



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 18, 1985

## MEMORANDUM

TO: Chancellor  
Provost  
Deans  
Associate Deans  
Academic Skills Program Staff  
Admissions Staff  
Afro-American Advisory Council  
Black Faculty and Professional Staff  
Coordinating Committee for the Recruitment and Retention of Afro-American Students  
Coordinating Committee for Undergraduate Advising  
Minority Coordinators

FROM: Lawrence M. Clark *L.M. Clark*  
Associate Provost

SUBJECT: Seminar on Black Students in Higher Education

*① Jacqueline Fleming Seminar*

*Larry,  
Again, my class  
meets from 9:35 to  
11:00 - but I'll  
certainly join you  
at 2:15. Thanks  
me.*

With our concern regarding the experience of Black students in higher education, we have invited Dr. Jacqueline Fleming and Dr. Walter Allen to speak at NCSU. Dr. Fleming, author of Blacks in College, will discuss this national study of the impact of college environments on Black and white students. Dr. Allen, Associate Professor of Sociology at the University of Michigan, will discuss findings from his national study of Black college students.

You are invited to participate in a special session with Drs. Fleming and Allen on Thursday, April 4th, from 9:15 a.m. to 12:00 noon in the Ballroom of the University Student Center.

Dr. Fleming and Dr. Allen will be speaking again at an open session beginning at 2:15 p.m. (see attached flyer). We invite you to also participate in the afternoon session, if you wish, or to attend the afternoon session if you are unable to participate in the morning session.

LMC:cfp  
Attachment



*Sandra  
P. Bush*

Mr. Clark - Office of the Provost

Box 5101

NCSU Campus

## BLACKS IN COLLEGE

Jacqueline Fleming



## Jacqueline Fleming BLACKS IN COLLEGE

### A Comparative Study of Students' Success in Black and in White Institutions

Do black colleges — once the only institutions of higher learning open to blacks — still serve a useful purpose in a society committed to integration? Do they have a role to play now that formerly all-white colleges actively recruit black students and offer them facilities, resources, and services that are generally superior to those of historically black colleges? What factors are most important for student development and academic achievement?

In this new book, Jacqueline Fleming presents the findings of a major study of black college students to assess whether they are better served by predominantly black colleges or by integrated, predominantly white colleges. She reveals that white colleges, despite generally superior facilities and resources, may be less supportive of black students' personal, social, and cognitive development than are black colleges. And she recommends ways colleges — both black and white — can improve the educational opportunities and development of all their students.

#### IMPORTANT FINDINGS ON STUDENT DEVELOPMENT

This book reveals the results of Fleming's study of black and white students in both the South and the North in many different types of institutions, including small colleges, large urban universities, private and state-supported schools, liberal arts and technical colleges, and coed as well as single-sex institutions. Using a wide range of measures — including academic achievement, social adjustment, self-concept, stress levels, assertiveness, vocational interests, and black identity — Fleming challenges many current assumptions about intellectual development. She presents evidence to show that an atmosphere that supports meaningful friendships, active participation in campus life, and interaction with teachers may be more significant for academic achievement and personal growth than superior institutional facilities and resources. And she demonstrates that black students often show greater improvement in academic performance, maturation, and self-worth in black colleges than they do in white colleges.

#### OVERVIEW OF CONTENTS

**Part One** describes the historical dilemma blacks have faced in obtaining quality higher education — and explains how black colleges evolved under pressures to be nonintellectual technical schools. Fleming examines criticisms of black colleges' resources and argues that the quality of education should be measured by students' development and learning — not by institutional resources.

**Part Two** reports and analyzes the results of the author's four-year study of black college students' intellectual and social development. Fleming first outlines the research methods and measures used (such as personal interviews, personality inventories, college transcripts, and self-reports). She then describes the patterns of development found among black students in a variety of colleges and universities. She uncovers feelings of alienation and less academic growth among black students attending mostly white colleges in both the North and the South. Using measures of cognitive growth, motivation, and other indicators, she notes that predominantly black institutions are more conducive to blacks' development than mostly white institutions — even though black students who go to white colleges are often better prepared academically. And she shows that blacks in black colleges generally show fewer developmental problems than blacks in white colleges.

**Part Three** looks at differences and similarities in how college affects black and white students. Fleming compares black students' patterns of development in black colleges with white students' patterns in white colleges — showing remarkable similarities — and reveals differences in the ways men and women of both races react to their college experiences.

**Part Four** summarizes the author's findings and discusses their implications for all colleges and universities. Fleming describes ways in which both black and white colleges can improve the education of their students of both sexes. In conclusion, she compares her analyses and recommendations with those of other researchers.

The appendixes provide information on the contents and validity of the instruments and measures used in the study.

#### CONTENTS

##### Part One: Higher Education for Blacks in America

1. Role of Black and White Colleges in Educating Black Students
  2. Issues in the Education of Black Students
- ##### Part Two: Studying Intellectual and Social Development of Black Students
3. Procedures for Studying College Students and Environments
  4. Black Colleges in the Urban South: Settings for Growth
  5. White Colleges in the Urban South: Obstacles to Adjustment
  6. Colleges in the Southwest: Findings from In-Depth Studies of Student Growth
  7. Colleges in the Deep South: Reversing the Patterns of Cosmopolitan Environments
  8. Colleges in the North: Similarities to Patterns in the South

##### Part Three: Comparing the Impacts of College on Black and White Students

9. Differences by Race
10. Differences by Race and Sex

##### Part Four: Conclusion

11. Implications for the Education of Black Students
12. Summarizing the Impacts of College on Students

##### Appendix A: Measures Used in the Study

##### Appendix B: Summary Tables

#### SUMMARY

This new book shows that integrated — and predominantly white — colleges may not be providing an atmosphere that encourages black students' fullest intellectual and personal growth. Examining the intellectual, emotional, and personal development of black students at both black and white colleges, the author presents evidence from college transcripts, in-depth interviews, and psychological testing to show that black students generally do better at black colleges than at white colleges. She discusses the reasons for black students' improved development in black colleges and suggests that better relations with teachers, greater opportunities for friendship, and fulfilling social activities may be more important for educational and personal growth of all students than superior institutional facilities. Her provocative insights will be of value to all higher education administrators, faculty members, counselors, and student services professionals.

#### THE AUTHOR

JACQUELINE FLEMING is adjunct professor, department of psychology, Barnard College, and consulting psychologist, United Negro College Fund.



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Please send me the following:

**BLACKS IN COLLEGE**

\_\_\_ *by Jacqueline Fleming* \$19.95

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THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

Office of the  
Vice Chancellor for University Affairs

The University of North Carolina at Chapel Hill  
South Building 005 A  
Chapel Hill, N.C. 27514

6 April 1985

Dr. Larry M. Clark  
Associate Provost  
Office of the Provost and  
Vice Chancellor  
Box 7101  
Raleigh, NC 27695-7101

Dear Larry:

I want you to know that we appreciate your kind invitation to participate in the session with Dr. Jacqueline Fleming and Dr. Walter Allen. The "Discussion" of Blacks in Higher Education proved to be very helpful to me and my four colleagues from Chapel Hill; we were informed, challenged and inspired.

I do plan to followup on our brief chat before we departed. In a few days, Mrs. Mary Fuller will call to inquire about a time and date when I can come over to talk with you. I look forward to joint efforts in the the near future.

Best wishes.

Sincerely,

Harold G. Wallace  
Vice Chancellor for  
University Affairs

c: Chancellor Christopher C. Fordham, III

mof





# ROSS ASSOCIATES SPEAKERS BUREAU, INC.

## AGREEMENT

CONTRACT NO: 675

This Agreement entered into as of this 8th day of FEBRUARY, 1985, by and between ROSS ASSOCIATES SPEAKERS BUREAU, INC., 515 Madison Avenue, New York, New York 10022, (hereinafter referred to as the "Bureau") and

NORTH CAROLINA STATE UNIVERSITY (hereinafter referred to as the "Sponsor").

The Bureau agrees to provide the services of the speaker at the time and place and subject to the terms and conditions set forth below:

\*Night before tentative.  
-SPEAKER: Dr. Jacqueline Fleming DATE: April 4, 1985 TIME: \*10:00-45minutes  
2nd Speech - afternoon

TOPIC: Discussion of Dr. Flemings Findings

MEETING LOCATION: Nelson Hall (for 1st) - Associate Deans (2nd) ADDRESS: BUSINESS

MEETING ADDRESS: 201 Holladay Hall, NCSU Campus PHONE: (919) 737-3148  
*Please advise*

SPONSOR CONTACT: Dr. Lawrence Clark, Office of the Provost HOME PHONE: (919) 848-0975

CONTACT ADDRESS: Box 7101, N.C. State University, Raleigh, NC OFFICE PHONE: (919) 737-3148  
27695-7101

OTHER CONDITIONS: Fee includes: Round trip airfare - \$249.00 plus \$40.00 ground expenses  
plus one night hotel stay.

FEE: \$2,289.00 plus hotel stay (payable in U. S. funds).

DEPOSIT: \$ 1,249.00 (50% payable up upon signing).

BALANCE: \$ 1,040.00 (payable the day after the engagement).

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Expenses will be billed separately and are subject to the terms stated on the invoice. Expenses will include first class air fare and/or other transportation charges, lodging and meals, taxicab or limousine fares and any other expenses specified in this Agreement or made necessary by the Speaker's trip to and from the city in which the program is presented.

PLEASE DO NOT PUBLICIZE THIS PROGRAM UNTIL YOU HAVE RETURNED A SIGNED COPY OF THE AGREEMENT WITH THE REQUIRED DEPOSIT. IF A SIGNED COPY AND DEPOSIT ARE NOT RECEIVED IN OUR OFFICE WITHIN THE DATE SPECIFIED ABOVE, THE BUREAU RESERVES THE RIGHT TO DECLARE THIS AGREEMENT NULL AND VOID.

In addition to the above, the Bureau and the Sponsor agree as follows:

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X By: Lawrence Clark By: Blanche Rose

X Date: 2/14/85 Date: 2/7/85

Please sign and return original. Retain copy for your files.

PLEASE RETURN TO US IMMEDIATELY!!!



Mailed 2/8/85

*C. Ingram*

# ROSS ASSOCIATES

Programs by Women of Achievement

## INFORMATION UPDATE

Speaker: DR. JACQUELINE FLEMING

Sponsoring Organization: North Carolina State University

Contact Person: Name Dr. Lawrence M. Clark

Phone # (919) 737-3148

Date of Meeting: April 4, 1985

Title of Speech: "Blacks In Higher Education"

Place of Meeting: 240 Nelson Building, NCSU Campus

Time: 10:00 a.m. and 2:00 p.m.

Receptions preceding No or following No

Radio, TV, Press Appearance: No

Overnight Accommodations: Hotel Hilton Raleigh

Address 1707 Hillsborough Street, Raleigh

Phone # 828-0811

Dress Attire: Formal          Informal          Business         

Audience Profile: Women          Men          Mixed ✓

Anticipated Attendance 50-60 (a.m.) 200-250 (p.m.)

Further Information         

Flight Information: Arrival         

Departure         

Name of Person Meeting Plane Lawrence M. Clark or  
Claudia F. Pattison



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor



## MEMORANDUM

TO: Chancellor  
Provost  
Deans  
Associate Deans  
Academic Skills Program Staff  
Admissions Staff  
Afro-American Advisory Council  
Black Faculty and Professional Staff  
Coordinating Committee for the Recruitment and Retention of Afro-American Students  
Coordinating Committee for Undergraduate Advising  
Minority Coordinators

FROM: Lawrence M. Clark *L.M. Clark*  
Associate Provost

SUBJECT: Seminar on Black Students in Higher Education

With our concern regarding the experience of Black students in higher education, we have invited Dr. Jacqueline Fleming and Dr. Walter Allen to speak at NCSU. Dr. Fleming, author of Blacks in College, will discuss this national study of the impact of college environments on Black and white students. Dr. Allen, Associate Professor of Sociology at the University of Michigan, will discuss findings from his national study of Black college students.

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LMC:cfp  
Attachment

*Sorry I am sorry I cannot attend. I will be in Chapel Hill to select recipients for the Aubrey Lee Brock Scholarships for WNC-CH, N.C.S.U. & UNC-H. Paul O. Eide*



Dr. Lawrence M. Clark  
Associate Provost  
Box 7101  
Congress Mall



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 21, 1985

## MEMORANDUM

TO: Administrators, Faculty and Staff

FROM: Larry M. Clark, Associate Provost *LMC*

SUBJECT: Lecture - Black Students in Higher Education

We believe that these studies are very important with regards to Blacks in higher education. We are hoping that this announcement will be disseminated at your college or university and that members of the faculty, staff and student body will be in attendance.

In addition, would you please post this announcement.

Thank you for your cooperation.

LMC:mb

Attachment

"BLACK STUDENTS IN HIGHER EDUCATION"

A discussion with

Dr. Jacqueline Fleming

and

Dr. Walter Allen

Dr. Jacqueline Fleming received her Ph.D. in Psychology from Harvard University and currently serves as Professor of Psychology at Barnard College. SHE WILL DISCUSS RESULTS OF HER NATIONAL STUDY OF THE IMPACT OF COLLEGE ENVIRONMENTS ON BLACK STUDENTS.

Dr. Walter Allen received his Ph.D. in Sociology from the University of Chicago and currently serves as Associate Professor of Sociology and the Center for Afro-American and African Studies at the University of Michigan. HE WILL SUMMARIZE THE PRELIMINARY FINDINGS FROM HIS ON-GOING NATIONAL STUDY OF BLACK COLLEGE STUDENTS BEGUN IN 1981.

THURSDAY, APRIL 4TH

2:15 p.m.

BALLROOM, UNIVERSITY STUDENT CENTER

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# National Study of Black College Students

Center for Afroamerican and African Studies

909 MONROE • ANN ARBOR, MICHIGAN 48109, U.S.A.

TELEPHONE (313) 763-5220

An Overview: 1981 - 1983



The National Study of Black College Students has attempted to delineate the reasons for success and failure among the growing Black student population at major, state supported, predominantly White and historically Black Universities. The study is now in its third year and each year has been characterized by a particular focus.

## 1981

This was the first year of the project and was spent both in collecting data and setting up the mechanism for this process. To find out the students' characteristics, educational experiences, and success rates, questionnaires were sent to 700 undergraduate and 350 graduate/professional students attending the following universities: Michigan-Ann Arbor, North Carolina-Chapel Hill, California-Los Angeles, Arizona State, Memphis State, and the State University of New York at Stony Brook.

The administrative base of the study has been located at the University of Michigan. Research collaborators on the other campuses have handled on-site responsibilities with periodic visits to, and contacts with, the base.

## Results

The backgrounds of Black students in this national study revealed that the popular stereotypes about such students were not at all related to their actual characteristics.

The undergraduates entered college with established histories of academic achievement and came from high schools where Blacks were in the majority. They reported relatively good relationships with their White peers in the classroom and fairly poor relationships with White faculty, staff, and students in general. They also frequently encountered racial discrimination. Socially they felt that they were at a severe disadvantage and overwhelmingly wanted the recruitment and admission of more Black students.

The graduate and professional students did well in classes, but were not engaged in significant numbers in the important related professional activities such as publication and participation in professional meetings. These students came from families with strong traditions of educational achievement, and were themselves mostly single, but with a sizable married - with children minority. Although seventy-one percent characterized their own relationships with White faculty as good, forty-two percent felt that for other Black students, faculty relationships were poor. Like the undergraduates, the graduate and professional students felt socially isolated. Despite these problems, both the graduate and undergraduate students possessed high perceptions of "self."

### Recommendations

The students themselves suggested strategies for solving these problems. They called for,

"A policy to eliminate the undermining and eventual destruction of Black/Minority support services. Increase, not reduce, financial aid; implement an effective system of dealing with racist instructors; increase effectiveness, and support of Black/Minority organizations and consortium programs."

These, then, were the problems, their contexts, and problem solving strategies identified by the National Study of Black College Students in 1981. Primary funding for this phase of the research was provided by a \$70,000 grant from the Spencer Foundation. Additional funding was obtained from the Center for Social Organization of Schools, Johns Hopkins University (\$10,000).

### 1982 and 1983

The data generated from the study in 1981 were not extensively analyzed and publicized until 1982, a year of great expansion in the project. Having discovered certain realities about the students' lives on these campuses, the study was left with several unanswered questions which clustered around the following two questions:

1. Why do some students drop out and some continue? In other words what contributes to the success or failure of these students?
2. Are the Black students at predominantly White major state universities similar to those at historically Black universities? And why do students there fail or succeed?

### The Study

In order to answer these questions, the study was redesigned to include both cross-sectional and longitudinal data. The University of Wisconsin at Madison and Eastern Michigan University were added to the sample of predominantly White institutions. The following Black campuses also agreed to participate in the study: Jackson State University, Florida Agricultural and Mechanical University, North Carolina Agricultural and Technical University, Morgan State University, Texas Southern University, North Carolina Central University, and Southern and Central State Universities. The new longitudinal and descriptive questionnaire was sent to 3,600 students on Black campuses and 4,900 on white campuses. Respondents from this sample will be contacted in and out of school every two years for a period of six years in order to follow their careers.

### White Campuses

The first set of returned questionnaires from white campuses (1300) are now being analyzed. The longitudinal data will provide comprehensive information about the causes and consequences of success and failure on both Black and White campuses over time. If education is to be the major vehicle through which Blacks and other minorities gain equality in this country, then it is important that the performance of these institutions vis-a-vis minority students be evaluated.

### Black Campuses

The data from the Black campuses, when combined with data from white campuses, should isolate more clearly not only what makes the Black student fail or succeed, but also the corollary - what makes the university fail or succeed with, the black student. The ability to compare is critical. Do students at Black universities fail for the same reasons as Black students at White Universities? Comparisons between these two types of institutions will be made at several inter - and intra-university levels.

The year 1982, then, was spent in generating additional questions and setting up the procedures and systems to answer these questions. All of the new information will surface in 1983, a time for analysis, insight, problem-solving and dissemination. Primary funding for activities completed during 1982 was provided by a \$90,000 grant from the Ford Foundation. Supplemental grants were received from Rockefeller Foundation (\$25,000), Southern Education Foundation (\$10,000) and the University of Michigan (\$25,000). Research activities from 1983 onward are supported by matching grants from the Ford and Mott Foundations for a total of \$450,000 over three years.

Major activities from the two years can be briefly summarized as follows:

1982

1. Analysis of the 1981 data and dissemination of findings.
2. Expansion of the study to include two additional predominantly white campuses.
3. Collection of longitudinal and descriptive data.
4. Augmentation of the study's infrastructure so that it could administer and process this expansion.
5. Ongoing research training of Black/Minority students and recent Ph.D.'s.

1983

1. Analysis of new data generated from 1982.
2. Publicity and publication of findings.
3. Expansion of study to black campuses. Collection of longitudinal and descriptive data.
4. Generation of scholarly writing on the second phase of the study.
5. Consultation with universities about problem solving strategies suggested by the research.
6. Plan 1984 first follow-up of data collection from students on White campuses.
7. Ongoing research training of Black/Minority graduate students.

Other accomplishments of the Research

The National Study of Black College Students has been a vehicle to identify the status and experiences of Black students in higher education. The study has also been useful as a training for recent Ph.D.'s and graduate and undergraduate students. This has resulted in the publication of research papers, conference presentations, and the acquisition of important research skills and experience. The following is a list of some of the more striking accomplishments in the short history of the study.

Research and Training

The project has had over twenty graduate students and ten undergraduates on its staff. These students have come from disciplines such as political science, economics, sociology, library science, education, psychology, computer science and English. All students who have been employed by the project for more than two years have been expected to: 1) supervise a project activity, 2) co-author a paper, 3) give a professional presentation, and 4) serve as a consultant with campus collaborators on analysis requests. These have been minimal expectations. Before students leave the project they will have had the opportunity to experience as many research activities as possible.

Dissertations In Progress

1. A comparison of the race consciousness of Black students on Black and White campuses.
2. Political activism and its antecedents among Black students on White and Black campuses.

Publications

Published:

- "Black and Blue: Black Students at the University of Michigan," LSA, Vol 6, No. 1 (Fall 1982): 13-17.
- "Race Consciousness and Achievement: Two Issues in the study of Black Graduate/Professional Students," Integrated Education, 20 (January-April 1982): 56-61.

Under Review:

- "Black Student, White Campus: Structural, Interpersonal, and Psychological Correlates of Success," American Educational Research Journal
- "Modeling Black Student Academic Performance in Higher Education," Social Forces
- "Race Consciousness and Collective Commitments Among Black Students on White Campuses," Journal of Black Psychology.
- "Dreams Deferred?: Career Goals and Choices Among Black Students Attending Graduate and Professional School." Journal of Negro Education.

Professional Presentations

Graduate and undergraduate students on the project staff, Research Collaborators, the Associate Director, and the Director have made several professional presentations at the meetings of groups such as: The National Council for Family Relations; The Association for the Study of Afro-American Life and History; the Illinois Committee on Black Concerns in Higher Education; the American Sociological Association; the American Council on Education; the Association for the Study of Higher Education; and the Association of Graduate Schools.

A total of seven papers were presented at the American Educational Research Association Meeting in Montreal in April 1983. The National Study of Black College Students conducted a special session "Black Students on White Campuses: "Adjustments, Achievement and Aspirations" at which some of these papers were presented.



Publicity

In order to disseminate important findings to the general public, the staff has spent a great deal of time with journalists in the printed media and has made several appearances on various radio and television programs. Coverage of the study, its activities and findings, has been both national and local in scope.

There have been other community and academic programs that have been ancillary to the National Study of Black College Students. These programs are important, but are not listed in the interest of brevity.

Inquiries concerning any of the information presented here should be made to : Walter R. Allen, Project Director, National Study of Black College Students, Center for Afro-American and African Studies, Lorch Hall, Room 407, University of Michigan, Ann Arbor, Michigan, 48109, (313) 763-5220.



# ROSS ASSOCIATES

Programs by Women of Achievement



## I N V O I C E

# 675

Date: FEBRUARY 8, 1985

TO: Dr. Lawrence Clark  
Office of the Provost  
Box 7101  
North Carolina State University  
Raleigh, N.C. 27695

PROGRAM: Dr. Jacqueline Fleming

DATE: April 4, 1985

Total Contract Fee \$ 2,289.00

Fee: \$2,000.00  
Airfare: 249.00  
Ground expenses: 40.00  
2,289.00

Deposit \$ \_\_\_\_\_

Balance Due \$ \_\_\_\_\_

Transportation &  
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Total \$ \_\_\_\_\_

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# ROSS ASSOCIATES

Programs by Women of Achievement

## EVALUATION OF SPEAKER

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Please rate the speaker in each of the six areas listed below by making an X in the appropriate column to the right.

	Excellent	Very Good	Good	Fair	Poor
(1) Knowledge of subject matter .....					
(2) Prepared for meeting .....					
(3) Kept sessions alive and interesting....					
(4) Adequately covered the subjects.....					
(5) Allowed adequate opportunities for questions and discussions.....					
(6) OVERALL PERFORMANCE.....					

PLEASE FEEL FREE TO MAKE ADDITIONAL COMMENTS:

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SPEAKER: DR. JACQUELINE FLEMING

DATE: April 4, 1985

ORGANIZATION: \_\_\_\_\_

OFFICE HELD: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNED: \_\_\_\_\_



ROSS ASSOCIATES  
Programs by Women of Achievement

WE ARE EAGER TO LEARN HOW YOUR MEETING BOOKED  
THROUGH ROSS ASSOCIATES SPEAKERS BUREAU WAS  
PUBLICIZED.

PLEASE SEND US COPIES OF ANY AND ALL PRESS RELEASES  
BEFORE AND AFTER THE ENGAGEMENT.

THIS INFORMATION IS VERY IMPORTANT TO THE SPEAKER'S  
FUTURE - AND TO ROSS ASSOCIATES SPEAKERS BUREAU.

THANK YOU SO MUCH FOR MAKING THIS AVAILABLE.

*Blanche Ross*

*Letter -  
written out there  
to check. Was they  
sent to Dr. Fleming, n.y.  
Please return MEMO*



COPY

ROSS ASSOCIATES  
Programs by Women of Achievement

TRAVEL ARRANGEMENTS

Speaker: Dr. Jacqueline Fleming, Ph.D.

Program Sponsor: NORTH CAROLINA STATE UNIVERSITY

Contact: Dr. Lawrence Clark

Date of Program: APRIL 4, 1985 Time: To be determined.

\*\*\*\*\*

Departure  
Date: April 3, 1985  
Departing from: KENNEDY  
Time: 6:35 PM  
Airline: Eastern  
Flight # 583

Arrival  
Time: 8:15 PM  
Arriving in/at: Raleigh, N.C.

Departure  
Date: April 4, 1985  
Departing from: Raleigh, N.C.  
Time: 5:35 PM - 5:40 PM  
Airline: Eastern  
Flight #: ~~626~~  
926

Arrival  
Time: ~~6:53 PM~~ 7:00 PM  
Arriving in/at: La Guardia

Departure  
Date:  
Departing from:  
Time:  
Airline:  
Flight #:

Arrival  
Time:  
Arriving in/at:

Departure  
Date:  
Departing from:  
Time:  
Airline:  
Flight #:

Arrival  
Time:  
Arriving in/at:





# UPDATE '84

Center For Afro-American And African Studies, The University Of Michigan, Ann Arbor, Michigan 48109

Greetings from the National Study of Black College Students. We hope that you have had a pleasant and productive college career. As you recall, you were sent a questionnaire in the Spring/Summer of 1982 which asked questions about your family background, as well as high school and college experiences. At that time, we promised to make available summaries of study results during the 1982-1983 academic year. Other commitments, such as collection of data from Black college students on Black campuses and the preparation of papers/reports for funding agencies and professional meetings, prevented us from meeting our original goal. This newsletter is our way of remedying the situation. It is intended to provide you with more information as to not only who you, the respondents are, but who we are and what we have been doing. Finally, we would like to take this opportunity to thank all of you for participating in our study. There would not have been a National Study of Black College Students without your cooperation.

**NEWSLETTER STAFF:**

Marcia Lorraine Hall  
Angelle Cooper  
Jonathan J. Stern  
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## An Overview of the Study

Statistics concerning Black students on predominantly White campuses point to attrition rates ranging from 30% to 50%, and graduation rates of less than 50% even after 5 years. Black students on Black campuses, on the other hand, seem to be faring better both academically and socially. As a result, the National Study of Black Students has attempted to delineate the reasons for success and failure among the growing Black student populations at major, state-supported, predominantly White and historically Black universities. The study is now in its third year, and has been funded by the Spencer, Ford, Rockefeller, Mott, and Southern Education Foundations, as well as John Hopkins University and the University of Michigan.

The first year of the project, 1981, was spent setting up the data collection process and then collecting data. Questionnaires were sent to 700 undergraduates and 350 graduate/professional students attending the following schools: University of Michigan - Ann Arbor, University of North Carolina - Chapel Hill, University of California - Los Angeles, Arizona State University, Memphis State University, and the State University of New York at Stony Brook. The backgrounds of Black students in the national study revealed that the popular stereotypes about such students were not at all related to their actual characteristics. The undergraduates entered college with established histories of academic achievements and came from high schools where Blacks were in the majority. The graduate and professional students did well in classes, but were not engaged in significant numbers in the important related professional activities, such as publication and participation in professional meetings. These students came from families with strong traditions of educational achievement. The majority of the undergraduate and graduate/professional students were single persons. Having discovered certain realities about the students on these campuses, the study was left with several unanswered questions which can be summarized by the following two questions:

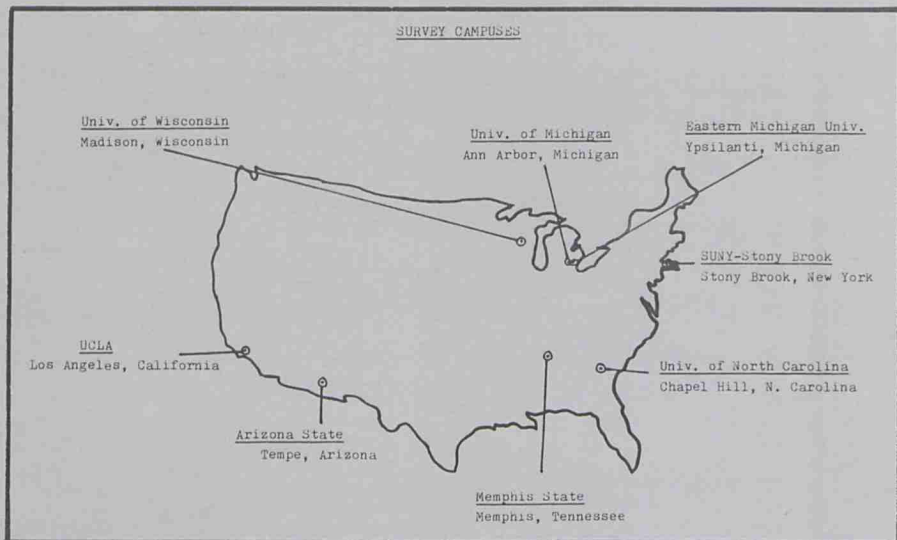
- 1) What contributes to the success or failure of these students?
- 2) Are the Black students at predominantly White major state Universities similar to those at historically Black universities? Why do students at these institutions succeed or fail?

In order to answer these questions, the study was redesigned to allow us to follow students through their collegiate and post-collegiate careers (this is the reason we asked for the addresses). The University of Wisconsin at Madison and Eastern Michigan University were added to the sample of predominantly White institutions. The following Black campuses also agreed to participate in the study: Jackson State (Jackson, Miss.), Florida Agricultural and Mechanical (Tallahassee), North Carolina Agricultural and

Technical (Greensboro), Morgan State (Baltimore), Texas Southern (Houston), North Carolina Central (Durham), Southern (New Orleans), and Central State (Wilberforce, Ohio) Universities. The new longitudinal and descriptive questionnaires were sent to 3600 students on Black campuses and 4900 on White campuses. Because the data from the Black campuses is not yet available, the population description and response rate information refer only to the students from the White campuses.

instance, business and management, engineering, and the health sciences. Sixteen percent of the students are in the social and behavioral sciences, while 10% are studying the natural and physical sciences. The fewest number of students, 4.5%, had majors in the humanities, while approximately 10% were still undecided.

More than a third of the students cited their ultimate educational goal as being at the Baccalaureate level, with a quarter of the students



## Population Description

We thought a brief description of the respondents might be useful here. Sixty-five percent of the 883 undergraduates who responded to the 1982 questionnaire were women. Since this is a longitudinal study we purposely concentrated on first and second year students, resulting in 57% Freshman and 23% Sophomores in our sample. The majority of these students came from urban areas, with 6% stating that they grew up in medium-sized or large cities. Not surprisingly, more than half attended schools of more than a thousand students.

The majority of the responding students were doing relatively well academically. Only 14% had a grade point average less than 2.0 (C), 51% had a GPA over 2.4 (C+), and almost 18% were doing better than a 3.0 (B) average. This is impressive given the fact that 59% of the respondents are in majors geared towards professional occupations: for

aspiring to professional (M.D., J.D., D.D.S.) or doctoral degrees.

Fifty-six percent of the undergraduate respondents stated that they had considered attending a historically Black college or university before deciding to attend the school in which they are currently enrolled. When asked for the most important reasons for attending their current schools, 34% of the students cited the academic reputation of the school, with 18% giving location as being most important, and 15% citing financial concerns.

The 404 graduate/professional students who participated in the survey were similar to the undergraduate population in some characteristics. The majority were women (60%), largely from urban areas, with 51% reporting they grew up in medium-sized or large cities. The most often cited reasons for choosing the university they were currently attending was

financial considerations (26%), with 23% citing the location as most important. Academic reputation was the most important reason given by 21% of the study group.

Sixty-three percent of these respondents were enrolled in professional degree programs, reflecting the preponderance of students (69%) in professional majors with education, health professions, and business and management leading the way. Almost 20% of the students were in the social and behavioral sciences, 6% were studying the humanities, and just over 4% were in the natural and physical sciences. The bulk of the graduate/professional students (65%) were pursuing Master's level degrees, while 15% were studying for law or medical degrees and 17% were in doctoral programs.

### Response Rates

Response rates are very important to people involved in large-scale survey research projects like this one. They are what allow researchers to speak with confidence about the accuracy of the survey results, and to make accurate suggestions concerning policy as well as future research.

The response rates for the National Study of Black College Students are lower than what is considered adequate for national mail surveys (around 50%). The 1981 wave had a response rate of 30% but improved to 41% in the 1982 wave. Considering that students are typically difficult to address in survey research, due to time restrictions and changes in addresses, these response rates are not intolerable.

This is not to say that we should not remain vigilant in our efforts to raise the response rates. A sad fact of conducting

longitudinal social research projects is that the size of the respondent group tends to shrink each time the group is surveyed. It is against these losses which the research scientists of the National Study of Black College Students are trying to guard. For this reason, we encourage you, as respondents, to fill out the enclosed postcard and return it so that we will have your correct address. Also, when you receive our new questionnaire later this year, please complete and return it to us.

### Other Project Functions

The National Study of Black College Students has several functions. Its primary function is providing concrete data to university personnel in order to achieve better admission, retention, and graduation rates for all Black students. Another is providing research training for Black and other minority graduate and undergraduate students. The project has had over 20 graduate students and 10 undergraduates on its staff. We have come from disciplines as diverse as political science, economics, sociology, library science, education, psychology, communications, and computer science. Among the many activities in which we are expected to participate are supervision of a project activity, paper presentations and co-authorship of reports, papers, etc.

Working towards the improvement of campus conditions for Black college students nationwide requires the dissemination of our findings to educational professionals as well as the general public. Thus, project staff, research collaborators, the associate director, and the director have made appearances on radio and TV programs; articles about the study have appeared in *Jet Magazine*, *The Chronicle of Higher Education*, *The Detroit News*, and the *St. Louis Sentinel*. Furthermore, we have made professional presentations at the meetings of the National Council for Family Relations, the Association for the Study of Afro-American Life and History, the National Association for Equality in Higher Education, and the American Educational Research Association. The following titles are an indication of the range of topics covered: "Black Student, White Campus: Structural, Interpersonal, and Psychological Correlates of Success;" "Race Consciousness and Collective Commitments Among Black Students on White Campuses;" "Dreams Deferred? Career Goals and Choices Among Black Students Attending Graduate and Professional School;" "Educated Blacks: Social Movers or Social Climbers?"

As you can see, The National Study of Black College Students is an important project. It has the potential to benefit not only current, but future Black college students. But, we still need your help. Thanks again for your cooperation.

1982 Response Rates  
National Study of Black College Students

University	Undergraduate	Graduate/Professional	Total
University of Michigan, Ann Arbor	38% (82)	67% (94)	45% (176)
University of North Carolina, Chapel Hill	52% (188)	58% (67)	53% (255)
University of California, Los Angeles	45% (119)	67% (56)	46% (175)
State University of New York, Stony Brook	30% (46)	25% (16)	29% (62)
Arizona State University	44% (64)	50% (18)	45% (82)
Memphis State University	33% (163)	38% (80)	35% (243)
University of Wisconsin, Madison	40% (160)	58% (55)	51% (215)
Eastern Michigan University	22% (80)	26% (23)	23% (101)
TOTAL	39% (802)	47% (407)	41% (1,209)





The National Study Of Black College Students

Center For Afro-American And African Studies,  
The University Of Michigan  
Ann Arbor, Michigan 48109



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# The Paradox for BLACK STUDENTS

Do integrated white colleges really offer blacks a better education or simply a better opportunity for stress?

In the nearly 30 years since the Supreme Court outlawed segregation in the American public educational system, a dramatic change has taken place at the black colleges and universities that once educated the majority of this nation's black college students. Today, beleaguered by mounting debts, cutbacks in funding, shrinking enrollments, and loss of credibility, they are virtually fighting to survive.

This should come as no surprise. Once *Brown v. Board of Education* proved that "separate educational facilities are inherently unequal," it was just a matter of time before the ever-shifting winds of integration moved to challenge the legitimacy of separate, black education. Of course, it's repeatedly argued that this country's 149 black colleges and universities still fulfill a unique and imperative mission:

they still develop black American leaders; they still hold the major collections on black American history and culture; and they still turn out a learned class of black women and men who are ready and able to make their way in the larger American society.

But now there is yet another and rather compelling argument for the continued existence of black schools, according to psychologist Jacqueline Fleming and her research on "The Impact of College Environments on Black Students." Black students who attend black colleges and universities, says Fleming, show greater intellectual development than do black students attending white colleges and universities.

The study, sponsored by the United Negro College Fund and funded by the Carnegie Corporation, was based on achievement and psychological tests as well as on interviews administered to a sample of 3,000 black students and 500 white students attending black and white colleges in Texas, Georgia, Mississippi, and Ohio.

When she looked at college life, Fleming isolated three factors that critically influence a student's motivation and cognitive development: the ability to network and make friends, to join in extracurricular activities, and to make academic progress between the freshman and senior year. Consistently, the findings showed that black students in black campus environments performed better in all three areas than did their black peers in white colleges.

The study confirms what many students have experienced firsthand: the *social environment* of the campus affects the *academic performance* of the student. What's significant, observes Fleming, whose findings will be published by Jossey-Bass in 1984, is that "the experience for black students in white schools more often *thwarts* intellectual development than encourages it. The black students' feelings of isolation and alienation dampen motivation."

It's no secret that the white college environment is one of enormous stress for many black students. "They worry that assimilating into the mainstream might mean surrendering their cultural identity," reported *Newsweek's On Campus* magazine. "In the classroom [minority students] lack role models because of the dearth of minority faculty, and they are frequently closed out of informal networks of communication that speed academic and vocational progress. Most of all, they must constantly allay suspicion that they are somehow unworthy of being in the academic community."

BY AUDREY EDWARDS

The prevailing sentiment on white college campuses, it seems, is that blacks still don't measure up. And indeed, they often don't—precisely because white administrations say they don't, believe they *can't*, and do little to acknowledge either the legitimacy of the black experience or black aspirations. And this, in short, results in the kind of stress that can have a negative impact on one's ability to learn.

According to Fleming, herself a successful black graduate of a white university, the years between 18 and 22 are critical for cementing ego and identity development, since this is the time a child first leaves home and assumes responsibility for her or his daily life. And the extent to which a young person develops a healthy self-image during these years is the extent to which she or he will be motivated to learn. The white college, she charges, is less likely than the black college to provide the emotional and social support systems essential for healthy self-development, and that may account for the fact that blacks on campuses in her study performed better than their counterparts in white campus settings. Although Fleming does not speculate on the effects of early school experiences, she points out that social adjustment to integration in learning environments works best when begun at the earliest levels.

If, as Fleming's study suggests, white institutions of higher learning have a damaging effect on some black students' learning ability, what does this say about the integration of American higher education as a legitimate goal? Have we been wrong for 30 years? Do integrated white colleges and universities really offer blacks a better education or simply a better opportunity for stress? Are black colleges and universities, despite their limited resources and underpaid staffs, doing something better in their "segregated" settings? "I don't think that black students *ought* to be in white schools any more than they *ought* to be in black schools," says Fleming. "They need a choice, but at this point the choices aren't good. Black schools need money and resources, and white schools need help to create positive environments for black students." The old rock and a hard place.

The choice of a black school was never even a consideration for Marie Adrine, 21, a senior at Ohio University. "My mother felt that a black school would not offer the best education for me," explains Adrine, who recalls how a cousin of hers, a black college graduate, was forced to do two additional years of study at a white school before he would

## Some students grow up thinking that a good education can only be found at schools that are "little, white, and rich."

be admitted to the law school of his choice. Black perceptions (sometimes correct) of black colleges as academically deficient no doubt account for the fact that today more than two thirds of all black college students are enrolled at white universities—a staggering development of the last 30 years, considering that prior to the Supreme Court ruling of 1954 more than 90 percent of black college students were educated at black colleges.

Adrine, who is from a middle-class suburb of Cleveland and attended an integrated high school; did not find going to a white university "a particular culture shock," though she admits that the Appalachian foothills of southern Ohio was "quite a different environment. There are a lot of things you have to get used to, such as southern Ohio mannerisms. There are country people around—townies—and we know as blacks that there are places we shouldn't wander into. But the town itself has a history of being a stop on the Underground Railroad."

Still, for every black student who seems well adjusted to life on a white college campus, there are a disturbing number who find the experience a wrenching one. According to a recent *Washington Post* story, Howard University reported that undergraduate students transferring to its traditionally black campus increased by 26 percent last year and that many of the transfers appeared to come from blacks at white schools.

Black colleges and universities, despite their limited resources, do offer real academic and psychological support to many black students. But if the American educational system is to live up to its promise of quality education for all, it

must not only strengthen black institutions but also create a more comfortable climate for its black students in white campus environments. A tall order, to be sure. Difficult economic times lead to decreased funding and generosity of spirit.

After all is said and done, it is blacks who must bear the brunt of integration's failures and accept the mixed blessings of its successes. This makes it crucial for black students on white campuses to develop skills to successfully negotiate for their best interests. Michele Collison, a 1983 graduate of Wesleyan College, grew up in Washington, D.C., believing that a good college education could only be found in a school that was "little, white, and rich." But what ultimately made her experience at Wesleyan rewarding was the solidarity of black students and their success in making the administration responsive to their needs. This solidarity, Collison probably rightly contends, was the legacy of the political activism of the 1960s on Wesleyan's campus. It resulted in black students achieving some real and important gains: a black studies program, a "Malcolm X House" (one of the college's choicest pieces of real estate properties), and increased hiring of black faculty and administrators.

"Integration is difficult to achieve," Jacqueline Fleming concedes, "but it has to be achieved—there are benefits in the contacts to be made. We all have to learn to get along with people." Yet it is just as true, she points out in support of the existence of black colleges, that "everybody needs institutions. We have Jewish universities; we have Catholic universities; we have single-sex colleges; we have universities for all kinds of denominations with special interests. And I don't consider these things to be a hindrance to integration."

They're not. They are, in fact, the very things that help students survive integration. As one student, Andrea Blount, wrote in a prizewinning essay on the eve of her graduation from Dartmouth College: "I survived with the help of my black friends whom I was criticized for having. I was sooo segregated. I was supposed to integrate. Translation: be white. I survived at those black tables that I had to justify sitting at. I survived with frequent calls home to Mom. I survived with the urgings of the likes of W.E.B. Du Bois, James Weldon Johnson, Zora Neale Hurston, Alice Walker, and many thousands gone."

Audrey Edwards is the editor of *Essence* magazine. She is a graduate of the University of Washington, and spent her junior year at Howard University.



# North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost  
and Vice-Chancellor

March 21, 1985

## MEMORANDUM

TO: Administrators, Faculty and Staff

FROM: Larry M. Clark, Associate Provost *LMC*

SUBJECT: Lecture - Black Students in Higher Education

We believe that these studies are very important with regards to Blacks in higher education. We are hoping that this announcement will be disseminated at your college or university and that members of the faculty, staff and student body will be in attendance.

In addition, would you please post this announcement.

Thank you for your cooperation.

LMC:mb

Attachment

Neerak Bond

"BLACK STUDENTS IN HIGHER EDUCATION"

A discussion with

Dr. Jacqueline Fleming

and

Dr. Walter Allen

Dr. Jacqueline Fleming received her Ph.D. in Psychology from Harvard University and currently serves as Professor of Psychology at Barnard College. SHE WILL DISCUSS RESULTS OF HER NATIONAL STUDY OF THE IMPACT OF COLLEGE ENVIRONMENTS ON BLACK STUDENTS.

Dr. Walter Allen received his Ph.D. in Sociology from the University of Chicago and currently serves as Associate Professor of Sociology and the Center for Afro-American and African Studies at the University of Michigan. HE WILL SUMMARIZE THE PRELIMINARY FINDINGS FROM HIS ON-GOING NATIONAL STUDY OF BLACK COLLEGE STUDENTS BEGUN IN 1981.

THURSDAY, APRIL 4TH

2:15 p.m.

BALLROOM, UNIVERSITY STUDENT CENTER

SPONSORED BY THE PROVOST'S OFFICE

This presentation is being coordinated by the Provost's Office and the Department of Educational Leadership and Program Evaluation.

Mattie:

Dr. Clark is considering  
rest. will interview me.  
3/20/85

Dr. Clark wants to  
send this to some other  
persons/institutions etc -

Will you check with  
him on this?

contacted. 3/20/85

Dr. Hammond 2:20 pm Carol

2:20 pm Casey  
Tues + Thur.

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*While You Were*



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Operator

Seminar: Jacqueline Fleming & Walter Allen  
Dean of Academic Affairs  
President of the University  
other depts. that might  
be interested  
at least 4 groups

~~Dept~~ Depts Sociology & ~~Psych~~ Psychology  
Dept of Social Affairs

~~Date~~ ~~Area~~ -

called - 3/19/85 - <sup>Will</sup> ~~call~~ <sup>back</sup> V.P. Academic Affairs + Research  
Shaw Univ. - Dr. Carter - 755-4830  
54. Aug. - 828-4451  
Chapel Hill - Dr. Fordham, III - 962-1365  
Duke U. - 8-919-684-2334  
Central - ~~Dr. Chandra~~ ~~Univ. of~~ ~~North~~ ~~Carolina~~ - ~~919-828-~~  
Dr. L.T. Walker 9-85  
(919) 683-6104 / 683-6328



University of N.C. at Chapel Hill (919) 962-1365

Black Faculty Caucus Group:

PROF. AUDREYE JOHNSON  
SCHOOL OF SOCIAL WORK  
223 EAST FRANKLIN ST.  
Chapel Hill

Dean of Arts and Science:

Dean Stephen Birdsall  
203 South Bldg.  
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DEAN H.B. RENWICK  
212 Steele Bldg  
Chapel Hill

DR. Harold Wallace  
Vice-Chancellor  
103 South Bldg  
Chapel Hill

Chancellor CHRISTOPHER C. Fordham, III  
103 South Bldg  
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DR. Samuel R. Williamson, PROVOST  
104 SOUTH Bldg  
Chapel Hill

Chapel Hill  
courier 3/2

Mailed  
3/21/85  
MB

Shaw

Mailed 3-21-85  
M.B.

Dr. Joseph Richardson  
Chairman, Human Resources and Human Development

Dr. Samuel D. K. James  
Chairman, Business and Public Administration

Dr. George Wiley  
Chairman, Education

Ms. Gloria Smith  
Chairman, Communications

All at the same address:

Shaw University  
118 E. South Street  
Raleigh, NC 27611

Dr. Wilmoth A. Carter  
V. P. for Academic Affairs & Research

Mailed - 3/22/85 - MB

St Aug. 828-4451

\* will return call to provide  
info.

\* 7 Dr. Prigell R. Potkinson  
President  
1315

6 Dr. Frank Gaffney  
~~Head of Business Dept~~  
Chairman of Division of Business  
St. Augustin's College  
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Raley 27611

X-1 Dr. Thelma Roundtree  
Vice-President Academic Affairs

\* 2 Dr. Wiley Davis  
Vice-President for Admins

3 Dr. Julius F. Nimmans  
Chairman of the Social Sciences

\* 4 Mr. Wanzo Hendricks  
Chairman of the Dept of Sociology

\* 5 Dr. Thomas Simmons  
Chairman of the Division Education

All mailed with exception of

St. Aug. 3/21/85

NC Central Univ. - Durham - mailed 3-21-85  
m 03

919-683-6104a Dr. L. T. Walker  
6328

- Chancellor L. T. Walker - Courier 202  
NC Central  
PO Box 19617  
Durham, NC  
27707
- Dr. Cecil L. Patterson  
Vice-Chancellor for Academic Affairs  
N.C. Central  
Durham, NC  
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- Dr. Walter P. Pattillo  
Dean of Undergrad. School  
of Arts and Sciences  
NC Central  
27707
- ~~Dean~~ Dr. George H. Conklin, Chairperson  
~~Chairperson~~  
Dept. of Sociology  
NCC  
Durham, NC  
27707
- Dr. Les Brinson, Chairperson  
Dept. of Psychology  
North Carolina Central  
Durham, NC  
27707

Mailed  
3-21-85  
ms

Duke University - 919-684-2334

or  
684-3220-✓

Mrs. Eerp

Secretary of Chancellor - Return call 3/21

Called 3/21/85-

- (1) President Jerry Sanford  
Allen Bldg.  
Duke University  
Durham, N.C. 27706
- (2) Dr. H. Keith H. Brodie - Chancellor
- (3) Dr. Philip Briggiths - Provost
- (4) Dr. Earnestine Friedl  
Dean of Arts & Science and Trinity College
- (5) Dr. Allen Kerckhoff  
Dean of Sociology  
268 Soc-Psych Bld.
- (6) Dr. Robert Carson  
Chairman of ~~Psychology~~ Psychology  
224 Soc-Psych Bldg.

*Time -  
What are these  
+ which ones they  
sent to Mr. Fleming?  
Please return MEMO*



COPY

ROSS ASSOCIATES  
Programs by Women of Achievement

TRAVEL ARRANGEMENTS

Speaker: Dr. Jacqueline Fleming, Ph.D.

Program Sponsor: NORTH CAROLINA STATE UNIVERSITY

Contact: Dr. Lawrence Clark

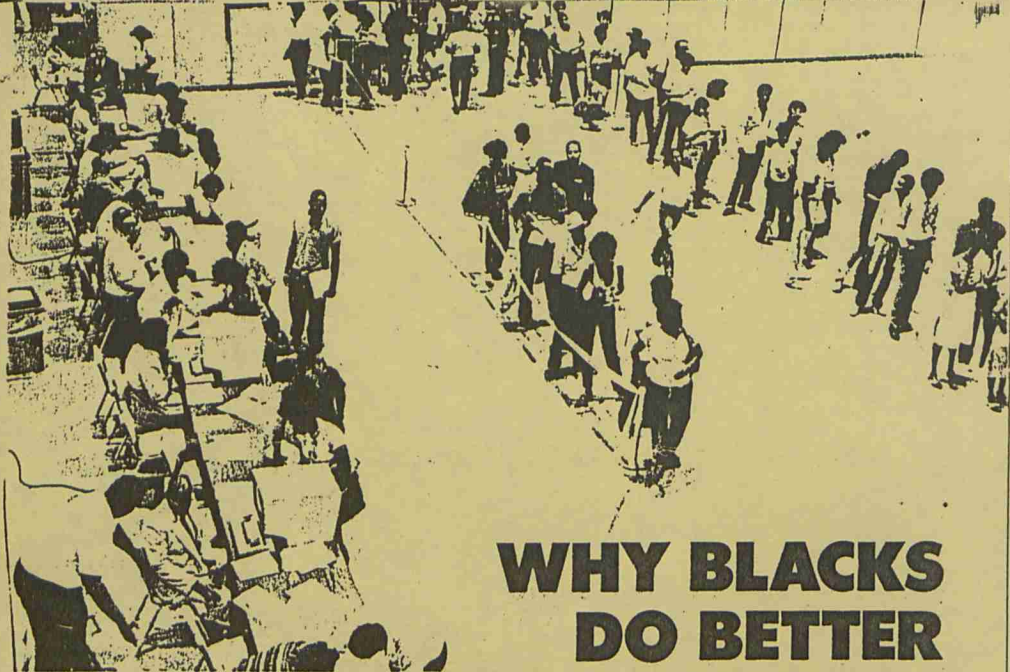
Date of Program: APRIL 4, 1985 Time: To be determined.  
\*\*\*\*\*

Departure Arrival  
Date: April 3, 1985 Time: 8:15 PM  
Departing from: KENNEDY Arriving in/at: Raleigh, N.C.  
Time: 6:35 PM  
Airline: Eastern  
Flight # 583

Departure Arrival  
Date: April 4, 1985 Time: 6:53 PM  
Departing from: Raleigh, N.C. Arriving in/at: La Guardia  
Time: 5:35 PM  
Airline: Eastern  
Flight #: 626

Departure Arrival  
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Airline:  
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# WHY BLACKS DO BETTER AT BLACK COLLEGES

New study shows that Black students do better academically and socially at Black colleges.

By Thad Martin

**B**LACK college presidents are lauding a new study to be published this month which confirms long-held beliefs that Black students do better academically and socially at Black colleges. Says Dr. Samuel DuBois Cook, president of historically Black Dillard University in New Orleans, "It is the first study to demonstrate empirically that the progress of Black students is much better sustained at Black colleges than at White colleges."

The study, titled *Blacks in College*, compiled and written by Dr. Jacqueline Fleming, a professor of psychology at Barnard College, was commissioned by the United Negro College Fund. Christopher F. Edley, president of the college fund, says the study explains why "we are successful and how we are successful. For parents and their children who may not have contemplated a

Black college before, the study... will be a real eye opener."

For many it will. In preparation for the study, Dr. Fleming, a Barnard graduate who did her graduate and postgraduate work at Harvard University, chose 15 colleges—seven pre-

dominantly Black and eight predominantly White—representing four geographic areas "with distinct mores and attitudes toward Black education." Those areas included Georgia, Texas, Mississippi and Ohio. About 3,000 Black students and 500 White students

long lines at Howard University's fall registration included 12 percent who were transfers from White colleges and universities. Spelman College women come from all over the United States and abroad because of the school's long history of offering a quality education.



## BLACK COLLEGES *Continued*

participated in the study. Some of the schools included in the survey are Morehouse, Spelman, Clark and Georgia Tech in Atlanta; Texas Southern University and the University of Houston in Texas. Other schools in the study were not cited specifically by name.

In large measure, the rationale for the study was to answer serious questions about the survival and justification for Black colleges as well as to counter racist charges leveled against them. Opponents of Black colleges have long maintained that they are inferior to White colleges and universities and that they make no real contribution to the education of Black youths. Dr. Fleming's study, which she began in 1977, goes far in silencing those critics and at the same time raises



Dr. Jacqueline Fleming, author of study and also a college professor, interviewed 3,000 Blacks and 500 Whites from 15 schools for *Blacks in College*.

doubts about the ability of White colleges to adequately prepare Black youths. In a similar study prepared by the late Dr. Malcolm Moos for the University of Maryland, he states, "Nearly four-fifths of the increase in black enrollment has been at predominantly white campuses, many of which have active minority recruitment programs. According to the National Center for Education Statistics, the nation's 105 traditionally black colleges enrolled 96 percent of all black students in 1960 while today's 102 largely black institutions enroll 19 percent. Enrollment at black colleges has been declining in recent years, since 1976 at the public black institutions and since 1978 at the 62 private ones. *Predominantly black colleges, however, continue to award one-third of all degrees received by blacks.*"



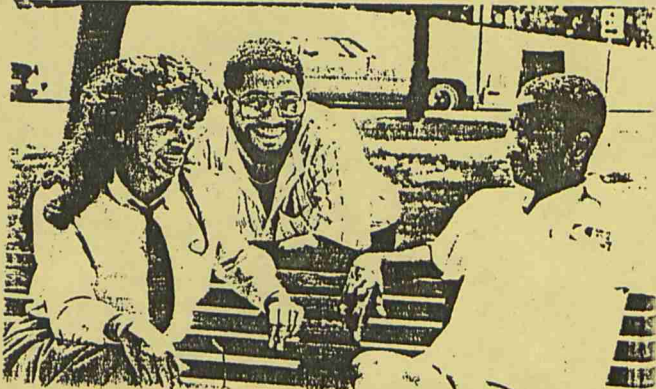
Blacks and Whites stroll across Georgia Tech's campus. Study says Blacks at the Atlanta school experience racial conflict which results in "little intellectual development and marked deterioration in academic performance." Study also says Black women do better at White schools than Black men

As Dr. Fleming clearly points out in the conclusion of her study, "The results show that the patterns of intellectual development are consistently more positive for students in Black schools. These students exhibit stronger personal attachments to faculty, enhanced involvement in the career process, greater satisfaction with their academic lives, improvement on measures of academic performance, more enterprising vocational interest pattern and maintenance of higher occupational aspirations. Black students in White schools, however, show quite the opposite, with increasing dissatisfaction with academic life, negative attitudes to teachers who use unfair grading practices, little return on time and effort invested in school work, and no net improvement in academic performance. Among students in white schools, there were a few positive indications of attachment to a role model and high educational

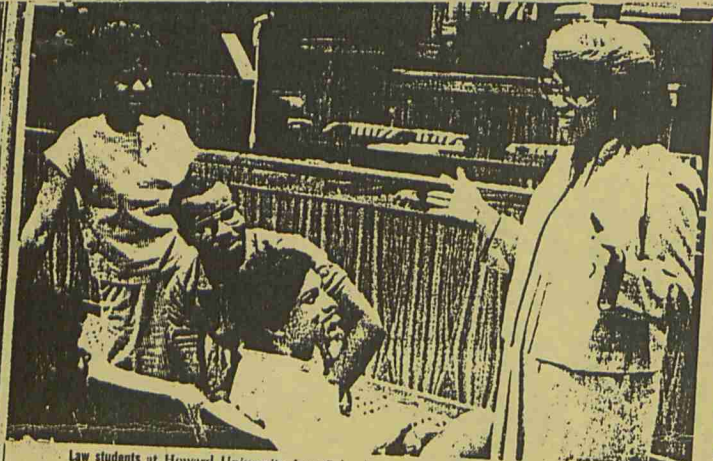
aspirations. Nevertheless, students in Black colleges seem to have a virtual corner on intellectual satisfactions and outcomes during the college years."

Generally, of the eight White schools included in the study, Blacks at the University of Houston appeared to have fared better than their counterparts at other White colleges. "A review of the literature and findings from Georgia seem to suggest that the stresses of social and racial isolation tend to thwart academic development and redirect academic energies into non-intellectual pursuits. However, instead of losing interest in learning, UH students come to focus their attention on grades and knowledge. It may be that if many students are able to leave campus and return to a family atmosphere supportive of their goals, the effect of racism and isolation may be lessened," the study states. Moreover, the study says, Black women adjust better at White schools

Students at the University of Houston, where author says Blacks fare better than at any of the other seven White schools in the study, share light banter between classes.







Law students at Howard University Law School converse with associate professor Alice Cresham Bullock. Study says one reason Blacks do better at Black colleges is because of rapport between faculty and students. Blacks at Black colleges also show a greater satisfaction with academic life.

**BLACK COLLEGES** *Continued*  
than Black males. "The profile for black males in white schools is perhaps the most grim," the study concludes. "The distressing feature of this profile is that men, initially competitive and career-oriented, undergo excessively frustrating experiences that thwart virtually every evidence of academic drive."

One reason it is suggested Blacks in general do better at Black schools is because of the time professors and administrators take with the student, prodding them when they are lax and shoring them up in areas they are weak in as the result of poor academic backgrounds.

Dr. Samuel Myers, president of the National Association for Equal Opportunity in Higher Education and a former president of historically Black Bowie State College in Maryland, says he thinks the study is significant and

helps to explain the current trend among Black students of transferring from predominantly White colleges to historically Black ones. At Howard University this fall, 12 percent of incoming students are transfers from White colleges and universities.

In spite of its positive findings, however, some Black college presidents think White colleges will ignore the study. But the study's message, they say, should outweigh its reception in the White academic community. That message, clearly stated, is that Black schools do provide hope of quality education.

Still, even though Blacks thrive in the Black college environment, there is much that needs to be done to improve the quality of education at those schools. Perhaps what raised most concern is the real need to purchase modern equipment for the science labor-

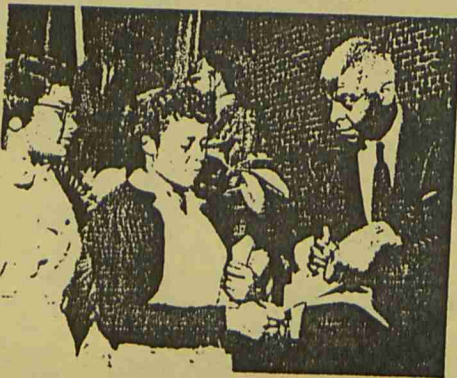
atories and to improve library holdings and facilities. "We should not be satisfied with the results alone," Dr. Fleming says. "Black students now are in the position of getting half of what they need in one environment and not enough in the other environment."

Although Black college administrators do not endorse the wholesale withdrawal of Black students from White colleges, they do, nonetheless, think that more can be done to improve the situation at White colleges. One suggestion offered by Dr. Fleming is for Blacks to get involved in campus life and not be put off by rejection.

Dr. Elias Blake, president of Clark College in Atlanta, says he hopes White schools will not ignore the study. Nor should they become defensive about it, he says. "They are new to a task that is very complex, that is, educating large numbers of Black youths so that they are successful and getting on with their lives. That is not something you simply walk off the street and do." White schools should become more sensitive to the needs of Black students, he says.

Even so, that should in no way undermine the job Black colleges do in educating Black youths.

As UNCF's Edley points out, "Black colleges have the experience and the talent to educate our youngsters today. This is not to say that many Black students in White campuses do not get a good education. They do. But that experience is not best for everyone. I think the report helps us to understand the costs and the benefits of study on a Black college campus versus a predominantly White campus. We learn that having a choice is important... even crucial. That is what makes this study, *Blacks in College*, so important."



Christopher Edley, president of the United Negro College Fund, the agency which commissioned the study, says it should be a real eye opener. The late Dr. Benjamin Mays, long time president of Morehouse College, is an example of dedicated Black teachers who inspired millions of Black students to achieve.



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## EVALUATION OF SPEAKER

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Please rate the speaker in each of the six areas listed below by making an X in the appropriate column to the right.

	Excellent	Very Good	Good	Fair	Poor
(1) Knowledge of subject matter .....					
(2) Prepared for meeting .....					
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(4) Adequately covered the subjects.....					
(5) Allowed adequate opportunities for questions and discussions.....					
(6) OVERALL PERFORMANCE.....					

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SPEAKER: Dr. Jacqueline Fleming

DATE: April 4, 1985

ORGANIZATION: NORTH CAROLINA STATE UNIVERSITY OFFICE HELD: \_\_\_\_\_

DATE: \_\_\_\_\_

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NEW

**DESIGNING CAREERS**

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A Division of the National Vocational Guidance Association

Norman C. Gysbers and Associates  
**DESIGNING CAREERS**  
 Counseling to Enhance  
 Education, Work, and Leisure

This new book provides comprehensive coverage of the latest advances in career guidance and development. The National Vocational Guidance Association called on leading authorities to write twenty-three original chapters expressly for this volume — highlighting innovative and successful

practices, tools, and techniques for use in schools and colleges, business and industry, state and local governments, and adult and continuing education. The authors also analyze changing career and leisure patterns and describe how exemplary career guidance programs are responding to new lifestyles and new challenges.

**USEFUL NEW TECHNIQUES AND TOOLS**

Designed to provide useful advice on ways to improve career counseling and development, this book offers helpful evaluations, guidelines, and recommendations on:

- assessment tools and techniques
- removing obstacles to career development
- establishing effective partnerships between education and industry
- developing systematic career guidance services
- meeting the special needs of the disadvantaged and the handicapped
- creating successful training and job placement strategies
- using microcomputers in career guidance
- translating research and theory on career development into successful guidance practices

**OVERVIEW OF CONTENTS**

**Part One** provides fresh insights on the implications of changing employment patterns and economic forces; discusses ways of removing obstacles to employment through training, self-management, counseling, and other methods; and describes examples of effective cooperation between education and business.

**Part Two** examines the research and theory underlying effective career development, showing how these can help improve practice. It looks at the needs of young people and adults, analyzes the importance of sex roles, and discusses the individual and organizational factors affecting career development. The authors review ways of facilitating women's careers, evaluate uses of psychological measures in career counseling, and explore the ways aspirations, self-esteem, and job involvement affect career development.

**Part Three** looks at exemplary career development programs in schools, colleges, and businesses, presenting innovative techniques for counseling both individuals and groups. The authors detail the general principles of successful career counseling; describe a systematic career counseling program, from assessment of client needs to evaluation of counseling efforts; and analyze the cost-effectiveness of microcomputers as guidance systems and as information systems. They also offer advice on various counseling, vocational training, and job placement strategies for the economically disadvantaged and the handicapped.

**Part Four** reviews current trends and evolving patterns in work and leisure — focusing on how counseling can help people deal with the many and varied changes occurring in occupations and society. The authors also review ways of meeting the needs of an aging population, present specific guidance strategies for different stages in life, and detail eight skills career development professionals can use to help themselves and their clients adapt to changing conditions.

**CONTENTS**

- Foreword, *Juliet V. Miller*  
 Introduction: Evolution of Career Development, 1913–1983, *C. Gilbert Wrenn*
- Part One: The World of Work Today: Personal, Social, and Economic Perspectives**
1. Perspectives on the Meaning and Value of Work, *Donald E. Super*
  2. Changing Structure of Work: Occupational Trends and Implications, *Harold Goldstein*
  3. Links Among Training, Employability, and Employment, *Edwin L. Herr*
  4. Partnership Between Education and Work, *Linda S. Lotto*
- Part Two: Knowledge Bases of Career Development**
5. Relationship Between Career Development Theory and Practice, *David A. Jepsen*
  6. Occupational Socialization: Acquiring a Sense of Work, *Henry Borow*
  7. Adult Career Development: Individual and Organizational Factors, *Stephen A. Stumpf*
  8. Interrelationships of Gender and Career, *L. Sunny Sundal-Hansen*
  9. Instruments for Assessing Career Development, *John O. Crites*
  10. Job Satisfaction: Worker Aspirations, Attitudes, and Behavior, *René V. Davis*
- Part Three: Facilitating Career Development: Practices and Programs**
11. Procedures for Successful Career Counseling, *Richard T. Kinnier, John D. Krumboltz*
  12. Systematic Career Guidance Programs, *Garry R. Walz, Libby Benjamin*
  13. The Computer as a Tool in Career Guidance Programs, *JoAnn Harris-Bowlsbey*
  14. Serving the Career Guidance Needs of the Economically Disadvantaged, *Johmie H. Miles*
  15. Providing Career Counseling for Individuals with Handicapping Conditions, *Kenneth R. Thomas, Norman L. Berven*
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  17. Career Development and Placement Services in Postsecondary Institutions, *Cynthia S. Johnson, Howard E. Figler*
  18. Career Planning and Development Programs in the Workplace, *Richard L. Knowdell*
- Part Four: Responding to Emerging Views of Work and Leisure**
19. Changes in Work and Society, 1984–2004: Impact on Education, Training, and Career Counseling, *Herbert E. Striner*
  20. Problems of Work and Retirement for an Aging Population, *Daniel Sinick*
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  22. To Be in Work: On Furthering the Development of Careers and Career Development Specialists, *Anna Miller-Tiedeman, David V. Tiedeman*
  23. Major Trends in Career Development Theory and Practice, *Norman C. Gysbers*

**THE AUTHOR**

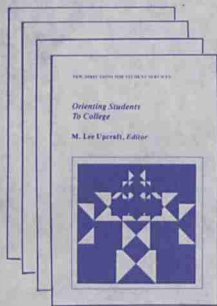
NORMAN C. GYSBERS is professor of educational and counseling psychology, University of Missouri at Columbia, and editor of the *Journal of Career Development*.

Ready November 1984

LC 84-47986 CIP ISBN 0-87589-618-9

Over 650 pages.

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*Ursula Delworth and Gary R. Hanson,*  
*Editors-in-Chief*

## NEW DIRECTIONS FOR STUDENT SERVICES

This quarterly series is a leading resource for all those concerned with the development and support of college students. Each typically focused, 100-page sourcebook provides the state-of-the-art information and practical guidance required to keep pace with the complex needs of new and traditional student populations and to cope with the changing realities of today's campus environments. The editors-in-chief are **Ursula Delworth** (professor of counseling psychology, University of Iowa) and **Gary R. Hanson** (assistant dean of students, University of Texas, Austin). A selection of new and recent sourcebooks is described below.

**RETHINKING SERVICES FOR COLLEGE ATHLETES (SS#28, December 1984)**, edited by Arthur Shriberg (*Xavier University*) and Frederick R. Brodzinski (*Ramapo College of New Jersey*). Explains the kinds of support services that are urgently needed to deal with the special conflicts, problems, and requirements of today's college athletes. Describes specific counseling and tutoring programs designed to help athletes cope with academic, personal, and training pressures. Suggests how student affairs and athletic department staffs can work together to ensure that sports programs meet *all* the needs of students.

**STUDENTS AS PARAPROFESSIONAL STAFF (SS#27, September 1984)**, edited by Steven C. Ender (*Kansas State University*) and Roger B. Winston, Jr. (*University of Georgia*). Explores effective ways to employ students as part-time staff in counseling centers, academic advising programs, tutorial and study skills centers, residence halls, and orientation programs. Shows how to plan and implement paraprofessional programs and how to recruit, train, supervise, compensate, and evaluate student assistants. Offers advice on handling legal, ethical, financial, and other issues that arise when students serve as paraprofessionals.

**ENHANCING STUDENT DEVELOPMENT WITH COMPUTERS (SS#26, June 1984)**, edited by Cynthia Johnson (*University of Maryland*) and K. Richard Pyle (*University of Texas, Austin*). Discusses applications for computers in career guidance, individual program planning, counseling, and other areas of student development. Provides assistance in selecting hardware and software and also in budgeting, installing, maintaining, and scheduling the use of computer resources. Includes standards for protecting student rights and privacy when computers are used in testing, counseling, and record keeping.

**ORIENTING STUDENTS TO COLLEGE (SS#25, March 1984)**, edited by M. Lee Upcraft (*Pennsylvania State University*). Examines the impact of college on newly enrolled students — traditional and nontraditional, first-year and transfer, residential and commuting. Illustrates ways to facilitate the academic and social adjustment of new students — and thereby promote retention and achievement — with sound orientation programs extending through the first year on campus. Uses case examples to demonstrate successful approaches to designing orientation services for specific student groups.

**COMMUTER STUDENTS: ENHANCING THEIR EDUCATIONAL EXPERIENCES (SS#24, December 1983)**, edited by Sylvia S. Stewart (*University of Maryland*). Analyzes the characteristics and needs of students who live off campus. Presents

information from a nineteen-campus study to highlight distinctive, cost-effective approaches to serving commuter students and enhancing their development.

**UNDERSTANDING STUDENT AFFAIRS ORGANIZATIONS (SS#23, September 1983)**, edited by George D. Kuh (*Indiana University*). Explains how to use modern theories of organizational behavior in improving all facets of student affairs operations and management — including administrative structures, departmental relationships, staff interactions, program planning, and service delivery.

**STUDENT AFFAIRS AND THE LAW (SS#22, June 1983)**, edited by Margaret J. Barr (*Northern Illinois University*). "Recommended reading for anyone involved in collegiate teaching or administration. . . . For those who have experience in 'reading the law,' this treatise will be a welcomed update to the ever changing legal environment. Those less accustomed [to legal considerations] will find it to be an effective primer and a timely reminder that ignorance is not bliss in the sight of the law" — *Planning for Higher Education*.

**MEASURING STUDENT DEVELOPMENT (SS#20, December 1982)**, edited by Gary R. Hanson (*series editor*). "The next time I hear someone imply that 'student development is all fine and good, but it cannot be measured,' I will strongly encourage that person to read this fine monograph. . . . This book provides a clear delineation of the issues and problems involved in assessing student development and leaves us with a sense of direction about what should happen next" — *Journal of College Student Personnel*.

**DEVELOPMENTAL APPROACHES TO ACADEMIC ADVISING (SS#17, March 1982)**, edited by Roger B. Winston, Jr., Steven C. Ender (see SS#27, above), and Theodore K. Miller (*University of Georgia*). "A wealth of organizational concepts and ideas that will be very helpful to a wide variety of advising system administrators and faculty. It will make all readers think about the quality and content of their academic advising systems" — *Journal of College Student Personnel*.

**EDUCATION FOR STUDENT DEVELOPMENT (SS#15, September 1981)**, edited by Jane Fried (*University of Connecticut*). Details innovative ways to foster students' academic, career, and life skills in the classroom. Focuses on procedures for designing and teaching developmental courses and evaluating learning outcomes.

### TOPICS OF 1985 SOURCEBOOKS

- *Facilitating the Development of Women Students (SS#29, March 1985)*
- *Applied Ethics in Student Services (SS#30, June 1985)*
- *Coping with Death on Campus (SS#31, September 1985)*
- *Future Trends in Student Services (SS#32, December 1985)*

### ORDERING INFORMATION

Sourcebooks are published quarterly and can be purchased individually for \$8.95 each, *when prepaid*. For billed orders, a postage and handling charge will be added.

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NEW

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AdvisingRoger B. Winston, Jr.  
Theodore K. Miller  
Steven C. Ender  
Thomas J. Grites  
and AssociatesRoger B. Winston, Jr., Theodore K. Miller, Steven C. Ender,  
Thomas J. Grites, and AssociatesDEVELOPMENTAL ACADEMIC ADVISING  
Addressing Students' Educational, Career, and Personal Needs

This new book provides a comprehensive examination of academic advising from a developmental perspective. In seventeen original chapters, the authors show how effective advising programs can do more than help students select a course of study; they can enhance the quality of students' educational experiences by helping them adjust to the college environment, make the most of institutional resources, achieve educational and personal goals, and make career decisions. In addition, responsible advising programs can further an institution's mission and goals and decrease attrition resulting from a lack of effective advising and mentoring.

Drawing on student development theory as well as on a nationwide survey of academic advising practices at over 750 institutions, the authors detail specific strategies and techniques for making advising more effective in all types of institutions — large and small, technical and liberal arts, public and private. They cover each major area of academic advising, from formulating program goals through selecting and training advisors to organizing and administering services.

All those responsible for advising students — whether professional advisors, student services personnel, faculty, peer counselors, admissions staff, or administrators who oversee their campus's advising program — will find this book of value.

## OVERVIEW OF CONTENTS

**Part One** defines academic advising from a developmental perspective and traces its foundations and growth. The authors spell out how developmental academic advising can increase students' opportunities to achieve their educational, personal, and career goals. They analyze current academic advising methods and practices at over 750 colleges and universities; explain how an advising program can promote an institution's image and mission, and investigate how student development theory can improve academic advising.

**Part Two** details specific strategies, techniques, and materials advisors need to effectively advise all students, including those with special needs. The authors spell out how to help students acquire important decision making and planning skills; illustrate how to use tools and resources (such as the career center, computers, and assessment instruments) for improved advising; and detail ways to meet the advising needs of several important special groups, including handicapped, academically underprepared, and professional or graduate students.

**Part Three** specifies how to organize and maintain an effective academic advising program and presents a variety of options for staffing, budgeting, and training. The authors offer advice on managing the details of program administration, including ways to keep accurate records, maintain adequate support staff, and make the best use of physical facilities. They discuss the legal considerations of advising, such as students' rights and advisors' responsibilities. They then present a step-by-step process for developing faculty members' advising skills and knowledge and conclude with a seven-step model for developing programs and workshops to train professional, student, and peer advisors.

**Part Four** describes successful academic advising programs from diverse college and university settings and suggests how others can use these models in improving their own institutions' advising programs. Each program's structure, goals, development, activities, and usefulness are evaluated. The **Epilogue** summarizes the components of successful academic advising programs and proposes ways to improve the quality of advising on many different kinds of campuses.

Ready November 1984

LC 84-48001 CIP ISBN 0-87589-633-2

Over 550 pages

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## CONTENTS

**Part One: Academic Advising for Student Development: Foundations and Current Practices**

1. Academic Advising Reconsidered, Steven C. Ender, Roger B. Winston, Jr., Theodore K. Miller
2. Current Advising Practices in Colleges and Universities, David S. Crockett, Randi S. Levitz
3. Academic Advising and Institutional Goals: A President's Perspective, Janet D. Greenwood
4. Foundations for Academic Advising, Russell E. Thomas, Arthur W. Chickering

**Part Two: The Advising Process: Strategies and Clientele**

5. Educational Planning: Helping Students Make Decisions, Virginia N. Gordon
6. Integrating Academic Advising and Career Planning, Wesley R. Habley
7. Enhancing Students' Intellectual and Personal Development, James C. Hurst, Gene A. Pratt
8. Techniques and Tools for Improving Advising, Thomas J. Grites
9. Using Computers in Academic Advising, Gary L. Kramer, Erlend D. Peterson, Robert W. Spencer
10. Meeting the Special Advising Needs of Students, Sue A. Saunders, Leroy Ervin
11. Advising Graduate and Professional School Students, Roger B. Winston, Jr., Mark C. Polkosnik

**Part Three: Organizing and Administering Advising Programs**

12. Delivery Systems and the Institutional Context, Edward R. Hines
13. Administering Advising Programs: Staffing, Budgeting, and Other Issues, David W. King
14. Legal Issues in Academic Advising, Donald D. Gehring
15. Improving Advising Knowledge and Skills Through Faculty Development, Howard C. Kramer, Robert E. Gardner
16. Training Professional and Paraprofessional Advisors, Virginia N. Gordon

**Part Four: Translating Theory into Practice**

17. Noteworthy Academic Advising Programs, Thomas J. Grites
- Epilogue: Improving Academic Advising, Roger B. Winston, Jr., Thomas J. Grites, Theodore K. Miller, Steven C. Ender

## SUMMARY

This new book contains a wealth of information and advice for providing effective academic advising that helps students gain the most from their college experience, achieve personal goals, and make important educational and career decisions. The authors cover every major aspect of developmental academic advising — its foundations and development; its specific advantages over other approaches to advising students; model programs and how they can be implemented; how to use special advising approaches, techniques, and tools; and strategies for strengthening advisors' skills. They also offer specific suggestions for budgeting, staffing, structuring, and administering advising programs in all types and sizes of institutions.

## AUTHORS

ROGER B. WINSTON, JR., is associate professor and THEODORE K. MILLER is professor of education, Department of Counseling and Human Development Services, College of Education, University of Georgia. STEVEN C. ENDER is assistant professor and counselor, Center for Student Development, Kansas State University. THOMAS J. GRITES is director of academic advising, Stockton State College, Pomona, New Jersey.

**BLACKS IN COLLEGE**

Jacqueline Fleming


*Jacqueline Fleming*  
**BLACKS IN COLLEGE**
**A Comparative Study of Students' Success  
 in Black and in White Institutions**

Do black colleges — once the only institutions of higher learning open to blacks — still serve a useful purpose in a society committed to integration? Do they have a role to play now that formerly all-white colleges actively recruit black students and offer them facilities, resources, and services that are generally superior to those of historically black colleges? What factors are most important for student development and academic achievement?

In this new book, Jacqueline Fleming presents the findings of a major study of black college students to assess whether they are better served by predominantly black colleges or by integrated, predominantly white colleges. She reveals that white colleges, despite generally superior facilities and resources, may be less supportive of black students' personal, social, and cognitive development than are black colleges. And she recommends ways colleges — both black and white — can improve the educational opportunities and development of all their students.

**IMPORTANT FINDINGS ON STUDENT DEVELOPMENT**

This book reveals the results of Fleming's study of black and white students in both the South and the North in many different types of institutions, including small colleges, large urban universities, private and state-supported schools, liberal arts and technical colleges, and coed as well as single-sex institutions. Using a wide range of measures — including academic achievement, social adjustment, self-concept, stress levels, assertiveness, vocational interests, and black identity — Fleming challenges many current assumptions about intellectual development. She presents evidence to show that an atmosphere that supports meaningful friendships, active participation in campus life, and interaction with teachers may be more significant for academic achievement and personal growth than superior institutional facilities and resources. And she demonstrates that black students often show greater improvement in academic performance, maturation, and self-worth in black colleges than they do in white colleges.

**OVERVIEW OF CONTENTS**

**Part One** describes the historical dilemma blacks have faced in obtaining quality higher education — and explains how black colleges evolved under pressures to be nonintellectual technical schools. Fleming examines criticisms of black colleges' resources and argues that the quality of education should be measured by students' development and learning — not by institutional resources.

**Part Two** reports and analyzes the results of the author's four-year study of black college students' intellectual and social development. Fleming first outlines the research methods and measures used (such as personal interviews, personality inventories, college transcripts, and self-reports). She then describes the patterns of development found among black students in a variety of colleges and universities. She uncovers feelings of alienation and less academic growth among black students attending mostly white colleges in both the North and the South. Using measures of cognitive growth, motivation, and other indicators, she notes that predominantly black institutions are more conducive to blacks' development than mostly white institutions — even though black students who go to white colleges are often better prepared academically. And she shows that blacks in black colleges generally show fewer developmental problems than blacks in white colleges.

**Part Three** looks at differences and similarities in how college affects black and white students. Fleming compares black students' patterns of development in black colleges with white students' patterns in white colleges — showing remarkable similarities — and reveals differences in the ways men and women of both races react to their college experiences.

**Part Four** summarizes the author's findings and discusses their implications for all colleges and universities. Fleming describes ways in which both black and white colleges can improve the education of their students of both sexes. In conclusion, she compares her analyses and recommendations with those of other researchers.

The appendixes provide information on the contents and validity of the instruments and measures used in the study.

**CONTENTS****Part One: Higher Education for Blacks in America**

1. Role of Black and of White Colleges in Educating Black Students
2. Issues in the Education of Black Students

**Part Two: Studying Intellectual and Social Development of Black Students**

3. Procedures for Studying College Students and Environments
4. Black Colleges in the Urban South: Settings for Growth
5. White Colleges in the Urban South: Obstacles to Adjustment
6. Colleges in the Southwest: Findings from In-Depth Studies of Student Growth
7. Colleges in the Deep South: Reversing the Patterns of Cosmopolitan Environments
8. Colleges in the North: Similarities to Patterns in the South

**Part Three: Comparing the Impacts of College on Black and White Students**

9. Differences by Race
10. Differences by Race and Sex

**Part Four: Conclusion**

11. Implications for the Education of Black Students
12. Summarizing the Impacts of College on Students

**Appendix A: Measures Used in the Study****Appendix B: Summary Tables****SUMMARY**

This new book shows that integrated — and predominantly white — colleges may not be providing an atmosphere that encourages black students' fullest intellectual and personal growth. Examining the intellectual, emotional, and personal development of black students at both black and white colleges, the author presents evidence from college transcripts, in-depth interviews, and psychological testing to show that black students generally do better at black colleges than at white colleges. She discusses the reasons for black students' improved development in black colleges and suggests that better relations with teachers, greater opportunities for friendship, and fulfilling social activities may be more important for educational and personal growth of all students than superior institutional facilities. Her provocative insights will be of value to all higher education administrators, faculty members, counselors, and student services professionals.

**THE AUTHOR**

JACQUELINE FLEMING is adjunct professor, department of psychology, Barnard College, and consulting psychologist, United Negro College Fund.

Ready December 1984

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NEW

Developmental Academic Advising



Roger B. Winston, Jr.  
Theodore K. Miller  
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Roger B. Winston, Jr., Theodore K. Miller, Steven C. Ender, Thomas J. Grites, and Associates  
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Part Two details specific strategies advisors need to effectively advise a student with special needs. The authors spell out the important decision making and procedures to use tools and resources (such as the assessment instruments) for important ways to meet the advising needs of groups, including handicapped, academic, professional or graduate students.

Part Three specifies how to organize a developmental academic advising program and presents staffing, budgeting, and training. The authors discuss the details of program administration: how to keep accurate records, maintain adequate use of physical facilities. They discuss the importance of advising, such as students' rights and responsibilities. They then present a step-by-step program for faculty members' advising skills and knowledge, a seven-step model for developing programs to train professional, student, and peer advisors.

Part Four describes successful academic advising programs in diverse college and university settings and suggests how these models in improving their own institutions. Each program's structure, goals, development, activities, and usefulness are evaluated. The Epilogue summarizes the components of successful academic advising programs and proposes ways to improve the quality of advising on many different kinds of campuses.

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SUMMARY

a wealth of information and advice for academic advising that helps students gain the experience, achieve personal goals, and make informed decisions. The authors discuss developmental academic advising — its specific advantages over traditional advising; model programs and how to use special advising approaches, strategies for strengthening advisors' skills; suggestions for budgeting, staffing, and evaluating advising programs in all types and

HORS

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