- Graduate school newsletters and other communications

Graduation Activities

14. Placement

- Postdoctoral Programs
- Minority directories, vitae banks, and Ph.D. name exchanges
- Other career options

Evaluation

Minority recruitment and retention programs must be monitored and evaluated. These programs can be evaluated in a number of ways, both formal and informal. Formal evaluations can be carried out by faculty advisory committees and graduate school minority affairs committees created specifically to deal with minority issues in the Graduate School. The purpose of these committees should be to assist the Graduate School in developing carefully structured recruitment programs and assessing and reviewing the progress of the program each year. At the same time, the Graduate School staff should make formal assessments on the accomplishment of its

goals and strategies each year. Based on its findings, the staff should recycle this information back to its assessment and make adjustments for the next recruitment cycle. The goal should be to improve the efficiency and effectiveness of the program. Programs can be monitored and evaluated through the establishment of data bases designed to track minority student enrollments. The Graduate School should be able to make year-to-year comparisons of the number of minority student applications, admissions, and matriculations.

Informal evaluations can be done by having regularly scheduled individual and group meetings with minority students, Directors of Graduate Studies, and other graduate faculty. In addition to getting feedback on the program activities, these meetings can serve as a means for involving students and faculty with the recruitment and retention activities. The recommendations of these individuals and groups can be instrumental in advising the university and the Graduate School staff and are a viable force for the Graduate School.

Concluding Remarks

The nation's **universities** have both the responsibility and capability of encouraging, promoting, training, and developing a larger number of scholars of color. The key to meeting this goal successfully is the inclusion and participation of the entire university community:

University trustees and **administrators** must take the lead in asserting and reasserting the institution's commitment to enhance the participation of minorities in graduate education by providing a specific plan of action with appropriate incentives and disincentives, by assessing efforts made, by implementing strategies, and by monitoring and evaluating these efforts.

Department chairs must take responsibility for ensuring that the administration is providing them with the appropriate resources for meeting departmental goals and implementing strategies for minority student recruitment and retention, and then they must be held accountable for their actions.

Faculty members must see themselves as the single most important component in helping the institution carry out its minority recruitment and retention plans. Moreover, faculty have both the responsibility and capability of serving as an internal monitoring source to continually evaluate progress.

The involvement of **students** in every step and phase of the institution's plans for enhancing the participation of minorities is essential. They must be encouraged to value a diverse academic community and begin to challenge the institution when they do not see quality and diversity in the makeup of the students, faculty, administration, and staff.

The commitment to enhance the participation of students and faculty of color in graduate education requires action on the part of people in all of these sectors. Their collective efforts will ensure success.

RESOURCE DIRECTORY

The following is a directory of graduate school representatives who are responsible for the development and coordination of minority graduate student recruitment and retention programs. These individuals were identified through the 1992 CGS Survey of Minority Student Recruitment and Retention. The directory is organized alphabetically by states (similar to the CGS Directory) and includes the name, position, mailing address, telephone, and facsimile numbers of the graduate school representatives.

ALABAMA

Auburn University
106 Hargis Hall
Auburn University, AL 36849-5122
(205) 844-4700
Fax: (205) 844-4348

Norman J. Doorenbos
Associate Vice President,
Academic Affairs
Dean, Graduate School

University of Alabama, The
The Graduate School
Box 870118
Tuscaloosa, AL 35487-0188
(205) 348-8281
Fax: (205) 348-9849

Raymond Elliott
Assistant Dean

University of Alabama
at Birmingham, The
Graduate School
511 University Center
UAB Station
Birmingham, AL 35294-1150
(205) 934-8247
Fax: (205) 934-8413

The University of Alabama
at Birmingham continued:
Wanda Jordan
Recruitment/Retention Specialist

University of Alabama
in Huntsville, The
Graduate Studies - MSB C206
Huntsville, AL 35899
(205) 895-6002
Fax: (205) 895-6349

James D. Johannes
Associate Dean,
School of Graduate Studies

ARIZONA

Arizona State University
Graduate College
Tempe, AZ 85287-1003
(602) 965-3521
Fax: (602) 965-0375

Sheryl Santos
Coordinator, Minority Recruitment/
Retention/Financial Aid

Northern Arizona University
P.O. Box 4085
Babbitt Administration Center
Room 100
Flagstaff, AZ 86011-4125
(602) 523-4340
Fax: (602) 523-4230

Henry O. Hooper
Associate Vice President,
Academic Affairs
Pat Baron
Assistant Dean

University of Arizona
Administration Building, Room 303
Tucson, AZ 85721
(602) 621-9192
Fax: (602) 621-7112

Glenn R. Smith
Associate Dean, Minority Affairs

ARKANSAS

Arkansas State University
P.O. Box 60
State University, AR 72467
(501) 972-3029
Fax: (501) 972-3857

John K. Beadles
Graduate Dean
Coordinator, Organization Research

University of Arkansas
Ozark Hall 119
Fayetteville, AR 72701
(501) 575-4401
Fax: (501) 575-3846

University of Arkansas continued:
David W. Hart
Acting Dean

University of Arkansas at Little Rock
2801 S. University Avenue
Little Rock, AR 72204
(501) 569-3206
Fax: (501) 569-3039

Melissa Crawford
Assistant to the Dean,
Graduate School

University of Central Arkansas
Administration Building, Room 120
Bruce & Donaghey Streets
Conway, AR 72032
(501) 450-3124
Fax: (501) 450-5734

Robert McLaughlin
Graduate Dean

CALIFORNIA

California Institute of Technology
1201 E. California Boulevard
Mail Code 02-31
Pasadena, CA 91125
(818) 356-6367
Fax: (818) 577-9246

Arden Albee
Dean, Graduate Studies

**California State University,
Bakersfield**
9001 Stockdale Highway
Bakersfield, CA 93311-1099
(805) 664-2231
Fax: (805) 664-3342

**California State University,
Bakersfield continued:**
Steven F. Arvizu
Dean, Graduate Studies/Research

California State University, Chico
Graduate School
Chico, CA 95929-0875
(916) 898-5391
Fax: (916) 898-6804

Judith Brasseur
Coordinator, Fellowship Program

California State University, Fresno
Fresno, CA 93740-0051
(209) 278-6167
Fax: (209) 278-7989

David A. Ross
Associate Dean, Division of
Graduate Studies/Research

**California State University,
San Bernardino**
5500 University Parkway
San Bernardino, CA 92407-2397
(714) 880-5058
Fax: (714) 880-5903

Julius Kaplan
Dean, Graduate Studies

Claremont Graduate School, The
170 E. Tenth Street
McManus 131
Claremont, CA 91711-6160
(714) 621-8263
Fax: (714) 621-8390

David McFadden
Director, Enrollment Management
Betty Hagelbarger
Dean of Students
Registrar

Fielding Institute, The
2112 Santa Barbara Street
Santa Barbara, CA 93105
(805) 687-1099
Fax: (805) 963-8290

Marie Johnson
Director, Student Academic Services

Holy Names College
3500 Mountain Boulevard
Oakland, CA 94619
(510) 436-1195
Fax: (510) 436-1199

Carol Sellman, SNJM
Enrollment Manager

San Diego State University
Graduate Division & Research
San Diego, CA 92182-0419
(619) 594-5213
Fax: (619) 594-3561

Arthur W. Schatz
Assistant Dean

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-2233
Fax: (415) 338-2514

Larry Foster
Dean, Graduate Division

Santa Clara University
Admissions Desk
Santa Clara, CA 95053
(408) 554-4061

George R. Fegan
Assistant Dean

Stanford University
Graduate Services
Old Union, Room 100
Stanford, CA 94305-2074
(415) 725-2536

Geneva Lopez Iriani
Assistant Registrar

University of California, Berkeley
Graduate Division, Sproul 403
Berkeley, CA 94720
(510) 642-5272
Fax: (510) 642-6366

Margarita B. Melville
Associate Dean

University of California, Davis
Graduate Division
252 Mrak Hall
Davis, CA 95616
(916) 752-1152
Fax: (916) 752-6222

Elaine E. Russell
Manager,
Recruitment/Retention Program

University of California, Irvine
Ofc. of Research & Graduate Studies
Administration 155
Irvine, CA 92717
(714) 856-5879
Fax: (714) 725-2095

Peggy Garcia-Bockman
Director, Graduate Professional
Opportunity Program

University of California, Los Angeles
Graduate Affirmative Affairs Office
1248 Murphy
405 Hilgard Ave
Los Angeles, CA 90024-1419
(310) 206-1280
Fax: (310) 825-8099

Harriet Moss
Coordinator

University of California, Riverside
Graduate Division
B-204 Library South
Riverside, CA 92521-0208
(714) 787-3680
Fax: (714) 787-2238

Marie Steward
Student Affairs Officer

University of California, San Diego
Ofc. of Graduate Studies & Research
9500 Gilman Drive
La Jolla, CA 92093-0003
(619) 534-3871
Fax: (619) 534-3868

Henry Rutland
Assistant to the Dean

**University of California,
San Francisco**
Graduate Division, Room S-140
Box 0404
San Francisco, CA 94143
(415) 476-8134
Fax: (415) 476-8119

Mary Thompson
Coordinator, Student Affairs

**University of California,
Santa Barbara**
3117 Cheadle Hall
Santa Barbara, CA 93106
(805) 893-2277
Fax: (805) 893-8259

Sarah Fenstermaker
Associate Dean, Graduate Division

University of California, Santa Cruz
399 Applied Sciences
Santa Cruz, CA 95064
(408) 459-4109
Fax: (408) 429-0146

Ronaldo Ramirez
Assistant to the Dean

University of Southern California
3500 S. Figueroa Street
Los Angeles, CA 90007
(213) 743-5177
Fax: (213) 746-5620

Sonia Flores
Coordinator, Minority Services

COLORADO

Colorado State University
Graduate School
208 Administration Annex
Fort Collins, CO 80523
(303) 491-6818
Fax: (303) 491-2194

Stephen A. Benjamin
Associate Dean

University of Colorado at Boulder
Graduate School Campus Box 26
308 Regent Administration Building
Boulder, CO 80309-0026
(303) 492-7408
Fax: (303) 492-5777

Rodney L. Taylor
Associate Dean

University of Denver
Office of Minority Affairs
Denver, CO 80208
(303) 871-2942
Fax: (303) 871-4101

Wil Alston
Assistant to the Provost,
Minority Affairs

University of Northern Colorado
University Hall
Greeley, CO 80639
(303) 351-4831
Fax: (303) 351-2371

Priscilla J. Kimboko
Assistant Dean, Graduate School

CONNECTICUT

Sacred Heart University
Graduate Studies
and Continuing Education
5151 Park Avenue
Fairfield, CT 06432-1023
(203) 371-7830
Fax: (203) 365-7500

Kathy Murphy
Graduate Admissions Coordinator

University of Connecticut

438 Whitney Rd. Ext.
Graduate School
Storrs, CT 06269-1006
(203) 486-3620
Fax: (203) 486-5381

James G. Henkel
Associate Dean

Wesleyan University

Office of Graduate Student Services
130-132 Science Tower
Middletown, CT 06457
(203) 347-9411
Fax: (203) 344-7957

M. Ward
Graduate Council Administrator

Yale University

320 York Street
Graduate School
New Haven, CT 06520
(203) 432-2740
Fax: (203) 432-7765

Deborah G. Thomas
Associate Dean

DELAWARE

University of Delaware

Office of Graduate Studies
Newark, DE 19716
(302) 451-2147

Carol Hoffecker
Acting Associate Provost,
Graduate Studies

DISTRICT OF COLUMBIA

American University, The
4400 Massachusetts Avenue
Anderson Lower Level
Washington, DC 20016
(202) 885-3402
Fax: (202) 885-3453

Barbara Bell
Director, Office of Graduate Affairs

Catholic University of America, The
2nd Floor UCE
Washington, DC 20064
(202) 319-5618
Fax: (202) 319-5639

Karen Q. Martin
Assistant Director,
Multicultural Special Services

Gallaudet University
800 Florida Ave, N.E.
Fay House
Washington, DC 20002
(202) 651-5251
Fax: (202) 651-5295

Vera Follain-Grisell
Director, Graduate Studies
Cindy Wallace
Coordinator, Graduate Recruitment

Georgetown University
Intercultural Center, Suite 302
37th & O Streets, N.W.
Washington, DC 20057
(202) 687-5568
Fax: (202) 687-6802

Judith A. Schwartz
Director, Graduate Admissions

Howard University
4th & College Streets, N.W.
Graduate School, Annex III, Room 100
Washington, DC 20059-0001
(202) 806-7469
Fax: (202) 426-4053

Johnetta G. Davis
Associate Dean
Marlene McNeil
Coordinator, Student Recruitment

University of the District of Columbia
Graduate School, MB4805
4200 Connecticut Avenue, N.W.
Washington, DC 20008
(202) 282-3574
Fax: (202) 282-3672

Mahadev Rathnam
Coordinator, Program Development

FLORIDA

Florida A & M University
1605 S. Martin Luther King Blvd.
P.O. Box 895
Tallahassee, FL 32307
(904) 599-3315
Fax: (904) 599-3727

Linda Nixon Hudson
Coordinator,
Graduate Feeder School Program

Florida Atlantic University
500 N.W. 20th Street
Boca Raton, FL 33431
(407) 367-3624
Fax: (407) 367-3924

Florida Atlantic University continued:
S. A. Mahoney
Acting Dean, Graduate Studies

Florida International University
Graduate Studies PC520
University Park
Miami, FL 33199
(305) 348-2455
Fax: (305) 348-2566

Richard L. Campbell
Dean, Graduate Studies

Florida State University
302 William Johnston Building, R-132
Center for Retention
and Academic Support
Tallahassee, FL 32306-1047
(904) 644-0387

Patricia L. Stith
Director, Retention Studies
Coordinator, Retention

University of Central Florida
P.O. Box 25000
Orlando, FL 32816
(407) 823-2496
Fax: (407) 823-5407

Frank Juge
Associate Vice President

University of Florida
Room 235, Grinter Hall
Gainesville, FL 32611
(904) 392-6444
Fax: (904) 392-3773

Michael Phillip
Associate Dean

University of Miami
P.O. Box 248125
Coral Gables, FL 33124-2220
(305) 284-4154
Fax: (305) 284-5441

Jo Anne K. Hecker
Associate Dean

University of South Florida
4202 E. Fowler Avenue, FAO 126
Tampa, FL 33620
(813) 974-2846
Fax: (813) 974-4962

Richard Mansell
Interim Dean, Graduate School

GEORGIA

Clark Atlanta University
Clark Atlanta Admissions Office
J.P. Brawley Dr. at Fair Street, S.W.
Atlanta, GA 30314
(404) 880-8784
Fax: (404) 880-8222

Clifton Rawles
Director, Admissions
Peggy Wade
Associate Director, Admissions

Emory University
202 Administration Building
Atlanta, GA 30322
(404) 727-2815
Fax: (404) 727-4990

Kharen Fulton
Director, Recruitment/Retention

Georgia State University
Box 662
Atlanta, GA 30303
(404) 651-2464
Fax: (404) 651-1040

C. T. Cummings, Jr.
Director,
Office of Educational Opportunity

Medical College of Georgia
Graduate Studies
Augusta, GA 30912-1500
(404) 721-3401

Gary C. Bond
Associate Professor

University of Georgia
Boyd Graduate Studies Building
Athens, GA 30602
(404) 542-4788
Fax: (404) 542-3219

Gordhan L. Patel
Dean, Graduate School

ILLINOIS

Bradley University
1501 Bradley Avenue
118 Bradley Hall
Peoria, IL 61625
(309) 677-2371
Fax: (309) 677-3343

Judith Q. Cole
Director, Graduate Admissions

Concordia University
School of Graduate Studies
7400 Augusta Street
River Forest, IL 60305-1499
(708) 209-3009
Fax: (708) 209-3176

Gail Goodwin
Assistant Graduate Dean

Eastern Illinois University
206 Old Main
Charleston, IL 61920
(217) 581-5937

Jill F. Nilsen
Associate Dean

Loyola University of Chicago
Graduate School
6525 N. Sheridan Road
Chicago, IL 60611
(312) 508-3396
Fax: (312) 508-2460

James E. Rocks
Associate Dean
Pamela Schlada
Assistant Dean

Northern Illinois University
The Graduate School
Altgeld Hall, Room 205A
DeKalb, IL 60115
(815) 753-0142
Fax: (815) 753-6366

Irene H. Johnson
Assistant Dean
Lyndon Perkins
Minority Graduate Recruiter

Northwestern University
633 Clark Street
Rebecca Crown Center 1-502
Evanston, IL 60208-1108
(708) 491-7264
Fax: (708) 491-5070

Penelope D. Warren
Coordinator, Minority Affairs

**Southern Illinois University
at Carbondale**
Graduate School, Woody 8114
Carbondale, IL 62901-4716
(618) 453-4521
Fax: (618) 453-8038

M. Harry Daniels
Associate Dean, Graduate School

**Southern Illinois University
at Edwardsville**
Graduate School
Campus Box 1046
Rendleman Building
Edwardsville, IL 62026-1046
(618) 692-3116
Fax: (618) 692-3523

Joan Warrington
Assistant to the Graduate Dean

University of Chicago, The
5801 S. Ellis Avenue, Room 228
Chicago, IL 60637
(312) 702-7774
Fax: (312) 702-8324

Yvette Adeosun
Associate Director,
Office of Graduate Affairs

University of Illinois at Chicago
Box 4348, 600 University Hall
Graduate College, M/C 192
Chicago, IL 60680
(312) 413-2559
Fax: (312) 413-0185

Karen Y. Williams
Assistant Dean

**University of Illinois
at Urbana-Champaign**
202 Coble Hall
801 South Wright Street
Champaign, IL 61820
(217) 333-4860
Fax: (217) 333-8019

Elaine J. Copeland
Associate Dean, Graduate College

INDIANA

Ball State University
2100 West Riverside
Graduate School
Muncie, IN 47306
(317) 285-1301

Jacquelyn Nelson
Acting Assistant Dean

Indiana State University
School of Graduate Studies
Terre Haute, IN 47809
(812) 237-3094

Thomas E. Siefert
Associate Dean

Indiana University
Kirkwood Hall, Room 111
Bloomington, IN 47405
(812) 855-0823
Fax: (812) 855-9943

Ronald R. Smith
Associate Dean,
University Graduate School
Laura VerMeulen
Administrative Assistant,
Fellowships/Merit Awards

Purdue University
Young Graduate House, Room 160
S. Grant Street
West Lafayette, IN 47907
(317) 494-6963
Fax: (317) 494-0136

Candiss Baska Vibbert
Assistant Dean
Dwight E. Lewis
Coordinator, Minority Programs

IOWA

Iowa State University
301 Beardshear Hall
Minority Affairs Office
Ames, IA 50011
(515) 294-1084

George Jackson
Assistant Dean
Assistant Vice President

University of Iowa, The
205 Gilmore Hall
Iowa City, IA 52242
(319) 335-2137
Fax: (319) 335-2130

The University of Iowa continued:

James F. Jakobsen
Associate Dean, Graduate College
Joseph Henry
Graduate/Professional Coordinator,
Special Support Services Program

University of Northern Iowa, The

126 Student Services Center
Cedar Falls, IA 50614-0392
(319) 273-2748
Fax: (319) 273-2243

Vivian Jackson
Associate Dean

KANSAS

Emporia State University

Ofc. of Graduate Studies & Research
Box 3, SE Morse Hall, 224
Emporia, KS 66801
(316) 341-5254
Fax: (316) 341-5686

Faye Vowell
Acting Dean,
Graduate Studies/Research

Fort Hays State University

600 Park Street
Hays, KS 67601
(913) 628-4236
Fax: (913) 628-4046

James L. Forsythe
Dean, Graduate School

Kansas State University

Graduate School
Anderson Hall 108
Manhattan, KS 66506-0113
(913) 532-5110
Fax: (913) 532-7639

Timothy R. Donoghue
Dean and Vice Provost

University of Kansas, The

226 Strong Hall
The Graduate School
Lawrence, KS 66045
(913) 864-3301
Fax: (913) 864-5272

Robert B. Sanders
Associate Dean
Associate Vice Chancellor

KENTUCKY

Morehead State University

701 Ginger Hall
Morehead, KY 40351
(606) 783-2039
Fax: (606) 783-2678

Rhonda L. Mackin
Graduate Admissions Officer

Murray State University

Office of the Provost
328 Wells Hall
Murray, KY 42071
(502) 762-6464
Fax: (502) 762-3413

William F. Payne
Assistant to the Provost

University of Kentucky
329 Patterson Office Tower
Lexington, KY 40506-0027
(606) 257-1759
Fax: (606) 258-1928

Daniel R. Reedy
Dean

Western Kentucky University
1526 Russellville Road
Bowling Green, KY 42101
(502) 745-6132
Fax: (502) 745-5387

Carrie Thornton
Graduate Assistant, Minority Affairs

LOUISIANA

Grambling State University
School of Graduate Studies
P.O. Drawer 845
Grambling, LA 71245
(318) 274-2457
Fax: (318) 274-2799

M. A. Himaya
Dean, School of
Graduate Studies/Research

Louisiana State University
Medical Center
School of Graduate Studies
1542 Tulane Avenue, 2nd Floor
New Orleans, LA 70112-2223
(504) 568-8501
Fax: (504) 568-2026

Edward G. Helm
Director,
Minority Recruitment Program

**Louisiana State University
and A & M College**
127 David Boyd Hall
The Graduate School
Baton Rouge, LA 70803-3804
(504) 388-1641
Fax: (504) 388-2112

Clovier I. Torry
Coordinator, Minority Recruitment

MARYLAND

Bowie State University
Graduate School
Bowie, MD 20715-9465
(301) 464-6586
Fax: (301) 464-9350

Ida G. Brandon
Dean, Graduate School/
Continuing Education

Morgan State University
School of Graduate Studies
Cold Spring Lane-Hillen Road
Baltimore, MD 21239
(410) 319-3185
Fax: (410) 319-3837

James E. Waller
Graduate Admissions Officer

Towson State University
The Graduate School
Administration 229
Towson, MD 21204
(410) 830-3520
Fax: (410) 830-3434

Margaret Hayes
Coordinator,
Graduate Student Recruitment

University of Maryland
Graduate School, Baltimore
5401 Wilkens Avenue
Administration Building, 2nd Floor
Baltimore, MD 21228
(410) 455-2538
Fax: (410) 455-1092

Angela Y. Walton-Raji
Assistant Director,
Graduate Admissions

University of Maryland, College Park
Room 2133, Lee Building
College Park, MD 20742
(301) 405-4183
Fax: (301) 314-9305

Dario A. Cortes
Associate Dean,
Graduate Studies/Research

University of Maryland, Eastern Shore
2104 J.T. Williams Building
Princess Anne, MD 21853-1299
(410) 651-2200
Fax: (410) 651-2270

Edward V. Ellis
Vice President, Academic Affairs

MASSACHUSETTS

Bentley College
175 Forrest Street
Waltham, MA 02254
(617) 891-2108

Sharon Oliver
Director, Graduate Admissions

Boston College
Graduate School of Arts & Sciences
Chestnut Hill, MA 02167-3807
(617) 552-3265
Fax: (617) 552-3199

Spencer MacDonald
Director, Admissions
Patricia DeLeeuw
Associate Dean

Brandeis University
Room 104
Waltham, MA 02254-9110
(617) 736-3410
Fax: (617) 736-3412

Carolyn F. Locke
Associate Dean,
Graduate School of Arts & Sciences

Emerson College
100 Beacon Street
Boston, MA 02116
(617) 578-8610
Fax: (617) 578-8509

Marge Lewis
Director, Graduate Admissions

Harvard University
8 Garden Street
Cambridge, MA 02138
(617) 495-5315
Fax: (617) 495-2928

Stephanie Parsons
Coordinator, Minority Recruitment

Massachusetts Institute of Technology
77 Massachusetts Avenue, #3-138
Cambridge, MA 02139
(617) 253-4869
Fax: (617) 253-5620

Margaret Daniels Tyler
Assistant Dean

Tufts University
120 Packard Avenue
Medford, MA 02155
(617) 627-3395

Gretchen Traister
Administrative Manager

**University of Massachusetts
at Amherst**
Goodell Building, Room 528
Amherst, MA 01003
(413) 545-5284
Fax: (413) 545-3754

Judith S. Toyama
Assistant Graduate Dean
Director, OMGRS

University of Massachusetts at Lowell
Lowell, MA 01854
(508) 934-2380

Jerry Hojnacki
Dean, Graduate School

Westfield State College
Westfield, MA 01086
(413) 568-1992
Fax: (413) 562-3613

Wayne B. Hamilton
Dean, Graduate/Continuing Studies

MICHIGAN

Central Michigan University
School of Graduate Studies - IT200
Mount Pleasant, MI 48859
(517) 774-4723
Fax: (517) 774-3439

Carole Beere
Associate Dean

Eastern Michigan University
Starkweather Hall
Ypsilanti, MI 48197
(313) 487-0042
Fax: (313) 487-0050

Hector Garza
Associate Dean
Jeanne Clerc
Acting Associate Dean

Michigan State University
246 Administration Building
The Graduate School
East Lansing, MI 48824
(517) 355-0300
Fax: (517) 336-1171

Dozier W. Thornton
Assistant Dean

Oakland University
O'Dowd Hall - 520
Rochester, MI 48309-4401
(313) 370-3168
Fax: (313) 370-4475

George Dahlgren
Dean

University of Michigan
Horace H. Rackham
School of Graduate Studies
915 E. Washington Street
Ann Arbor, MI 48109-1070
(313) 764-3156
Fax: (313) 763-2447

Cynthia S. Cross
Director,
Student Recruitment/Support
Marilyn B. Gordon
Coordinator, Minority Affairs

Wayne State University
4043 Faculty & Administration Bldg.
Detroit, MI 48202
(313) 577-2170
Fax: (313) 577-2653

Joseph Fitzgerald
Associate Dean, Graduate School

Western Michigan University
The Graduate College
Kalamazoo, MI 49008-5121
(616) 387-3577

Griselda Daniel
Assistant to the Dean
Director, Minority Recruitment

MINNESOTA

Mankato State University
Box 61
P.O. Box 8400
Mankato, MN 56001
(507) 389-6125

Michael Fagin
Associate Vice President,
Cultural Diversity

St. Cloud State University
Administrative Services 1221
720 S. 4th Avenue
St. Cloud, MN 56301-4498
(612) 255-2113
Fax: (612) 255-4223

Sidney F. Parham
Associate Dean, Graduate Studies

University of Minnesota
415 Johnston Hall
101 Pleasant Street, S.E.
Minneapolis, MN 55455
(612) 625-6858

Dennis Clayton
Assistant to the Dean

Walden University
415 First Avenue North
Minneapolis, MN 55401
(612) 338-7224
Fax: (612) 338-5092

LeRon Shults
Assistant Dean, Academic Affairs

MISSISSIPPI

Jackson State University
Jackson, MS 39217
(601) 968-2455
Fax: (601) 973-3664

Betty Ward Fletcher
Dean, Graduate School
Director, Research Administration

Mississippi State University
Office of the Graduate School
P.O. Box G
Mississippi State, MS 39762-5507
(601) 325-7400
Fax: (601) 325-8028

William A. Person
Interim Associate Dean

University of Mississippi
The Graduate School
University, MS 38677
(601) 232-7474
Fax: (601) 232-7577

James C. Brown
Assistant Dean
Leland Fox
Associate Dean

MISSOURI

Saint Louis University
221 N. Grand Boulevard, #110
St. Louis, MO 63103-2097
(314) 658-2244
Fax: (314) 658-3874

Rosetta Taylor Moore
Assistant Dean, Graduate School

University of Missouri, Columbia
210 Jesse Hall
Graduate School
Columbia, MO 65211
(314) 882-9580
Fax: (314) 884-4078

Charles Sampson
Associate Dean, Fellowships/
Graduate Student Affairs

University of Missouri, Kansas City
5100 Rockhill Road
Administrative Center, Room 343
Kansas City, MO 64110
(816) 235-1057
Fax: (816) 235-1310

Patricia Adamson Hovis
Director, Graduate Student Affairs

University of Missouri-Rolla
210 Parker Hall
Rolla, MO 65401
(314) 341-4142
Fax: (314) 341-6308

Harry J. Sauer, Jr.
Dean, Graduate Study

University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
(314) 553-5898
Fax: (314) 553-6759

Douglas Wartzok
Dean, Graduate School

Washington University
Campus Box 1187
One Brookings Drive
St. Louis, MO 63130
(314) 935-6821
Fax: (314) 935-4887

Joyce Edwards
Coordinator,
Graduate Student Affairs/Services

NEBRASKA

University of Nebraska-Lincoln
301 Administration Building
Lincoln, NE 68588-0433
(402) 472-2875
Fax: (402) 472-3834

Merlin Lawson
Associate Dean, Graduate Studies

NEVADA

University of Nevada-Las Vegas
Graduate College
Las Vegas, NV 89154
(702) 597-4319
Fax: (702) 597-4180

Cheryl Bowles
Associate Dean

University of Nevada-Reno
Graduate School
Mail Stop 326
Reno, NV 89557
(702) 784-6869
Fax: (702) 784-6064

Ronald C. Dillehay
Associate Dean

NEW HAMPSHIRE

Dartmouth College
6062 Wentworth Hall
Hanover, NH 03755
(603) 646-2106
Fax: (603) 646-3520

Richard W. Birnie
Dean, Graduate Studies

University of New Hampshire
Thompson Hall, Room 109
Durham, NH 03824
(603) 862-3009

Harry J. Richards
Associate Dean

NEW JERSEY

Drew University
The Graduate School
Madison, NJ 07940
(201) 408-3560

Ruth Westerfield
Director, Admissions
Yasuko Grossean
Assistant Dean, Graduate School

Glassboro State College
Office of Graduate Studies
& Sponsored Research
Robinson Building
Glassboro, NJ 08028
(609) 863-6214
Fax: (609) 863-5018

Thomas C. Monahan
Acting Dean, Graduate Studies

Montclair State College
Normal Avenue & Valley Road
Upper Montclair, NJ 07043
(201) 893-5349
Fax: (201) 893-5455

Margaret Mukherjee
Director, Graduate Studies

New Jersey Institute of Technology
University Heights
Graduate Studies, Room B10E
Newark, NJ 07102
(201) 596-3462

Ronald S. Kane
Assistant Vice President,
Academic Affairs

Princeton University
201 Nassau Hall
Princeton, NJ 08544
(609) 258-3032
Fax: (609) 258-1294

David N. Redman
Associate Dean, Academic Affairs

Rutgers-The State University
25 Bishop Place
New Brunswick, NJ 08903
(908) 932-7908
Fax: (908) 932-7407

Gene Hall
Director,
Minority Advancement Program

Rutgers University, Newark Campus
360 Martin Luther King Boulevard
Room 401, Hill Hall
Newark, NJ 07102
(201) 648-5834
Fax: (201) 648-1191

Rutgers University, Newark Campus
continued:
Sunday DiPalma
Associate Dean

Trenton State College
Green Hall 109
Hillwood Lakes CN4700
Trenton, NJ 08650-4700
(609) 771-2300
Fax: (609) 530-7640

Janice M. Pereira
Administrative Assistant
to the Dean, Graduate Studies

University of Medicine & Dentistry
of New Jersey
Graduate School
of Biomedical Sciences
185 South Orange Avenue
Newark, NJ 07103-2757
(201) 456-4511
Fax: (201) 456-7148

Willie Mae Coran
Assistant Dean,
Student/Alumni Affairs

NEW MEXICO

New Mexico State University
Las Cruces, NM 88003
(505) 646-2834

Linford Ames
Interim Dean, Graduate School

University of New Mexico, The
Office of Graduate Studies
Albuquerque, NM 87131
(505) 277-2711

Eligio R. Padilla
Associate Dean
Associate Professor, Psychology

NEW YORK

Alfred University
Main Street, Alumni Hall
Alfred, NY 14802
(607) 871-2141

Glenn Niles
Associate Director

Brooklyn College of CUNY
Bedford Avenue & Avenue H
Brooklyn, NY 11210
(718) 780-5252
Fax: (718) 859-4404

Fitzgerald B. Braumwell
Dean, Graduate Studies/Research

City University of New York
Graduate School & University Center
33 West 42nd Street
New York, NY 10036
(212) 642-2848
Fax: (212) 642-2779

Dean K. Harrison
Director, Office of Expanded
Educational Opportunities

Clarkson University
143 Clarkson Hall
Potsdam, NY 13676
(315) 268-6447
Fax: (315) 268-7994

Donna Brockway
Assistant to the Dean,
Graduate School

Columbia University
Graduate School of Arts & Sciences
107 Low Memorial Library
New York, NY 10027
(212) 854-3791
Fax: (212) 854-2863

Columbia University continued:

A. Ayanna Boyd-Williams
Director, Minority Affairs/
Special Programs

Cornell University
206 Sage Graduate Center
Ithaca, NY 14853-6201
(607) 255-5235
Fax: (607) 255-1816

Eleanor S. Reynolds
Associate Dean

Fordham University
Keating Hall, Room 221
Bronx, NY 10458
(212) 579-2526
Fax: (212) 295-0366

Vincent J. Gorman
Associate Dean,
Graduate School of Arts & Sciences

New School for Social Research
65 Fifth Avenue
Graduate Faculty-
Political and Social Sciences
New York, NY 10003
(212) 229-5710
Fax: (212) 229-5315

Michelle Holder
Assistant Director, Admissions

New York Medical College
Graduate Schools
Sunshine Cottage
Valhalla, NY 10595
(914) 993-4535
Fax: (914) 993-4479

Charles E. Ford
Dean

New York University
6 Washington Square North
Garden Level
New York, NY 10003
(212) 998-8050
Fax: (212) 995-4180

Ann Geissler
Director, Admissions/Financial Aid
Doris Miller
Assistant Dean, Student Affairs

Pace University
1 Pace Plaza
Pleasantville, NY 10570
(914) 422-4283

Joanna Broda
Director, Graduate Admissions
Marian Friedmann
Director, Student Information
Services/Retention

Polytechnic University
Six Metro Tech Center
Brooklyn, NY 11201
(718) 260-3060
Fax: (718) 260-3022

Richard Thorsen
Dean, Research/Graduate Studies

**Queens College of the
City University of New York**
65-30 Kissena Boulevard
Powdermaker Hall, Room 143
Flushing, NY 11367-0904
(718) 997-5200

Mario Caruso
Coordinator, Graduate Admissions

Rensselaer Polytechnic Institute
Office of Minority Student Affairs
Troy Building
Troy, NY 12180-3590
(518) 276-6273
Fax: (518) 276-4839

Vroman Wright
Assistant Dean,
Graduate Student Support Services

Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6523
Fax: (716) 475-7164

Karen Mills
Graduate Student Minority
Coordinator

Rockefeller University, The
Dean's Office, Box 270
New York, NY 10021
(212) 570-8086
Fax: (212) 570-8505

Marjorie Russel
Associate Dean, Admissions

St. John's University
Graduate School of Arts & Sciences
Jamaica, NY 11439
(718) 990-1442
Fax: (718) 990-1677

Willard P. Gingerich
Associate Dean

**State University of New York
at Binghamton**
Office of the Vice President
for Academic Affairs
Couper Administration Building
Binghamton, NY 13902-6000
(607) 777-4268

**State University of New York
at Binghamton continued:**

Ira Tolbert
Assistant Provost,
Recruitment/Retention

**State University of New York
at Buffalo**

552 Capen Hall
Buffalo, NY 14260
(716) 636-2997
Fax: (716) 636-3687

Donna S. Rice
Associate Vice President,
Special Programs

**State University of New York
at Stony Brook**

The Graduate School
2401 Computer Science Building
Stony Brook, NY 11794-4433
(516) 632-7040
Fax: (516) 632-7243

Felicia R. Brown
Assistant Vice Provost

**State University of New York
Health Science Center at Syracuse**

College of Graduate Studies
750 East Adams Street
Syracuse, NY 13210
(315) 464-4538
Fax: (315) 464-5564

Maxwell M. Mozell
Dean

Syracuse University
Bowne Hall, Suite 303
Syracuse, NY 13244-1200
(315) 443-5012
Fax: (315) 443-3423

Peter Englot
Director,
Graduate Admissions/Awards

**University at Albany, The
State University of New York**
1400 Washington Avenue, AD 227
Albany, NY 12222
(518) 442-3981
Fax: (518) 442-3560

Jonathan Bartow
Interim Assistant Dean,
Graduate Studies

University of Rochester, The
434-436 Lattimore Hall
Rochester, NY 14627-0416
(716) 275-9094

Jesse T. Moore
University Associate Dean,
Graduate Studies

NORTH CAROLINA

Appalachian State University
Graduate Studies and Research
Walker Hall
Boone, NC 28608
(704) 262-2130
Fax: (704) 262-2709

Glenn Alston
Assistant to the Dean

Duke University
120-A Allen Building
Office of Graduate Recruitment
Durham, NC 27706
(919) 684-3913
Fax: (919) 684-2277

Jacqueline Looney
Assistant Dean,
Graduate Recruitment
Anna Duggan
Graduate Recruiter

East Carolina University
Graduate School
Brewster Building
Greenville, NC 27858-4353
(919) 757-6012
Fax: (919) 757-4363

Paul Tschetter
Assistant Dean

**North Carolina Agricultural
& Technical State University**
1601 East Market Street
Greensboro, NC 27411
(919) 334-7920

Albert W. Spruill
Dean, Graduate School

**North Carolina State University
at Raleigh**
108 Peele Hall
Box 7102, NCSU Campus
Raleigh, NC 27695-7102
(919) 515-7461
Fax: (919) 515-2873

Thoyd Melton
Associate Dean, Graduate School

**University of North Carolina
at Chapel Hill**
The Graduate School
CB# 4010, 200 Bynum Hall
Chapel Hill, NC 27599
(919) 966-2611

Henry Frierson
Associate Dean

**University of North Carolina
at Greensboro**
Graduate School
241 Mossman
Greensboro, NC 27412
(919) 334-5375
Fax: (919) 334-3009

**University of North Carolina
at Greensboro continued:**
Ann Saab
Associate Dean

**University of North Carolina
at Wilmington**
601 South College Road
The Graduate School, Bear 146
Wilmington, NC 28403-3297
(919) 395-3135
Fax: (919) 395-3787

Eric G. Bolen
Dean, Graduate School

Wake Forest University
P.O. Box 7487
Reynolds Station
Winston-Salem, NC 27109
(919) 759-5301
Fax: (919) 759-6074

Gordon A. Melson
Dean, Graduate School

NORTH DAKOTA

University of North Dakota
Box 8178, University Station
Grand Forks, ND 58202
(701) 777-2786
Fax: (701) 777-3650

Harvey Krull
Dean, Graduate School

OHIO

Bowling Green State University
120 McFall Center
Bowling Green, OH 43403
(419) 372-7712
Fax: (419) 372-8569

**Bowling Green State University
continued:**

Winifred C. Stone
Associate Dean
Director, Graduate Admissions
Peace Champion
Director, Project Search

Cleveland State University

1983 East 24th Street
Cleveland, OH 44115
(216) 687-4563
Fax: (216) 687-9214

Earl R. Anderson
Associate Dean, Graduate College

John Carroll University
University Heights, OH 44118
(216) 397-4284

Marsha Daley
Assistant to the Dean,
Graduate School

Kent State University
Graduate College
Kent, OH 44242
(216) 672-2660
Fax: (216) 672-2658

Melody K. Baker
Assistant Dean

Miami University
102 Roudebush Hall
Oxford, OH 45056
(513) 529-4125
Fax: (513) 529-6300

Judy A. McConnell-Jackson
Associate Dean, Graduate School

Ohio State University, The
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366
(614) 292-6031
Fax: (614) 292-3656

Jean D. Dickerscheid
Associate Dean/Professor
Victor Mora
Director, Minority/Graduate
Recruitment/Hispanic Affairs

Ohio University
306 Cutler Hall
Athens, OH 45701-2979
(614) 593-2581
Fax: (614) 593-9191

Dan Williams
Special Assistant to the Provost

University of Akron, The
Graduate School, 138 Fir Hill
Akron, OH 44325-2101
(216) 972-6783
Fax: (216) 972-6281

Lathardus Goggins
Assistant Dean

University of Cincinnati
305 Braunstein
Office of the Vice President
for Research and Advanced Studies
Cincinnati, OH 45221
(513) 556-4345
Fax: (513) 556-0128

Allene Reed
Assistant Dean

University of Dayton
Graduate Studies & Research
300 College Park, Room 200
Dayton, OH 45469-1620
(513) 229-2322
Fax: (513) 229-4545

Katy Marre
Associate Dean,
Graduate Studies/Research

University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
(419) 537-2668
Fax: (419) 537-7893

Heinz Bulmahn
Associate Dean, Graduate School

Wright State University
102 Allyn Hall
Dayton, OH 45435
(513) 873-2975
Fax: (513) 873-3301

Jerrie Bascome McGill
Associate Vice President,
Minority Affairs

OKLAHOMA

East Central University
Ada, OK 74820-6899
(405) 332-8000
Fax: (405) 521-6516

Duane C. Anderson
Dean

Oklahoma State University
203 Whitehurst
Stillwater, OK 74078-0075
(405) 744-6501
Fax: (405) 744-6244

Oklahoma State University continued:
Carol Olson
Director, Student Academic Services

University of Central Oklahoma, The
100 N. University Drive
Edmond, OK 73034-0175
(405) 341-2980
Fax: (405) 341-4964

George P. Avellano
Dean, Graduate College

University of Oklahoma
1000 Asp Avenue
Buchanan Hall, Room 313
Norman, OK 73019
(405) 325-3811
Fax: (405) 325-6029

W. Ray
Associate Dean

University of Oklahoma
Health Sciences Center
P.O. Box 26901 - Graduate College
Oklahoma City, OK 73190-3046
(405) 271-2085
Fax: (405) 271-8651

Roberta Parker
Coordinator, PRH Program

OREGON

Oregon State University
Administrative Services A300
Corvallis, OR 97331-2121
(503) 737-4881
Fax: (503) 737-3093

Marliene A. Costa
Director,
Minority Affairs/Special Programs

University of Oregon
Chapman Hall 125
Eugene, OR 97403-1219
(503) 346-2807

Lisa Duba-Biedermann
Student Affairs
Program Coordinator

PENNSYLVANIA

**Bloomsburg University
of Pennsylvania**
School of Graduate Studies
109 Waller Administration Building
Bloomsburg, PA 17815
(717) 389-4015
Fax: (717) 389-3700

Peter J. Kasvinsky
Assistant Vice President,
Graduate Studies/Research

Bryn Mawr College
New Gulph Road
Bryn Mawr, PA 19010
(215) 526-5073
Fax: (215) 525-7450

Catherine Lafarge
Dean,
Graduate School of Arts & Sciences

Carnegie-Mellon University
5000 Forbes Avenue
Warner Hall 316
Pittsburgh, PA 15213
(412) 268-8190
Fax: (412) 268-7838

Sanford D. Rivers
Assistant Vice President, Enrollment

Gannon University
University Square
Erie, PA 16541
(814) 871-5831
Fax: (814) 459-0996

Debra Mezaros
Admissions Counselor
Bonita Booker
Director,
Cultural Diversity/Women's Center

Hahnemann University
15th and Vine Streets, MS 480
Philadelphia, PA 19102
(215) 448-7302

Carl Ealy
Assistant Dean, Minority Affairs

Indiana University of Pennsylvania
126 Stright Hall
The Graduate School & Research
Indiana, PA 15705
(412) 357-4506
Fax: (412) 357-7697

Evelyn S. Mutchnick
Assistant Dean
Director, Graduate School Program

Lehigh University
Provost's Office
Alumni Memorial Building
Bethlehem, PA 18015
(215) 758-3605

Henry Odi
Special Assistant to the Provost

Medical College of Pennsylvania
3300 Henry Avenue
Philadelphia, PA 19129
(215) 842-6484

Ann Hill
Director, Minority Student Affairs

Pennsylvania State University, The
308 Kern Graduate Building
University Park, PA 16802
(814) 863-1663
Fax: (814) 863-4627

Catherine Lyons
Director, Center for Minority
Graduate Opportunity/Faculty
Development

Shippensburg University
School of Graduate Studies
& Research
113 Old Main
Shippensburg, PA 17257
(717) 532-1213
Fax: (717) 532-1388

Renee Mims
Assistant to the Dean,
Graduate Studies

Temple University
Graduate School, 501 Carnell Hall
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6575
Fax: (215) 787-8781

Karen Addison-Williams
Coordinator, Graduate
Recruitment/Future Faculty
Fellows Program

Thomas Jefferson University
College of Graduate Studies
1020 Locust Street, M-63
Philadelphia, PA 19107
(215) 955-8986
Fax: (215) 923-6690

Jessie Pervall
Admissions Coordinator

RHODE ISLAND

Brown University
The Graduate Center, Box 1867
42 Charlesfield Street
Providence, RI 02912
(401) 863-2289
Fax: (401) 863-1836

Bernard E. Bruce
Associate Dean

University of Rhode Island
204 Quinn Hall
Kingston, RI 02881
(401) 792-2262
Fax: (401) 792-5491

Kent Morrison
Dean, Graduate School

SOUTH CAROLINA

Clemson University
Office of Human Resources
E-103 Martin Hall
Clemson, SC 29634-5120
(803) 656-3195
Fax: (803) 656-5344

Jerry Knighton
Project Administrator

Medical University of South Carolina
171 Ashley Avenue
Charleston, SC 29425
(803) 792-3391
Fax: (803) 792-2967

Rosalie K. Crouch
Dean

South Carolina State College
Box 7098
300 College Street, N.E.
Orangeburg, SC 29117
(803) 536-8809
Fax: (803) 536-8902

J. Ronald Quinn
Dean, School of Graduate Studies

University of South Carolina
303 Byrnes Building
Columbia, SC 29208
(803) 777-4243
Fax: (803) 777-2972

Richard Lawhon
Research Associate

SOUTH DAKOTA

South Dakota State University
Graduate School
and Office of Research
Brookings, SD 57007-2298
(605) 688-4181

C. P. Sword
Graduate Dean

TENNESSEE

Austin Peay State University
Clarksville, TN 37044
(615) 648-7414
Fax: (615) 648-7475

William H. Ellis
Dean, College of Graduate/
Professional Programs

Tennessee Technological University
P.O. Box 5036
Cookeville, TN 38505
(615) 372-3233
Fax: (615) 372-3898

Rebecca F. Quattlebaum
Dean, Graduate School

University of Tennessee
at Chattanooga, The
114 Race Hall, UTC
Chattanooga, TN 37403
(615) 755-4666

Deborah Arfken
Director, Graduate Studies

University of Tennessee
at Knoxville, The
The Graduate School
404 Andy Holt Tower
Knoxville, TN 37996-0140
(615) 974-2475
Fax: (615) 974-2805

Linda Painter
Associate Dean

University of Tennessee
Memphis Center for
the Health Sciences
847 Monroe, Suite 200
Memphis, TN 38163
(901) 528-5538
Fax: (901) 528-6517

Charles Horton
Assistant Dean, Administration

Vanderbilt University
411 Kirkland Hall
Nashville, TN 37240
(615) 322-2651
Fax: (615) 322-3827

Linda Bradley-Long
Assistant Dean,
Minority/Women Student Affairs

TEXAS

Angelo State University
2601 West Avenue "N"
P.O. Box 11025
San Angelo, TX 76909
(915) 942-2169

Peggy Skaggs
Dean, Graduate School

Baylor University
The Graduate School
P.O. Box 97264
Waco, TX 76798-7264
(817) 755-3588
Fax: (817) 755-1468

Diane Brittain
Assistant to the Dean
Coordinator,
Graduate/Minority Recruitment

Lamar University
P.O. Box 10078, LU Station
Beaumont, TX 77710
(409) 880-8230
Fax: (409) 880-8463

Robert Moulton
Dean, Graduate Studies

Rice University
P.O. Box 1892
Houston, TX 77252
(713) 527-4002
Fax: (713) 285-5163

Richard Tapia
Professor
Associate Director,
Graduate Studies

Southern Methodist University
Ofc. of Research & Graduate Studies
146 Fincher
Dallas, TX 75275
(214) 692-4345

U. Narayan Bhat
Dean, Research/Graduate Studies

Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4605
(512) 245-2815
Fax: (512) 245-3040

Barbara Hatcher
Assistant Dean,
Graduate Studies/Research

Texas A & M University
Room 117, Teague Building
College Station, TX 77843-1113
(409) 845-3631
Fax: (409) 845-1596

Maurice Ivins
Assistant to the Director,
Graduate Studies

Texas Southern University
#214 Hannah Hall
3100 Cleburne Street
Houston, TX 77004
(713) 527-7232
Fax: (713) 639-1876

Texas Southern University continued:

Joseph Jones
Associate Vice President,
The Graduate School

Texas Tech University
Lubbock, TX 79409-1033
(806) 742-1558
Fax: (806) 742-1746

Janet Perez
Associate Dean, Graduate School

University of North Texas
Box 5446
Denton, TX 76203-5446
(817) 565-3946
Fax: (817) 565-2141

Peter A. Witt
Assistant Vice President
Associate Graduate Dean

**University of Texas Health Science
Center at Houston, Graduate School
of Biomedical Sciences**
P.O. Box 20334, Astrodome Station
Houston, TX 77225
(713) 792-4626
Fax: (713) 794-1601

Paul E. Darlington
Associate Dean

**University of Texas Health Science
Center at San Antonio, Graduate
School of Biomedical Sciences**
7703 Floyd Curl Drive
San Antonio, TX 78284-7819
(512) 567-2671
Fax: (512) 567-3719

Miguel A. Medina
Associate Dean

**University of Texas Medical Branch
at Galveston, Graduate School
of Biomedical Sciences**
3.158 Medical Research Building
Department of Microbiology
Galveston, TX 77555
(409) 772-0135
Fax: (409) 772-5065

Clifford W. Houston
Assistant Vice President,
Multicultural Affairs
Professor of Microbiology

**University of Texas at Austin, The
The Graduate School**
Main Building 133
Austin, TX 78712
(512) 471-7811
Fax: (512) 471-7620

Sarita E. Brown
Assistant Dean

University of Texas at Dallas, The
Box 830688, FN31 1103
Richardson, TX 75083-0688
(214) 690-2234
Fax: (214) 690-2310

Austin J. Cunningham
Associate Dean,
Graduate Studies/Research

**University of Texas at El Paso, The
Graduate School**
Administration Building 209
El Paso, TX 79968
(915) 747-5491
Fax: (915) 747-5068

Julie P. Sanford
Associate Vice President,
Research and Graduate Studies

**University of Texas
at San Antonio, The**
6900 N.W. Loop, 1604 West
San Antonio, TX 78285-0603
(512) 691-4599

Roger Bilow
Associate Director, Admissions

UTAH

Utah State University
School of Graduate Studies
Logan, UT 84322-0900
(801) 750-1188
Fax: (801) 750-1192

Steven Beck
Assistant to the Dean

VERMONT

University of Vermont
335 Waterman Building
Burlington, VT 05405-0160
(802) 656-3160
Fax: (802) 656-8429

Joan Herbers
Associate Dean, Graduate College

VIRGINIA

College of William and Mary
P.O. Box 8795
Williamsburg, VA 23185
(804) 221-2467
Fax: (804) 221-1021

Robert J. Scholnick
Dean, Graduate Studies/
Faculty of Arts & Sciences

George Mason University
4400 University Drive
Fairfax, VA 22030-4444
(703) 993-8865
Fax: (703) 993-8707

Susan Swett
Associate Director
James Fonseca
Associate Dean,
The Graduate School

Hampton University
The Graduate College
Hampton, VA 23668
(804) 727-5454
Fax: (804) 727-5084

Demetrius Venable
Dean

Old Dominion University
New Administration Building
Room 212
Norfolk, VA 23529-0011
(804) 683-3460
Fax: (804) 683-3004

John S. Eck
Associate Vice President,
Research/Graduate Studies

Radford University
210 Young Hall
Box 6928 Radford University Station
Radford, VA 24142
(703) 831-5431

Paul T. Bryant
Dean, Graduate College

University of Virginia
437 Cabell Hall
Charlottesville, VA 22903
(804) 924-3838
Fax: (804) 982-2002

William A. Elwood
Associate Dean,
Graduate School of Arts & Sciences

Virginia Commonwealth University
Box 568
Richmond, VA 23298-0568
(804) 786-0732
Fax: (804) 786-1664

William L. Dewey
Vice Provost,
Research/Graduate Affairs

**Virginia Polytechnic Institute
and State University**
Room 213 Sandy Hall
Graduate School
Blacksburg, VA 24061-0325
(703) 231-4558
Fax: (703) 231-3714

Martha J. Johnson
Assistant Dean

WASHINGTON

Central Washington University
Office of Graduate Studies
Ellensburg, WA 98926
(509) 963-3104
Fax: (509) 963-1799

Ray Riznyk
Associate Dean

University of Washington
Graduate School, AG-10
Division of Minority Education
Seattle, WA 98195
(206) 543-9019
Fax: (206) 685-3234

Julius Debro
Associate Dean, Minority Education

Washington State University
Graduate School
Pullman, WA 99164-1030
(509) 335-3535
Fax: (509) 335-1949

Steven R. Burkett
Assistant Dean

Western Washington University
Graduate School, OM 430
Bellingham, WA 98225
(206) 676-3170
Fax: (206) 647-6811

Maurice L. Schwartz
Dean, Graduate School/Research

WEST VIRGINIA

Marshall University
Huntington, WV 25755-2100
(304) 696-6606
Fax: (304) 696-3333

Leonard J. Deutsch
Dean, Graduate School

West Virginia University
Admissions and Records
P.O. Box 6009
Morgantown, WV 26506-6001
(304) 293-2121
Fax: (304) 293-3080

Glenn G. Carter
Director, Admissions/Records

WISCONSIN

Marquette University
1217 W. Wisconsin Avenue, #206
Milwaukee, WI 53233
(414) 288-1531
Fax: (414) 288-1578

Thaddeus J. Burch
Dean, Graduate School

Medical College of Wisconsin
8701 Watertown Plank Road
Office of Minority Affairs
Milwaukee, WI 53226
(414) 257-8734

Lauree Thomas
Assistant Dean, Minority Affairs

University of Wisconsin-Eau Claire
Graduate Studies
& University Research
Schofield 201
Eau Claire, WI 54702-4004
(715) 836-2721
Fax: (715) 836-2380

Ronald N. Satz
Dean

University of Wisconsin-Madison
500 Lincoln Drive
333 Bascom Hall
Madison, WI 53706
(608) 262-5837
Fax: (608) 262-5134

Paul W. Barrows
Associate Dean, Graduate School

University of Wisconsin-Milwaukee
251 Mitchell Hall
P.O. Box 340
Milwaukee, WI 53201
(414) 229-4100
Fax: (414) 229-6967

Ann B. Meyer
Associate Dean, Graduate School

University of Wisconsin-Oshkosh
800 Algoma Boulevard
The Graduate School
Oshkosh, WI 54901
(414) 424-1223
Fax: (414) 424-7317

Donald F. Barta
Graduate Admissions Coordinator

WYOMING

University of Wyoming
P.O. Box 3108, University Station
Laramie, WY 82071
(307) 766-2287
Fax: (307) 766-4042

Donald S. Warder
Associate Dean, Graduate School

**Alphabetical Listing of Graduate School Representatives
and Institutional Affiliation**

Addison-Williams, Karen	Temple University
Adeosun, Yvette	University of Chicago, The
Albee, Arden	California Institute of Technology
Alston, Glenn	Appalachian State University
Alston, Wil	University of Denver
Ames, Linford	New Mexico State University
Anderson, Duane C.	East Central University
Anderson, Earl R.	Cleveland State University
Arfken, Deborah	University of Tennessee at Chattanooga, The
Arvizu, Steven F.	California State University, Bakersfield
Avellano, George P.	University of Central Oklahoma, The
Baker, Melody K.	Kent State University
Baron, Pat	Northern Arizona University
Barrows, Paul W.	University of Wisconsin-Madison
Barta, Donald F.	University of Wisconsin-Oshkosh
Bartow, Jonathan	University at Albany, The, SUNY
Beadles, John K.	Arkansas State University
Beck, Steven	Utah State University
Beere, Carole	Central Michigan University
Bell, Barbara	American University, The
Benjamin, Stephen A.	Colorado State University
Bhat, U. Narayan	Southern Methodist University
Bilow, Roger	University of Texas at San Antonio, The
Birnie, Richard W.	Dartmouth College
Bolen, Eric G.	University of North Carolina at Wilmington
Bond, Gary C.	Medical College of Georgia
Booker, Bonita	Gannon University
Bowles, Cheryl	University of Nevada-Las Vegas
Boyd-Williams, A. Ayanna	Columbia University
Bradley-Long, Linda	Vanderbilt University
Brandon, Ida G.	Bowie State University
Brasseur, Judith	California State University, Chico
Braumwell, Fitzgerald B.	Brooklyn College of CUNY
Brittain, Diane	Baylor University
Brockway, Donna	Clarkson University
Broda, Joanna	Pace University
Brown, Felicia R.	SUNY at Stony Brook

Brown, James C. University of Mississippi
 Brown, Sarita E. University of Texas at Austin, The
 Bruce, Bernard E. Brown University
 Bryant, Paul T. Radford University
 Bulmahn, Heinz University of Toledo
 Burch, Thaddeus J. Marquette University
 Burkett, Steven R. Washington State University

Campbell, Richard L. Florida International University
 Carter, Glenn G. West Virginia University
 Caruso, Mario Queens College of the City University of New York
 Champion, Peace Bowling Green State University
 Clayton, Dennis University of Minnesota
 Clerc, Jeanne Eastern Michigan University
 Cole, Judith Q. Bradley University
 Copeland, Elaine J. University of Illinois at Urbana-Champaign
 Coran, Willie Mae University of Medicine & Dentistry of New Jersey
 Cortes, Dario A. University of Maryland, College Park
 Costa, Marliene A. Oregon State University
 Crawford, Melissa University of Arkansas at Little Rock
 Cross, Cynthia S. University of Michigan
 Crouch, Rosalie K. Medical University of South Carolina
 Cummings, Jr., C. T. Georgia State University
 Cunningham, Austin J. University of Texas at Dallas, The

Dahlgren, George Oakland University
 Daley, Marsha John Carroll University
 Daniel, Griselda Western Michigan University
 Daniels, M. Harry Southern Illinois University at Carbondale
 Darlington, Paul E. University of Texas Health Science Center at Houston
 Davis, Johnetta G. Howard University
 Debro, Julius University of Washington
 DeLeeuw, Patricia Boston College
 Deutsch, Leonard J. Marshall University
 Dewey, William L. Virginia Commonwealth University
 Dickerscheid, Jean D. Ohio State University, The
 Dillehay, Ronald C. University of Nevada-Reno
 DiPalma, Sunday Rutgers University, Newark Campus
 Donoghue, Timothy R. Kansas State University
 Doorenbos, Norman J. Auburn University
 Duba-Biedermann, Lisa University of Oregon
 Duggan, Anna Duke University

Ealy, Carl Hahnemann University
 Eck, John S. Old Dominion University
 Edwards, Joyce Washington University
 Elliott, Raymond University of Alabama, The
 Ellis, Edward V. University of Maryland, Eastern Shore
 Ellis, William H. Austin Peay State University
 Elwood, William A. University of Virginia
 Englot, Peter Syracuse University

Fagin, Michael Mankato State University
 Fegan, George R. Santa Clara University
 Fenstermaker, Sarah University of California, Santa Barbara
 Fitzgerald, Joseph Wayne State University
 Fletcher, Bettye Ward Jackson State University
 Flores, Sonia University of Southern California
 Follaingrisell, Vera Gallaudet University
 Fonseca, James George Mason University
 Ford, Charles E. New York Medical College
 Forsythe, James L. Fort Hays State University
 Foster, Larry San Francisco State University
 Fox, Leland University of Mississippi
 Friedmann, Marian Pace University
 Frierson, Henry University of North Carolina at Chapel Hill
 Fulton, Kharen Emory University

Garcia-Bockman, Peggy University of California, Irvine
 Garza, Hector Eastern Michigan University
 Geissler, Ann New York University
 Gingerich, Willard P. St. John's University
 Goggins, Lathardus University of Akron, The
 Goodwin, Gail Concordia University
 Gordon, Marilyn B. University of Michigan
 Gorman, Vincent J. Fordham University
 Grossean, Yasuko Drew University

Hagelbarger, Betty Claremont Graduate School, The
 Hall, Gene Rutgers-The State University
 Hamilton, Wayne B. Westfield State College
 Harrison, Dean K. City University of New York
 Graduate School and University Center
 Hart, David W. University of Arkansas
 Hatcher, Barbara Southwest Texas State University
 Hayes, Margaret Towson State University

Hecker, Jo Anne K. University of Miami
 Helm, Edward G. Louisiana State University
 Henkel, James G. University of Connecticut
 Henry, Joseph University of Iowa, The
 Herbers, Joan University of Vermont
 Hill, Ann Medical College of Pennsylvania
 Himaya, M. A. Grambling State University
 Hoffecker, Carol University of Delaware
 Hojnacki, Jerry University of Massachusetts at Lowell
 Holder, Michelle New School for Social Research
 Hooper, Henry O. Northern Arizona University
 Horton, Charles University of Tennessee
 Houston, Clifford W. University of Texas Medical Branch at Galveston
 Hovis, Patricia Adamson University of Missouri, Kansas City
 Hudson, Linda Nixon Florida A & M University

 Iriani, Geneva Lopez Stanford University
 Ivins, Maurice Texas A & M University

 Jackson, George Iowa State University
 Jackson, Vivian University of Northern Iowa, The
 Jakobsen, James F. University of Iowa, The
 Johannes, James D. University of Alabama in Huntsville, The
 Johnson, Irene H. Northern Illinois University
 Johnson, Marie Fielding Institute, The
 Johnson, Martha J. Virginia Polytechnic Institute and State University
 Jones, Joseph Texas Southern University
 Jordan, Wanda University of Alabama at Birmingham, The
 Juge, Frank University of Central Florida

 Kane, Ronald S. New Jersey Institute of Technology
 Kaplan, Julius California State University, San Bernardino
 Kasvinsky, Peter J. Bloomsburg University of Pennsylvania
 Kimboko, Priscilla J. University of Northern Colorado
 Knighton, Jerry Clemson University
 Krull, Harvey University of North Dakota

 Lafarge, Catherine Bryn Mawr College
 Lawhon, Richard University of South Carolina
 Lawson, Merlin University of Nebraska-Lincoln
 Lewis, Dwight E. Purdue University
 Lewis, Marge Emerson College
 Locke, Carolyn F. Brandeis University

Looney, Jacqueline Duke University
 Lyons, Catherine Pennsylvania State University, The

MacDonald, Spencer Boston College
 Mackin, Rhonda L. Morehead State University
 Mahoney, S. A. Florida Atlantic University
 Mansell, Richard University of South Florida
 Marre, Katy University of Dayton
 Martin, Karen Q. Catholic University of America, The
 McConnell-Jackson, Judy A. Miami University
 McFadden, David Claremont Graduate School, The
 McGill, Jerrie Bascome Wright State University
 McLaughlin, Robert University of Central Arkansas
 McNeil, Marlene Howard University
 Medina, Miguel A. University of Texas Health Science Center at San Antonio
 Melson, Gordon A. Wake Forest University
 Melton, Thoyd North Carolina State University at Raleigh
 Melville, Margarita B. University of California, Berkeley
 Meyer, Ann B. University of Wisconsin-Milwaukee
 Mezaros, Debra Gannon University
 Middleton, Ernest University of Kentucky
 Miller, Doris New York University
 Mills, Karen Rochester Institute of Technology
 Mims, Renee Shippensburg University
 Monahan, Thomas C. Glassboro State College
 Moore, Jesse T. University of Rochester, The
 Moore, Rosetta Taylor Saint Louis University
 Mora, Victor Ohio State University, The
 Morrison, Kent University of Rhode Island
 Moss, Harriet University of California, Los Angeles
 Moulton, Robert Lamar University
 Mozell, Maxwell M. SUNY Health Science Center at Syracuse
 Mukherjee, Margaret Montclair State College
 Murphy, Kathy Sacred Heart University
 Mutchnick, Evelyn S. Indiana University of Pennsylvania

Nelson, Jacquelyn Ball State University
 Niles, Glenn Alfred University
 Nilsen, Jill F. Eastern Illinois University

Odi, Henry Lehigh University
 Oliver, Sharon Bentley College
 Olson, Carol Oklahoma State University

Padilla, Eligio R. University of New Mexico, The
 Painter, Linda University of Tennessee at Knoxville, The
 Parham, Sidney F. St. Cloud State University
 Parker, Roberta University of Oklahoma Health Sciences Center
 Parsons, Stephanie Harvard University
 Patel, Gordhan L. University of Georgia
 Payne, William F. Murray State University
 Pereira, Janice M. Trenton State College
 Perez, Janet Texas Tech University
 Perkins, Lyndon Northern Illinois University
 Person, William A. Mississippi State University
 Pervall, Jessie Thomas Jefferson University
 Phillip, Michael University of Florida

Quattlebaum, Rebecca F. Tennessee Technological University
 Quinn, J. Ronald South Carolina State College

Ramirez, Ronaldo University of California, Santa Cruz
 Rathnam, Mahadev University of the District of Columbia
 Rawles, Clifton Clark Atlanta University
 Ray, W. University of Oklahoma
 Redman, David N. Princeton University
 Reed, Allene University of Cincinnati
 Reynolds, Eleanor S. Cornell University
 Rice, Donna S. SUNY at Buffalo
 Richards, Harry J. University of New Hampshire
 Rivers, Sanford D. Carnegie-Mellon University
 Riznyk, Ray Central Washington University
 Rocks, James E. Loyola University of Chicago
 Ross, David A. California State University, Fresno
 Russell, Elaine E. University of California, Davis
 Russel, Marjorie Rockefeller University, The
 Rutland, Henry University of California, San Diego

Saab, Ann University of North Carolina at Greensboro
 Sampson, Charles University of Missouri, Columbia
 Sanders, Robert B. University of Kansas, The
 Sanford, Julie P. University of Texas at El Paso, The
 Santos, Sheryl Arizona State University
 Satz, Ronald N. University of Wisconsin-Eau Claire
 Sauer, Jr., Harry J. University of Missouri-Rolla
 Schatz, Arthur W. San Diego State University
 Schlada, Pamela Loyola University of Chicago

Scholnick, Robert J. College of William and Mary
 Schwartz, Judith A. Georgetown University
 Schwartz, Maurice L. Western Washington University
 Sellman, Carol Holy Names College
 Shults, LeRon Walden University
 Siefert, Thomas E. Indiana State University
 Skaggs, Peggy Angelo State University
 Smith, Glenn R. University of Arizona
 Smith, Ronald R. Indiana University
 Spruill, Albert W. North Carolina Agricultural & Technical State University
 Steward, Marie University of California, Riverside
 Stith, Patricia L. Florida State University
 Stone, Winifred O. Bowling Green State University
 Swett, Susan George Mason University
 Sword, C. P. South Dakota State University

Tapia, Richard Rice University
 Taylor, Rodney L. University of Colorado at Boulder
 Thomas, Deborah G. Yale University
 Thomas, Lauree Medical College of Wisconsin
 Thompson, Mary University of California, San Francisco
 Thornton, Carrie Western Kentucky University
 Thornton, Dozier W. Michigan State University
 Thorsen, Richard Polytechnic University
 Tolbert, Ira SUNY at Binghamton
 Torry, Clovier I. Louisiana State University and A & M College
 Toyama, Judith S. University of Massachusetts at Amherst
 Traister, Gretchen Tufts University
 Tschetter, Paul East Carolina University
 Tyler, Margaret Daniels Massachusetts Institute of Technology

Venable, Demetrius Hampton University
 VerMeulen, Laura Indiana University
 Vibbert, Candiss Baska Purdue University
 Vowell, Faye Emporia State University

Wade, Peggy Clark Atlanta University
 Wallace, Cindy Gallaudet University
 Waller, James E. Morgan State University
 Walton-Raji, Angela Y. University of Maryland Graduate School, Baltimore
 Ward, M. Wesleyan University
 Warder, Donald S. University of Wyoming
 Warren, Penelope D. Northwestern University

Warrington, Joan Southern Illinois University at Edwardsville
Wartzok, Douglas University of Missouri-St. Louis
Westerfield, Ruth Drew University
Williams, Dan Ohio University
Williams, Karen Y. University of Illinois at Chicago
Witt, Peter A. University of North Texas
Wright, Vroman Rensselaer Polytechnic Institute

APPENDICES

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Appendix I:

Profile of Responses to the 1992 CGS Survey of Graduate Minority Recruitment and Retention

Total Institutions in Sample:	394
Responses to Survey:	364 92%
Responding Institutions with Identified Staff Member:	254 Yes 70% 110 No 30%

Of 254 Institutions with Identified Staff Members, % FTE Allocated to Graduate Minority Recruitment/Retention:

<u>All Institutions</u>		<u>Public</u>		<u>Private</u>	
Total#:	254	Total#:	183	Total#:	71
Mean % FTE:		Mean % FTE:		Mean % FTE:	
Recruitment	0.23	Recruitment	0.22	Recruitment	0.25
Retention	0.15	Retention	0.15	Retention	0.16
Recruitment + Retention	0.38	Recruitment + Retention	0.37	Recruitment + Retention	0.40
<u>Research I*</u>		<u>Doctorate-Granting*</u>		<u>Master's-Granting*</u>	
Total#:	60	Total#:	145	Total#:	49
Mean % FTE:		Mean % FTE:		Mean % FTE:	
Recruitment	0.40	Recruitment	0.19	Recruitment	0.14
Retention	0.25	Retention	0.14	Retention	0.09
Recruitment + Retention	0.65	Recruitment + Retention	0.32	Recruitment + Retention	0.23

Responding Institutions with Identified Graduate Recruitment/Retention Policies:

	Yes		No	
Graduate Recruitment Policy	97	28%	255	72%
Graduate Retention Policy	72	20%	280	80%
Institution-Wide Retention Policy	151	43%	201	57%
Institutional Strategic Recruitment/Retention Plan	199	57%	153	43%

*Institutions are subdivided into three categories based on the Carnegie Classification of Institutions of Higher Education and degrees granted. Research I: The 70 most research-intensive universities in the U.S. These institutions award at least 50 doctoral degrees and receive annually at least \$33.5 million in federal research support. Doctorate-Granting: institutions not classified as Research I in the Carnegie system that grant the doctorate as their highest degrees. This category includes Carnegie Research II, Doctoral I, and Doctoral II institutions. Master's-Granting: Institutions that grant the master's degree as their highest graduate degree.

Source: 1992 CGS Survey of Graduate Minority Recruitment and Retention

Appendix II:

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