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Recruiting, Retaining, and Producing Future Leaders in Higher Education

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INSIDE

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Introduction

by James Jennings

This issue of the *Trotter Review* focuses on a range of strategies and programs utilized for training black, Latino, and Asian educators and civic leaders. A number of efforts across the country are highlighted and summarized in this issue. Together, the articles offer important insights about the commonalities of some of the most exciting and important programs for training leaders from black, Latino, and Asian communities. The authors examine the critical elements of training and professional development programs that seem especially effective for students from these communities.

The first article highlights a unique professional and graduate training program in New Jersey established by Dr. Gloria Bonilla-Santiago. A major goal of this program is training representatives from the black, Latino, and Asian communities in how to cooperate and collaborate in order to influence public policy and neighborhood empowerment. This program was recently evaluated by the Trotter Institute. The next article, by Dr. Allen L. Sessoms, is a commentary about how higher education could exploit positively the strengths of black, Latino, and Asian administrators and faculty, but also discusses the professional obligation of these very same administrators regarding their particular institution and American higher education as a whole.

Dr. Delores E. Cross utilizes her professional experiences to suggest guidelines about the training and development of the leadership potential of women administrators. She suggests several areas of interaction that should be recognized as critical by institutions in actualizing the potential of women administrators. Dr. Bernard W. Harleston uses a case study of the City University of New York to examine a range of programs devoted to leadership training and professional development for blacks, Latinos, and Asians. He also offers a framework by which different programs can work collaboratively and exploit their respective programmatic strengths and resources for the benefit of students and the institution. The article by Drs. Sheila Gregory and Harold Horton also highlights several programs and strategies across the United States with the purpose of recruiting, retaining, and producing future leaders and educators from communities of color. While these two authors did not have the space to highlight many more important efforts, they do provide some insight about the reasons that make some of these programs successful.

Dr. Clarence G. Williams, writing from a vantage point at one of the nation's most prestigious institutions, M.I.T., suggests that mentoring is a critical resource in the training of future leaders, educators, and civic activists. However, he makes an important distinction between the role of "mentor," and that of a "role model." This distinction has not been appreciated in some of the germane literature. The next two articles represent focused case studies of two

strategies; one in New Jersey, the other in Boston. While there are administrative differences between the programs directed by Drs. Bonilla-Santiago at Rutgers University and Donald Brown at Boston College, both programs reflect the kind of training that is needed to develop leadership for communities of color in urban America.

We believe that readers will find this issue of the *Trotter Review* both timely and helpful in identifying the common elements of successful and effective programs for recruiting, retaining, and preparing black, Latino, and Asian students for the challenges facing their communities.

With the publication of this issue, I wish to take this opportunity to thank Ms. Leslie Bowen for her commitment and professionalism in serving as our publications manager for the last several years. Ms. Leslie Bowen is resigning in order to spend more time with her two beautiful children. Ms. Bowen's involvement with the *Trotter Review* has been one of the Institute's most important strengths. She has helped us to take the *Trotter Review* to "higher ground." I am glad to report, however, that Ms. Bowen will still be involved with our publications department on a periodic basis.

James Jennings is director of the Trotter Institute and professor of political science at UMass Boston. He is the author of a number of books, including *The Politics of Black Empowerment: The Transformation of Black Activism in Urban America*, and *Understanding the Nature of Poverty in Urban America*.

Training Leaders for Multiracial and Multi-ethnic Collaboration

by James Jennings

Due to changes unfolding in urban demographics, along with continuing social and economic problems in many cities, there is a growing need for a cadre of community-based leaders to work in, and on behalf of, communities of color. Developing such leaders requires understanding of the factors that determine the nature of racial and ethnic relations between African-American, Latino, and Asian communities. Unfortunately, training programs in higher education designed to equip African-American, Latino, and Asian urban leaders to work with each other and become effective change agents in their communities have not been widely established, even at institutions with strong urban missions. The Center for Strategic Urban Community Leadership represents a pathbreaking model that suggests new ways of pursuing effective training for multiracial and multi-ethnic collaboration while strengthening and expanding the professional and organizational skills of the participants.

The Center for Strategic Urban Community Leadership was founded in 1992 by Dr. Gloria Bonilla-Santiago with the support of the School of Social Work at the Camden Campus of Rutgers University. The mission of the center is to "foster the understanding and acceptance in American leaders of the importance of providing new organizational environments and strategies, and building bridges and partnerships between urban communities and academia to deal effectively with race relations and urban development." The center provides arenas and forums for the analysis and assessment of policy issues that impact on urban minority communities. Additionally, the center seeks to encourage the generation of new knowledge, and participants, in the development of strategies and practices for community and economic development, fundraising, and coalition-building, particularly among African Americans, Latinos, and Asians.

The center has a number of training components for graduate students as well as individuals seeking advanced professional training. The training components include: the Hispanic Women's Leadership Institute, which trains Latina women for government positions; the Latino Fellows Leadership Institute, which broadly trains Latino undergraduate students in New Jersey; Project LEAP (Leadership, Education, and Partnership), a program which provides technical assistance to two local public schools; and, the Leadership Management Urban Executive Institute (LMUEI), which focuses on training public servants in coalition-building and organizing collaborative projects across racial and ethnic boundaries in local communities.

The purpose of the LMUEI program is to prepare potential future leaders from communities of color to work together cooperatively and collaboratively, to develop the organizational and political skills necessary for professional effectiveness in the social, economic, and cultural milieu of urban America, and to understand how such skills can be applied to a broad range of community and civic problems. Although the institute has been in operation less than four years, it has already started to develop a foundation that could represent one of the most exciting efforts in utilizing higher education to train urban leaders and activists to become more effective in local and state political and civic arenas. The aim of the training provided by the institute, to encourage leadership within a context of multiracial and multi-ethnic collaboration across communities of color, responds to a vacuum in American higher education. Many academic institutes and programs, even the most prestigious ones, have not responded effectively—or at all—to the growing need to train urban activists to work across communities of color. The LMUEI recruits African-American, Latino, and Asian individuals who are in leadership positions, or who have developed professional experiences that reflect leadership potential, in order to provide them with training in professional and organizational skills within a context of the goal of building bridges between communities of color. The mission of the LMUEI is the selection and training of potential and actual African-American, Latino, and Asian leaders in urban settings in ways that encourage multiracial and multi-ethnic collaboration.

There is a growing need for a cadre of community-based leaders to work in, and on behalf of, communities of color.

Training is generally aimed at developing the personal, professional, and organizational skills of the participants, enhancing the participants' sensitivity and understanding of the significance of community service, and encouraging activism within a context of building bridges of communication and collaboration between communities of color, particularly among black, Latino, and Asian communities.

This program has a number of specific objectives aimed at achieving its goals. These include:

- Strengthening the professional, personal, and political skills and motivation of African-American, Latino, and Asian leaders;
- Promoting an understanding and appreciation of racial and ethnic diversity;
- Enhancing the negotiation skills and effectiveness of program participants in developing relations with governmental, corporate, and private institutions;
- Motivating program participants to recognize and utilize their potential talents in the pursuit of community and public service;

- Providing skills for participants to communicate more effectively with institutions that impact on the quality of urban life;
- Providing insight and sharing experiences about how to mobilize resources targeted at neighborhood issues; and,
- Encouraging program participants to consider the pursuit of advanced education in graduate and professional studies.

The institute seeks to meet these objectives through the following activities:

- Comprehensive orientation session and interviews with the director and program staff;
- Four, intensive, three-day seminars offered quarterly; these seminars utilize carefully selected presenters and facilitators who rely on short presentations, role-playing techniques, various kinds of values-clarification exercises, and small group discussions designed to familiarize participants with the following topics: 1) *identifying dimensions and dilemmas of leadership in urban settings;* 2) *identifying obstacles and barriers to appreciating and exploiting positively ethnic diversity;* 3) *introduction to negotiation and conflict resolution;* 4) *skills training in building partnerships and coalitions;* 5) *providing an understanding of politics and power in cities;* 6) *providing hands-on experience in the development of mobilization strategies for influencing and implementing public policy;* 7) *providing an appreciation of the role of technology in urban life;* and, 8) *developing strategies for enhancing access and democratic participation in community and civic settings.*
- Program fellows are required to pursue a community service project relevant to their professional, civic, or personal interests. At the end of the year, each fellow must write a comprehensive paper, and present and discuss their project synopsis and paper before all the fellows and observers, focusing on the significance of the project, an analysis of local community and government factors impacting on the project, and commentary regarding leadership issues and multiracial and multi-ethnic concerns discussed throughout the year;
- Educational field trips are organized for program fellows in order to introduce them to national and state advocacy organizations;
- Program fellows must make seminar presentations about their projects, ideas, and concerns; they must also maintain a journal of observations to record experiences while working in their communities; and,
- Mentors are assigned to some of the fellows in order to provide assistance and guidance while they work on their selected community projects.

The selection of fellows is rigorous and highly competitive. The fellows are chosen by the program director and a committee of staff assessing the following qualities reflected in the application and several interviews with the candidate:

- Current or potential leadership in professional, civic, community, or political arenas;
- Substantial contributions to the candidate's local community as evidenced by active participation in political, community, and civic issues;
- Interest in working in minority communities and in addressing issues related to ethnic tensions in urban settings; and,
- Future plans for public service or education, business entrepreneurship, civic work and volunteerism, or work in the corporate sector.

Because one of the goals of the institute is to develop bridges of communication and collaboration between representatives of various communities of color, the composition of the program fellows reflects racial, ethnic, and geographical diversity. In the 1994 class there were thirty-eight fellows: seventeen were African American, sixteen were Latino, and five were Asian. Very importantly, within these broad racial and ethnic categories, there is much ethnic diversity. While most of the fellows reside and work in cities in New Jersey, there are also fellows from Pennsylvania, New York, and Delaware. The occupations of the fellows reflect an array of professional work and interests, an asset in terms of sharing professional and community experiences among the fellows.

One of the major challenges currently facing urban leadership in the United States is how to resolve potential and actual ethnic conflict between communities of color.

All potential program enrollees are asked to consider and respond to the following preprogram queries:

- How would you define *leadership* in an urban context?
- What are the most important traits or characteristics of urban community leadership?
- Are there skills, or characteristics that define a leader in an urban community? Are these qualities different or similar for members of communities of color?
- What positive or negative experiences have contributed to your motivation to learn about, and reflect, leadership in your professional setting?
- What kinds of issues do you consider to be of greatest importance for urban communities?
- What are the major problems and challenges regarding ethnic and racial relations in urban America?
- What do you consider to be your strongest leadership skills?
- What do you consider to be your most significant weakness in terms of developing leadership qualities in an urban setting?

These questions are posed before the seminars take place in order to alert participants about some of the issues they will be discussing, and also to begin encouraging them to think concretely about what is, or should be, the nature of urban leadership in communities of color. Such questioning begins to move the fellows towards acknowledging important issues that are much broader than their immediate, daily professional challenges.

Program fellows have reported great satisfaction in facets of their personal and professional growth as a result of participation in the institute activities. The following are the major reasons for the fellows' satisfaction:

- Fellows have opportunities to define what they believe is important to their own development;
- Fellows obtain new information about their own and related areas of endeavor through the trainers and seminar presenters and structured discussions;
- Fellows have opportunities to network and exchange experiences within a context of learning and appreciating the significance of developing leadership directed at empowering their communities;
- Fellows can apply new learning to concrete situations in ways that allow them to bring back information to the seminars; and, finally,
- Learning takes place within a context of professional growth; that is, participants do not engage in activities to "pass a course" or get a higher salary, but specifically to strengthen what they consider to be important leadership qualities.

Participants in institute activities also appreciated being exposed to a broad range of tools and professional techniques that can be applied to their own settings. This was accomplished through the seminars, but also as a result of the community service projects pursued by each of the fellows. These projects gave each of the fellows an opportunity to develop investigative and managerial tools that, in some cases, were totally new to them. As a result of acquiring these new skills, including investigative and managerial tools, the fellows believed that their potential for continuing professional development was enhanced considerably.

The following are some of the professional tools obtained by fellows who completed this training program:

- Understanding how to set realistic management goals and expectations, including greater appreciation of time constraints, funding issues, and human interaction;
- Introduction to conducting needs assessments and surveys, improving interviewing techniques, and conducting focus groups;
- Strengthening public speaking skills;
- Learning to develop business plans;
- Enhancing fundraising and grantsmanship skills;
- Introduction to negotiation and conflict mediation skills;
- Learning how to utilize various kinds of audiovisual tools;
- Understanding how to organize and mobilize community resources, including networking with others;
- Utilization of census data and technology;
- Utilization of interactive theater and role-playing skills; and,
- Utilization of art and photography.

Although all of the fellows did not use each of these professional skills, they were exposed to these kinds of professional tools through the sharing of information about the community-service projects during seminars and meetings.

Conclusion

One of the major challenges currently facing urban leadership in the United States is how to resolve potential and actual ethnic conflict between communities of color. While there is growing acknowledgement of this issue, as indicated by an emerging academic literature, programmatic efforts to ensure collaboration and communication between African Americans, Latinos, Asians, and others, have yet to be developed, systematized, and institutionalized. The Leadership Management for Urban Executives Institute is one of the few efforts in the nation that is attempting to train urban leaders and activists within a context of encouraging the building of bridges between communities of color. There are several features of the institute's mission and goals that also allow it to stand out in terms of the relationship between higher education, professional and leadership development, and community service.

The philosophical approach of the institute to leadership development is holistic and interdisciplinary. Fellows are exposed to a broad range of intellectual tools in order to build appreciation of the systemic factors that shape living conditions in urban communities. There is strong orientation in all the institute activities, furthermore, to approach theory and praxis as interrelated in the learning process. Students are encouraged to understand theory as it might be applied to concrete political, economic, and social situations. The background of the fellows, as individuals with grassroots experiences in a variety of professional and civic settings, is another important feature of this model. Many are "street-level bureaucrats"; others are community and neighborhood organizers who have a wealth of practical experiences but may lack opportunities to conceptually organize their thoughts and concerns for public action. The combination of these features offers the institute vast potential to play a leading role in the area of training, higher education, and community service.

James Jennings is director of the Trotter Institute and professor of political science at UMass Boston.

Leadership in Higher Education: A Changing Paradigm

by Allen L. Sessoms

An Evolving Situation

Senior administrators at public colleges and universities have previously been in the enviable position of managing reasonably stable institutions that have enjoyed an essential place in society. These institutions were born of society's desire to ensure access to the fruits of learning by a broad spectrum of citizens and to ensure that the knowledge developed was put at the service of industry and of the nation. In the past, and particularly after World War II, public institutions of higher education enjoyed explosive growth in both the numbers of students and in terms of public support. In addition, after the launch of the first earth-orbiting satellite, these institutions became instruments of public policy and benefitted greatly from the public's largess.

In more recent times, higher education institutions have experienced a degree of turbulence due primarily to events outside their control (for example, the war in Vietnam), but have not suffered crises of self-doubt or severe external questioning of their relevance to society. During times of severe economic stress, as well as times of economic growth, these institutions have benefitted from the belief that they were the keys to progress and advancement in society for the individual who was fortunate enough to enjoy the fruits of a "good education."

Times have changed. Change is being driven by a number of factors, the most important of which is technology. There is concern in today's society that technological progress is not necessarily improving the human condition, and may, in fact, be worsening it. The environmental disasters of "Love Canal" in New York state and the threat posed by nuclear weapons are just two examples that suggest the disadvantages of "progress" have been underestimated. There is also the belief held by some individuals that we are not in control of technology, but, instead, are becoming trapped by it.

Technological progress has, however, revolutionized the work place and, in a real sense, transformed the way we live and learn. Technological changes that stick, those that have economic success and become a part of the fabric of our lives, are those that after a while, we "cannot live without." Television is one such development. Automobiles are another. Microprocessors, which are in everything from automobiles to telephones (another "must" in our society), have literally transformed the global economy.

Microprocessors are also in the process of transforming how colleges and universities do business. These technologies, typically through the media of computers and advanced telecommunications systems, provide students with opportunities to learn skills and job-related knowledge

at significantly less cost and on more individualized schedules than through traditional delivery systems.

In addition, the average cost of attending college has significantly risen as a portion of the disposable income of middle-class families. This, coupled with the tight job market faced by many college graduates over the past decade and the recognition that without a college degree the prospect of getting a good job at all is significantly diminished, has led to an interest in exploiting the benefits of technology outside the traditional university setting to make it possible for students to acquire the necessary credentials in a more cost-effective manner. Another major issue confronting parents and students in public higher education is the question, How much debt is reasonable for a graduate of a *public* college or university? In some sense, these students believe they are paying twice for their education, once through taxes and again through tuition and fees. These concerns have led to intense questioning of the relative value of traditional methods of higher education and the sensitivity of public higher education institutions to the customers they serve.

There are other pressures. With the rapidly changing technological environment there is a growing need for improving the skills of the white-collar work force. The change in the political environment has led to the downsizing of the defense industry and the displacement of many businesses and workers. Changing demographics have led to a major shift in the age of students so that the "traditional" student who enters college at eighteen, lives in a dormitory, and graduates four years later is now in the minority.

The complexion of the campus has also changed. There are now more female students and members of traditionally underrepresented groups. Such groups include African Americans, Hispanics, Asian Americans, and Native Americans. This trend will continue. The cultural and social needs of these students must be

recognized and addressed in a positive way if an institution is to succeed.

Essential Leadership Qualities

This situation has led to an evolution in the type of leader needed for success in public higher education today. It is not enough to shepherd an institution and make peace with the faculty. One must challenge the institution and often take significant risks, as well as get out in front of the curve of change. This is perilous in an academic setting and many senior administrators have been beaten back or lost their jobs by taking such approaches. However, if the traditional approaches remain the norm, it is highly likely that public institutions of higher education will become less relevant, and, as a result, their merit as potential recipients of public funds will be questioned or the amount of funds reduced to an even greater degree than has been the case in the past.

Elements of Leadership

Within the context described above, the following is a list of key elements and proposals that should inform and guide all senior administrators in public higher education:

- Revolutionary change is needed in the way the business of colleges and universities is conducted;
- The opportunities afforded by diversity must be embraced;
- The customer is ultimately the student. If the student fails, the institution has failed;
- The only thing that catalyzes change is reward;
- Fundamental change comes slowly in academia, as it does in other fields;
- There is great virtue in excellence;
- Teaching methods must be reinvented and technology will play a major role;
- Perceptions are at least as important as reality and must be dealt with as such;
- Public institutions of higher education cannot work outside society; they are an integral part thereof and cannot be separated from it.
- No "wars" are ever won; only incremental progress is achieved.

African Americans in Leadership Positions

Expectations for African-American administrators in higher education do not, as a rule, encompass many of the above elements. We are often expected to care about only a couple of these as our primary concerns. This categorization has narrowed opportunities for African Americans and is reflected in our institutional roles. Unfortunately, it is rare, indeed, to find an African American serving as provost or chief information officer in a major public college or university. As we know, this is not due to lack of talent or experience. It is more usual for African Americans to serve in the position of affirmative action officer or dean of students. These positions are essential, of course; however, we must not allow ourselves to be generally limited to them.

Technological progress has revolutionized the work place and transformed the way we live and learn.

This situation is, in part, a relic of history, but it is also the result of self-channeling. We, as a group, have not stepped up to the plate and assumed leadership roles in a number of the key areas. Usually, the African-American administrator has stayed in safe waters, to the exclusion of many of the fundamental issues facing public higher education today. For these and other reasons, it is always surprising to find one of us in the role of president, executive vice president, or other such nonstereotypical positions. This situation must change if we are to exercise the leadership necessary to ensure that, first, our children benefit from the best education possible, and second, public higher education does not address our community's needs as an afterthought because we have not chosen to engage ourselves in all the issues that are central to its survival.

Allen L. Sessoms is executive vice-president of the University of Massachusetts.

Women as Leaders in Higher Education: Blending Personal Experience with a Sociological Viewpoint

by Dolores E. Cross

A theme often repeated in the writings of C. Wright Mills is that of the "sociological imagination."[1] What prompts our sociological imagination, he says, is a blending of our knowledge about the social sciences with our personal history. In my experience, it is important for leaders to have a sociological imagination. What follows are observations of my experience during my tenure as president of the New York State Higher Education Services Corporation (HESC), and in my current position as president of Chicago State University.

In 1981, I was appointed president of HESC by Governor Hugh Carey. The agency had been created as an educational agency by the state legislature in 1974. My vision was that the agency could be more than just an administrative agency doling out student aid funds, but could educate students and serve institutions in a much broader way.

There is no one model of successful leadership that fits all circumstances.

The purpose of HESC was to provide access to higher education for all eligible students. Looking at the work of the agency from both my own personal experience and from a sociological viewpoint enabled me to understand the external constraints that would impact the process of change. My sociological imagination prompted me to know, and to act upon, an awareness that in order serve all eligible students, the agency would have to go beyond a mere processing function.

I had a vision for the agency that would place it in a national leadership position not only for financial aid administration, but also for information and research. Many of the students HESC served had lives similar to what mine had been—I understood the obstacles they faced, and their needs. I had grown up in Newark, New Jersey, in a low-income family, had married and had children at a young age, and had struggled for many years to achieve my educational goals while working and raising a family. I was an honor student, but finances presented a barrier. My experience made me more sensitive to the triggers in the environment that are early warning signs of greater hardships for

minority and low-income students. In spite of demographic projections for a greater proportion of minorities among college-age youth, minority representation in higher education was, in fact, decreasing. At the same time that college costs were escalating, the federal government was wavering in its support of student aid.

Providing leadership required that I not only draw upon my personal experience, but also adhere to the tenets of good social science and public service. This meant developing information, expanding the vision, and increasing the stakeholders. In the process, I shattered stereotypes about myself, confronted myths about women in management, and made progress in unconventional ways.

Since taking a position at Chicago State University four years ago, my role has again been that of a change agent. Faced with the difficult task of evolving the organizational culture, I relied upon my own experience while realizing that CSU had reached a new point in its organizational history. I took great effort to communicate directly with all employees and instituted a participative planning and budgeting process that emphasized communication and interaction. Employee development was encouraged and supported. My visibility on- and off-campus was increased as a result. Greater delegation and coordination were given to middle-level managers as I sought to develop a more consultative model and increase communication.

What have I learned from these kinds of experiences?

I learned that there is no one model of successful leadership that fits all circumstances. Leaders are similar in their ability to bring together different people for the sake of a common goal, but they differ in talents, temperaments, and traits that enable them to work at different levels in business and government.

One does not become a leader by merely reading a set of

abstract rules. Leadership is achieved by those who understand the constraints of the environment as well as their own capabilities. Leaders are self-aware, conscious of their weaknesses as well as their strengths, concerned with personal development for both themselves and others. Leadership needs to be initiating, guiding, involving, and influential. Leaders combine their own initiatives with the involvement of others in determining the needs of an organization and finding potential solutions to problems. Commitment to change stems from personal values and priorities—vision—and a leader's effectiveness depends on her ability to make *her* vision a *collective* vision. I often speak of the "we" tradition at Chicago State University. It is a coming together and working together toward a collective set of goals.

For women, taking risks and confronting stereotypes is a key to providing leadership.

Much of what I do involves taking risks and confronting stereotypes. Those risks include a commitment to women's inherent connectedness with other women, not only with those other women who are in the same social and economic group, but also with women living in poverty, in terms of caring about them and raising the right questions about their situations. That means raising questions that may not be popular. Confronting stereotypes means dealing with the preconceived notion that a woman, and, in my case, an African-American woman, will not take charge.

For women, taking risks and confronting stereotypes is a key to providing leadership. In taking risks and challenging stereotypes women must be cognizant of what they have learned from other women, whether from similar or different backgrounds. I have learned a lot about taking risks and confronting stereotypes from women at Chicago State University. If we are to become the leaders we want and need to be, then we must look at our connectedness with one another. We must ask ourselves, How much do we really listen to and understand about the lives of other women, not just our colleagues and neighbors, but also our sisters in the Third and Fourth Worlds?

If change is to happen, it must be inclusive and it must be for the right reasons. It must address the needs of women like CSU's students, women who may seem faceless in an organization. Those of us who have achieved positions of leadership should seek out such individuals and talk to them. We must let them know that we understand, and that we recognize that they, too, have something to contribute.

Leadership is not a now-and-then quality to be exercised only when emergencies arise. It is not a reflex response to organizational demands, but the infusion over time of a sense of value in people who feel that what they are doing is meaningful. The ideal leader cannot be merely successful herself. She must also bring out the best in other people, the constructive ideals of social character and the values that express its positive traits.

At the same time, we must not view power and politics as dirty words. Women *can* get to the top and gain power the same way men do, by working harder, knowing more, taking risks, and being better at their jobs than their competitors, both male and female. But, having gained power for ourselves, we must use it to help others. Leadership includes the value of caring about others, and it encourages personal development in others which, in turn, creates value for the organization. The most significant attribute of a leader is such a caring, respectful, and responsible attitude, along with flexibility about people and a willingness to share power.

Notes

[1]C. Wright Mills, *The Sociological Imagination* (New York: Oxford, 1959).

Dolores E. Cross is president of Chicago State University.

Expanding the Pool of Women and Minority Students Pursuing Graduate Study: The Development of a National Model

by Bernard W. Harleston

The underrepresentation of women and minority students in certain disciplines in the graduate schools of American colleges and universities is a matter of great national concern. This concern has been intensified by the decline during the last fifteen years, especially from 1978 to 1988, in graduate school enrollments of *all* categories of American students. But, even before this most recent period of decline and during a time when the enrollment of women and minority students was at its highest (between 1968 and 1974, as a consequence, primarily, of the civil rights movement), the representation of women and minorities in the sciences, engineering, and mathematics, and, in the case of minorities, in the humanities, was negatively disproportionate to their numbers in undergraduate colleges and, indeed, in postbaccalaureate education. (Betz 1990; Carter and Wilson 1988, 1989, 1990, and 1992; National Science Foundation 1988)

The need to correct this imbalance, to expand the numbers and increase the pool of women and minority students pursuing graduate study, are matters of great urgency. The reasons are familiar and compelling (Betz 1990; Kahle 1982; Malcolm 1990; Oakes 1990; New York State Science and Technology Foundation 1990): the unnecessary and costly loss of talent; the loss of role models; the loss of diversity; and, the weakening of the nation's ability to educate, to motivate, and to compete.

A number of institutions in the United States have initiated programs designed to address and, to varying degrees, redress aspects of the problem of underrepresentation of women and minorities. In addition, federal agencies, most notably, the National Science Foundation and the National Institutes of Health, private philanthropies such as the Ford and Mellon Foundations, and many corporations, have committed significant resources to address this problem.

It is essential that all of the funding sources not only continue, but increase such support. One way to insure their continuing support is to develop strategies that will dramatically, and quickly, increase the numbers in the pool of students from underrepresented groups. As a matter of national policy, specific goals with fixed deadlines for expanding the pool of underrepresented groups in specific disciplines must be set (Bowen and Rudenstine 1992; Malcolm 1990; McBay 1990; New York State Science and Technology Foundation 1990).

The City College Initiative

A focused effort was begun eight years ago by the City College of the City University of New York to address the problem of underrepresentation of women and minority students in undergraduate programs leading to graduate study and careers in research and scholarship. These efforts have produced consistent and highly significant results and have been institutionalized as a continuing priority within the college's mission. These efforts have also led to the development of certain working principles that are generalizable and transferable, thereby permitting the project to serve as a national model.

The building blocks of City College project consist of a number of discrete programs with specific goals that are responsive to the criteria proposed by the particular funding agency supporting the program. While the activities and the structure of the programs vary, they have in common the goal of expanding the pool of students who are oriented towards graduate school and academic, scholarly, and research careers. Most of the programs are focused at the undergraduate level and concentrate on undergraduate education: One program includes high school juniors and seniors; three programs involve both undergraduate and graduate students; another program focuses exclusively on graduate education and training. These pipeline programs currently serve over two-hundred students (not including the enrollments in the feeder programs CCAPP and PRES discussed later in this article) and involve over one-hundred faculty members as student mentors. Only two of the programs do not require students to be either science or engineering majors. Thus, the overwhelming thrust of these programs is to recruit minority science and engineering majors.

• *The City College Academy for Professional Preparation Program, or CCAPP.* Funded by the New York State Department of Education, this program provides science students with a supportive community of fellow students, faculty, and staff that offers intellectual

enrichment, promotes their academic success, and prepares them for entry into professional careers and/or graduate programs. CCAPP serves students throughout their undergraduate careers and is one of two feeder programs for other component projects. In the summer, entering freshmen and transfer students are offered an intensive four-week program that teaches problem solving skills for the sciences using content in physics and chemistry. During the academic year, students receive a full range of academic support and enrichment activities, including workshops that are required for all students and elective science and math courses, individual and group counseling, career preparation classes, internships on- and off-campus, and referrals to the college's science research programs. There are also workshops on such topics as time management, test-taking procedures, and career and graduate school admissions. CCAPP also provides social activities and a place to study. To be eligible, students must be science majors or pursuing premedical studies. They must be in good academic standing.

• *The Program for the Retention of Engineering Students (PRES).* A related program established to provide academic and support services to assist minority engineering students in meeting their academic and career goals, PRES is a feeder program. The major objective of PRES is to ensure that students succeed in introductory math, chemistry, and physics courses required in the engineering program. The PRES program activities include: a prefreshman summer transition program; small-group and individual tutoring in mathematics and the sciences; personal counseling; academic advising; group study sessions; and workshops to develop students' written, oral, and visual communication skills. PRES is funded by City College and contributions from corporations, foundations (most notably, the Alfred P. Sloan Foundation), and federal agencies.

• *The Transfer Retention at City College program (TRACC).* Established with a grant from the General Electric Foundation, this program was recently awarded a grant from the Department of Energy in support of its activities. TRACC is a companion program to PRES, providing services to minority students transferring from CUNY community colleges to City College's School of Engineering. The goals, objectives, and support services are identical to PRES, except in the area of tutorial services. Tutoring is offered to TRACC students in upper-level courses in engineering. Otherwise, students in TRACC experience the same nurturing and supportive environment as PRES students.

• *Project Preserve (PP).* Funded by the National Aeronautical and Space Administration (NASA), this project is a three-institution, national program designed to give minority engineering students a "second chance" to complete engineering degree requirements. City College, Xavier University, and California State-Northridge recruit students who have been dismissed from previous engineering schools because of poor academic performance and provide support services to improve their academic status. Students have the option to return to their previous schools or remain at the PP institution. The main goal of this project is not to lose minority engineering students already in a national pipeline. Students receive the same type of support services as those in PRES and TRACC, but there is a strong emphasis on closer monitoring of academic progress, regular counseling sessions, and more parental involvement. Currently, there are twenty Project Preserve students at City College from M.I.T., Howard University, the University of Pennsylvania, Rennselaer Polytechnic Institute, Stevens Institute of Technology, SUNY-Buffalo, Drexel Institute, and Cornell University. Many of the students have improved their academic status and six have been readmitted to their original institutions.

• *The City College Undergraduate Fellowship Program.* Funded by the Ford Foundation and supported by other private funding sources, this program supports students who are considering careers in college or university teaching in any of the traditional disciplines. The program aims at developing the next generation of faculty, starting with the undergraduate training of City College fellows and culminating in their placement in appropriate doctoral programs. Fellows become involved members of a close-knit community of scholars from a variety of disciplines. They participate in activities that draw them together as a group, teaching and learning from each other as well as from faculty, and are guided and supported in a wide range of experiences that prepares them for graduate school and possible futures as faculty members. Upon admission to the program, each student is paired with a faculty mentor, a professor engaged in research, publication, and other professional activities. Fellows work with their mentors as research assistants and, with the help of their mentors, gain firsthand experience of the rewards and responsibilities of academic life. All fellows must be U.S. citizens. Students majoring in any discipline who have completed no more than sixty credits are eligible to apply to the program.

• *The Mellon Minority Undergraduate Fellowship Program.* Funded by the Andrew Mellon Foundation, this program also supports students who are considering careers in college or university teaching. Upon admission to the program, each student is paired with a faculty mentor who guides his or her academic progress and provides an introduction to the culture and routine of academic life. Eligibility is limited to black, Hispanic, and Native American students who are U.S. citizens or permanent residents and are majoring in the humanities, geology, ecology, or mathematics and have completed no more that sixty credits.

• *The Center for Analysis of Structures and Interfaces (CASI) program.* Funded by the National Science Foundation through its Minority Research Centers of Excellence (MRCE) program, CASI is committed to conducting exemplary research and increasing the number of minority scientists trained to conduct high-level scientific research. Undergraduate and graduate CASI students become members of research teams in one of four ongoing research projects in chemistry, physics, and engineering, contributing to the progress of the research while working with and learning from the project director and faculty. A summer enrichment program is also

available for incoming freshmen. Students who are U.S. citizens and are black, Hispanic, Native American, or Pacific Islanders are eligible for the CASI program. Preference is given to students who are active members of CCAPP or PRES and have expressed an interest in graduate study in chemistry, physics, or electrical or chemical engineering. The Center of Excellence at City College is one of eight established throughout the U.S. and Puerto Rico.

• *The Center for Minorities in Information Processing Systems (CMIPS).* Funded by the National Science Foundation, CMIPS offers a combination of academic support services and enrichment activities for minority students interested in research and teaching careers in computer science and computer engineering. The CMIPS program stresses a collaborative learning environment that provides opportunities for undergraduates to study together in groups, learning from and teaching one another. In the junior and senior years, students conduct research either independently or as a member of a research team under the direction of a mentor. Students who are U.S. citizens or permanent residents and are black, Hispanic, or Native American are eligible. Students must have expressed an interest in graduate study in computer science or computer engineering.

• *The College Research Scholars (CRS) program.* Funded by City College, the CRS program is designed to increase the number of students who will enter graduate or professional schools and who intend to pursue research careers in biomedical science. This program provides high-quality training in biomedical research through faculty-guided research and a wide range of courses. CRS students participate in a weekly symposium which provides a forum for the presentation and discussion of their research projects. In addition, outside speakers are invited to present lectures on scientific research as well as information about graduate programs. Students who are U.S. citizens or permanent residents majoring in biochemistry, biology, chemistry, mathematics, or physics are eligible to apply.

• *Focused Opportunities for Research Careers in Engineering, or Project FORCE.* Funded by the National Science Foundation, Project FORCE supports engineering doctoral study and research traineeships for women, minorities, and persons with disabilities. Each FORCE student is assigned a specially selected faculty mentor to assist her or him in meeting the challenges of doctoral level study. In addition, support services such as counseling and advising are available. Students are provided with internship opportunities in corporations associated with the FORCE program and devote increasing amounts of time to research as they progress through the doctoral study program in order to link realistic work opportunities with sophisticated technical, theoretical, and research experiences. Women, underrepresented minorities, and persons with disabilities who have been accepted into one of the City University of New York's civil, chemical, electrical, or mechanical engineering, or computer science Ph.D. programs are eligible.

• *The Howard Hughes Undergraduate Biological Sciences Program.* Funded by the Howard Hughes Medical Institute, this program provides enriched undergraduate educational opportunities in the biological, biomedical, and biochemical sciences through a variety of initiatives. For high school juniors and seniors, the Hughes program sponsors the High School Summer Research Program. Students spend seven weeks at the City College campus exploring college-level biological research and studies. The Summer Transfer Program offers a three-week summer course for transfer students in biology and chemistry to help them prepare for key intermediate-level science courses at City College. Undergraduate juniors and seniors can participate in the Upper Division Research Program in which students are paired with faculty mentors and conduct biological research under the mentors' supervision. For students who have already completed their undergraduate education in any discipline, but who would like to prepare themselves for careers in the biological and biomedical sciences, the post-baccalaureate program provides opportunities to conduct mentor-sponsored research while strengthening and augmenting the student's science background. All students are eligible to apply to each of the initiatives.

• *The Minority Access to Research Careers (MARC) program.* Funded by the National Institute of General Medical Sciences, the MARC program provides training for undergraduate minority students interested in careers in biomedical research through faculty-guided research and a wide range of courses. MARC students participate in a weekly symposium which provides a forum for the presentation and discussion of their research projects. Students interact with outside speakers and receive guidance about graduate programs and preparation for graduate study. Black, Hispanic, Native American, and Pacific Islanders who are U.S. citizens or permanent residents and intend to major in biochemistry, biology, chemistry, mathematics, or physics are eligible to apply.

• *The Minority Biomedical Research Support (MBRS) program.* Funded by the National Institute of General Medical Sciences, the MBRS program is designed to increase the number of minority students who will enter graduate and professional schools and who intend to pursue research careers in biomedical science. This program is similar in design to the MARC program. However, both undergraduate and graduate students are eligible to participate.

• *Research Careers for Minority Scholars (RCMS) program.* There are two RCMS programs at City College. Both are funded by the National Science Foundation. One supports minority engineering students who are considering careers in college or university teaching. The other supports undergraduates majoring in the sciences and mathematics and is tied in to the CASI program. In each case, students are paired with mentors and are provided with research opportunities and academic and intellectual enrichment, including roundtable discussions and workshops in problem solving, advising, and counseling. Applicants must be U.S. citizens or permanent residents and must be black,

Hispanic, Native American, or Pacific Islander. To be eligible, students must be majoring in civil, chemical, electrical, or mechanical engineering, computer science, chemistry, physics, or mathematics and have completed no more than sixty credits.

• *The Research Opportunities in the Marine and Atmospheric Sciences (ROMAS) program.* Funded by the Office of Naval Research of the Department of Defense, the ROMAS program is designed to attract students into research careers in ocean sciences, meteorology, and related areas of the physical and natural sciences, engineering, and computer science. Students perform laboratory and field research under the mentorship of faculty members engaged in a marine or atmospheric research project. As an integral part of the program, students will complete a two-week summer training course that provides them with firsthand experience in oceanographic research. To be eligible, students must be U.S. citizens or permanent residents and plan to attend graduate school in the marine or atmospheric sciences or related areas in engineering. In addition, students must be full-time with at least sixty-four completed credits.

• *The Undergraduate Student Researchers Program (USRP).* Funded by the National Aeronautics and Space Administration, the USRP program is designed to increase the number of minority scientists trained to conduct scientific research in aerospace and related engineering disciplines. Undergraduate students participate in mentor-directed research projects. To be eligible, students must be U.S. citizens or permanent residents and have completed four years of mathematics and three years of science in high school and/or have a combined verbal and mathematics score of 1100 on the Scholastic Aptitude Test.

The Need for Coordinating Programs

As programs began to mature and new programs were developed, it became clear that an oversight committee was needed in order to maximize the impact of the various programs. This led to the establishment of a college-wide coordinating committee of pipeline programs, known as PORT (Professional Opportunities in Research and Training). The needs and concerns of this group include: competition for students; duplication of administrative services; the need to develop and maintain a common database; the need to develop effective recruiting strategies; reducing overhead costs; and, strengthening fundraising efforts. In particular, it was felt that there should be synergy between and among programs to increase the number of students who could be served and to use federal funds as leverage in soliciting private support.

Over the course of two years, the philosophy, goals, and structure of a coordinating mechanism began to evolve. The Committee on Professional Opportunities in Research and Training was established as an oversight and steering committee to maximize the information flow to, and the effective functioning of, each of the component programs, and to facilitate and strengthen productive interaction between and among the programs.

One of the first activities undertaken by PORT was the planning and mounting of the first annual President's Assembly and Reception in honor of the students participating in the various programs. This event was remarkably successful in showcasing students and programs, in strengthening the relationships among the various programs, in strengthening and reinforcing the motivation to go to graduate school, and in disseminating information about the programs to funding agencies, the academic and City College communities.

The underrepresentation of women and minority students in certain disciplines in the graduate schools of American colleges and universities is a matter of great national concern.

The next activity undertaken by PORT was sponsorship of the Student Scholars Day at City College. A significant recent activity of PORT has been the development of a brochure describing the component programs and the criteria for participation which will be a major recruitment tool. PORT is expected to play an important role in increasing funding for programs to expand the pool of underrepresented individuals and in facilitating peer review for quality control and heightened effectiveness of the programs.

Key Elements of Success

The major common elements of the City College initiative can be summarized as follows:

A Strong Institutional Commitment
- Active support of the president;
- An articulated statement to the college community that the activity is a major and significant priority within the mission of the college;
- Involvement of faculty and administration; and,
- College-wide recognition of the programs and the participating faculty and students.

Recruiting a Diverse Student Body
- Recruiting at the high school level;
- Recruiting on campus;
- Recruiting from the community colleges;
- Recruiting both well-prepared and under-prepared students; and,
- Recruiting across a variety of disciplines.

Individualizing the Education
- Strong mentor-student relationships;
- Opportunities and support for individualized scholarship; and,
- Individualized academic support services, advising, and counseling.

Incentives for Students
- Financial support;
- Peer review in both teaching and research settings;
- Group learning and problem solving;
- Integration of students to insure certain common core experiences so that students from various programs share certain intellectual, academic, and professional experiences; and,

- Participation in professional activities such as attendance at professional meetings, presentation of poster or research reports, and coauthoring publications.

Incentives for Faculty

- Availability of funding from federal, state, and private sources to qualified institutions and projects;
- An appealing blend of teaching and research;
- Working with students in the programs advances the faculty member's scholarship;
- Recognition and rewards from the college.

Opportunities for Off-Campus and Interinstitutional Experiences

Certain programs provide only limited opportunities for the students to pursue academic, scholarly, and research activities off-campus, especially during the summer. Most notable among these are the Ford City College Fellows Program and the Mellon Minority Fellows Program. The development of interinstitutional consortial arrangements could greatly enhance such opportunities for students to the benefit of all participating institutions. The elements of the City College initiative—a strong institutional commitment, recruitment of a diverse student body, individualized education, and incentives for students and faculty—are essential to the success of any integrated effort.

A significant, promising next step in this effort is for City College to establish one or more consortial arrangements with colleges and universities throughout the nation. The purpose of the consortium would be to bring into active cooperative relationship a set of institutions, all of which are committed to expanding the pool of underrepresented groups in a variety of fields and disciplines, most notably science, mathematics, and engineering, in order to enhance the effectiveness of the participating institutions, expanding the pool of students and enriching the pipeline beyond the level that the institutions would reach by acting independently.

Conclusion

The programmatic initiatives undertaken at City College to enrich the pipeline and expand the pool of women and minorities pursuing careers in science, mathematics, engineering, and other disciplines, represent an ambitious, intensive, highly focused effort involving large numbers of students, faculty, and staff. But, the immediate and long-term results indicate that there are viable programs that are effective in expanding the pool of minorities and women pursuing the study of science, mathematics, and engineering, and that these programs can be mounted in a variety of institutional settings. In the undergraduate pipeline and in the Ph.D. programs sponsored at City College, there are more targeted women and minority students pursuing academic programs in science and engineering than at any other institution in the United States. As these students progress through the curriculum and new students are added to the entry-level programs, City College will have had a significant effect in expanding the pool of women and members of underrepresented minority groups. With the establishment of consortial arrangements, this effect may be greatly enhanced in a relatively short period of time.

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Educational Opportunity Programs for Students of Color in Graduate and Professional Schools

by Sheila Gregory and Harold Horton

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The significant underrepresentation of people of color in all occupational fields is clearly indicative of the exceptionally low percent of people of color in graduate and professional schools in America. Unless drastic actions are taken by universities across the nation to identify and recruit a significant number of students of color in undergraduate colleges it is unlikely that significant numbers of people of color will be available in the near future for potential employment.

To provide opportunities for students of color, who were previously denied access to universities based on race, to matriculate in graduate and professional programs in all academic and occupational fields is not "reverse discrimination." People of African descent in America suffered from forced, legal segregation for nearly three-hundred years. Thus, for graduate and professional schools to establish educational opportunity programs offering access to universities and colleges for students of color is one method to use toward preparing more of these students for entry into the professions.

Special access to graduate and professional schools does not mean lowering academic standards. Students of color who have been admitted to graduate or professional schools must take the same courses and fulfill the same academic requirements as other students in order to receive degrees in dentistry, medicine, business, law, engineering, or any other field. Educational opportunity programs merely ensure that students of color will no longer be denied access to graduate or professional schools based on race, ethnicity, culture, or gender.

In an effort to correct past injustices and to ensure that a significant number of people of color are prepared for various professions, numerous programs have been launched over the past two decades around the country designed specifically for students of color. Although there is still much work to be done, several inroads have been made to support these young potential scholars and future leaders. Initiatives that have proven to be the most successful in enhancing and retaining the pool of talented young scholars have typically possessed six common organizational attributes: 1) commitment from the highest administrative levels; 2) strong faculty alliances; 3) clear accountability; 4) timely and accurate follow-through; 5) measurable, comprehensive goals; and 6) sufficient funding throughout the duration of the program.

This article highlights and describes a number of educational programs that reflect these attributes and which are available to encourage and support graduate and professional students and junior faculty of color. These educational opportunity programs are designed to better equip young scholars of color to take their rightful place among the leadership ranks in the academy. They provide support in areas that have traditionally not been accessible to persons of color.

The initiatives identified in this article are divided by type into five categories: 1) consortium initiatives; 2) national fellowship programs; 3) leadership training development programs; 4) state initiatives; and, 5) summer research and internship programs. The programs that are briefly described in this essay represent important strategies for addressing the changing needs of graduate students and junior faculty of color. Furthermore, the programs reflect several interrelated strategies and tactics that should be explored further: encouraging students early in the educational pipeline; providing mentors of different ethnic and cultural backgrounds; facilitating faculty-student research; and, forging collaborative partnerships with business, industry, government, and nonprofits to identify and address unmet needs.

Consortium Initiatives

• *Committee on Institutional Cooperation (CIC), Minority Fellowship Program.* In operation since 1978, the CIC assists students of color who pursue doctorates in the humanities and social sciences. Sponsored by the Big Ten, each year the CIC awards thirty-five, four-year fellowships including full tuition and a minimum annual stipend of $8,000. These awards may be applied to a graduate program at any of the eleven CIC universities. This program is partially funded by the Lilly Endowment and the Andrew W. Mellon Foundation.

• *National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM).* This program is designed to increase the number of students of color pursuing a master's degree in engineering and encourage leadership positions in the engineering industry. This program covers all tuition, a $5,000 annual stipend, and engineering-related employment each summer. The consortium includes fifty-four participating universities and

sixty cosponsoring industrial organizations.

• *Consortium for Graduate Study in Management (CGSM).* This nine-member university alliance program is designed to prepare students of color who are interested in pursuing an MBA degree for managerial positions in business and industry. The program provides full tuition and fees and a $5,000 annual stipend. Each person who qualifies for admission can apply to a maximum of four of the nine participating universities for fellowship consideration. In the past twenty-two years, this program has supported over thirteen-hundred students.

• *Illinois Consortium Educational Opportunity Program (ICEOP) Award.* Created in 1985, the ICEOP program provides financial assistance to graduate students of color in Illinois institutions. The purpose of the program is to increase the number of students and staff of color. Program recipients receive an annual stipend of $10,000 plus tuition while enrolled full-time. Participants must agree to accept a full-time teaching or administrative position at an Illinois educational institution for a period equal to that of the number of years the awards were received.

• *National Consortium for Educational Access (NCEA), Georgia Institute of Technology.* Founded in 1984, NCEA provides a minimum of $10,000 and full tuition for three years to qualified African-American students pursing a Ph.D. in science or technology. Participating institutions include fifty historically black colleges and universities and forty Ph.D. granting universities.

National Fellowship Programs

• *National Science Foundation, Minority Graduate Fellowship (NSF/MGF).* Each year, this program provides one-hundred students of color partial tuition and an annual stipend of $14,000 for three years. The purpose of the program is to encourage new graduate students to pursue graduate degrees in science, mathematics, engineering, and the social sciences.

• *National Institutes of Health, (NIH/MIRT) Minority International Research Training Grant, Undergraduate Research Training Program, Predoctoral Program, and International Faculty Program.* This award provides international research training abroad to undergraduate, graduate, and faculty persons of color who are pursuing careers in the biomedical and behavioral sciences. Training ranges from eight weeks to twelve months and involves collaborative research projects with scientists in Central and Eastern Europe, Latin America, and sub-Saharan Africa.

• *Ford Foundation Doctoral Fellowship Program (FF/DFP).* Sponsored by the National Research Council, this program provides predoctoral and dissertation fellowships to new graduate students of color. The fellowship includes an annual stipend of $11,500 and partial tuition for up to three consecutive years.

Leadership Training Development Programs

• *Woodrow Wilson National Fellowship Foundation, Administrative Fellows Program.* This one-year program is designed to increase the pool of qualified professionals in academic and financial areas in higher education. Each fellow is assigned—based on the fellow's skills, expertise, and interests—to a crucial problem of balancing cost and income while maintaining operational and educational effectiveness. The fellowship provides a salary subsidy to the institution where the fellow is employed.

• *W. K. Kellogg National Foundation Fellowship Program.* This three-year program is designed to broaden the social and intellectual sensitivity, awareness, and leadership potential of persons early in their professional careers. The fellowship is open to any professional in the areas of business, education, human services, and private practice. Fellows devote 25 percent of their time to fellowship-related activities, based on a self-designed learning plan for personal and professional development.

• *Harvard University, Management Development Program (MDP).* Created in 1986, the MDP is a two-week program geared toward middle-level administrators within and outside the academy. MDP is designed to broaden the management perspectives and leadership skills of participants through case studies and other activities.

• *University of California, President's Fellowship Program.* Created in 1984, this program provides a one-year, post-doctoral fellowship designed to encourage talented, recent Ph.D. graduates of color to become more involved in research activities. The program includes faculty mentoring and guidance to nurture the advancement of the fellow's career.

The significant underrepresentation of people of color in all occupational fields is clearly indicative of the exceptionally low percent of people of color in graduate and professional schools in America.

State Initiatives

• *New Jersey Minority Academic Career Program (MAC).* The MAC program provides up to $10,000 in forgivable, interest-free loans to students of color who enroll in one of eight New Jersey university doctoral programs. Following graduation, for every year of service at a qualified employer in New Jersey, the MAC program will cancel one-quarter of the loan value for four consecutive years until the loan is paid in full.

• *California State University Forgivable Loan/Doctorate Incentive Program.* This new endeavor is a three-year pilot program designed to increase the university faculty in selected fields at CSU through financial assistance, mentoring, and job assistance. The program provides up to $30,000 over a three-year period for full-time doctoral students at accredited California universities. The loan is considered forgivable—at a rate of 20 percent each year for five years—if the student is gainfully employed as a faculty member at a CSU institution

• *Florida Endowment Fund (formerly McKnight Black Doctoral Fellowship), Black Doctoral Fellowship, and*

the Junior Faculty Development Fellowship Program). The Black Doctoral Fellowship is a three-year award of up to $5,000 in tuition and fees, and an $11,000 annual stipend for doctoral students at a Florida public or private institution in the areas of the arts and sciences, business, or engineering. The program is designed to encourage African-American students to become faculty members. The Junior Faculty Development Fellowship provides women and African-American junior faculty an opportunity to pursue special academic interests and/or research projects that could enhance their teaching, as well as their tenure and promotion status. Each faculty fellow receives an annual award of $15,000.

Summer Research and Internship Programs

• *Association for Education in Journalism, New York University, Summer Internship for Minorities in Journalism.* Since its inception in 1970, this ten-week summer program assists students of color who are interested in careers in the media industry. The program places college juniors and seniors in a thirty-five-hour-a-week, full-time, paid internship in the industry, along with a two-hour-a-week course at NYU designed to enhance the writing, editing, research, and interviewing skills of students.

• *University of New Mexico PreLaw Institute, American Indian Law Center, Inc.* This eight-week summer program is designed to expose Native American students (with proof of membership in a federally recognized tribe and a Certificate of Degree of Indian Blood) who have already taken the LSAT, an opportunity to take an introductory course in the law school. The program provides a small stipend, tuition, and the necessary materials.

• *Michigan State University, Medical Education Support Project (MESP).* Begun in 1984, this summer enrichment program identifies and selects premed students for a seven-week program designed for students of color who are exploring careers in medicine. The MESP includes a weekly stipend and housing. The program devotes four days each week to collaborative research projects with the medical faculty and one day each week in a seminar on various health-related topics.

• *Purdue University, Access Internally for Minorities (AIM) Summer Research Opportunity Program.* Initiated in 1981, this summer-long program seeks to increase the number of students in disciplines where students of color are traditionally underrepresented. The program is targeted to sophomore and junior students at historically black colleges and universities, as well as Purdue. The program combines in-depth research, faculty mentoring, workshops and symposia, and several other campus-based activities.

• *Mellon-Ford Summer Minority Research Exchange Program.* Developed in 1985, this eight-week summer research exchange program is designed to enhance the number of students of color entering Ph.D. programs by preparing them for teaching and research careers. The internship is exclusively offered in the fields of engineering, and the biological, physical, and social sciences, and is further limited to sophomores and juniors attending Cornell, Princeton, Stanford, Yale, and the University of California at Berkeley and Los Angeles.

Conclusion

There are numerous educational opportunity programs for students of color at graduate and professional schools throughout the country. The programs briefly described in this article are in no way an exhaustive list of such educational opportunities for students of color. It should be noted that students of color admitted to graduate and professional schools through such educational opportunity programs are the exceptional few, and that 90 percent of students of color in graduate and professional schools were regular admits.

It is hard to believe that blacks were legally barred from the University of Texas School of Law until 1950, just forty years ago. In 1992, four rejected white applicants filed a law suit against the school because they believed that a few students of color were admitted over them. They charged the school with reverse discrimination. The University of Texas denied using quotas and vowed to fight hard to defend their access policy. The University of Texas attorney claimed that the four white students were using affirmative action as a scapegoat. Recently, a federal district judge in Texas ruled that it was "legal and appropriate" for the University of Texas School of Law to use an affirmative action plan in its admissions process.

It is regrettable that affirmative action and equal educational opportunity programs are still needed in American society. However, until America overcomes the extremely negative effects of its lengthy history of pervasive racism, affirmative action and other educational opportunity programs will be needed in academia as they are in other major institutions in America.

Mark Yudof, who was dean of the University of Texas Law School until this past summer, along with some of the other law school professors, stood very tall throughout the lawsuit hearings. He noted that if minorities are to be brought into the mainstream in America to the extent that they are able "to participate in our society as government leaders, judges, and influential leaders in the private sector, and to share fairly in the economic rewards of the nation, it is absolutely essential that they be substantially represented in the student bodies of American law schools."[1]

As Reginald Wilson, senior fellow at the American Council on Education, has consistently stated in his annual reports on *Minorities in Higher Education,* academia has come a long way with regard to admitting a significant, not just a token, number of students of color, and it yet has quite a long way to go.[2]

This essay highlights only a few examples of effective programs for training students of color. For further information regarding educational opportunity programs, contact the American Council of Education or the authors of this article. Readers may also obtain further information about these efforts and other efforts by referring to the following reports and articles:

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[1] Debbie Graves, "Federal Judge Affirms University of Texas Affirmative Action Plan," *Black Issues in Higher Education* 11, No. 14 (8 September 1994): 10.

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Role Models and Mentors for Blacks at Predominantly White Campuses

by Clarence G. Williams

Educators must begin to revisit the topic of mentoring and role models in higher education, especially as it relates to blacks at predominantly white college campuses. There are two major facets of this topic; namely, the existence of role models and mentors for young black administrators, faculty members, and students at predominantly white campuses; and, the objectives and goals of providing role models and mentors for these individuals.

In order to understand the issue of role models and mentors, it is important to define these terms. *Role models* are impressive and important figures in the distance. You can admire, emulate, respect, and almost worship such persons, but the role model does not necessarily have to know that you exist. Or, if they do, role models do not make a commitment to your development. Any aid they provide is by example, not by giving the student direct advice or providing recommendations for fellowships or jobs, spending time with the student discussing their work, or caring about the student as an individual.

One can learn a great deal by observing successful role models. A young black administrator once made the following comment about her experience with role models:

> There is a desperate need to see someone like you in a key role in the mainstream of the college or university. There is a special feeling and a confirmation of who I can be. When I was in elementary school, I actually fell in love with my third-grade Jewish teacher. The qualities she possessed were what I admired most. But when I had my first black woman as a teacher, which was in college, it gave me a feeling of total self-worth and self-fulfillment. The woman professor, her presence, gave me a sense of what I could become.[1]

Role models are essential, but they *are not mentors.* And, even if one is fortunate enough to have a mentor, it is still necessary to have role models. Webster's Dictionary defines *mentor* as a "trusted counselor or guide, a tutor or coach."[2] A powerful mentor can make a critical difference in a person's ability to meet educational and career aspirations. Mentors are important not only at the beginning and middle-level career points, but vital to reaching the highest stages of achievement.

There are at least five critical criteria for a person to be

an effective and valuable mentor. First, the mentor must be higher up in the organizational structure of the university or college than the protégé to be effective. Blacks need different strategies for success than nonblacks and a true mentor higher up in the university or college clearly understands this fact.

Second, a mentor must be a recognized authority in his or her field. For the most part, the mentor should be older than the protégé, or, at least, more advanced in experience and knowledge. Third, a mentor must be effective in university and college life. If he or she is to make a difference in the upward mobility of a black student, administrator, or faculty member, a mentor must have a recognized "voice" in the profession and be near the lines of authority and power of the college or university. Mentors usually have a long track record of being influential people, which can be traced back to their early collegiate life. Fourth, the mentor should have a genuine interest in the personal growth and development of the protégé. The mentor should like and respect the protégé as a person and recognize their potential contribution to the profession.

The fifth criteria for a mentor is the willingness to commit time and emotion to the relationship with the protégé. This goes beyond mere interest and is a commitment that, more often than not, is intense. There is mutual trust and confidentiality. They share anxieties and dilemmas as well as triumphs and successes.

What does this distinction in the definition of role models and mentors mean in terms of the existence of role models and mentors for young black administrators, faculty, and students at predominantly white colleges and universities? The outlook is bleak on all levels, but especially for black administrators and faculty members at predominantly white institutions, particularly as it relates to

them serving as mentors to younger peers in the field. It has been noted, for example, that, "In many of the nation's most prestigious colleges and universities, there has been little or no progress [in black faculty representation] in twenty years. Since about half of all black faculty teach at historically black colleges and universities, the odds that a student will see a black face at the front of the classroom at the thousands of predominantly white institutions are about 50 to 1."[3] The overall representation of black faculty members is only 2.3 percent at white institutions. Black representation in the administration of these same institutions constituted 7.2 percent of the total in 1983 and these statistical factors remain virtually the same today.[4]

Educators must begin to revisit the topic of mentoring and role models in higher education . . .

The result is that there remains a severe shortage of potential black role models and mentors for the approximately 1.4 million black students in higher education (including two-year colleges).[5] There are just not enough black professionals, especially in four-year institutions, to go around. Without the participation, or, at least, the support of white senior officials, faculty members, and administrators, blacks will continue to face an extraordinary dilemma on these campuses. Too often black administrators on white campuses are faced with trying to carry out their basic job responsibilities while simultaneously meeting often conflicting demands from both blacks and whites at their institutions. Too frequently, they serve as "assistant" to white administrators, and, for the most part, are without power and authority in the traditional sense. Black administrators are expected to "fry like an egg, grow like grass, flow like a river and bounce like a ball" while not as much is expected of others in the same positions.[6] Yet, black administrators, despite their relatively low-level positions at colleges and universities, have contributed, perhaps, more than any other group on campuses to the welfare of black students. They continue to play a meaningful role in generating respect between faculty members and students regardless of race. Their very presence continues to be a pillar of psychological comfort and support for black students.

The question of inadequate numbers of black faculty members presents the most serious problem on any predominantly white college campus for a number of key reasons. This problem severely reduces the opportunities for black students to see role models and to interact with some of them as mentors. In addition, many of the black faculty members, themselves, who are on campuses where there are few black colleagues, find there is virtually no serious dialogue among themselves or with nonblack faculty colleagues, and, as a result, have become very bitter and alienated. This problem results in counterproductive role models and mentors. Too often, such faculty members are so concerned about their own status in an academic department (first black, etc.) that they talk a "strong game" about increasing the number of black faculty members, but their track record of producing black Ph.D.s as potential faculty members is virtually nonexistent.

Nowhere are the problems of access and opportunity more persistently acute than in graduate and professional study, particularly in science and technology. Blacks continue to fall behind in the percentage of Ph.D.s awarded in these fields. In fact, in 1992, African Americans received only 951 or 2.5 percent of all doctorates awarded, down 1,001 or 2.7 percent from 1991 levels. It was recently reported that "African Americans earned 15 percent fewer Ph.D.s in 1992 than they did 15 years earlier in 1977."[7] Blacks are proportionately in the shortest supply across the entire spectrum of quantitative degree curricula. Often black students in these fields do not receive the early mentoring and guidance that are needed to avoid being left behind. Finding advocates and recognizing early that a successful academic career often depends on being well-connected to important faculty members in graduate programs are key points that many minority students need to understand, as well as how to obtain this kind of advocacy. Finding black mentors or identifying black role models on the faculty will continue to be difficult as long as there is a major underrepresentation of black graduate students to move into the ranks of the faculty on majority campuses. Furthermore, the dropout and graduate rates of black undergraduate students must be contained and maintained at the same rate as their white counterparts if these students are to advance into graduate programs.

Nowhere are the problems of access and opportunity more persistently acute than in graduate and professional study . . .

There is virtually no predominantly white college or university today that can proclaim that they have accomplished such a retention and graduation rate for blacks. To add to this problem, many black students who, fortunately, receive degrees will be unprepared to participate in certain fields destined to be in the mainstream of society's future activities. The existence of role models and mentors is central to encouraging students to go in new directions in pioneering fields. Yet, academic advising continues to be less than satisfactory in enhancing the survival rate and occupational outlook of black students. Black students, it appears, are not fully benefiting from proper mentoring and there is a serious question as to the faculty's ability to generate academic achievement among black students. The lack of mentoring of black students is too often associated with faculty attitudes and behavior at white institutions. The quality of mentoring and academic advising in particular programs or majors within an institution is extremely important to black students, since a college degree alone (of virtually any kind) no longer

guarantees employment opportunity and economic mobility.[8]

Black administrators must continue to serve as role models and mentors to black students. They must maintain a high quality of work performance in order to be in a position to demand (because it will not automatically happen) promotions to senior-level positions. They must make the effort to get the necessary training or advanced degrees for positions they hope to obtain; learn how to conduct meetings by mastering Robert's Rules of Order; and study the techniques and procedures of successful individuals.

It is extremely important that black administrators hold positions that are in the mainstream of the university. Black administrators must be seen by black students as professionals who are always attempting to improve themselves, as role models as well as professionals who are in a position to take advantage of an opportunity. Black administrators and faculty members must understand that the most useful and meaningful function for black administrators on white campuses is to become advocates for black students. As Dr. Samuel D. Proctor stated;

> Black students need us; my generation was toughened by segregation, George Wallace, Bilbo, and Talmadge. We grew calloused to being called "nigger" and "boy". But our children have had just enough of an open society to be caught in a "no man's land," with segregation outlawed on paper but integration resisted by the mores and cultural norms. What we learned to laugh out of our consciousness is pain to them. The fact is that they really do not know how deeply they are resented by so many on these campuses. So, they need some of us who have a longer view to take time with them, to help them to sort things out, to call things by their right names, and to point them to goals worthy of their striving.[9]

It is impossible, and not necessarily desirable, for the few black faculty members on campus to serve as mentors to all black students. White faculty members must be challenged by the central administration and the black community on campuses to nurture black students by providing mentoring and academic advising as they do with majority students. Without the few white mentors on these campuses in the past, there would not have been the progress that has taken place so far. In academic departments where, historically, blacks have not enrolled, white faculty members will have to recruit black students and learn how to generate scholarship among these students. In many cases, white faculty members who have been isolated from the presence of blacks will need some training or re-education to subdue any latent racist behaviors and distorted perspectives they may have, as well as learn new ways of working with black students. Black and nonblack faculty members and administrators and trusted white faculty members will have to press for such retraining of nonblack faculty who are racist and, often, unconscious of their negative behavior toward black students.

Perhaps, efforts by the few black faculty members and administrators on these campuses will be the most everlasting solution to mentoring and role models for black students and young black administrators. Self-improvement programs guided by black professionals would provide a valuable model. The fundamental core of such a program must acknowledge the extraordinary courage, brilliance, beauty, creativity, and contributions of black people who struggled and who continue to struggle each day for their affirmation, for justice, equality, and dignity, in this society. Periodically, blacks in predominantly white settings need to reaffirm their experience and historical struggle based on a thorough knowledge of the following: where black people have been; where black people are now; the historical, economic, and geographical relationships black people have with other people in the society; the appropriate strategies for the society and the time in history necessary to transform the conditions of black people in higher education; and, where black people in higher education should go from here.

. . . the most useful and meaningful function for black administrators on white campuses is to become advocates for black students.

The success of such efforts depends on an institutional commitment that influences the college's entire, overall atmosphere. In fact, a 1986 report titled *Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices,* issued by the Educational Testing Service, selected four institutions that had outstanding minority undergraduate retention programs. Successful characteristics at these institutions were: the presence of a stated policy; a high level of institutional commitment; a substantial degree of institutionalization; comprehensiveness of services; dedicated staff, systematic collection of data; monitoring and follow-up; strong faculty support; and nonstigmatization of participants.[10]

Despite all of the "equal opportunity employer" rhetoric that accompanies nearly every advertised vacancy in higher education, there is still very little that has changed in two decades regarding significant appointments of blacks into the "old boy network." Therefore, nothing is going to change until presidents and senior university officers take appropriate steps to bring about change.

It remains for these successful characteristics to be taken seriously as permanent fixtures on most major college and university campuses. It is not that we in higher education do not know what is wrong or what to do. We just need the will to do what is right to save ourselves. Perhaps, Derrick Bell is correct when he proclaims that "black people will never gain full equality in this country. Even those herculean efforts we hail as successful will produce no more than temporary 'peaks of progress,' short-lived

victories that slide into irrelevance as racial patterns adapt in ways that maintain white dominance. This is a hard-to-accept fact that all history verifies. We must acknowledge it, not as a sign of submission, but as an act of ultimate defiance."[11]

Notes

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[3] Martin Anderson et al., "Why the Shortage of Black Professors?" *The Journal of Blacks in Higher Education* (Autumn 1993): 25.

[4] *The Journal of Blacks in Higher Education* 1 (August 1993): 24; *The Chronicle of Higher Education* (June 13, 1984): 1.

[5] *The Journal of Blacks in Higher Education* 3, (Spring 1994): 35.

[6] Samuel D. Proctor, "Black Administrators on White Campuses," *Proceedings of the First National Conference on Issues Facing Black Administrators at Predominantly White Colleges and Universities* (Cambridge, MA: Massachusetts Institute of Technology, 1982), 8.

[7] *The Journal of Blacks in Higher Education* 2, (Winter 1993/1994) 17

[8] Lorenzo Morris, *Elusive Equality: The Status of Black Americans in Higher Education* (Washington, D.C.: Howard University Press, 1979), 135.

[9] Proctor, "Black Administrators on White Campuses," 8-9

[10] Beatriz C. Clewell and Myra S. Ficklen, *Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices*, Research Report, (Princeton, N.J.: Educational Testing Service, 1986), 1–62.

[11] Derrick Bell, *Faces at the Bottom of The Well: The Permanence of Racism* (New York: Basic Books, 1992), 12.

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Retaining Students of Color: The Office of AHANA Student Programs at Boston College

by Donald Brown

On September 1, 1978, I assumed responsibility for what was then known as the Office of Minority Student Programs at Boston College. The charge given to me was to alter an embarrassingly high attrition rate of 83 percent for a target group of black and Latino students who had been identified by the university's Admissions Office as having high levels of motivation and potential, but who would require assistance if they were to succeed at the university.

Over the course of the past sixteen years, a great deal has transpired at Boston College. An important change was made in the name of the office. Through the vision of two students acting as ambassadors on behalf of their fellow students who viewed the term *minority* as pejorative, and, therefore, used the services of our office sparingly, the name of the office was changed to the Office of AHANA Student Programs. The term *AHANA* is an acronym for African American, Hispanic, Asian, and Native American. The term is being used by more than thirty colleges and universities, school districts, clubs, and organizations throughout the United States.

The success of Boston College is directly linked to having developed and implemented an effective support system that addresses the academic, psychological, and social needs of students.

The most important achievement of the Office of AHANA Student Programs over the years has been the complete reversal of a 17 percent retention rate in the late 1970s to a current retention rate of 93 percent for the target group served by the office. The target group consists of approximately sixty students who are required to participate in a six-week summer academic enrichment program, Options Through Education. The target group includes students who enter university with SAT scores nearly four-hundred points below the average Boston College student. They are the first in their family to attend college; they are students who attended high schools in districts where the dropout rate has, on occasion, exceeded 70 percent; and, they are students who, unless provided with substantial financial aid packages, could not otherwise

afford to attend Boston College. The services of the office are available to all AHANA students who wish to use them, not just members of the target group.

The 93 percent retention rate for the target group of students served by the Office of AHANA Student Programs at Boston College is significantly higher than the national average according to data provided by the American Council on Education (ACE) in its *1993 Twelfth Annual Status Report on Minorities in Higher Education.* According to ACE, the percentage of all students graduating from 298 NCAA Division I colleges and universities in the year covered by the report was 54 percent. The graduation rates for white students during the same period was 56 percent, for Asians 63 percent, for Latinos 41 percent, for blacks 32 percent, and for Native Americans 30 percent.

Another significant milestone for the AHANA Student Programs and, indeed, for the university as a whole, was the election of a black male and a Latina female to the positions of president and executive vice president of undergraduate government at Boston College. William Dorcena and Cecella Gutierrez, both seniors who were encouraged by the AHANA office to pursue positions of leadership in the undergraduate government, campaigned on the promise to unify the campus and value diversity. The election of Dorcena and Gutierrez is a testament to the ability of AHANA and white students to work together to improve campus life.

Over the years, the Office of AHANA Student Programs has received a number of accolades, honors, and acknowledgements for its efforts at assisting AHANA students at Boston College. These have included recognition by the Faculty Senate at Boston College; identification by the Educational Testing Service as a model retention program in a report titled *Improving Minority Retention: A Search For Effective Institutional Practices* (Clewell and Ficklen 1986); and, the Retention Excellence Award from the Noel Levitz National Center for Student Retention.

While such tributes are important, nothing has been more exhilarating than watching students categorized as

"average" realize their dream of graduating from Boston College. I am deeply moved whenever the Office of AHANA Student Programs receives a card or letter from an AHANA alumni who wishes to express gratitude for the assistance they received from the office. It is most gratifying to hear from these alumni that they have just graduated from or are about to enter law school; just passed the nursing licensing examination; are about to enter one of the nation's finest business schools; or are entering the world of work.

Key Ingredients of Success

There is nothing magical about Boston College's success at preparing AHANA students for the highly competitive world that awaits them. The success of Boston College is directly linked to having developed and implemented an effective support system that addresses the academic, psychological, and social needs of students.

The following have been cited in the research literature (Washington 1977) as characteristics of an effective retention program: institutional commitment; strong program leadership; support services; financial aid; and student commitment. Along similar lines, Clewell and Ficklen (1986) believe that successful retention programs possess the following characteristics: presence of a stated policy; high levels of institutional commitment; substantial degree of institutionalization; comprehensiveness of services; dedicated staff; systematic collection of data; monitoring and follow-up; strong faculty support; and, nonstigmatization of students.

. . . money spent today educating AHANA students will have a profound impact in shaping our nation's destiny as we enter the twenty-first century.

The success of Boston College in meeting the needs of AHANA students is due to these characteristics. Chief among them is a comprehensive support service program which is administered by a highly talented and dedicated staff. These staff have high expectations of the students entrusted to their care and, consequently, fully expect each of them to graduate.

The need for support services for AHANA students attending predominantly white colleges and universities is well-documented in the literature. Fleming (1984), for instance, points out that alienation, isolation, and loneliness are part of the experience of attending a predominantly white institution for black students. Similarly, Allen (1981) points out that over the course of four years, black students, in particular, will experience an incident of racial hostility. When this occurs there is need for a support system to be in place.

A key support service provided by the AHANA office is the Options Through Education Program which is intended to diagnose students' academic needs; provide instruction in math and English; offer workshops in notetaking, test taking and study skills, and other realities of attending college; and introduce students to the various academic and administrative resources of the campus, for example, libraries, laboratories, computer center, and, offices.

In addition to this summer program, a broad array of services is provided by the AHANA office during the academic year. These include tutorials, academic advising, personal and group counseling, and performance monitoring. The aim of these services is to assist students to excel academically and to overcome the inevitable feelings of alienation, isolation, and loneliness.

Through an initial grant from the Ford Foundation's Initiative on Diversity four years ago and, more recently, with funding from the Aetna Foundation and the university itself, the Office of AHANA Student Programs support service system has been rounded out with a strong faculty mentoring program. Nearly one-hundred Boston College faculty have been prepared to serve as mentors to AHANA students through the Benjamin E. Mays Institute for the Preparation of Faculty Mentors. One of the goals of the Mays mentoring program is to encourage AHANA students to consider careers in college teaching.

Nearly all of the services listed above receive full or partial funding from the university. This reality conjures up an important observation made by Dr. Frank Hale (1988), former vice president of Minority Affairs at Ohio State University who said, "Commitment without cash is counterfeit." The implications of Dr. Hale's statement for institutions wishing to launch retention programs for AHANA students is clear: retention strategies, if structured properly, can work; in order to function effectively, however, they require the commitment of dollars. Leaders in higher education would do well to recognize that money spent today educating AHANA students will have a profound impact in shaping our nation's destiny as we enter the twenty-first century.

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An Interview with Gloria Bonilla-Santiago, Director of the Center for Strategic Urban Community Leadership, Rutgers University

by Harold Horton

Harold Horton: This edition of the *Trotter Review* focuses on selected programs in American higher education that were specifically designed to assist in developing minority leadership in education. Please explain exactly when and why the Center for Strategic Urban Community Leadership (CSUCL) was started.

Gloria Bonilla-Santiago: The Center for Strategic Urban Community Leadership of Rutgers University was established in 1992. Since its inception, the center has been dedicated to the improvement and advancement of urban communities throughout the Northeast. The mission of the center is to foster the understanding and acceptance in American leaders of the importance of providing new organizational environments and strategies, and building partnerships between urban communities and academia for dealing with race relations and urban development. Through social action research, leadership development, training and community partnerships, the center provides a forum for the analysis, discussion and assessment of policy issues, while developing new knowledge of strategic approaches to meeting the changing needs of urban communities.

HH: What factors motivated you to establish CSUCL?
GBS: A major factor was the need to create a safe place and a forum for challenging and implementing social action research. Through a combination of innovative leadership projects, research, and crosscultural innovations and ideas, the center seeks to redefine leadership, to build new knowledge, and to re-examine old values and paradigms which prevent urban communities from moving forward.

The rationale for creating the center stemmed from the need to respond to the desperate plight of those who live in America's large urban areas. Effective local leadership within these communities, especially minority leadership, is critical. There are a number of key skills and qualities that need to de developed among emerging minority leaders, as well as new and innovative strategies in order to tackle the burgeoning problems affecting urban communities in America. Overall, the center combines sound theory with practical skills and knowledge within a framework that reflects the values of social responsibility and self-empowerment. The center provides global and local perspectives that have increased the understanding of the complex challenges facing urban communities.

HH: Would you also describe the organizational structure and the major programs of CSUCL and briefly explain how the center is financially supported?
GBS: The center is under the provost's office. In addition to the director, the center has four, full-time staff members: a program coordinator for Project LEAP, a program associate for leadership programs, a bookkeeper, and a secretary. In addition, the center has six, full-time research fellows working on a variety of research and program development initiatives as well as consultants and researchers.

The center brings together national scholars and consultants to deliver training and lend their expertise in development areas. Included among the faculty scholars are Ralph Mitchel and Dr. Carole Leland from the Center for Creative Leadership; Dr. Jorge Del Final from the U.S. Bureau of the Census; Dr. Ruth Mandel from the Center for the American Woman and Politics; Dr. James Jennings from the University of Massachusetts; Dr. Derald Wing Sue from California State University; Charlotte Bunch from the Center for Global Women's Leadership; and, Alvin Herring and Kim Unyoung from the National Coalition Building Institute. Our consultants include Dr. Joseph Fernandez, president and CEO of School Improvement Services, and former chancellor of the New York City public schools; Dr. Joseph Harris from the McKenzie Group; and, Dr. Lawrence Leak from Morgan State University.

An important belief of the center's staff is that the future of our urban communities depends on the development of new transformational leaders who are empowered and prepared to overcome the political, social, and cultural barriers that impede their accessibility to leadership positions. To that end, the center has spearheaded a number of programs: the Hispanic Women's Leadership Institute, the Latino Fellows Public Policy Leadership Institute, and the Leadership Management for Urban Executives Institute.

HH: Please describe some of these programs for our readers. What is the Hispanic Women's Leadership Institute?
GBS: The Hispanic Women's Leadership Institute was established in 1989 to train Hispanic women for positions of leadership in the private and public sectors. The program has graduated 125 students who are making significant contributions in many fields. The institute's curriculum is designed to assist Hispanic women with personal, professional, and organizational competencies. Early sessions are largely devoted to understanding general concepts of leadership and management and identifying personal strengths and development needs, talents, and styles as they relate to leadership and professional advancement. Later, the focus shifts toward current issues

and community concerns, expanding outward from the personal to the political.

HH: What is the Leadership Management for Urban Executives Institute?
GBS: The Leadership Management for Urban Executives Institute (LMUEI) brings together African Americans, Latinos, and Asian Americans from urban communities for an intensive, year-long leadership training program. The goal of the program is to increase effective, multidisciplinary, and multicultural leadership in urban communities of color. This institute is based on a multicultural, holistic approach to leadership development which increases both the quality and quantity of leaders within local communities of color. The program focuses on issues of most concern to communities of color, analyzes leadership as a complex concept, and identifies the dimensions and components of effective leadership. The curriculum is designed to enable leaders from communities of color to bridge the social, historical, and logistical gaps between communities of color, as well as between academic and local communities, private and public sector leaders and urban communities, and local government and communities. Its goal is to develop organizational and political competencies including technical knowledge and skills in the following areas: crosscultural communication and collaboration; decision making, dispute resolution, and prejudice reduction; community development, empowerment, and leadership; and advocacy, legislative strategy, and community organizing. Finally, its aim is to build local coalitions and shared agendas in the common interests of communities of color in urban areas.

HH: What is the Latino Fellows Public Policy Leadership Institute?
GBS: The Latino Fellows Public Policy Leadership Institute is designed to meet the needs of many young Latino college students attending institutions of higher learning in New Jersey. The program provides students with exposure to public policy careers, while refining their academic and public policy skills. Latino students are encouraged to be involved in community projects and work settings which will enrich their theoretical and practical learning processes. Through this program, fifteen undergraduate Latino students are placed in a ten-week internship during the summer. This institute represents a partnership with the New Jersey Department of Community Affairs and various banking institutions in New Jersey.

HH: And, Project LEAP: Leadership, Education, and Partnership?
GBS: In addition to the leadership institutes, the center is spearheading the efforts of Project LEAP: Leadership, Education, and Partnership. Project LEAP was born out of the realization that the educational and social service needs of families in Camden require multifaceted, collaborative, and long-term solutions. Through a planning grant from the Delaware River Port Authority, the center has engaged in a three-year research and strategic planning process that focuses on developing holistic models for providing educational, human, health, legal, and business services, and training development opportunities to the Camden City Public School District. The Project represents a multilayered and multifaceted collaboration between Rutgers University, the Camden public schools, the Delaware River Port Authority, and a range of parents, community, human and health service providers, and business organizations. The focus of Project LEAP is the development of a community-based school for grades PreK–8 in math, science, and technology that will reflect several kinds of pedagogical and organizational innovations based on proven reform initiatives in urban education and the generation of supportive environments for parental and community participation.

HH: Since the establishment of CSUCL, what comes to mind as some of the major highlights or accomplishments of the center as related to developing leadership for urban communities?
GBS: A major accomplishment for the center has been the award of a $1.6 million research planning grant from the Delaware River Port Authority to design the Project LEAP Academy, a collaboration and partnership of university leaders, the Camden Board of Education, and the Delaware River Port Authority.

Another significant achievement of the center has been the graduation from the Hispanic Women's Leadership Institute of 125 women students who are now making important contributions to their communities. Among these success stories are: Frances Colon-Gibson who became the first Latina to be appointed superintendent of a public school district; Iliana Colon-Okum, who was recently director of the Office of Bilingual Education and Equity Program for the State Department of Education; Viviana Pelicot-Santiago, who is first vice president and financial consultant for Smith-Barney; Dalia Georgedes, recently appointed director of Special Initiatives for the New Jersey Department of Education; Dr. Zenaida Otero-Keil, appointed director of development for the Engineering School at Rowan College; Debbie Aguiar-Velez, an engineer and president of SISTEMAS Corporation, who was recently appointed to the Board of Trustees of Corestates New Jersey National Bank; and Ramonita Santiago, appointed assistant for Academic Affairs at Douglass College.

Alumni from the Leadership Management for Urban Executives Institute are also representative of the emerging talent and leadership in our urban communities: Maria Vizcarrondo-De Soto, who was elected surrogate for Essex County; Edward De Jesus, who was accepted as a Kellogg Fellow this year; Laura Nakatani, who was appointed codirector of the Act Project in Washington, D.C.; and Irving Bridle, who was recently appointed manager of Affirmative Action and Equal Employment Opportunity for the University of Medicine and Dentistry of New Jersey.

The center has published a number of monographs on important topics: *State of Affairs of Latinos in New Jersey* (1993); *Women, Latinos, and Public Policy: A National*

Priority for the New World Order (1992); and *Celebrating Diversity: Building Leadership* (1991). In addition, the center has designed crosscultural training curricula for private and public agencies and corporations and sponsored conferences and public forums on issues related to urban communities and leadership development.

HH: Universities and colleges across the country are faced with significant financial constraints. How does such a fiscal situation affect the budget and operation of CSUCL?
GBS: We are partially funded through the university and through external grants. We believe that if our programs are to survive in the long term, they need to become permanent budget line items in the university system.

HH: What, in your opinion, has contributed significantly to the decline of urban areas in America?
GBS: No single factor adequately describes the complicated character of the problems found in America's large urban areas. These problems include homelessness, crime, homicide, drugs, inadequate housing, teenage pregnancy, unemployment, AIDS, domestic violence, illiteracy, high dropout rates, vandalism, alienation, and, above all, abiding hopelessness and deep despair.

During the 1950s, inner cities across the United States were considered to be the backbones of the American economy. In the late 1960s, however, as industry and the middle class moved to the surrounding suburbs, poor African Americans, Latinos, and whites were left jobless in decaying cities. With little else left, these men, women, and children increasingly turned to public assistance for support and entered a cycle of poverty.

For a time, events this spring in Los Angeles focused national attention on America's inner cities. As a result, we now have before us a variety of both new and recycled policy initiatives all claiming to address facets of the problem. These initiatives, and the concerns they reflect, portend an era of social action in response to what the editors of *Newsweek* have referred to as "the past-due bills of 25 years of societal and governmental neglect."[1] Welcome as these expressions of concern may be, resulting initiatives cannot hope to succeed without effective local leadership capable of bridging the chasm between the groups most desperately in need of services, programs, and resources, and the government agencies and private foundations that will have to provide the necessary financial support.

The critical importance of local leadership was the focus of an article in the *Economist*. Commenting on the response of national political leaders and elected officials in Los Angeles to that city's riots, the editors point out that "the answers to many of America's most pressing urban problems are more likely to be found in the cities themselves. All over the United States, local groups (often not-for-profit organizations) and even individuals have found ways to tackle urban illiteracy, delinquency and joblessness which big government has failed to do."[2] They go on to quote from a report about urban programs by the Milton Eisenhower Foundation. This report found that "non-profit organizations, not government, were often best placed to set youth and community programs in motion . . . and that, too often, ventures failed because they did not have enough money."[3] They conclude, "The unfortunate truth for a federal government which would like to come up with lots of new initiatives and not spend any money is that it would be more useful to do the opposite."[4]

The point is that long lasting solutions to the urgent problems of America's inner cities require the formation of a coalition of public and private institutions capable of funding necessary programs, and local individuals knowledgeable about and sensitive to the needs and circumstances of those who are to be helped. In particular, local leaders must be capable of maneuvering their way through the complex maze of public and private bureaucracies on whose support the survival of such programs depends. Because it bridges the gap between those in need and those who control resources, local leadership is pivotal.

HH: Do you believe that institutions of higher education located in urban areas are meaningfully involved in attempting to address and resolve such critical urban problems as housing, employment, health, or education?
GBS: We at Rutgers University are definitely committed and involved in redefining new ways for solving some of the problems of the fourth largest poor city in the United States—Camden City. Institutions of higher education cannot longer afford to be "ivory towers," functioning in isolation from surrounding communities. The CSUCL represents a major initiative on the part of Rutgers University to redirect its human and physical resources, knowledge, technical expertise, and talents in providing services to the Camden community. The center's projects provide the opportunity to pull together collective experiences in urban community service and develop a unified approach to urban problems.

HH: How would you rate, on a scale of one to ten (one the lowest, ten the highest) the extent to which leaders in the various communities of color collaborate to address and resolve urban problems of mutual concern? Please elaborate.
GBS: If I were to rate the extent of multi-ethnic collaboration and coalition building, I would have to give it a three. Not only do we need urban leaders who understand the complexities of our policy-making systems, but who are also willing to build alliances in moving their agendas forward. It will no longer be possible for them to proceed alone. These groups, though sharing a common plight, have shown a destructive tendency to turn on one another rather than present a unified front in their dealings with the outside world.

To accomplish this task, they will need to learn to work cooperatively with one another. The reason for this lies in basic demographic changes that have been occurring in the United States in recent decades. Going into the last decade of the twentieth century, demographic trends clearly indicate that the United States is undergoing a profound

demographic transition and is fast becoming a multicultural society. Martha Fransworth Riche notes that "the government will find that as minority groups grow in size relative to one another, and as the minority population gains on the dwindling majority, no single group will command the power to dictate solutions. The debate over almost any public issue is likely to become more confrontational. Reaching a consensus will require more cooperation than it has in the past."[5] Cornel West calls for a new kind of leadership that "must be grounded in grassroots organizing that highlights democratic accountability. Whoever our leaders will be as we approach the twenty-first century, their challenge will be to help Americans determine whether a genuine multiracial democracy can be created and sustained in an era of global economy and a moment of xenophobic frenzy."[6]

HH: What leaders of color in urban communities across America do you believe appear to be on target in addressing critical problems that people of color are currently facing?
GBS: I would say that among the national leaders who are on target in addressing critical problems in urban communities are: Marian Wright Edelman, president of the Children's Defense Fund; Raul Yzaguirre, president of the National Council of La Raza; Barbara Jordan, the former congresswoman from Texas; Dolores Huerta, vice president of the United Farmworkers; Dr. Sara Melendez, president of the Independent Sector; Congresswoman Pat Schroeder; and Henry Cisneros, secretary of the U.S. Department of Housing and Urban Development. Martin Luther King and Cesar Chavez continue to be role models and sources of inspiration and guidance. As Cornel West also stated, "The major challenge is to meet the need to generate new leadership. The paucity of courageous leaders . . . requires that we look beyond the same elites and voices that recycle the old framework. We need leaders—neither saints nor sparkling television personalities—who can situate themselves within a larger historical [context] of this country and our world, who can grasp the complex dynamics of our peoplehood and imagine a future grounded in the best of our past, yet who are attuned to the frightening obstacles that now perplex us."[7]

HH: Based on the relatively short period that CSUCL has been in existence, what advice would you give to your colleagues at other campuses who are interested in establishing such a center?
GBS: Any center of this type should be under the auspices of a provost's or president's office; multidisciplinary in its structure, programs, and innovations; and tied to academic programs, research, professional development, and public service programs. The stakeholders and supporters of the center need to feel that they are in concert with the mission of the university and the institution cares about it in a serious way. What is more impressive is the respect for diversity, social action research, and credibility that an institution like Rutgers University brings to a community of academics, students, and local urban residents, a true partnership of community and university leaders finding solutions to new problems. A mainstream center like ours, must be part of the university mission and strategic plan. We must all invest in finding new solutions to the urban crisis, if we are to survive in the next decade.

HH: Finally, as Rodney King said with regard to the issue of racial, ethnic, and cultural strife in America, Can we as a nation learn to live together?
GBS: I believe that yes, we can, we will, and we must in order to survive in the next decade. We must learn to appreciate and respect each other's traditions, and validate each other's work, histories, cultural heritage, and contributions. More importantly, institutions of higher learning need to take leadership by supporting programs like ours, because we are the means to their future success in dealing with issues of racial and ethnic diversity and new leadership. It is in academia that minority scholars can afford to do research and test new ideas for solving the most pervasive urban problems. This is what real social action research, policy creation, and change is all about. We are making a difference in our institutions of higher learning when we take the leadership to be innovative, creative, accountable, and provide solutions for our institutions who need us to be partners in this effort.

Notes

[1] *Newsweek* (11 May 1992): 54.
[2] *The Economist* (23 May 1992): 25
[3] Ibid.
[4] Ibid, 26.
[5] Martha Fransworth Riche, "We're All Minorities Now," *American Demographics* (October 1991): 26–34.
[6] Cornel West, *Race Matters* (Boston: Beacon, 1993). 7–8.
[7] Ibid.

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